

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180025**

**Grants.gov Tracking#: GRANT12658074**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180025

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**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"/>
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* 3. Date Received: <input type="text" value="06/20/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Board of Regents of the University of Wisconsin System"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396006492"/>	* c. Organizational DUNS: <input type="text" value="1612021220000"/>

**d. Address:**

* Street1: <input type="text" value="Research &amp; Sponsored Programs"/>
Street2: <input type="text" value="21 N. Park Street, Suite 6401"/>
* City: <input type="text" value="Madison"/>
County/Parish: <input type="text" value="Dane"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="53715-1218"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="African Studies Program"/>	Division Name: <input type="text" value="International Division"/>
---	--

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Neil"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kodesh"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director"/>
--

Organizational Affiliation: <input type="text" value="African Studies Program, University of Wisconsin-Madison"/>
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* Telephone Number: <input type="text" value="608-262-2380"/>	Fax Number: <input type="text"/>
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* Email: <input type="text" value="kodesh@wisc.edu"/>
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**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

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

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

**13. Competition Identification Number:**

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

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

Add Attachment

Delete Attachment

View Attachment

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

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

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,919,681.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,919,681.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Board of Regents of the University of Wisconsin System

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	145,450.00	146,885.00	148,333.00	149,797.00		590,465.00
2. Fringe Benefits	33,607.00	34,618.00	35,663.00	36,743.00		140,631.00
3. Travel	28,500.00	30,500.00	28,500.00	30,500.00		118,000.00
4. Equipment						
5. Supplies	12,000.00	12,000.00	12,000.00	12,000.00		48,000.00
6. Contractual						
7. Construction						
8. Other	50,800.00	46,800.00	48,800.00	48,800.00		195,200.00
9. Total Direct Costs (lines 1-8)	270,357.00	270,803.00	273,296.00	277,840.00		1,092,296.00
10. Indirect Costs*	21,629.00	21,664.00	21,864.00	22,227.00		87,384.00
11. Training Stipends	435,000.00	435,000.00	435,000.00	435,000.00		1,740,000.00
12. Total Costs (lines 9-11)	726,986.00	727,467.00	730,160.00	735,067.00		2,919,680.00

**\*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: 07/01/2017 To: 08/14/2022 (mm/dd/yyyy)

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

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # P015A180025

Name of Institution/Organization Board of Regents of the University of Wisconsin System	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524

## 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Allison Lynch</p>	<p>TITLE</p> <p>Managing Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Board of Regents of the University of Wisconsin System</p>	<p>DATE SUBMITTED</p> <p>06/20/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Board of Regents of the University of Wisconsin System

\* Street 1: Research and Sponsored Programs    \* Street 2: 21 North Park Street, Suite 6401

\* City: Madison    \* State: WI: Wisconsin    \* Zip: 53715-1218

Congressional District, if known: WI-002

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr  CFDA Number, if applicable: 84.015
---	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name NA Middle Name

\* Last Name NA Suffix

\* Street 1 NA Street 2

\* City NA State WI: Wisconsin Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name N/A Middle Name

\* Last Name N/A Suffix

\* Street 1 N/A Street 2

\* City N/A State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Allison Lynch

\* Name: Prefix  \* First Name Brenda Middle Name   
\* Last Name Egan Suffix

Title: Managing Officer Telephone No.: 608-262-3822 Date: 06/20/2018

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Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1236-UW-ASP-GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**GEPA Statement**

As part of its Strategic Framework 2015-2019, the University of Wisconsin-Madison invests in its people as one of the five strategic priorities and initiatives to ensure we are “fully equipped to address the complex problems facing the modern world.”

In strict accordance with Section 427 of General Education Provisions Act (GEPA), the African Studies Program (ASP) actively solicits for consideration at any and every level of employment members of traditionally underrepresented groups. All ASP openings are advertised to conform to EO/AA criteria. We systematically post and promote openings in forums that will increase exposure and strengthen access for minority candidates and candidates from all traditionally underrepresented groups. UW-Madison’s ten-year plan to advance and sustain shared values of diversity and inclusion has yielded substantial gains. One of the Strategic Framework’s primary initiatives is to increase faculty retention and recruitment from underrepresented groups. In 2017, 21 percent of faculty members and 14 percent of academic staff members were from underrepresented racial and ethnic groups, a sharp increase since 2000 and an increase of over 2 percent for each during the last three years. Nearly 50 percent of UW-Madison faculty staff are women.

UW-Madison’s diversity and inclusion strategic plan addresses all aspects of increasing and sustaining access, retention and support for underrepresented groups in the areas of *gender, race, national origin, color, disability, and age*. In support of this dedication, the plan identifies the following goals: significant improvement in the representation and academic success of all ethnic groups among the student body, faculty, and staff; improvement of the campus classroom and social climate for all; and an increase in the depth of understanding by the large majority not in those groups for their values, customs, and experiences. UW-Madison continues to define diversity broadly in an effort to create a welcoming and inclusive community for people from every background who as students, faculty and staff serve Wisconsin and the world.

ASP is actively involved in minority staff and faculty recruitment efforts and its own diversity profile is strong. Of our 78 core, tenured or tenure-track faculty, 44% are women, and 31% self-identified as racial/ethnic minorities. Of 11 ASP faculty hired in the last four years, three are non-white and five are women. ASP regularly hires student staff from underrepresented groups. In AY2017-18, we hired 10 students who self-identify as belonging to racial/ethnic minority groups and 17 women, representing 45% and 77% of our 22 total student staff, respectively. 23% of our student staff come from rural Wisconsin communities, and 18% self-identify as belonging to a religious minority group. ASP works to strengthen diversity and inclusion in area studies as well as in professional fields.

ASP complies fully with Section 427 of GEPA not only in employment measures but also by working to ensure access by students and the public to our programs and activities. As with all UW-Madison units, we are committed to providing accommodations to permit employees, students, and visitors with disabilities access to employment, programs, activities, and facilities as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

UW Madison has a variety of resources available to assist individuals with disabilities in accessing campus programs, services and activities. ASP recently redesigned both of its website and newsletter to make information accessible to persons with visual impairment. Formal accommodations for persons with disabilities at UW are coordinated through the following offices:

- The McBurney Disability Resource Center partners with campus units to assist in creating an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment.
- The Office for Equity and Diversity Disability Coordinator for Employment coordinates a campus network of Divisional Disability Representatives (designated employees to assist employees with disability-related issues) to assist with accommodation concerns for employees.
- The ADA Coordinator in the Office of Compliance is available to assist visitors and guests to campus with their accommodation needs and serves as the campus ADA compliance officer.

UW-Madison maintains a current Veterans 4212 report and a current Affirmative Action Plan in compliance with federal guidelines. As part of our strategic plan's dedication to increasing support for nontraditional students, the UW-Madison Veterans Assistance and Military Assistance Center provides guidance to veteran students and employees and monitors campus compliance with statutes governing veterans' rights and benefits. The Center partners with local, state and federal organizations and agencies to ensure veterans at UW-Madison receive knowledgeable advice and services to ensure success.

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## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Board of Regents of the University of Wisconsin System"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Brenda"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Egan"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Managing Officer"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Allison Lynch"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="06/20/2018"/>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Neil		Kodesh	

Address:

Street1:	University of Wisconsin African Studies Program
Street2:	205 Ingraham Hall 1155 Observatory Drive
City:	Madison
County:	WI Wisconsin
State:	WI: Wisconsin
Zip Code:	53706-1319
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
608-262-4461	

Email Address:

kodesh@wisc.edu

**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  Not applicable to this program

**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) #:  1  2  3  4  5  6

No Provide Assurance #, 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.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**ABSTRACT**

For more than fifty-five years, the University of Wisconsin-Madison has set international benchmarks of excellence in Africa research and education, training Africanists to become award-winning educators, respected public servants, and leaders in the private sector. Wisconsin has awarded more than 800 PhDs to Africa specialists since 1961, a higher number than any other university in the nation. Nearly 20 percent of the nation's academic Africa specialists in the social sciences, humanities, and languages were trained at Wisconsin in a wide range of degree programs: B.A., M.A., Ph.D., J.D., M.D., and others.

With the nation's only free-standing department dedicated to the study of African languages and a full-time director for African language pedagogy, the African Studies Program has provided the nation with a cadre of persons trained to speak *and teach* African languages at the most advanced levels. Wisconsin offers six African languages (Arabic, Swahili, Yoruba, Hausa, Wolof, and Zulu) in formal classroom settings and supports the learning of any African language through our innovative *Theories & Methods of Learning an African LCTL* course series. Our highly-trained language instructors serve as resources at language institutes across the nation, such as the African Flagship Languages Initiative (Florida), Harvard, Middlebury, and others.

The African Studies Program is an intellectual home for 78 core faculty in 54 disciplines who teach nearly 200 courses about Africa. These courses reach over 9,000 students each year. The collegial spirit of the center keeps faculty vested in the program and encourages them to contribute their unique disciplinary training, regional expertise, and diverse perspectives. Our weekly seminar series, *Africa at Noon*, has served as a space to gather, reflect, and debate since 1973. The unparalleled depth of our area studies expertise, the breadth of our curriculum, and the vibrancy of our campus and public programming creates a rich interdisciplinary environment that prepares our students to lead in this globalized 21<sup>st</sup>-century world.

Our graduates not only serve in top positions in government, the private sector, and academia, but they return to campus to actively participate in training the next generation of Africanists to serve our national needs. In 2017-18, twenty-six alumni returned to share their Africanist expertise with our community and the public. Eight alumni hosted UW-Madison students in Africa-based summer internships. Alumna Linda Thomas Greenfield (former Assistant Secretary of State for African Affairs) visited our campus three times, including to receive an honorary doctorate from UW-Madison. Alumnus Russ Feingold (former Chair of the U.S. Senate Subcommittee on African Affairs & special envoy to the Great Lakes Region) will be teaching a course on peacemaking in the Great Lakes Region of Africa to our undergraduates in Fall 2018.

The University of Wisconsin-Madison's guiding principle, the Wisconsin Idea, challenges us to transcend the intellectual and physical boundaries of the academy to share this knowledge with the state, the nation, and the world. Our African Studies outreach program, which is conducted in active partnership with UW-Madison's School of Education and reaches more than 8,000 K-16 teachers, students, and community members each year, embodies this commitment, as do our efforts to assist historically-underserved colleges, such as the College of the Menominee Nation, and community colleges, such as Madison College, to build internationalized curricula and train teachers. Wisconsin's global reach includes its historic linkages with institutions across the nation and overseas as well as newly emerging collaborations with alumni from our Mandela-Washington Fellowship Leadership Institute through the U.S. State Department Young African Leadership Initiative (YALI).

UW-Madison leads from a position of strength. Our award-winning faculty will continue to produce scholarship on issues vital to our national interests while training the next generation of Africanist experts to serve the nation. With Title VI support, we will extend the reach of our influence, investing in new programs that push the boundaries of traditional area studies education, including new and diverse perspectives of our knowledgeable faculty and others. Leveraging Title VI funds, we will *share* our rich intellectual resources with the community, nation, and world; and create *innovative, cross-disciplinary area studies training* that prepares our students to serve the nation.

**From 2018-2021, Title VI funds will:**

- (1) Expand the reach of some of the nation's most innovative language courses and flagship area studies courses by making them accessible to students from other universities, including community colleges;
- (2) Create public programs that explore contemporary themes and generate rigorous debate;
- (3) Expand access to our outreach resources, particularly to serve rural areas in the Midwest;
- (4) Develop new interdisciplinary courses and professional development experiences for our students that encourage national service;
- (5) Support the internationalization of curricula at Minority-Serving Institutions including the College of the Menominee Nation and community colleges, including Madison College;
- (6) Improve public access to our Africana library collections;
- (7) Deepen connections to the School of Education with new courses and outreach activities; and
- (8) Evaluate and strengthen the national impact of our programming.

## Project Narrative File(s)

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# NARRATIVE



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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

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## A. PROGRAM PLANNING AND BUDGET

Title VI resources will be leveraged to expand the reach of our influence by sharing resources with the wider community, nation, and world; and to create innovative, interdisciplinary professional training opportunities that prepare our students to serve the nation. From 2018-22, we will pilot innovative projects and expand the reach of established, successful programs.

### A1. EVIDENCE OF HIGH QUALITY

The proposed activities below are divided into three categories: (1) UW-Madison African Studies Program (ASP) initiatives, (2) cross-regional initiatives with other UW-Madison area studies centers, and (3) collaborative initiatives with Africa NRCs from across the nation.

#### A1.1. UW-MADISON AFRICAN STUDIES PROGRAM (ASP) INITIATIVES

The African Studies Program (ASP) is deeply committed to highlighting diverse perspectives through its **public programs**, expanding access to **critical language and area studies courses**, infusing our curriculum with new innovations in **interdisciplinary and professional training** that foster service in areas of national need, and extending the reach of our **outreach programs** into underserved rural communities. Title VI funds will supplement existing support for these initiatives and allow for further expansion.

#### **PUBLIC PROGRAMMING: HIGHLIGHTING DIVERSE PERSPECTIVES**

The African Studies Program's two most esteemed traditions are its **weekly seminar series**, *Africa at Noon*, and its **annual symposium**, which is hosted by an Africanist faculty member on an interdisciplinary theme. We seek Title VI funds to keep these programs free and accessible to the public (Budget 8.1a-b). Our public events anchor the intellectual life of the center. They entice our alumni to visit their alma mater and have created a loyal following among community members and teachers. During the most recent academic year, our symposium and seminar series reached 4300 people, including 72 teachers (K-12) and more than 1300 students (K-12). Events featured the perspectives of one MSI and two community college faculty members.

The theme of our **annual symposium** defines the intellectual direction of our annual programming. Faculty members suggest current topics related to areas of critical national need. For example, the AY15-16 conference on *Health and Science in the African World* included discussions of the recent West African Ebola crisis. The symposium creates intimate spaces that foster rigorous debate. *Africa at Noon* likewise features diverse perspectives on current issues in areas of national need. This event has been a weekly tradition in our community since 1973, reliably drawing a weekly audience of 40-60 students, faculty, and community members to hear preeminent academics, public servants, and private sector leaders speak about their work in Africa. Among other topics, presentations during AY17-18 examined China-Africa relations, globalization and foreign direct investment in agriculture, U.S. national security interests in Africa, the role of women in post-conflict societies, and representations of queer identities across the continent. Our 24 speakers represented 13 academic disciplines and included 13 men and 11 women, 16 academics, two public servants, six private-sector leaders, nine underrepresented minorities, four assistant professors, one dean, two CEOs of private companies, one director of an NGO, four alumni, and scholars from five different countries.

In addition to the annual symposia and weekly seminar, African Studies seeks Title VI funds to support **special events** (Budget 8.1c) to explore controversial and urgent issues in the field and to sponsor select **community-led initiatives** (Budget 8.1d, Table A-1, p.3). Soliciting proposals from the community keeps us responsive to issues that matter to the public and ensures that we feature a wide range of diverse perspectives.

**TABLE A-1 SELECTED SPECIAL EVENTS AND COMMUNITY INITIATIVES THAT HIGHLIGHT DIVERSE PERSPECTIVES (AY17-18)**

<p><b>UW-Madison African Studies Program Special Events (free and open to the public)</b></p> <p><b>Extractive resources and land tenure in Africa (Audience: 50+)</b>  A screening of <i>The Land Beneath Our Feet</i> followed by a roundtable discussion with filmmaker and ASP faculty member Gregg Mitman (Environmental Studies), alumnus David Prager (Global Head of Corporate Affairs, The De Beers Group of Companies), and alumnus David Nagel (Former Executive Vice President, British Petroleum). The film, produced by Mitman and his graduate student Emmanuel Urey, explores the reverberating impacts of Firestone’s rubber plantations on land tenure insecurity in Liberia.</p> <p><b>Pharmaceuticals in Africa: Research, Pricing, and Needs (Audience 100+)</b>  A roundtable featuring Jeff Kemprecos (Executive Director of Emerging Markets Public Policy of Merck and Co), Jeanette Roberts (School of Pharmacy, UW-Madison) and ASP faculty member James Conway (Global Health Institute), moderated by the Vice President of Manchester Trade, alumnus Anthony Carroll.</p> <p><b>African Lives in China: Sinica Podcast Live Recording (Audience 2000+)*</b>  Hosts Kaiser Kuo and Jeremy Goldkorn interviewed Dr. Lina Benabdallah (Wake Forrest) about her work on the African community in Guangzhou, on the challenges that African students have faced in China, and how China’s growing involvement with Africa has impacted Africans living in China.  * <i>Sinica is the most popular English-language China podcast in the world, with several thousand followers.</i></p> <p><b>Community-led Initiatives (competitively awarded support for Africa programs)</b></p> <p><b>Wisconsin Film Festival screening of Africa films (Audience 300+)</b>  Title VI funds supported the screening of two feature-length films in 2018: <i>I Am Not a Witch</i> (Nyoni) tells the story of a girl accused of witchcraft. ASP faculty member Henry Drewal offered remarks and screened his research film <i>Celebrating Sacred Twins in Africa. Makala</i> (Gras) highlights the daily life of a Congolese charcoal-maker. African Studies organized a post-film discussion featuring ASP faculty members Lisa Naughton and Aliko Sonogolo as well as ASP graduate student, Niwaeli Kimambo.</p> <p><b>Run 4 Refugees: Dane County UN Association (Audience 2000+)</b>  A 5K run and public event highlighting local refugee communities. ASP assisted by identifying suitable speakers, which included the diverse perspectives of ASP graduate students from two countries.</p> <p><b>AfricaFEST: Celebrating the African Diaspora (Audience 5000+)</b>  This festival celebrates the diversity of African cultures in diaspora communities in Wisconsin, featuring speakers, performers, traditional cuisine, and crafts. ASP assists with publicity, printing, and speaker suggestions.</p> <p><b>Yoruba Culture Club (Audience 20-40 K-12 students)</b>  The heritage language-learning club includes community members who self-identify as having Yoruba ancestry, or who are simply interested in Yoruba culture. ASP facilitates access to Yoruba language and culture experts.</p>
---

**EXPANDING ACCESS TO LANGUAGE & AREA STUDIES COURSES IN AREAS OF NATIONAL NEED**

Title VI has long been central to the teaching of African LCTLs by providing the flexibility to adjust language offerings in response to national needs. For example, from 2014-18, we utilized Title VI funds to shift our instructional focus to support West African languages spoken in regions of national security interest (Wolof, Yoruba, and Hausa) using Title VI funds. Such rapid curricular changes are not possible with university resources. In the coming cycle, we request similar **support for language instruction** to keep our language program nimble (Budget 1.2).

In addition, we seek support for an innovative language instruction program that will

serve the nation for years to come. Since 2015 we have offered a yearlong course sequence designed to teach African languages not otherwise available to students. Prof. Katrina Daly Thompson, our African Languages Coordinator, supervises these courses: *African 670: Theories and Methods of Learning a LCTL* and *African 671: Multilanguage Seminar*. Thompson's courses allow students to study any African language needed for their research or professional training (G1, p.34). More than 60 students have enrolled, including students from the UW-Madison School of Education. Big Ten Academic Alliance students (BTAA, formerly known as the Committee on Institutional Cooperation, or CIC) also enroll via CourseShare and participate through videoconferencing. Similarly, the Passport Program (Table A-2, p.9), an institutional agreement between UW-Madison and our local community college, enables students from Madison Area Technical College (MATC) to participate. Unfortunately, MATC students have not enrolled, citing scheduling and transportation barriers. We propose to use Title VI funds to **develop online course materials for African 670/671** (Budget 8.1g). An online course will enable MATC students to enroll while addressing similar scheduling conflicts faced by many BTAA and UW-Madison students. Title VI funds will also extend the reach of this course beyond the classroom, by making **language-learning materials** produced by previous students in 670/671 **available to the public** on our website. Finally, we propose to revise the curriculum to create a *Global Multi-language Seminar* to serve students studying languages in and beyond Africa, and to integrate this language-learning approach into the Wisconsin Summer Language Institutes (WISLI) (Table G-1, p.34).

We also seek Title VI funding to **develop digital media modules for our flagship course, African 277: Introduction to Africa** (Budget 8.1h). This course gives introductory-level students direct access to top Africanists in a variety of disciplines (F2, p.31). It is taught every

semester and always reaches capacity. As recently as 2012, 240 students enrolled each semester and the course received 3-4 TAs from the university. As state budgets constricted, TA allocations declined, and enrollment in 277 was limited. The Fall 2017 course only admitted 141 students (App. 3). This situation not only restricts the access of UW-Madison students—particularly first-year students—to a critical area studies course, it also forces us to exclude MATC and BTAA students, who may enroll only after UW-Madison students have registered. We seek to expand course enrollment to meet student demand while giving MATC and BTAA students direct access to some of the nation’s premier Africanist scholars. Rather than temporarily filling instructional and technological gaps with TAs and videoconferencing equipment, we propose to make a one-time investment to create an online summer course that will deliver African Studies content to a greater number of UW-Madison, MATC, and BTAA students. Within a year, this summer course will be financially self-sustaining, ensuring that Title VI funds are used strategically to support area studies learning for many years to come. The digital media developed for this new online summer course will be integrated into our face-to-face *Africa 277* course, thereby injecting pedagogical innovations such as flipped-classroom learning into our flagship gateway course.

**INTERDISCIPLINARY & PROFESSIONAL SKILLS EDUCATION TO FOSTER SERVICE FOR NATIONAL NEEDS**

Title VI seed funding will be used to develop **two new graduate interdisciplinary courses** (Budget 8.1i). Our model for interdisciplinary course development is based on a highly successful endeavor that was partially supported with Title VI funds in AY14-15. Kodesh (African History), Wendland (Anthropology) and Gomez (Medical History), created a course on the theme of “Health, Healing, and Science in Africa,” which culminated in an international conference. This conference led to the development of a collaborative research cluster with Kodesh, Goldberg (Pathobiological Sciences), and Garoon (Community and Environmental

Sociology), to explore “Mapping Hot Spots: ‘One Health’ and the History of Infectious Disease Research in Africa.” These faculty members secured competitive funding to lead eight graduate students from six disciplines to conduct intensive field research at an infectious disease research station in Uganda. With Title VI support, we will formalize this successful model for interdisciplinary graduate education by providing a similar infusion of early-stage support for course development and modest funds for related public programs. We will invite proposals for two interdisciplinary seminars, each taught by no fewer than two faculty members from two departments. In addition to these two new interdisciplinary seminars, we will leverage Title VI funds to **create a new graduate seminar** that capitalizes on the rigorous scholarship at our interdisciplinary *Africa at Noon* speaker series (Budget 8.1j; A1.1, p.1). Speakers will be invited to share the story of their professional trajectories. Students will also receive professional skills training on interdisciplinary pedagogy, research ethics, interview skills, and grant-proposal writing, as well as career advising to explore non-academic post-graduate pathways.

In Fall 2017, African Studies launched a student professional development series, *Africanists@Work*, featuring focused career discussions and networking opportunities with public- and private-sector professionals. The program showcased recent alumni, such as Leslie Zelenko (Legislative Assistant, Office of Rep. Pocan), and Cath Thompson (Program Director, Peace & Security Funders Group), as well as senior professionals, including Grant Harris (former Africa advisor to President Obama), Steve Wallace (President & Co-founder of Omanahene Chocolate), and Amb (ret.) John E. Lange (Senior Fellow for Global Health Diplomacy, UN Foundation). Speakers advised students on marketing their African Studies credentials, and at least two undergraduate students secured internships through these events. We seek Title VI funding to expand and institutionalize this successful program (Budget 8.1e).

The UW-Madison International Internships Program provides international professional experiences for students, but opportunities on the African continent have been limited. Using our extensive professional networks, including our alumni and new connections with the YALI network, we cultivated 13 new internship positions on the continent since 2016. Demand exceeds availability; we received more than 45 applications for these positions in spring 2018. Title VI funds will support the creation of additional **Africa-based internships** (Budget 8.1f), particularly with our network of Mandela-Washington Fellows (YALI)—emerging leaders who are addressing the continent’s most critical social and political issues and are at the helm of some of Africa’s fast-growing industries. Title VI resources will support costs associated with staff travel and site development, not for undergraduate student participation. Giving our students access to high quality professional opportunities directly aligns with the IFLE programs’ mission to develop a globally competent workforce.

**K-12: EXPANDING OUR OUTREACH PROGRAMMING TO REACH RURAL AUDIENCES**

More than 9,500 people engage with our programming each year. Our two most successful programs, *Day in Africa* (Budget 8.11; Table I-1, p.48), which brings high school students to campus to learn about our community of Africanist scholars, and our *Outreach Scholars* (Budget 3.2d & 5c; Table I-1, p.48), which brings Africanist expertise to classrooms around the state, have a loyal following. However, the geographical reach of these programs has been limited to central Wisconsin. In order to cost-effectively extend our reach, particularly to rural communities, we seek Title VI funds to expand our new *Discovery Box* initiative (Budget 8.1k). This program ships curated collections of cultural items paired with lesson plans and multimedia materials free of charge to rural schools. Shipments include a pre-paid return slip to make participation easy for busy teachers. *Discovery Boxes* explore themes related to cutting-edge research taking place on campus, bringing the real-world impact of Africanist scholarship to

classrooms around the state. Teachers can enroll in a subscription service to automatically receive a new box each month. Faculty from the UW-Madison School of Education will partner with pre-service teachers to evaluate the use of *Discovery Boxes* in K-12 classrooms, offering these students the opportunity to engage in active research on K-12 area studies programs, while providing international education opportunities for K-12 students and teachers (Table A-2, see #6 & #8, p.9). Evaluators will ensure that *Discovery Boxes* support the Global Education Achievement Certificate (GEAC), a new Wisconsin Department of Public Instruction Program designed to foster global competencies among high school students. Once established, ASP will support the inclusion of other world regions by partnering with other area studies programs.

**OTHER: EXPANDING LIBRARY ACCESS, MSI SUPPORT, OVERSEAS LINKAGES, & FACULTY DEV'T**

Support from Title VI will be used to (1) expand UW-Madison's Africana library collections (Budget 3.1c & 5a; E, p.27), (2) support the participation of MSI and community college faculty to attend national meetings of the African Studies Association (ASA) and Association of African Studies Programs (AASP) (Budget 8.1n) and (3) offer professional development support for UW-Madison Africanist faculty to expand their research portfolios and make new overseas linkages (Budget 3.1 a-b, 3.2a, 8.1m; B1, p.13).

**A1.2. UW-MADISON CROSS-REGIONAL INITIATIVES**

As a member of the newly constituted Institute for Regional and International Studies (IRIS) at UW-Madison (D, p.25), ASP supports several cross-regional activities, including collaborations with MSI/community colleges and K-12 teacher education programs (Budget 8.2; Table A-2, p.9), and the implementation of our nationally-lauded Standardized Wisconsin Evaluation Plan for Title VI (SWEPT, Budget 8.2g; C4.1, p.20).

TABLE A-2. UW-MADISON CROSS-REGIONAL COLLABORATIONS WITH MSI/COMMUNITY COLLEGES & K-12 OUTREACH

	Program	ASP role
MSI & community college	<p><b>1. Passport Program: Connecting Madison College to Language &amp; Area Studies</b>            Madison College is a comprehensive community and technical college with 40,000 students. The <i>Passport Program</i> allows these students to enroll in UW-Madison area studies and language courses, earning dual credit at both institutions. Title VI funds will be used to raise awareness among students and support Madison College faculty to develop curriculum or other projects that increase student interest in and access to language and area studies training.  <i>Budget 8.2a; A1.1, p.3</i></p>	<p><b>\$500/year;</b>             Expand ASP online course offerings</p>
	<p><b>2. Internationalizing the curricula at College of Menominee Nation (CMN)</b>            Title VI funds were used to develop a Seminar Global Indigeneity and Sustainability Seminar for the CMN, an MSI. Doctoral candidate Reynaldo Morales (Curriculum and Instruction, School of Ed) facilitated the involvement of 30 presenters from UW-Madison, reaching a weekly audience of more than 60 people, including representatives and guests from La Courte Oreilles Tribal Community. Select participants attended the U.N. Permanent Forum on Indigenous Issues. The collaboration inspired a campus-wide initiative to engage with Wisconsin's tribal communities. Title VI funds will expand this successful program.  <i>Budget 8.2b</i></p>	<p><b>\$1000/yr;</b>             Identify speakers on indigenous issues in Africa</p>
	<p><b>3. Master Teacher Institute for MSI/Community College Faculty</b>            UW-Madison in collaboration with University of Washington run an annual workshop that explores global themes, reaching 25-35 MSI/CC faculty annually.  <i>Budget 8.2c</i></p>	<p><b>\$500/yr</b>            Identify Africanist faculty speakers</p>
K-12 teacher training	<p><b>4. In-Service &amp; Pre-Service Teacher Training at MSIs</b>            Workshops for K-12 teacher training held at MSIs with teacher-education programs:</p> <ul style="list-style-type: none"> <li>• AY18-19, The Dark Side of Sugar (UW-LaCrosse)</li> <li>• AY19-20: Borders, Migration, and National Security (Mount Mary University)</li> <li>• AY20-21: International Children's Rights (Concordia University)</li> <li>• AY21-22: The Power of Women to Effect Global Change (Alverno College)</li> </ul> <p><i>Budget 8.2f</i></p>	<p><b>\$500/yr</b>             Identify Africanist faculty speakers</p>
	<p><b>5. Internationalizing Education course for teachers-in-training, School of Education</b>            Support to teach a seminar on integrating international and area studies into the curriculum for advanced students enrolled in the teacher-licensing program at UW-Madison. Students hear from practicing teachers who regularly teach about international issues. <i>Budget 1.3b</i></p>	<p><b>\$1000/yr</b>            Identify local K-12 teachers teaching Africa</p>
	<p><b>6. School of Education International Education First-Year Interest Group (FIG)</b>            Support to teach a three-course cluster for 20 first-year students who plan to apply for admission to the School of Education to become K-12 teachers. <b>ASP faculty, Prof. Maggie Hawkins</b>, (Curriculum &amp; Instruction) teaches the central course in this cluster, <i>International Studies and the K-12 Classroom</i>, which explores current practices of integrating area and international studies into K-12 social studies curricula in light of national and state curriculum developments. <i>New in 2018-22: Students will collaborate with ASP to evaluate Discovery Box program.</i> <i>Budget 1.3a, 8.1k; A1.1, p.7</i></p>	<p><b>\$1000/yr</b>             Coordinate evaluation of ASP <i>Discovery Box</i> program.</p>
	<p><b>7. Teacher Advisory Panel International Book Club</b>            The area studies programs convened a group of ten middle and high school teachers in summer 2017. Each quarter, teachers participate in a guided discussion of an international-themed book with a UW-Madison expert, and then brainstorm on how to improve area studies education in their classrooms. Teachers receive a copy of the book to be discussed at the next meeting. <i>New in 2018-22: The program will expand to reach teachers in rural regions (Baraboo, Fennimore, Ashland, and Chippewa-Falls).</i> <i>Budget 8.2d</i></p>	<p><b>\$500/yr</b>             Suggest Africa-related books &amp; Africanist discussants</p>
	<p><b>8. Teacher conference travel support</b>            Area studies centers will offer competitive, mini-grants to Wisconsin schoolteachers to defray the costs of their attendance at WI Council of the Social Studies (WCSS), and the Global Youth Summit (GYS), a meeting of high-school students and teachers from districts where the Global Education Achievement Certificate (GEAC) is offered. <i>New in 2018-22: GEAC is a new program. Outreach programming will be evaluated to ensure it supports this WI Department of Public Instruction initiative.</i> <i>Budget 8.1k &amp; 8.2e; A1.1, p.7</i></p>	<p><b>\$500/yr</b>             Coordinate <i>Discovery Box</i> evaluation for GEAC teachers</p>

### A1.3. AFRICA NRC NATIONAL COLLABORATIVE INITIATIVES

Table A-3 outlines our support of collaborative initiatives with other Africa NRCs across the nation. In some cases, such as the collaborative library projects, UW-Madison leads. In other cases, we contribute resources and personnel to assist our colleagues at other institutions.

**TABLE A-3. SUPPORT FOR COLLABORATIVE INITIATIVES WITH AFRICA NRCS**

<p><b>African Studies Outreach Council (ASOC) Initiatives (Lead: Various)</b></p>
<p>The ASOC provides professional development for K-12 educators with these collaborative projects:</p> <p><i>Children’s Africana Book Award.</i> The CABA committee selects annual awards for Young Children, Older Readers, and (new in 2018) New Adult books that present accurate and sensitive portrayals of Africans and African societies. The associated web site, <a href="http://africaaccessreview.org">africaaccessreview.org</a> provides reviews of books and lesson plans. Winners receive the award at a celebration for teachers and families at the Smithsonian Institute in Washington, DC. The CABA Award is nationally recognized and reaches thousands of teachers and schools. <i>Budget 8.3a</i></p> <p><i>National Council for the Social Studies/National Council for Teachers of English.</i> The Outreach Council sends representatives to either the NCSS or NCTE. There, ASOC members maintain an African Studies booth with resources for teachers and members make presentations to K-12 teachers at the conference. ASOC members interact directly with more than 300 teachers. ASOC also sponsors an award to fund one teacher to attend either conference. The teacher presents on a Africa lesson plan and staff the exhibit hall booth. <i>Budget 8.3b</i></p> <p><i>African Studies Association (ASA) Teacher Workshop.</i> Each year ASOC members facilitate a workshop for local teachers as part of the annual meeting of the ASA. 15-30 teachers and administrators receive content knowledge and learn teaching strategies for promoting African Studies in the K-12 classroom. Funds provided help defray costs for participants, presenters, and materials that are given to teachers. <i>Budget 8.3c</i></p>
<p><b>Curriculum training workshop for community college, HBCU, &amp; MSI faculty (Lead: Howard University)</b></p>
<p>To enhance and expand our partnership and collaboration with community colleges, HBCUs and MSIs, we support this collaborative Africa NRC project, in partnership with the WARA/WARC and CAORC. In year 1, we request support for one faculty member from a Wisconsin community college or MSI to participate in this two week teacher training and Africa area studies capacity-building workshop in Dakar, Senegal. <i>Budget 8.3d</i></p>
<p><b>National Africana librarians cooperative projects. (Lead: UW-Madison Emilie Songolo)</b></p>
<p>Africana librarians from around the nation work together to support a variety of national archival, indexing, and preservation needs. The Cooperative Africana Materials Project (CAMP) works with the Center for Research Libraries (CRL) to promote the preservation of publications and archives concerning the nearly fifty nations of Sub-Saharan Africa. CAMP’s holdings include more than 10,000 bibliographic entries in CRL’s catalog in many African and European languages, including Swahili, Portuguese, French, Zulu, Xhosa, English, and German. CAMP’s digital and microform collections form a large pool of primary source materials that are not available elsewhere. Member libraries rely on these vast collections of newspapers and journals and avoid the high costs of acquiring, cataloging, and storing these materials locally. <i>Budget 8.3e</i></p>

### A2. DEVELOPMENT PLAN/TIMELINE

Table A-4 (p.11) outlines the development plan for **ASP Initiatives** (A1.1, p1).

### A3. REASONABLE COSTS

Table A-5 (p.12) demonstrates cost-effectiveness of **ASP Initiatives** (A1.1, p1).

**TABLE A-4. DEVELOPMENT PLAN FOR SELECT UW-MADISON AFRICAN STUDIES PROGRAM (ASP) INITIATIVES, 2018-22\***

	AY18-19	AY19-20	AY20-21	AY21-22
<b>Develop public programs to show diverse perspectives:</b> <ul style="list-style-type: none"> <li>Annual Symposium</li> <li>Africa at Noon</li> <li>Special events</li> <li>Community initiatives</li> </ul>	<b>Annual Symposium:</b> <i>1<sup>st</sup> Annual Vansina Lecture</i> , hosted by Kodesh (History).  <b>A@N Fall 18 Speakers</b> 7 women, 5 men; 2 private sector, 3 public servants, 7 academics; 8 disciplines	<b>Annual Symposium:</b> <i>The African Innovator</i> , hosted by Kendall (Ed.)	Proposals for public programming are accepted on a rolling basis and evaluated twice per year at the fall and spring faculty awards committee meeting. Symposia themes are selected two years in advance to allow adequate planning. <i>Africa at Noon</i> speakers are nominated by faculty and selected by faculty awards committee each semester.	
<b>Expand access to languages &amp; area studies courses</b> <ul style="list-style-type: none"> <li>African lang. instruction</li> <li>671: Multi-language seminar</li> <li>277: Intro to Africa</li> </ul>	<ul style="list-style-type: none"> <li><b>Lang:</b> 6 African language TAs</li> <li><b>671:</b> Digital media development, launch online language guide</li> <li><b>277:</b> N/A</li> </ul>	<ul style="list-style-type: none"> <li><b>Lang:</b> 6 African language TAs</li> <li><b>671:</b> Launch online mutli-language seminar</li> <li><b>277:</b> Digital media dev't</li> </ul>	<ul style="list-style-type: none"> <li><b>Lang:</b> 6 African language TAs</li> <li><b>671:</b> Launch online <i>global</i> mutli-language</li> <li><b>277:</b> Launch online</li> </ul>	<ul style="list-style-type: none"> <li><b>Lang:</b> 6 African language TAs</li> <li><b>671:</b> incorporate into WI summer lang. institutes</li> <li><b>277:</b> revise &amp; increase enrollment</li> </ul>
<b>Provide interdisciplinary &amp; prof. dev't training</b> <ul style="list-style-type: none"> <li>Interdisciplinary course</li> <li>A@N graduate seminar</li> <li>Africanists@Work</li> <li>Internships in Africa</li> </ul>	<ul style="list-style-type: none"> <li><b>I:</b> Solicit proposals for interdisciplinary courses</li> <li><b>A@N:</b> Pilot seminar</li> <li><b>A@W:</b> hold 2X events</li> <li><b>IIA:</b> Develop 1X new internship</li> </ul>	<ul style="list-style-type: none"> <li><b>I:</b> Solicit proposal for course 1</li> <li><b>A@N:</b> Revise seminar</li> <li><b>A@W:</b> hold 2X events</li> <li><b>IIA:</b> Develop 1X new internship</li> </ul>	<ul style="list-style-type: none"> <li><b>I:</b> Teach course 1, solicit proposal for 2</li> <li><b>A@N:</b> Make req't for certificate/PhD minor</li> <li><b>A@W:</b> hold 2X events</li> <li><b>IIA:</b> Develop 1X new internship</li> </ul>	<ul style="list-style-type: none"> <li><b>I:</b> Teach course 2</li> <li><b>A@N:</b> expand enrollment</li> <li><b>A@W:</b> hold 2X events</li> <li><b>IIA:</b> Develop 1X new internship</li> </ul>
<b>Expand K-12 Outreach</b> <ul style="list-style-type: none"> <li>Outreach Scholars</li> <li>Day in Africa</li> <li>Discovery Boxes</li> </ul>	<ul style="list-style-type: none"> <li><b>OS:</b> grow program</li> <li><b>DIA:</b> grow program</li> <li><b>DB:</b> pilot subscription service</li> </ul>	<ul style="list-style-type: none"> <li><b>OS:</b> grow program</li> <li><b>DIA:</b> grow program</li> <li><b>DB:</b> expand to other world regions</li> </ul>	<ul style="list-style-type: none"> <li><b>OS:</b> grow program</li> <li><b>DIA:</b> grow program</li> <li><b>DB:</b> evaluate with School of Education students/faculty</li> </ul>	<ul style="list-style-type: none"> <li><b>OS:</b> grow program</li> <li><b>DIA:</b> grow program</li> <li><b>DB:</b> ensure compliance with <i>WI Dept of Public Instruction</i> GEAC prog.</li> </ul>
<b>Other programs</b> <ul style="list-style-type: none"> <li>Library acquisitions</li> <li>MSI/CC faculty travel</li> <li>UW-Madison faculty</li> <li>Visiting scholar travel</li> </ul>	<ul style="list-style-type: none"> <li><b>L:</b> Purchases as need, 1 intern to assist Africana librarian, support international acquisition trips in AY19-20 &amp; AY21-22</li> <li><b>MSI/CC:</b> support 2X MSI/CC faculty to attend ASA/AASP each year</li> <li><b>UW-Madison faculty:</b> Support 25X faculty to attend ASA, support 2X int'l research trips each year</li> <li><b>Visiting Scholars:</b> Support 2X visits by faculty-nominated guests to UW-Madison each year</li> </ul>			

\*Only ASP initiatives, does **NOT** include UW-Madison cross-regional or Africa NRC national projects.

**TABLE A-5. COST-EFFECTIVENESS OF PROPOSED ASP ACTIVITIES\***

	<b>Program expenses</b>	<b>Title VI support (2018-22)</b>	<b>Estimated Audience (2018-22)</b> <i>Based data from AY17-18</i>	<b>Cost per- person</b>
<b>Public Programs</b>	Speaker honoraria, speaker travel, space rental, Outreach public programs PA,	<b>\$104,916</b> <i>Budget 1.4(a); 2(i); 5(c-d); 8.1 (a-d)</i>	<b>40,000</b> students, faculty, K-12 teachers, MSI students/faculty, business, media, community members	<b>\$2.60</b>
<b>Language &amp; Area Studies courses</b>	TA support for African LCTLs, Digital media production for <i>Africa 277: Intro to Africa</i>	<b>Lang: \$468,581</b> <i>Budget 1.2; 2; 8.1(g)</i>  <b>AS: \$4000</b> <i>Budget 8.1(h)</i>	<b>Lang: 850</b> <b>AS: 2000</b> Students from UW-Madison, BTAA, & MATC	<b>Lang: \$550</b> <b>AS: \$2</b>
<b>Interdisciplinary and prof. dev't training</b>	Replacement lecturers for faculty, travel for speakers, travel for internship site dev't	<b>\$36,000</b> <i>Budget 8.1(e-f)(i-j)</i>	<b>600</b> graduate & undergraduate students from UW-Madison	<b>\$60</b>
<b>K-12 Outreach</b>	Books, videos, teaching materials, shipping, travel, K-12 Outreach PA, outreach scholars, space rental	<b>\$132,241</b> <i>Budget 1.4(c); 2(j); 5(c-d); 8.1(k-l)</i>	<b>18,000</b> K-12 teachers & students, UW-Madison School of Education faculty & students	<b>\$7.30</b>
<b>Other Programs</b>	a. Library acquisitions, b. MSI faculty travel, c. UW faculty travel, d. Visiting scholar travel	<b>a. \$24K</b> <i>Budget: 5a</i> <b>b. \$8K</b> <i>8.1(n)</i> <b>c. \$82K</b> <i>3.1(a-b); 3.2(a)</i> <b>d. 16K</b> <i>8.1(m)</i>	a. General public: <b>40,000</b> b. MSI/CC faculty <b>8</b> c. UW faculty <b>108</b> d. Visiting scholars <b>4</b>	<b>a. \$0.60</b> <b>b. \$1,000</b> <b>c. \$759</b> <b>d. \$4,000</b>

\*Only ASP initiatives, does **NOT** include UW-Madison cross-regional or Africa NRC national projects.

## B. QUALITY OF STAFF RESOURCES

### B1. TEACHING FACULTY AND STAFF

ASP is an intellectual home for 95 tenured and tenure track faculty members, of whom 78 are core. Appendix 1 lists the broader range of faculty and staff to show our full depth and reach: 17 non-core faculty whose research portfolio contains less than 25% Africa content, 9 active emeriti, 12 academic staff who are professional Africanists, and 6 African language teaching assistants in the Department of African Cultural Studies (ACS, formerly *African Languages & Literature*). Our faculty has been enhanced with 11 new members since 2014, nine recruited from outside the University and two from within faculty ranks. The new hires include Matthew Brown, Damon Sajnani, Reginald Royston and Ainehi Egoro in ACS; Ashley Brown in History; Emilia Tjernstroem in LaFollette School of Public Affairs; Lindsay Palmer in the Journalism School, and Cynthia Anderson in the Medical School. The three internal recruitments are

scholars who have moved their research interest partly into Africa: biosystems engineer Rebecca Larson (Uganda), soil scientist Matthew Ruark (Uganda), and medical doctor Dawd Siraj (Ethiopia). ASP has also expanded rapidly and with cross-disciplinary acumen into STEM fields. Nineteen of our members teach in professional schools and 43 in the natural sciences (App. 1).

**QUALIFICATIONS OF FACULTY AND STAFF.**

The qualifications of the faculty listed in Appendix 1 are outstanding. Our scholars have built upon the legacy of Jan Vansina, Harold Scheub, Tom Spear, and Crawford Young, while taking the program in exciting new directions. ASP is led by mid-career scholars of the first rank in an array of disciplines: Kodesh, Kendall, Sweet, Seidman, Klug, Olaniyan, Foltz, Wendland, Turner, Thompson, Naughton, Keller, Straus, Tripp, and others. Excellence extends across the disciplines. Since 2014, our faculty members have produced more than 40 books (including those in preparation and press) and authored more than 400 scholarly papers.

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES.**

Eighteen of our 78 core faculty spent time working in Africa in 2017; 58 have worked in Africa since 2014. Competitive, extramural grants (e.g., Fulbright, NEH, Guggenheim, NSF, MacArthur, Spencer) funded many of the trips; others were supported by the Wisconsin Alumni Research Fund (WARF), the largest internal research endowment in a U.S. public university. UW-Madison is unique among public universities in its internal support for faculty research. In addition to the WARF fund, new faculty members receive start-up grants ranging from \$8,000 to \$250,000. A University travel fund is available for attending conferences. Fourteen ASP faculty currently have endowed chairs or multi-year University awards providing funds for Africa research: Chavas (Anderson-Bascom Professor), Christensen (Edwin-Young Professor), Drewal (Evjue-Bascom Professor), Goldberg (Wisconsin Distinguished Professor), Klug (Evjue-Bascom Professor), McFarland (Vilas award), Mitman (Vilas & William Coleman Professor), Ntambi

(Steenbock Professor), Olaniyan (Mead Professor), Palmer (Vilas award), Ruark (Vilas award), Straus (Wisconsin Distinguished Professor), Sweet (Vilas-Jartz Professor), Tripp (Wangari Maathai-WARF Professor). Title VI funds will complement university development resources and provide opportunities for persons who lack them. Each year we will award a development grant for professional travel to Africa, targeting a *mid-career faculty member* expanding his or her research portfolio to include a *new* focus on Africa (Budget 3.1a). We will also make one competitive travel award available each year to assist an *assistant professor* in securing tenure (Budget 3.1b). Finally, we will competitively award an *international collaborator travel award* to enable our community to deepen their connections with scholars from Africa (Budget 8.1m). We also budget partial support for 25 of our core faculty to attend the African Studies Association (ASA) annual meeting (Budget 3.2a) and to send four Teaching Assistants who provide African language instruction at UW-Madison to attend National African Language Resource Center (NALRC) pedagogy trainings every year (Budget 3.2e).

#### **TEACHING, SUPERVISION, AND ADVISING.**

All ASP faculty members are full-time instructors who devote at least half of their time to teaching and advising. Our faculty supervise 57 PhD candidates and 71 M.A./M.S. and professional students, and teach over 100 courses to over 9,000 students (App. 3).

#### **B2. CENTER STAFFING AND OVERSIGHT, AND FACULTY PARTICIPATION**

African Studies is faculty-driven and governed. A full-time, tenured faculty member is elected to serve a three-year term as director. The director sets intellectual priorities for the center and oversees programming, relying upon a permanent associate director and staff to provide administrative continuity. This system of a rotating directorship vests a broad spectrum of our faculty in operations, allowing the center to stay responsive to current trends in the field by shifting its disciplinary and regional foci every few years. The faculty *Steering Committee* meets

with the faculty director and associate director regularly during the academic year. The committee is made up of the chair of ACS, the Africana librarian, and three faculty members elected at-large to serve staggered, three-year terms. In addition to providing counsel on relevant center issues, approving the annual budget, and making curricular recommendations, the steering committee nominates faculty to serve on the awards sub-committee, which evaluates proposals for (1) weekly *Africa at Noon* seminar series speakers (Budget 8.1b; A1.1, p.1), (2) annual symposium theme (Budget 8.1a; A1.1, p 1), (3) theme of 2 new interdisciplinary seminars (Budget 8.1i; A1.1, p.5), (4) faculty travel awards (mid-career, early-career, & international collaborators, Budget 3.1ab &8.1m; B1, p.13), (5) community-initiative proposals (Budget 8.1d; Table A-1, p.3), and (6) student fellowships & awards (excluding FLAS). The steering committee also nominates a stand-alone FLAS review committee (0, p.50), and appoints members to our outreach, publications, and study-abroad sub-committees. Sixteen faculty members (20% of our community) served on committees this year, including four from professional schools and six STEM faculty.

Nancy Kendall (Educational Policy Studies, School of Education) was recently elected to serve as faculty director. She will succeed current director Neil Kodesh (History, College of Letters & Science) in Fall 2018. As the Department Chair of Educational Policy Studies, Kendall will become the first ASP faculty director since 1975 from the School in Education, and we expect her to deepen our longstanding collaborations with the School of Education in accordance with Title VI competitive priority 2. Kendall conducts ethnographic research on global development education policies. Her recent work has examined *Education for All* in Africa, political democratization and educational governance, structural adjustment and education, sexuality and HIV/AIDS education, and gender and schooling. Kendall has conducted extended

research in Mozambique and Malawi, where she is an affiliate University of Malawi's Centre for Educational Research and Training. She has short-term research experience in Ghana and Zimbabwe. She is the author of *The Sex Education Debates* (University of Chicago Press, 2012), and publishes in top journals in her field, including *Comparative Education Review*, *Current Issues in Comparative Education*, and *International Journal of Educational Development*. Kendall has led multiple education projects abroad, including several with integrated professional development experiences for U.S. K-12 teachers. Domestically, she has worked with school districts in five states.

Associate director Aleia McCord joined the program in 2016, and is responsible for day-to-day operations. McCord received a Ph.D. in Environmental Studies at UW-Madison. She is a microbial ecologist with field experience in Ghana, Tanzania, and Uganda. With her experience working with private-sector commercial partners in the agricultural and waste management sectors, and her affiliation with the Makerere University Center for Research in Energy and Energy Conservation, McCord augments ASP's celebrated engagement with the humanities and social sciences with new connections in STEM fields and the professions – most especially engineering, public health, and business – at home and abroad.

Assistant director Meagan Doll joined the program in 2016 as the Mandela-Washington Fellowship (YALI) Program Coordinator. She has since assumed the role of Assistant Director, where she coordinates outreach, communications, FLAS, and undergraduate advising. Doll manages the ASP website, which is visited by more than 25,000 persons per year. Doll has a B.A. from the University of Wisconsin School of Journalism and field experience in Uganda.

ASP staff also includes a full-time, tenured African Language Coordinator, Professor Katrina Thompson (G, p.34), and an Africana librarian, Emilie Songolo (E, p.27). Five additional full-

time staff and three part-time staff provide administrative support to all area studies centers within the Institute for Regional and International Studies (IRIS) (D, p.25): Dr. Nancy Heingartner coordinates cross-regional outreach programming; Dr. Csanad Siklos supports cross-regional curricular development; Dr. Felecia Lucht coordinates our Wisconsin Intensive Summer Language Institutes (WISLI, Table A-1, p.34), which includes the Arabic, Turkish, and Persian Immersion Institute (AAPTIL); a student awards and fellowships manager coordinates FLAS applications; a special programs assistant oversees special event logistics; and a business operations manager and three financial specialists provide accounting services. This unprecedented expansion of administrative support has allowed ASP to use Title VI funds to offer more students professional development opportunities. Each year, our center employs between 5-7 undergraduate interns (Budget 1.11). We understand these positions to be high-quality educational experiences and mentor these students accordingly, offering an advancement sequence within the program that gives student increasing autonomy and intellectual engagement. Advanced undergraduates are ultimately assigned to research positions with ASP faculty members. Each year we also hire two graduate student Project Assistants (PAs) to assist with our outreach programs: one Education PhD student with K-12 experience to assist with K-12 outreach, and another PhD student to focus on public programming (Budget 1.4). These two positions give students hands-on experience in administration, education, and community engagement. Student staff invigorates our program with new energy and keeps the center educationally-focused. Students are expected to attend most of our programs and to help host the high-level visitors who frequent our center. These students often secure post-graduate placements related to Africa (Table H-2 3&4, p. 42).

### B3. COMMITMENT TO EMPLOYING PERSONS FROM UNDERREPRESENTED GROUPS

The GEPA statement submitted as part of this proposal details ASP's efforts to seek employees from underrepresented groups. In 2016, 21% of UW faculty members and 14% of academic staff members were from underrepresented racial and ethnic groups. ASP exceeds these benchmarks of inclusion; 31% of our 78 core-faculty self-identified as racial or ethnic minorities. Of the 22 student staff we hired during AY2017-18, ten self-identified as belonging to a racial or ethnic minority group, 5 as coming from rural communities, 4 as belonging to religious minorities, and 17 as women. *Outreach Scholars* (Table I-1, p.48) were 83% women and 83% non-white.

### C. IMPACT AND EVALUATION

The African Studies Program at the University of Wisconsin-Madison has had an unparalleled impact on the field, training over 800 Ph.D. Africa specialists and 3,000 undergraduates over its storied 55-year history. Many alumni credit their Africanist credentials from UW-Madison with helping them to secure key positions in academia, the private sector, and in public service.

#### C1. IMPACT ON UNIVERSITY, COMMUNITY, REGION, & NATION (TABLE C-1, P.19)

#### C2. ADDRESSING NATIONAL NEEDS & DISSEMINATING INFORMATION

Our activities directly address national needs by training students and teachers in priority African LCTLs and offering advanced area studies courses. All programming is geared for public dissemination. ASP publishes a weekly newsletter that reaches more than 2,500 people each week, including campus and community partners, alumni, members of the African diaspora, and local interest groups (Budget 5e). This newsletter features original content, publicizes events, highlights faculty and student achievements, and lists funding opportunities. In AY2017-18 we launched a new website that is visited by over 20,000 people annually. Finally, as part of the *African 671: Multi-language seminar*, we have created an ever-expanding suite of publicly available language-learning materials for teaching African LCTLs (A1.1, p.3).

**TABLE C-1 IMPACT OF ASP ACTIVITIES ON THE UNIVERSITY, COMMUNITY, REGION, AND NATION**

Activity & Significant	Indices
<b>Area Studies Teaching.</b> For over 55 years, ASP has trained the next generation of African specialists to serve our nation with our rigorous disciplinary and interdisciplinary Africa curriculum.	<b>Enrollments:</b> <ul style="list-style-type: none"> <li>Graduated <b>800+ PhDs</b> and <b>3000+</b> undergrad Africanists</li> <li><b>9 PhD</b> and <b>29</b> certificates awarded in AY17-18</li> <li><i>Intro to Africa</i> always fully enrolled (~<b>240</b> students/yr)</li> <li>AY17-18 courses reached <b>8,300</b> undergrads &amp; <b>570</b> grads</li> </ul>
<b>Language Teaching.</b> ASP trains students in African LCTLs to serve the nation. UW-Madison has the only freestanding department in the nation dedicated to African languages, offering six languages (Arabic, Hausa, Zulu, Wolof, Yoruba, Swahili) in classroom setting.	<b>Enrollments:</b> <ul style="list-style-type: none"> <li><b>180</b> students/yr enroll in African language courses</li> <li><b>50%</b> enroll at the intermediate or advanced level</li> <li>Multilanguage seminar has enrolled <b>60+</b> students</li> </ul> <b>Post-graduate placements:</b> <ul style="list-style-type: none"> <li><b>60%</b> of graduates report using languages professionally</li> <li>Our <b>language TAs</b> teach nationally (Table C-3, p.24)</li> </ul>
<b>Teacher Education</b> ASP Prepares K-16 teachers to integrate language and area studies content into their curricula, and extends its reach by collaborating with other area studies centers.	<b>Enrollments (AY2017-18)</b> <ul style="list-style-type: none"> <li><b>20</b> students in <i>International Education FIG</i> (Table A-2, p.9)</li> <li><b>25</b> pre-service teachers enrolled in Int'l Ed (Table A-2, p.9)</li> </ul> <b>Participation rates (AY2017-18)</b> <ul style="list-style-type: none"> <li><b>213</b> teachers participated in ASP programs</li> <li><b>127</b> teachers attended cross-regional (IRIS) programs</li> </ul>
<b>Career Services</b> Wisconsin-educated Africa experts are well prepared to use their training in service to the nation in education, government, business, and the professions. (see also Table C-3, 24)	<b>Post-graduate placements:</b> <ul style="list-style-type: none"> <li><b>7</b> ASP alumni entered Peace Corps in 2017 (UW Ranks #1)</li> <li><b>52% of alumni</b> report working as educators, <b>20%</b> for government or in the military, &amp; <b>18%</b> in private business</li> <li><b>70%</b> of alumni use their Africa training daily at work</li> <li><b>20%</b> of U.S. Africanist academics trained at UW-Madison</li> </ul>
<b>Alumni Engagement</b> Our alumni networks in education, government, and business connect our students to professional opportunities that serve our nation.	<b>Student-alumni interactions (AY17-18)</b> <ul style="list-style-type: none"> <li><b>26</b> alumni returned to campus &amp; hosted <b>8</b> interns in Africa</li> <li>Alumnus <b>Russ Feingold</b> will teach course (African Great Lakes)</li> <li>Alumna <b>Linda Thomas-Greenfield</b> received an honorary Ph.D</li> <li><b>2</b> students secured positions with alumni from <i>Africanists@Work</i></li> </ul>
<b>Public Programs.</b> Public programs create critical intellectual spaces for faculty, students, and community members to share <b>diverse perspectives.</b>	<b>Participation rates:</b> <ul style="list-style-type: none"> <li>AY17-18 programming reached over 9,500 people</li> </ul> Faculty, students, & community members suggest programs <ul style="list-style-type: none"> <li>Table A-1 (p.3) highlights recent programs</li> </ul>
<b>Outreach.</b> We inform K-12 students about Africa and support K-12 teachers to enhance curricula with better Africa knowledge.	<b>Participation rates (AY17-18)</b> <ul style="list-style-type: none"> <li>260 students &amp; 35 K-12 teachers attended <i>Day in Africa</i></li> <li>598 students &amp; 32 K-12 teachers used <i>Discovery Boxes</i></li> <li>16 <i>Outreach Scholars</i> visited 2034 students and 151 teachers</li> </ul>
<b>MSI/CC Support.</b> ASP invests in collaborative relationships and offers faculty from MSI and community colleges access to NRC resources and support for professional advancement.	<b>Participation rates (AY17-18)</b> <ul style="list-style-type: none"> <li>Two CC/MSI faculty supported to attend ASA/AASP</li> <li>Four CC and MSI faculty presented at our events</li> <li>2014-18 Master teacher workshops trained 200 faculty</li> <li>ASP reached 20 faculty at the College of the Menominee Nation</li> </ul>
<b>Resource Sharing.</b> Our top-notch libraries and faculty serve the nation and world. We provide expert area studies knowledge and African language support to local, regional, national, and international organizations	<b>Resource usage (AY17-18)</b> <ul style="list-style-type: none"> <li>Provided translation services to 4 businesses &amp; 6 gov't agencies</li> <li>ASP faculty serve on national advisory boards (e.g. <b>Scott Straus</b>, U.S. Holocaust Memorial Council, 2017)</li> <li><b>80+</b> scholars used Africana library; <b>94,000</b> Africana items loaned</li> </ul>

### C3. PROMOTING EQUAL ACCESS

UW-Madison's Division of Diversity, Equity & Educational Achievement, led by Vice Provost & Chief Diversity Officer Patrick J. Sims, promotes diverse and inclusive learning and working environments. Pre-college programs recruit and retain students from underrepresented groups; post-doctoral fellowships and target-of-opportunity hiring increase faculty and staff diversity. We promote full realization of equal access for minorities, women, and persons with disabilities. UW-Madison complies with Title IX and Clery requirements. Our GEPA statement outlines how ASP exceeds these benchmarks of equal access (see GEPA 427, B3, p.18).

### C4. EVALUATION PLAN

#### **C4.1. STANDARDIZED WISCONSIN EVALUATION PLAN FOR TITLE VI (SWEPT): GLOWS & ASAS**

In 2010 we created the nation's premier model for Title VI impact assessment and evaluation in collaboration with the other area studies centers at UW-Madison: the Standardized Wisconsin Evaluation Plan for Title VI (SWEPT). We have presented the SWEPT model twice to IFLE staff and once to an assemblage of the directors and staff of NRCs nationwide. UW-Madison sociology professor Ted Gerber, a Russian area studies faculty member and survey design expert, designed the two replicable surveys, GLOWS and ASAS, that form SWEPT.

The Global Learning Outcomes at Wisconsin Survey (GLOWS) has been administered every three years to all sophomores and seniors currently enrolled at the UW-Madison. A questionnaire evaluates student knowledge of center programming and courses, language study, use of FLAS and other fellowship opportunities, international career ambitions, and study abroad plans. Another survey instrument utilizes the "Intercultural Learning Outcomes" (ILO) battery of 29 questions to assess five dimensions of global competence - cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geographical knowledge. GLOWS was administered in 2013 and 2016, and is planned for 2019 (Budget, 8.2g).

The Area Studies Alumni Survey (ASAS) surveys graduate alumni once every ten years to assess the professional value of our programming. ASAS obtains quantifiable data on respondents' current careers and frequency of their international engagement. A ten-year cycle captures graduates at various phases of their careers but does not burden them with overly frequent queries. ASAS was administered in 2011 and is planned for 2021 (Budget, 8.2g).

The SWEPT data yield an unequivocal conclusion. UW-Madison National Resource Centers increase the average level of global competence of the students who participate in center activities. Table C-2 (p.21) SWEPT results have been used to improve ASP's programs.

**TABLE C-2 SELECTED SWEPT RESULTS THAT HAVE INFORMED CENTER PROGRAMMING**

<b>Goal</b>	<b>Metric</b>	<b>Baseline GLOWS- 2013/16 ASAS-2021</b>	<b>Program response</b>	<b>Target GLOWS-2019 ASAS-2021</b>
Increase student awareness of African Studies' programming	Undergraduates reporting some awareness of ASP	75% (2013) 78% (2016)	Launch new website and weekly newsletter, work with African Student Association	85%
Increase student awareness of FLAS fellowships	Undergraduates reporting knowledge of FLAS	27% (2013) 32% (2016)	Visit language classrooms, engage faculty in recruitment	40%
Improve efforts to build community among undergraduates	African Studies students reporting that the center provides opportunities to meet other Africanist students and faculty	50% (2013) 50% (2016)	Beginning of the year welcome event, student awards, graduation ceremony	60%
Increase preparation for post-graduate employment in areas of national need	African Studies students aware of professional development events	15% (2013) 15% (2016)	Africanists@ Work series, increase alumni networking and campus engagement	25%
	African studies students reporting that the center prepared them for jobs	36% (2013) 41% (2016)		50%
Improve training of students in advanced African languages	Alumni reporting that they use their advanced language skills professionally	69% (2011)	Pedagogical innovations, expand access via Multilanguage seminar	75%
Increase placements of graduates in government and military	Alumni reporting that they have served in government or military	20% (2011)	Highlight alumni in public service and military, advise for Boren fellowships	25%

#### **C4.2. OUTREACH, COURSE EVALUATION, AND OTHER IMPACT ASSESSMENT PLANS**

We will continue to evaluate most outreach programming via anonymous participant surveys. ASP faculty in the School of Education will design an evaluation framework for our *Discovery Box* initiative, which sends curated boxes of international studies learning materials to classrooms around the state (A1.1, p.7). Graduate students and pre-service teachers from the School of Education will work with K-12 teachers to develop an assessment plan that ensures the program supports the Global Education Achievement Certificate (GEAC), a new state initiative to foster global competencies among students (Table A-2, p.9).

All courses are evaluated every semester according to UW-Madison policies and procedures, and results are used to improve instruction and curricula. An external review team evaluated our undergraduate curriculum in 2015 and our graduate curriculum is currently under review. The undergraduate review revealed that enrollment limits for *Intro to Africa* create a bottleneck for students. We will create an online course to relieve these pressures (Budget 8.1h; A1.1, p.3).

Our Arabic, Persian, and Turkish Language Immersion Institute (APTLII) requires every student to submit to pre- and post-institute ACTFL Oral Proficiency Interviews (OPIs). We comply with standard IFLE protocols to measure pre-course and post-course language proficiency for all FLAS fellows, as well as track FLAS fellows post-graduation. Finally, once during the 4-year cycle, we will use Title VI funds to commission an external, independent reviewer to conduct a comprehensive assessment of our center and its activities (Budget 8.2g).

#### **C5. POST-GRADUATE PLACEMENTS INTO AREAS OF NATIONAL NEED**

Our Africa experts lead, in the academy and in service to the nation (Table C-3, p.24). UW-Madison alumni fill the faculty ranks of Title VI Africa NRCs and often lead the African Studies programs at these institutions. From 2018-22, we will expand several professional development activities to encourage students to the serve in areas of national need (Table H-2, p.42).

**C6. FLAS FELLOWSHIPS HAVE LED TO IMPROVED SUPPLY OF SUBJECT SPECIALISTS**  
Wisconsin supplies the nation with high-level Africa specialists in all disciplinary fields. Fifty-five percent of our 2017 graduates studied an African LCTL, more than 30 percent at the advanced level, many with FLAS fellowships. Lauren Sorenson illustrates our success recruiting students to study advanced African LCTLs. Sorenson had never heard of **Wolof** before moving from her rural hometown to Madison. After stumbling upon the language through our First-year Interest Group (FIG) course cluster (Budget, 1.3a, Table A-2, p.9), Sorenson **received a FLAS**. With the support of ASP advisors, Sorenson secured a **Boren Scholarship** and will spend the next year in Senegal studying Wolof at Université Gaston Berger de Saint-Louis (UGB)(H4, p.46). FLAS awards help us produce more than academics. Table C-3 (p.24) describes the varied careers of a few alumni, including FLAS alumni. Nearly 50% of our known FLAS recipients have entered teaching; 20% pursued government service, including 4% to intelligence services and 8% to the armed services; 17% entered the private sector, including law and business. Table H-2 (p.42) describes targeted professional development opportunities designed to encourage service in areas of national need.

**C7. FLAS FELLOWSHIPS ADDRESS NATIONAL NEEDS**

Our FLAS selection procedures (J, p.48) are designed to increase the nation's supply of specialists who have mastered priority languages at the advanced level and higher, and to encourage these students to enter the public and private sector (C6, p.23). Between 2010-2014, ASP awarded 70 FLAS fellowships, supporting 59 students to study 12 African LCTLs, including five that were not previously supported by other FLAS programs (IFLE FLAS survey 2010-14) (Table C-4, p.25). Our innovative multi-language seminar enabled us to support this diversity of languages: 14 FLAS fellowships were awarded to students in this course.

TABLE C-3. SELECT UW-MADISON ASP ALUMNI DEMONSTRATE IMPACT ON AREAS OF NATIONAL NEED

Academia
<p><b>NRC/Title VI Center leadership:</b>  <i>William Reno</i>, Director of Program of African Studies, Northwestern  <i>Mbaye Cham</i>, Professor and Chair of Department of African Studies, Howard University  <i>Ann Biersteker</i>, Associate Director of African Studies Center, Michigan State University  <i>*Daniel Magaziner</i>, Assoc. Prof. &amp; Dir. Undergraduates, Council on African Studies, Yale  <i>Timothy Longman</i>, Associate Professor, former Director of African Studies Center, Boston University</p> <p><b>Early career (class of 2014-18)</b>            Our alumni hold <b>assistant professor tenure-track positions</b> at: Bates College (History), Dartmouth College (History), Grinnell College (Dev't Studies), George Washington University (Political Science), Indiana-Wesleyan (History), James-Madison University (English), Michigan State University (Education), Middlebury (Geography), Northern Illinois (Sociology), Penn State (Anthropology), University of Tennessee-Knoxville (History), UW-Madison (African Cultural Studies), and many more.</p> <p>Alumni from our <b>African languages programs</b> teach <i>African languages</i> at UCLA, University of Southern California, Harvard, Georgia, University of Texas-Austin, University of Virginia, Berkley, and many more.</p>
Public Service
<p><b>National leaders</b>  <i>Mark Green</i>, Administrator, USAID  <i>*Linda Thomas-Greenfield</i>, former Assistant Secretary of State for African Affairs  <i>*Russ Feingold</i>, former Chair - Subcommittee on African Affairs; Special Envoy - Great Lakes Region  <i>*Amb John Lange (ret)</i>, Senior Fellow, Global Health Diplomacy (UN Foundation); fmr amb to Botswana  <i>Linda Etim</i>, former Head of Africa Bureau, USAID</p> <p><b>Early career (class of 2014-18)</b>  <i>*Leslie Zelenko</i>, Legislative Assistant, Office of Mark Pocan  <i>*Stephanie Salyer</i>, Veterinary Epidemiologist, Centers for Disease Control  <i>*Sam Allen</i>, Specialist, U.S. Army  <i>Timothy Rowe</i>, Senior Analyst, U.S. Department of Defense  <i>Josh Baumgartner</i>, Teacher, Teach for America - Oakland</p>
Private Sector
<p><b>National leaders</b>  <i>*David Prager</i>, Executive Vice President of Corporate Affairs, De Beers Group of Companies  <i>*Tony Carroll</i>, Vice President Manchester Trade  <i>*J. Stephen Morrison</i>, Senior VP &amp; Dir., Global Health Policy, Center for Strategic &amp; Int'l Studies</p> <p><b>Early career (class of 2014-18)</b>  <i>Matthew Scharf</i>, Regional Advisor, Public &amp; Government Affairs for ExxonMobil, West Africa  <i>Farha Tahir</i>, Senior Program Officer, National Democratic Institute (portfolio: Somalia, Somaliland, Tanzania, Liberia, and Malawi)  <i>*Catherine Thompson</i>, Program Director, Peace and Security Funders Group (portfolio includes Africa)  <i>*Amy Porter</i>, Senior Program Manager, Social Impact Mgmt Consulting (education sector, Africa)  <i>Eric Feudner</i>, Assistant Production Specialist, C-SPAN (for international content)  <i>*Linda Vakunta</i>, Founder, Project 1808 (Sierra Leone, health sector)</p>

\* Indicates alumni who returned to campus to participate in ASP programing in 2017-18.

**TABLE C-4. UW-MADISON ASP AWARDED FLAS FOR 5 AFRICAN LCTLS NOT SUPPORTED BY OTHER NRCs**

Language	Number of FLAS Awards		Language	Number of FLAS Awards	
	Nationally 2010-14 <i>FLAS-IFLE Survey</i>	UW-Madison ASP 2014-18		Nationally 2010-14 <i>FLAS-IFLE Survey</i>	UW-Madison ASP 2014-18
Arabic	300	32	Zulu	17	1
Hausa	3	1	<i>Kinyarwanda</i>	0	2
Somali	73	1	<i>Liberian Krio</i>	0	3
Swahili	73	15	<i>Luganda</i>	0	6
Wolof	16	3	<i>Makua</i>	0	1
Yoruba	8	4	<i>Xhosa</i>	0	1

#### D. COMMITMENT TO THE SUBJECT AREA

Since 2016, ASP has been administratively housed within the Institute for Regional and International Studies (IRIS), a consortium of UW-Madison’s area studies centers. IRIS is situated within the International Division (ID), led by Vice Provost and Dean, Guido Podestá, a former NRC director and advocate of Title VI, and Associate Dean Rick Keller, an ASP faculty member. The ID serves as a clearinghouse for all internationally-focused work, supporting international teaching and research (IRIS), overseeing study-abroad programs (International Academic Programs), creating professional opportunities for students (International Internships Program), and deepening overseas linkages (International Projects Office).

University funds fully support the salaries of our five full-time professional staff (ASP faculty director, associate director, assistant director, Africana librarian, and African languages coordinator). University funds also cover the cost of IRIS’s five full-time area studies assistant directors, its full-time summer language program coordinator, and its six 50% graduate student PAs, who collectively serve the area studies centers. IRIS personnel have relieved an enormous administrative burden from the daily operations of the center by centralizing functions such as financial management, purchasing, travel & event logistics, fellowship management (including FLAS application management), student enrollment and advising, data collection and reporting, and support for evaluation and monitoring with our nationally lauded impact and evaluation plan, SWEPT (C4.1, p.20). Freed from many former administrative constraints, ASP can now focus its

attention on the critical intellectual work at hand: creating vibrant interdisciplinary programs that showcase diverse perspectives from the field, supporting advancements in the teaching of LCTLs, forging new collaborations with overseas institutions of higher education, capacity-building for K-12 teachers and MSI faculty, and developing a more expansive outreach program. The administrative unification of the area studies centers also gives international education at UW-Madison visible unity and a coherent campus voice, allowing cross-regional collaborations to flourish (A1.2, p.8)

The ID has invested heavily in all of its area studies programs, aiming to create a nationally-lauded hub of excellence in international education. However, from 2018-2022, the ID has agreed to give ASP additional support in five critical areas: (1) Pay the tuition remission surcharge for a graduate student K-12 Outreach PA (I, p.47; Table H-2, p.42), (2) Support the recruitment of up to two new ASP faculty each year with flexible research funds, (3) Provide student scholarships and curricular support to study-abroad programs of strategic importance to our language curriculum, such as the Senegal programs which support our Wolof language learning sequence (H4, p.46), (4) Support the cultivation of student internships in Africa (A1.1, p.5), and (5) Develop new overseas linkages, including a campus-wide MOU with the Government of Botswana (Ministries of Education and Environment). Title VI funds will leverage these rich intellectual resources, extending their reach beyond UW-Madison. Table D-1 quantifies these contributions.

**TABLE D-1 UW-MADISON SUPPORT OF ASP**

CATEGORY OF SUPPORT	Estimates for AY2018-19	
	UW-Madison contribution	Title VI funds requested
<p><b>D1.1 Operations of the center.</b>  <i>Operational costs:</i> supplies, communications, tech support, travel, faculty development grants (Africa-related support only), impact evaluation, curriculum development, overhead</p> <p><i>Administrative salaries &amp; fringes:</i> faculty director, associate director, assistant director, African language coordinator, outreach project assistants tuition remissions, student hourlies. IRIS administrative support (10% of IRIS salaries included because staff serve all area studies centers).</p>	<p><b>\$398,540</b> (91%)</p> <p><b>\$536,000</b> (97%)</p>	<p><b>\$60,129</b> (9%)  <i>Budget 5(b)(d); 8.1(e)(g)(j); 8.2(g); 10</i></p> <p><b>\$17,560</b> (3%)  <i>Budget 1.1; 2</i></p>
<p><b>D1.2 Teaching staff:</b> faculty salaries &amp; fringes, support for Wisconsin Summer Language Institutes (AAPTIL Arabic instruction costs only), support for distinguished visiting lecturers (Africa-related only), teaching assistants for area studies courses and African languages</p>	<p><b>\$8,954,300</b> (99%)</p>	<p><b>\$116,063</b> (1%)  <i>Budget 1.2; 1.3; 2</i></p>
<p><b>D1.3. Support for libraries:</b> <i>Africa collections only</i>; includes acquisitions, Africana librarian salaries and fringe, and upkeep of digital collections.</p>	<p><b>\$321,000</b> (97%)</p>	<p><b>9,000</b> (3%)  <i>Budget 5a &amp; 8.3e</i></p>
<p><b>D1.4 Support for overseas linkages:</b> Africa study-abroad programs, Africa-oriented international internships, Africa focused efforts within the International Projects Office, and technical support for digital linkages with partner institutions abroad</p>	<p><b>\$354,000</b> (98%)</p>	<p><b>\$6,000</b> (2%)  <i>Budget 8.1(f)(m)</i></p>
<p><b>D1.5 Support for outreach:</b> public programming, supplies and expenses; teacher workshops; support for <i>Africa Outreach Scholars</i> program; <i>Discovery Box</i> initiatives, support for <i>Day in Africa</i>; support for <i>World Languages Day</i>; and institutional support for collaborative initiatives with other world regions</p>	<p><b>\$89,500</b> (52%)</p>	<p><b>\$83,235</b> (48%)  <i>Budget 1.4; 2; 3.2 (c-d); 5(c-e); 8.1(a-d)(k-l)(n); 8.2 (a-f); 8.3(a-d)</i></p>
<p><b>D1.6 Support for Africanist students:</b> University fellowships; TA, RA, PAs; Scott Kloeck-Jenson Awards, ASP pre-dissertation grants, Mellon/ID ASP recruitment awards, the difference between FLAS institutional payments and graduate tuition, study-abroad scholarships, and other scholarships</p>	<p><b>\$1,495,608</b> (88%)</p>	<p><b>\$435,000</b> (22%)  <i>FLAS budget</i></p>
<p><b>Total annual contributions to UW-Madison African Studies Program</b></p>	<p><b>\$12,148,948</b> (95%)</p>	<p><b>\$726,987</b> (5%)</p>

**E. STRENGTH OF LIBRARY**

Wisconsin's General Library System (GLS) contains 10.13 million volumes and boasts one of the top three Africa collections in the country, with over 500,000 volumes and serials, 40% of which are in languages other than English. Wisconsin's designation as the nation's primary repository for Central and Francophone Africa partly explains why about 100,000 of these non-English titles are in French, including 37,306 titles in African history, 19,998 in politics and

government, and 5,682 in literature. An additional 12,310 titles are in 87 other African languages. Since 2012, UW-Madison has acquired 988 titles in Afrikaans, 7,227 in Arabic, 508 in Amharic, 281 in Hausa, 48 in Ndebele, 32 in Mandingo, 252 in Niger, 296 in Shona, 577 in Swahili, 56 in Twana, 19 in Twi, 163 in Xhosa, 510 in Yoruba and 136 in Zulu. Since 2014, GLS has acquired over 500 African commemorative fabrics, 200 special materials (funeral programs, political cartoons, independent films, and music), and subscriptions to *International African Bibliography Online (IABO)*, *Confidential Print: Africa 1834-1966*, *Sabinet Online African Studies Journals*, *Empire Online*, *Church Missionary Society Online*, *Human Rights Studies Online*, and *Border and Migration Studies Online*.

#### E1. STRENGTH OF HOLDINGS AND INSTITUTIONAL FINANCIAL SUPPORT

The GLS has one of the country's largest staff of area bibliographers, commensurate funding, and an entire department to support acquisitions. Title VI funds are used to acquire specialized materials in strategic areas such as immigration, human rights, global health, environmental studies, popular culture, and elections and governance. All materials purchased with NRC funds are available for use by anyone and a growing proportion are available digitally.

In 2017, the university allocated \$125,000 for Africa acquisitions and supported 3.5 full-time employees for the collection (\$196,000), overseen by Africana bibliographer, Emilie Songolo. Songolo was born in Cameroon, received her MLS degree from UCLA, and has over 30 years of professional experience as an African Studies librarian. Since 2014 she has visited South Africa, Mozambique, the Democratic Republic of Congo, Cameroon, France, Belgium, Switzerland, and Italy to acquire materials; raise awareness on unique Africa collections in UW-Madison libraries; and establish cooperative acquisitions programs with vendors including Clarke's Bookshop in Cape Town (southern African contemporary art and art history), Presence Africaine

and L'Harmattan in Paris (rare titles), community organizations in Maputo (cartoneras), ESSTIC in Cameroon (ephemera), and Archives d' Outre-mer in Aix-en-Provence (French colonial archives). During AY2017-18, Songolo led 28 workshops for ASP faculty members, students and community members on optimal use of Africa collections; and provided 142 one-on-one consultations. She also advised more than 80 visiting scholars from the U.S, South Africa, Sudan, South Sudan, Nigeria, Ghana, Cameroon, Egypt, Algeria, Jordan, France, Germany, Switzerland, Zambia, Kenya, Malawi, Mauritius, Madagascar, Guinea, Senegal, Ethiopia, and Kazakhstan, Cuba, Mexico, Brazil, Mozambique, Angola, and China. Songolo serves as the current Chair of the Title VI Africana Librarians Council and is an executive member of CAMP (Cooperative Africana Materials Project). Songolo was also nominated to serve as the inaugural chair of the UW-Madison International and Area Studies (IAS) Unit, a new governance body designed to strengthen area studies collections.

## E2. COOPERATIVE ARRANGEMENTS & ONLINE RESOURCES

The online catalog and databases of GLS are an open invitation to nationwide use of our materials. We are one of the top three libraries in the nation in lending and borrowing via interlibrary loan, with the lending function especially important in the Africa collection. The imbalance between interlibrary loan materials from us (**94,294 items in 2017**) and to us (**80,991 items borrowed in 2017**) shows that our Africa collection is a major resource for the nation. Most holdings have been digitized for global access. 759,703 sessions have been recorded with UW-Madison's digital Africa collections, including *Commemorative Fabrics from Africa*, *The Harold E. Scheub Collection*, *African Digitization Project*, *South African Voices*, and *AfricaFocus*. Our physical libraries and all of their holdings are open to students, faculty, and the wider community via unrestricted entry to all University libraries. The libraries also provide

office delivery services, specially-equipped ADA compliant rooms, software, and paging assistance for patrons with disabilities

Africa librarians around the country maintain a loose and unofficial division of fields to assure that comprehensive collections are available in the U.S. on major topics. Our Africa collection is very strong generally, but we are expected by Africana bibliographers to obtain *all* possible materials (in all languages) on Central Africa, and we do. We participate in several cooperative projects with other Africa NRCs, including the Web Archiving pilot at Indiana University, the African Serials Indexing at Michigan State University, microfilming of the Chronicle (Ghana), digitization of the Kenya Historical Botanical Collection, microfilming of The Nation (Malawi), microfilming of Le Mauricien (Mauritius) at Northwestern University, microfilming of the Reporter (Ethiopia), microfilming of Sahel Newspapers at the University of Florida, microfilming of Liberian Newspapers at MSU.

## F. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

As one of world's great comprehensive universities, UW-Madison offers excellent training in all fields. It has particular strengths in Africa; most departments strongly connected with ASP rank among the nation's top 10: Sociology, Geography, History, Political Science, Curriculum and Instruction, Educational Policy Studies, Environmental Studies, and many others. In recent years, the program has expanded its networks to include the STEM fields and professional schools.

### F1. QUALITY AND EXTENT OF CENTER'S COURSE OFFERINGS

We offer 197 Africa courses in 29 departments, reaching an average of 9,000 students each year, (8300 undergraduates, 600 graduate students, and 100 professional students, App.3). Eighty-nine courses are focused solely on Africa; an additional 64 courses have at least 50% Africa content (App. 3; Excluding thesis and reading courses; cross-disciplinary, cross-listed courses are

counted *once*) New hires have led to dozens of new courses, especially in African Cultural Studies (ACS). In Fall 2018 we will welcome four new assistant professors who will develop new courses, including Ainehi Edoro, the founder of the influential literary blog *Brittle Paper*. Nineteen ASP core faculty members are in professional schools (App. 1). This strength allowed us to offer 23 courses in professional schools in 2016-17 (App.3). We will enrich our professional schools' curricula by (1) developing new interdisciplinary seminars on Africa (Budget 8.1i; A1.1, p.5) and (2) supporting the School of Education by recruiting new students to teaching via the International Education First-Year Interest Group course cluster led by ASP affiliate Hawkins, and by supporting internationalization of teacher training via the *Globalization and Teaching* course offered to upper-level pre-service teachers. (Budget 2g&h; Table A-1, p.3).

## F2. INTERDISCIPLINARY COURSES

From its position of disciplinary strength, Wisconsin leads in cross-disciplinary education. Most of our undergraduates come from our heavily-enrolled interdisciplinary gateway course, *Africa 277: An Introductory Survey*. The course leads students through African geography, history, cultures, politics, science, linguistics, and the arts, introducing them to top Africanist faculty including Olaniyan and Songolo (ACS); Straus, Tripp, and Schatzberg (Political Science); Kodesh, Sweet, and Callaci (History); Kendall (Education); Wendland (Anthropology); Drewal (Art History); Goldberg, Tupesis, and Conway (Global Health); and others. Because the course reaches capacity every semester and enrolls 240 students per year (App. 3), we seek Title VI support to create new digital media for this course in order to (1) modernize and improve the academic year curriculum and (2) create a summer, online version of the course to expand access to UW-Madison, BTAA, and MATC students (Budget 8.1h; A1.1, p.3)

Enrollment in other interdisciplinary African Studies courses is also high: More than

4,600 students took cross-listed Africa courses in AY16-17 (App. 3). We seek Title VI funds to support the cost of developing two new interdisciplinary graduate seminars on topics proposed by our faculty (Budget 8.1i; A1.1, p.5). UW-Madison provides generous support to develop new courses through Educational Innovation grants (\$15,000), Morgridge Center Course Development grants (\$5,000), and various departmental funds. However, securing support for interdisciplinary courses is challenging. Not all departments award full teaching credits to instructors in team-taught courses, and traditional departments cannot support faculty from other departments. Title VI funds will enable us to offer replacement lecturers to incentivize faculty participation in developing and teaching interdisciplinary African Studies graduate courses.

The interdisciplinary education of our students does not end in the classroom. Students and faculty from across the disciplines attend our highly interdisciplinary *Africa at Noon* seminar series and annual symposia (Budget 8.1a,b,j; A1.1, p.1). Graduate, undergraduate, and professional students are not only invited to attend these events, but they are also involved in the production of the symposia and seminar series, giving them unique professional development and networking opportunities (Table H-2, p.42)

### F3. NON-LANGUAGE FACULTY & TRAINING OF INSTRUCTIONAL ASSISTANTS

The depth and breadth of our 78 Africanist faculty is unparalleled, and they teach our students. Tenured or tenure-track faculty members teach 125 of our 197 courses (App. 3). Non-tenure-track Africanists with PhDs teach 5 courses, and graduate student teaching assistants teach 27 courses (nearly all of them African language courses). TAs typically assume ancillary roles, leading discussion sections in large courses supervised by faculty. Wisconsin takes TA pedagogical training seriously. Applicants whose first language is not English must demonstrate English competency before being hired. Eight hours of pedagogical training for all new TAs is a

contractual requirement of the Teaching Assistant Association's (TAA) agreement with the University. The TAA is a stalwart advocate for graduate student TAs, ensuring that they have access to adequate training, appropriate workloads, and supportive university policies. Seven-hour expert workshops for new TAs are offered at the start of each semester. These workshops introduce new pedagogical strategies while outlining the university's strict sexual harassment and discrimination policies, FERPA requirements, and best practices for supporting students in crisis. Students meet representatives from the various units that offer support services. Most departments mandate additional discipline-specific workshops for new TAs (G3, p.37). The University requires faculty evaluation of TAs several times each semester. Finally, all TAs are strongly encouraged to enroll in the Delta Program in Research, Teaching and Learning. This federally-supported program promotes the development of a future national faculty that is committed to implementing and advancing effective teaching practices for diverse student audiences. The Delta program is the flagship initiative of UW-Madison's award-winning Center for the Integration of Research, Teaching, and Learning (CITRL), which is part of a nationwide network for training effective teachers in higher education. UW-CITRL offers over 100 free seminars each year available to students across the nation on topics such as "Teaching Inclusively," "Exploring Community College Teaching Careers," and "Productive Mentorship."

#### F4. DEPTH OF SPECIALIZED COURSES:

Most of our core departments offer a full sequence of Africa courses at all levels. For example, students in history, political science, geography, sociology, and African literature take Africa courses ranging from introductions to graduate seminars (App. 3). In other fields, Africa content is built solidly into the curriculum via thematic courses taught by Africanists. ASP faculty taught over 160 advanced (300-level and above) courses from 2014-18 (App. 3).

## G. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

The study of languages and cultures is a key aspect of the Wisconsin experience, preparing students to become engaged global leaders. Students can choose from a broad range of African language courses and intensive summer programs, or a myriad of extra-curricular options for language and cultural study including: residential language communities, African language tables, films and cultural events, community-based service learning, and student organizations. Overseas, our students participate in international internships and study abroad programs; UW-Madison is 1st among public U.S. universities, and 4th among all U.S. universities, for semester-long study abroad participation. UW-Madison was ranked 2nd in the nation (1st among public institutions) on the TheBestColleges.org list of *The 10 Most Innovative Colleges for Foreign Language Learning for 2018*. Three campus units give Wisconsin unparalleled strength in African language instruction and pedagogy: ACS, AAPTLLI, and LI (Table G-1).

**TABLE G-1. UW-MADISON UNITS THAT SUPPORT AFRICAN LCTL INSTRUCTION AND PEDAGOGY**

<p><b>African Cultural Studies (ACS) Department.</b> ACS is the nation’s only free-standing department dedicated to the study of African languages. ACS offers BA/BS, MA, and PhD programs which all require advanced study of African languages (Table H-1, p.40; Table H-3, p.45). ACS regularly offers six African languages in the classroom. Other languages offered via African Language Coordinator Katrina’s Thompsons innovative <i>Multilanguage seminar</i> (G1, p.34).</p>
<p><b>Arabic, Persian, and Turkish Language Immersion Institute (AAPTLLI).</b> In 2003, ACS (formerly African Languages &amp; Literature) introduced an intensive, 8-week residential immersion program for the study of Arabic. This successful program has since expanded to include other languages and is now supported by the newly created Wisconsin Intensive Summer Language Institute (WISLI), under the supervision of WISLI Director Felecia Lucht</p>
<p><b>Language Institute (LI).</b> LI is an interdepartmental campus center for innovation in language pedagogy that oversees the doctoral program in Second Language Acquisition (SLA). LI connects Wisconsin K-12 students and teachers with UW-Madison language experts, culminating with the annual World Languages Day, a campus event for high school students. LI spearheads the federally-funded statewide Wisconsin Language Roadmap Initiative to develop a strategic vision and policy for improving PK-16 language education, thereby supporting the needs of business, health and human services, non-governmental organizations, state and local government, education, and community organizations.</p>

### G1. EXTENT OF LANGUAGE INSTRUCTION AND ENROLLMENT

Six priority African LCTLs are offered in the classroom at multiple levels every academic year: Arabic, Swahili, Yoruba, Hausa, Wolof, and Zulu. Our courses reach 180 students per year, 50% of whom enroll at the intermediate or advanced level (Table G-2, p.36). Big Ten Academic

Alliance (BTAA) and Madison College Passport Program students may also enroll in these courses (A1.2, p.3). Our students have access to BTAA language courses as well.

Africa has more than 2,000 languages; the languages we offer via regular instruction do not meet the needs of all. Our African Languages Coordinator, Prof. Katrina Thompson, an applied linguist and African language pedagogy expert, created a mechanism to train students in the languages we do not teach in the classroom. *African 670: Theories and Methods of Learning a LCTL* and *African 671: Directed Study of an African Language*. Thompson trains students to become self-directed, autonomous learners through detailed goal-setting, evaluation of available materials and creation of new ones, design of lesson plans to practice with conversation partners in the community or online, and ongoing self-assessment. The courses focus on learner independence, thereby preparing students for lifelong learning (one of the ACTFL standards), while avoiding the pedagogical problems associated with dependence on native speakers with no background in language teaching, strategies often used on other campuses. Previous students have studied Amharic, Basaa, Liberian English, Luganda, Kinyarwanda, Kpelle, Sierra Leonean Krio, Somali, as well as exceptionally advanced levels of languages not available in the classroom, including Yoruba, Zulu, Arabic, and Swahili. Title VI support to create online materials for *670/671 Multilanguage seminar* will (1) give more community college, BTAA, and UW-Madison students access to studying *African LCTLs* critical to national interests, (2) enable the instruction of rare languages from *other* world regions, and (3) make an ever-expanding suite of language instructional materials publicly available (Budget 8.1g; A1.1, p.3).

**TABLE G-2. TOTAL ENROLLMENTS IN UW-MADISON AFRICAN LANGUAGE COURSES 2014-18**

Language	2014-18 Enrollments* Total (Advanced )	Ongoing efforts to increase enrollment
Arabic	532(247)	N/A courses regularly reach capacity
Swahili	92(53)	N/A courses regularly reach capacity
Wolof	20(9)	<i>Successful approach:</i> Development of a Wolof First-Year Interest Group (FIG): 20 undergrads enroll in a new three-course cluster (Intro to Africa, Global Hip Hop, and Wolof). Wolof students are then perfectly positioned to study advanced language in Senegal at Université Gaston Berger de Saint-Louis (UGB) as part of our study abroad program.
Hausa	2(0)	<i>Area for growth 2018-22:</i> As a geopolitically strategic language, we have tried to recruit students who express an interest in political science, human rights, and the military. Only two students enrolled 2014-16, and no students enrolled 2016-18. Due to regional security issues, pursuing a study-abroad linkage is not possible.
Yoruba	37(18)	Recruit and support heritage learners (Table A-1, p.3).
Zulu	24(9)	Recruit students returning from study abroad in South Africa; students who indicate an interest in SA program are advised to first enroll in Zulu.
Multilanguage seminar	61(39)	With Title VI support, we will launch an online version of the course and make language-learning materials created by students publicly available (Section A1.1, p 3)

\* Excludes students taking our Africa LCTLs on other campuses through distance learning (e.g. BTAA).

## G2. EXTENT OF ADVANCED LANGUAGE TRAINING

We teach *all* core African languages *every year* at a *minimum of three levels* – beginning, intermediate, and advanced – as regular classroom courses. Arabic and Swahili are offered through high-advanced (4<sup>th</sup>- year). African Cultural Studies offers advanced African culture courses in French and Arabic. Students seeking more advanced language instruction have three options:

**(1) Prof. Thompson’s, 671: Theories and Methods of Learning a LCTL.** 63% of students enter 671 at the advanced or high-advanced level. Previous students have studied advanced Yoruba, Swahili, Kinyarwanda, Luganda, Arabic, and Amharic. Students may focus on African language texts in any discipline, allowing them to integrate their language learning into other fields.

**(2) Summer-intensive or academic-year language learning in Africa.** We encourage advanced language learners to go abroad and use FLAS awards strategically to engineer this outcome. Our programs in South Africa and Senegal can accommodate advanced Zulu and Wolof speakers, respectively. Thompson maintains the national listings of approved language

programs. We publicize these opportunities to other NRCs, community colleges, and MSIs.

**(3) Domestic summer intensive language learning:** Advanced Arabic learners often choose to attend our Arabic immersion institute (AAPTLI Table G-1 p.34) or other domestic programs.

### G3. LANGUAGE FACULTY AND PEDAGOGICAL TRAINING

ACS has seven full-time tenured and tenure-track faculty members (App. 1). Two devote between 75 and 100 percent of their time to language teaching (England and Thompson). Others specialize in at least one African language: Thompson in Swahili and Shona; Olaniyan and Brown in Yoruba; England in Arabic (Egyptian and Sudanese), Sajnani in Wolof, Royston in Twi. Tenured and tenure-track faculty teach languages at Wisconsin: England teaches Arabic every semester; Thompson teaches the *Multilanguage Seminar* and occasionally Swahili or Shona. Faculty participate in workshops designed to assure compliance with national standards set out in the Language Learning Framework of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL). Thompson is a central figure in the African Language Teaching Association (ALTA) and NCOLCTL. ALTA works closely with the National African Language Resource Center (NALRC) to define and implement national standards. Wisconsin will continue refining standards, training teachers, and developing African language materials under Thompson's leadership.

Because faculty cannot teach all sections of all languages at all levels, we use university and Title VI support to employ language-teaching TAs, carefully supervised by Thompson (App. 1). University TAs support courses with high enrollments: Arabic, introductory Swahili, introductory Yoruba, and introductory Wolof. Title VI TAs support languages and advanced language-levels with lower enrollments that are ineligible for university support (Budget 1.2). We use NRC TAs to respond quickly to changing national priorities and student demands. Each

semester, tenured faculty teach two or three sections of languages, University-funded TAs teach ten sections, and Title VI-supported TAs teach six sections.

Thompson, an expert in performance-based pedagogy, closely supervises all TAs. Instructors must have advanced language proficiency; the majority have superior proficiency. In addition to the required university training (Section F3, p 32), first-year TAs must attend a two-day training Language Institute (LI) training and enroll in a semester-long pedagogy course in which they learn how to create communicative, proficiency- and performance-based lessons; and practice teaching peers. All TAs take part in monthly pedagogy seminars with Thompson to discuss topics such as conducting oral proficiency interviews or creating flipped lessons. TAs also take part in ongoing LI workshops. We use Title VI funds to send four TAs to attend the ALTA/NCOLCTL conference each year (Budget 3.2e). TAs also attend STARTALK or NALRC workshops. Since 2015, four TAs have been nominated by students and recognized by the university as “Honored Instructors.” Current TAs Lamine (Arabic) and Agoke (Yoruba) both received the university’s top honor for teaching excellence, the *L&S Teaching Fellow Award*. Agoke received a competitive National Federation of Modern Language Teachers Association (NFMLTA) grant. Our TAs are in high demand nationally; 13 TAs supported summer language programs at Beloit, Middlebury, Florida (AFLI), Wisconsin (APTLII), and elsewhere within the past 2 years. Our graduates become language instructors at top universities (Table C-3, p.24).

#### **G4. QUALITY OF THE LANGUAGE PROGRAM**

##### **G4.1. PERFORMANCE-BASED INSTRUCTION**

Enrollments in first-year language courses are capped at 24 to ensure effective learning. Instruction is intensive: introductory courses meet for five or more classroom hours per week. Placement is achievement-based and all instruction is performance-based, with continual evaluation and assessment by the instructor of all aspects of the student’s developing proficiency.

All language students, not just FLAS fellowship recipients, are formally assessed at year's end.

#### **G4.2. RESOURCES FOR INSTRUCTION AND PRACTICE**

Language courses are taught using audio, video, and online materials, including online evaluation protocols; Thompson's *Multilanguage seminar* students create such protocols for languages that lack them. Students have access to a well-equipped language lab and three dedicated videoconferencing rooms fitted with the latest technology including Skype-capable fixed-focus cameras, high-resolution microphones and speakers, and advanced acoustic tiling. Memorial Library has one of the world's best collections of African language materials, including texts, grammars, and vocabularies (E, p.27). ASP has published textbooks in six African LCTLs (Kanuri, Kikuyu, Kongo, Mende, Tamazight, and Adamawa Fulfulde). ASP will continue to support the African Language Materials Archive, a joint project of Africa NRCs to amass African LCTL primary materials for classroom use (Budget 8.3e; Table A-3, p.10)

#### **G4.3. PROFICIENCY REQUIREMENTS**

All undergraduates in College of Letters & Sciences must pass two years of a foreign language. Undergraduate majors in African Cultural Studies (ACS) must complete three years of an African language (Table H-1, p 40). Graduate students in ACS must study an African language for two (M.A.) or three (Ph.D.) years; most go well beyond the third year (Table H-3, 45). ACS faculty members are trained in ACTFL performance evaluation to determine waiver eligibility.

## **H. QUALITY OF CURRICULUM DESIGN**

### **H1. BACCALAUREATE DEGREE PROGRAMS**

With a wealth of disciplinary courses, rich interdisciplinary options, and a freestanding department dedicated to the study of African languages, ASP's undergraduate program is of unquestionable quality. Our undergraduate courses enroll over 8,000 students each year. Students

may enroll in one of our three specialized undergraduate programs: (1) Certificate in African Studies, (2) B.A./B.S. individualized major in African Studies, and (3) B.A./B.S. in African Cultural Studies (Table H-1, p 40).

**TABLE H-1. UW-MADISON AFRICAN STUDIES BACCALAUREATE DEGREE OPTIONS**

Program Description	Requirements
<p><b>African Studies Certificate (an average of 30-50 graduates/yr)</b> Our certificate (Wisconsin’s equivalent of a minor) is among the top three certificate programs across campus, enrolling students from over 60 departments. Although we do not require the study of African languages for the certificate as this would exclude many students from professional fields such as medicine, engineering, and business, 55% of our students study an African language and 31% reach advanced proficiency. 48% of students study abroad in Africa. Students have access to 197 course options in 29 departments, including several course sequences within disciplines. (App. 3)</p>	<p>In addition to fulfilling university requirements for the student’s major degree, African Studies certificate students must complete:</p> <ul style="list-style-type: none"> <li>• 15 credits (~4-5 courses) from our core curriculum in at least 2 departments.</li> <li>• Core courses have at least 2/3 Africa content and are taught by core Africanist faculty.</li> </ul>
<p><b>B.A./B.S. Degree Individual Major in African Studies (1-2/yr)</b> Students pursue an individualized course of study in African Studies with a specific disciplinary focus (for example: Africa &amp; Health, Human Rights in Africa, African History). Such students also have access to our full range of course offerings (App. 3). This program is a wonderful option for the highly motivated and focused student. Nearly all of these students study abroad and graduate as deeply committed Africanists</p>	<p>In addition to fulfilling university requirements for the student’s chosen B.A./B.S. track, students must complete:</p> <ul style="list-style-type: none"> <li>• 40 credits (10-13 courses) in our core curriculum, maximum of 25 credits per department</li> <li>• Minimum of three semesters of study of African language(s)</li> </ul>
<p><b>B.A./B.S. Degree in African Cultural Studies (10-15/yr)</b> The curriculum emphasizes the development and application of analytical, linguistic, and methodological tools that enable students to work effectively and imaginatively across regions, languages, cultural forms, methodologies, and disciplines. Undergraduates study one or more of six languages offered by the department—Arabic, Hausa, Swahili, Wolof, Yoruba, and Zulu—and combine their language study with popular courses in the humanities, literature, and ethnic studies. The department’s undergraduate courses cover a wide range of topics, including introductory African literature and storytelling, contemporary cinema and music, and social issues.</p>	<p>In addition to fulfilling university requirements for a B.A./B.S. in the College of Letters and Sciences, majors must complete:</p> <ul style="list-style-type: none"> <li>• 30 credits (8 courses) African linguistics, orality, literature, and history</li> <li>• 5 semesters or more of African language study</li> </ul>

All programs provide Africa knowledge from multiple disciplinary perspectives to large numbers of undergraduates and recruit promising undergraduates into Africa specialization, including advanced African area and language study. Gateway courses are vital to this mission. We teach *African 277: An Introductory Survey* every semester. It is required for most students planning to study abroad in Africa. Many of our advanced African Studies courses (300 level or higher) list *African 277* as a prerequisite; 45% of students enrolled in these advanced courses have completed *African 277*, as have 55% of students in in one of our three undergraduate programs.

*African 277* always reaches maximum enrollment with an extensive waitlist. We seek Title VI funds to address this bottleneck by investing in the development of a fully online summer course. The digital media developed for this on-line course will also be used during the academic year in *Africa 277*, keeping this vital face-to-face course responsive to instructional trends by infusing the curriculum with a flipped classroom design (Budget 8.1h; A1.1, p.3).

We offer advanced course series in disciplines where students may develop an Africa specialty (for example, in African Cultural Studies, History, Population Health Sciences, and Political Science; App. 3). Our alumni tell us time and again how their African Studies credential gives them a unique edge in the job market. Unfortunately, it is still rare for students in the United States to graduate with a specialization in Africa, which is why it is so important for the nation to continue investing in thriving centers of area studies excellence such as the African Studies Program at UW-Madison. ASP produces serious, well-prepared undergraduate Africanists, who remain engaged with the continent and deeply connected to their alma mater. 42% of our 2017 graduates study or work in Africa, or are pursuing African Studies in graduate school (Table C-3, p.3).

## H2. ACADEMIC AND CAREER ADVISING

Table H-2 outlines programs designed to serve students seeking Africa careers. ASP advising complements academic advising by tenured faculty. ASP advises students on degrees and certificates, language study, FLAS and other fellowships, fieldwork, internships, and post-graduate careers. Each year, the director and associate director advise about 100 graduate students, and the assistant director meets individually with 150 undergraduates.

TABLE H-2. CAREER ADVISING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STUDENTS

Program	Impact (2017-18)
<p><b>1. Africanists@Work:</b> A networking opportunity featuring professionals from the public and private sector. Speakers explain how they parlayed African Studies training into a career outside the academy.</p>	<ul style="list-style-type: none"> <li>• 5 alumni featured</li> <li>• 3 public sector, 5 private sector speakers featured</li> <li>• Two students secured internships through contacts from event</li> </ul> <p style="text-align: right;"><i>Budget 8.1e; A1.1, p.5</i></p>
<p><b>2. Africa Private Sector Internships</b> Undergraduate students work for private sector organizations on the continent. Students receive intensive advising and pre-departure orientation as well as formal re-entry support. Students earn credit and are enrolled in a cross-cultural professional skills course.</p>	<ul style="list-style-type: none"> <li>• 13 students selected from over 45 applications</li> <li>• 8 alumni organized opportunities for our students</li> <li>• Students worked in 5 African countries</li> <li>• Sectors included: agribusiness, journalism &amp; media, public health, museum collections, child welfare, and education</li> <li>• 3 new internships cultivated with alumni from our Young African Leaders Initiative (YALI) Mandela-Washington Fellowship</li> </ul> <p style="text-align: right;"><i>Budget 8.1f; A1.1, p.5</i></p>
<p><b>3. UW- Madison ASP Internships</b> Undergraduate students are offered hands-on experience in communication and administration, meeting some of the top scholars, public servants, and business leaders in the field. Our post-graduate placement track record is excellent.</p>	<p><b>Where are our four AY17-18 interns now?</b></p> <ul style="list-style-type: none"> <li>• <b>Public sector.</b> <i>Rebecca Hanks</i> secured an internship in the Bureau of East African Affairs (U.S. Dept. of State), a position requiring specialized knowledge of the continent and a security clearance.</li> <li>• <b>Entrepreneur.</b> After winning the prestigious 2018 Brunel International African Poetry Prize, <i>Hiwot Adilow</i> now works as a freelance poet and songwriter</li> <li>• <b>Non-profit.</b> <i>Leen Bnyat</i> works as the Milwaukee Site Coordinator for the PATCH healthcare program, with an emphasis on helping refugee populations navigate the U.S. healthcare system.</li> <li>• <b>Academia.</b> 2018 graduate <i>Kyra Fox</i> was offered a position as a research assistant with the U.S. Holocaust Memorial Museum.</li> </ul> <p style="text-align: right;"><i>Budget 1.1i; B2, p.14</i></p>
<p><b>4. UW-Madison ASP Outreach PAs</b> Graduate student project assistants either work in K-12 outreach or to develop public programming. Outreach PAs are also supported to attend ASA each year.</p>	<p><b>Where are four most recent PAs now?</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher training.</b> <i>Bethany Wilinski</i> is an assistant professor in the Department of Teacher Education at MSU, where she leads projects for the Tanzania Partnership Program.</li> <li>• <b>Academia.</b> <i>Stephen Pierce</i> is an assistant professor of history at Illinois-Wesleyan, where he studies the intersection of East African society and Islam.</li> <li>• <b>Academia.</b> David Bresnahan is a visiting assistant professor of African history at the University of Washington.</li> <li>• <b>Music &amp; Arts.</b> <i>Will Porter</i> recently accepted a position as a Trombone Instructor at Eastern Illinois University.</li> </ul> <p style="text-align: right;"><i>Budget 1.4; B2, p.14</i></p>
<p><b>5. Africa at Noon graduate seminar</b> New in 2018-22, we propose to use Title VI funds to create a new course that capitalizes on the rich intellectual resources of our <i>Africa at Noon</i> lecture series to prepare students for careers in areas of national need</p>	<p><b>The graduate level course will feature:</b></p> <ul style="list-style-type: none"> <li>• Pedagogical training</li> <li>• Interview preparation</li> <li>• Grant-writing</li> <li>• Career advising for professions outside of academia</li> <li>• Networking with speakers, including alumni</li> </ul> <p style="text-align: right;"><i>Budget 8.1j, A1.1, p.5</i></p>

All large Africa area and language courses are visited each semester to recruit students into the certificate program and to introduce funding opportunities such as FLAS. ASP holds information sessions about FLAS and other fellowship and internship opportunities five times per year and hosts drop-in advising twice per month. The University's international fellowship advisor (an Africanist) holds annual writing sessions for major awards (Fulbright, SSRC, Boren, etc.); we host an orientation lunch for graduate students to explain other funding opportunities.

### H3. HIGH-QUALITY GRADUATE CURRICULUM

As noted, Wisconsin is a premier center for the training of Africa specialists across the disciplines, including professional fields. Our curriculum challenges students to develop the critical thinking skills necessary to consider multiple disciplinary and ideological perspectives about the continent, thereby preparing them for a range of professions that serve the nation. We have 127 graduate students in 25 departments, including 24 in African Cultural Studies, 13 in History, 11 in the School of Education, 11 in Environmental Studies, four in Political Science, and three in Geography. Eighteen study in professional schools: law, medicine, veterinary medicine, education, and journalism. Disciplinary offerings are rich, and cross-disciplinary options are deeply embedded. *All* graduate students take multiple courses outside their field. Most study an African language, many to the advanced level. ASP regularly facilitates the creation of popular interdisciplinary seminars taught by faculty from two departments, open to all, focused on a unifying theme (e.g., Health and Healing in Africa). Title VI funds will support the development of two new interdisciplinary seminars by providing replacement Africa lecturers to contributing departments (Budget 8.1i).

Curricular options for African Studies graduate students are outlined in Table H-3. Every Wednesday we hold *Africa at Noon*, a seminar presenting front-line research by a UW-Madison

or guest Africanist. As mentioned previously, a committee of Africanist faculty is charged with selecting a lineup that highlights a diversity of perspectives, disciplinary backgrounds, and professional orientations (B2, p.14). Our commitment to cross-disciplinary training and research is also reflected in the cross-disciplinary thematic *research circles* (a campus institution) hosted by ASP. Our current circles, funded by the International Division and the Mellon Foundation, are *Africa and the Atlantic World*, led by Olaniyan and Sweet; *International Human Rights*, led by Klug and Straus, and *Health and Healing in Africa*, led by Kodesh, Gomez, and Wendland. About 15 ASP faculty members and 30 graduate students participate in research circle events.

Finally, we embed graduate student professional training within the administration of our Title VI-supported programs. Each year we recruit and train 10-15 graduate students to serve as *Outreach Scholars* (Table I-1, p.48), ambassadors to rural schools where many students have never met anyone who has been to the continent. *Outreach Scholars* are reminded that their professional duties include inspiring an interest in the continent outside of the academy. Each year two students also serve as our K-12 and Public Programs Outreach Assistants (Budget 1.4). The K-12 Outreach Assistant is typically a PhD student from the School of Education with a focus on international education. This individual is given the opportunity to work directly with teachers, students, and K-12 administrators to develop high-impact area studies and language programming. Our Public Programs Outreach Assistant is involved in the production of our annual symposia and seminar series, giving them unique professional development and networking opportunities with senior faculty, high-level external visitors, local community groups, and businesses. The AY17-18 Public Programs Outreach Assistant worked with the Madison Black Chamber of Commerce, the Business & Entrepreneurship Clinic, the African Association of Madison, five non-profits, MATC, and three local religious communities.

The best measure of our training is that UW-Madison graduates lead the field, supplying the nation with Africa experts. Our graduates comprise a disproportionate share of Africanists in U.S. universities and fill the ranks of leadership positions at other NRC institutions (Table C-3, p.24). ASP students win high numbers of fiercely competitive national fellowships. In the past four years they have secured nine of the 22 Fulbright-Hays Doctoral Dissertation Awards granted to UW-Madison (**seven** of these students received a FLAS award from our program before receiving the DDRA, indicating the centrality of FLAS awards to preparing students for advanced area studies research), eleven Fulbright-IIE, six SSRC, nine NSF awards, and six Spencer Dissertation Fellowships. Our highly competitive internal awards are likewise stacked with Africanists; collectively, our students secure about 25% of the campus resources dedicated to international research. Each year our students receive 3-4 IRIS fieldwork awards, 2-3 Scott Kloeck-Jenson (SKJ) pre-dissertation travel awards, and 2-3 Mellon student recruitment awards.

**TABLE H-3. GRADUATE DEGREE AND CERTIFICATE OPTIONS IN AFRICAN STUDIES**

<p><b>Graduate Certificate in African Studies (an average of 3-5 students graduate each year):</b> 12 credits from ASP core curriculum in at least two departments outside the student's major field. At least one Africa seminar involving a major research project on Africa.</p> <p><b>Ph.D. Minor in African Studies (5-7/yr):</b> 4 courses from the African Studies core curriculum from at least 2 departments outside the major, one a seminar; elementary African language courses may not be used for these credits.</p> <p><b>M.A. in African Cultural Studies (5-7/yr).</b> Minimum 4 semesters of an African language, 30 total credits of graduate coursework, and a qualifying paper. Curriculum is designed to support research-oriented students as well as future college-level instructors of African languages and directors of African language programs.</p> <p><b>Ph.D. in African Cultural Studies (2-3/yr).</b> The Ph.D. program involves at least one year advanced study of an African language, study of at least one additional language related to intended research, required coursework, a preliminary exam prior to achieving Dissertator status, and a doctorate-level dissertation.</p> <p><b>Disciplinary M.A./M.S. with Africa concentration (10-15/yr):</b> An option in most departments with Africanist faculty. Requirements vary. For example, Geography requires one Africa-specific course in the department, one seminar with an Africanist in geography, at least two graduate-level Africa courses outside the department, and an M.A. or M.S. thesis on an African topic.</p> <p><b>Disciplinary Ph.D. with Africa concentration (4-6/yr):</b> An option in many Ph.D. departments with Africanist faculty; requirements vary. For example, history students must complete an M.A. in African history, six seminars in African history, 2 years of an African language, gain reading knowledge of 2 other languages, complete a Ph.D. minor, usually in African Studies, pass a Ph.D. exam, and write a dissertation on Africa.</p>
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#### H4. ARRANGEMENTS TO CONDUCT RESEARCH AND STUDY ABROAD

Students in all of our undergraduate programs are strongly encouraged to study abroad in Africa, and nearly half of our certificate students (48%) do. We have formal exchange or study-abroad agreements with universities in Senegal, South Africa, Ghana, Kenya, Uganda, Morocco, and Egypt. Our study abroad office, International Academic Programs (IAP), handles most logistics, but ASP works closely with IAP to identify new programs, recruit students, and select scholarship recipients. ASP faculty orient departing students and travel to field sites for program evaluation. Our Africa study-abroad programs drew 172 undergraduate students in 2016-17, more students than conventional destinations such as the United Kingdom (171) or Costa Rica (45). Pre-departure language study is highly recommended—and in some cases required—for students planning to study in Senegal (Wolof) and South Africa (Zulu). Most participants in Africa study abroad programs maintain a deep, lifelong Africa interest. Of the 102 students who studied abroad at Université Gaston Berger de Saint-Louis, 40% have returned to Africa and most judge themselves proficient in Wolof. Four have had Africa Fulbrights. Seven served in Africa in the Peace Corps. Six became doctors. Senegal program alumni became tenure-track Africanists at Northwestern, Ohio State, Portland State, Toronto, and Sydney.

ASP also provides support and orientations for students heading to service learning projects and internships in Africa, including internship programs in Tanzania (for generalists), South Africa (for educators), Ghana (for journalists), and Ethiopia and Uganda (for medical and nursing students). We also support our students to participate in Group Projects Abroad (GPA) in African countries as such opportunities arise. ASP facilitates student participation in other institutions' study-abroad and summer language programs through membership in the BTAA, the International Student Exchange Program, and the Council for International Educational Exchange, as well as FLAS fellowships for summer language study. Last year, 12 students

participated in non-Wisconsin study abroad programs in Africa. Our own programs are open to others; 15 percent of participants come from other institutions, mostly small colleges that do not have Africa sites. Part of our burgeoning relationship with the College of the Menominee Nation (MSI) and Madison College (Budget 8.2b; Table A-1, p.9) will include recruitment of their students into Wisconsin study-abroad programs in Africa and invitations to MSI faculty to accompany Wisconsin faculty members as they do program reviews of Africa study abroad sites.

We expect our graduate students to conduct research in Africa, and 94% of them do before they graduate. 65% of our graduate students spend a continuous year (or more) engaged in field research in Africa, and we advise them on how to secure the funds to do so (H2, p.43).

## I. OUTREACH ACTIVITIES

Our outreach program is designed to (1) improve access to accurate information about Africa and effective ways of transmitting it among K-12 teachers; (2) support a more systematic and comprehensive treatment of Africa in two- and four-year colleges, especially MSIs, that are not blessed with the resources of Wisconsin's Africa NRC; and (3) engender a better understanding of modern Africa in business, media, government, and the public. School of Education faculty Margaret Hawkins chairs our outreach committee and oversees this work. Assistant Director Meagan Doll spends half of her time devoted to outreach. Two graduate student PAs provide support: one for K-12 activities and one for public programming. The K-12 Assistant comes from our School of Education and has extensive Africa and K-12 classroom experience. Our center responds to a range of *ad hoc* requests and manages a portfolio of ongoing outreach efforts (Table I-1, p.48). ASP also supports cross-regional outreach activities that serve local, regional, and national audiences, as well as national Africa NRC outreach efforts (described previously, Table A-2, p.9; Table A-3, p.10).

TABLE I-1. UW-MADISON ASP OUTREACH INITIATIVES\*

	Program	Impact (AY2017-18)	Faculty & professional school involvement
K-12	<b>Discovery Boxes.</b> Cultural items paired with lesson plans shipped to students in rural schools. (A1.1, p.7)	<b>Local/regional</b> 598 students and 32 teachers used <i>Discovery Boxes</i>	Boxes highlight ongoing <b>faculty research</b> , bringing our scholarship to K-12 classrooms. <b>School of Education faculty</b> will develop an evaluation framework to ensure program complies with WI Department of Public Instruction 2018 Social Studies Standards and GEAC certificate requirements
	<b>Outreach Scholars.</b> Visits by enthusiastic and trained Africa experts to classrooms in the region to present on Africa topics.	<b>Local/regional</b> 16 <i>Outreach Scholars</i> visited 2,034 students and 151 teachers	Faculty nominate graduate students to serve as Outreach Scholars. Outreach Scholars often present on the <b>research</b> of their faculty advisors. During AY17-18, <b>3</b> Outreach Scholars came from <b>professional schools</b> .
	<b>Day in Africa.</b> Brings 250-350 high school students and teachers from across the state to campus to learn about the continent.	<b>Local/regional</b> 260 students and 35 teachers attended <i>Day in Africa</i>	In 2018, <b>three faculty</b> and four students from <b>professional schools</b> presented sessions on their research to students at Day in Africa.
	<b>Curriculum consultations.</b> Africa course development support upon request	<b>Local/regional</b> Support offered to six teachers at four schools, leading to the updating of four courses and the creation of two new courses, one on African History.	When requests are received, our Outreach Coordinator asks <b>relevant faculty</b> to <b>suggest readings, lesson plan topics, and videos</b> . The Outreach Coordinator then consolidates this information for teachers.
MSI	<b>MSI faculty.</b> Support for professional development travel	<b>Local/regional/national.</b> Supported two MSI faculty to attend ASA/AASP	N/A
Business, media, & public	<b>Public Programs</b> Highlighting diverse perspectives.	<b>Local/regional/national</b> Our public programs reached more than 9,500 people. Our programs featured 26 alumni, speakers from five countries, and representatives from the private and public sector	As described in section A1.1(p.1), our programming is <b>faculty-driven</b> . Faculty suggest themes and speakers, and a faculty committee, which includes professional school faculty, selects speakers (B2, p.14)
	<b>Translation &amp; consulting services</b>	<b>Local/regional/national</b> ASP faculty and graduate students provided translation services to four businesses and six government agencies	When requests are received, our Outreach Coordinator asks <b>faculty with relevant expertise</b> to assist.

\*Only UW-ASP initiatives, see A1.2(p.8 ) and A1.3 (p.10) for cross-regional outreach & national Africa NRC efforts

## J. FLAS AWARDEE SELECTION PROCEDURES

ASP awards FLAS fellowships to students in all fields using a rigorous selection process. In

AY17-18, 44 students applied for 12 awards, confirming the interest in and need for FLAS.

**ADVERTISEMENT.** Undergraduates are informed of FLAS objectives, procedures, and selection priorities in all ASP gateway courses and first-year African language courses, at ASP advising

sessions, and in programs for incoming students. Graduate students and prospective graduate students learn of FLAS opportunities, priorities, and application details in flyers and email announcements sent each fall to all Wisconsin departments, professional schools, the Multicultural Center, and diversity offices. Students also learn of FLAS from ASP faculty, at our FLAS information sessions, from our website, and from social media. All applicants, including graduate students are encouraged to complete the online Free Application for Federal Student Aid (FAFSA) to get their expected family contribution (EFC) number prior to the application deadline (EFC appears in the Student Aid Report issued after FAFSA submission).

**HOW STUDENTS APPLY.** Application is via a secure online system accessible only to the FLAS coordinator and selection committee. The application requests: name, major, academic record, proposed FLAS language, academic plans, career goals, prior language training, need for African language study; transcripts; scores; a language evaluation; two letters of reference; and financial need as determined by the applicant's FAFSA-determined EFC. The FLAS coordinator verbally confirms the student's self-reported EFC with the Office of Student Financial Aid. This approach protects privacy; our offices never handle paperwork containing sensitive information. Only the FLAS coordinator (not the review committee) knows the applicant's EFC.

**SELECTION CRITERIA.** FLAS awardees must be full-time undergraduate or graduate students in good standing, committed to African studies and language learning. They must enroll in the approved language and at least one Africa area studies course each semester. All applications are scored on a 100-point scale: 40 points for academic record (transcripts, scores, letters, and language reference); 50 for proposal strength and language usage plans; and 10 on the degree to which the student has demonstrated financial need – the full 10 points for students with an EFC

showing need greater than half of anticipated tuition and fees, 5 points for students showing need less than half of anticipated tuition and fees, 0 points for applicants who do not submit an EFC.

**REVIEW PANEL.** Our steering committee appoints four ASP faculty to serve on the FLAS committee: 1 humanist, 1 social scientist, 1 natural scientist, and 1 professional school faculty. Prof. Thompson (African Languages Coordinator) chairs the committee. The FLAS coordinator and associate director attend the meeting only to answer questions regarding FLAS guidelines and to remind the committee of their obligation to support FLAS priorities. The committee operates under strict rules that accord with FLAS guidelines and priorities and ranks candidates only on the basis of their files using the selection criteria. Committee rankings determine offers.

**TIMELINE.** Advertising occurs Sept-Oct. The online FLAS application system opens in Nov. Students have three months to complete applications. Our deadline is Feb 15. ASP fellowships committee members read and rank proposals before they meet. The committee meets and makes award decisions by March 1<sup>st</sup>. All candidates are notified of their status before March 15<sup>th</sup>.

**ACCORDANCE WITH PRIORITIES.** Our selection procedures give preference to students who demonstrate financial need by reviewing students' EFC as determined by the FAFSA. All requested FLAS languages are in priority LCTLs.

## K. COMPETITIVE PREFERENCE PRIORITIES

This proposal meets both absolute priorities, as well as all NRC and FLAS competitive priorities, as described throughout the narrative. Highlighted programs are cross-referenced below.

**TABLE K-1. HIGHLIGHTED PROGRAMS THAT SUPPORT COMPETITIVE PREFERENCE PRIORITIES**

<b>Priority</b>	<b>Specific programs &amp; references</b>
<b>Competitive 1:</b> MSI/Community Colleges	Support to send MSI/CC faculty to ASA/AASP <i>Budget 8.1(n); A1.1, p.8</i>
	Master Teacher Institute for MSI/CC faculty <i>Budget 8.2(n) Table A-2, p.9</i>
	Collaboration with College of the Menominee Nation <i>Budget 8.2(b) Table A-2, p.9</i>
	Passport Program & creation of online courses <i>Budget 8.1(g-h), 8.2(a); A1.1, p.3</i>
<b>Competitive 2:</b> Collaborations with Teacher Ed. Prog.	Discovery Box evaluation to comply with WI standards <i>Budget 8.1(k); A1.1, p.3</i>
	School of Education First Year Interest Group on Int'l Ed Budget <i>1.3(a); Table A-2, p.9</i>
	Course for pre-service teachers on internationalizing Ed Budget <i>1.3(b); Table A-2, p.9</i>
	Outreach K-12 PA from School of Education <i>Budget 1.4(c); H3, p.43; I, p.47</i>
<b>FLAS 1 &amp; 2:</b>	Languages are priority LCTLs; preference given to students with financial need <i>J, p.50</i>

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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# FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

### Type of Application (check all that apply)

Comprehensive National Resource Center

Undergraduate National Resource Center

Foreign Language and Area Studies Fellowships

### Federal Funds Requested

#### NRC Request

Year 1: \$291,986 Year 2: \_\_\$292,467\_\_ Year 3: \_\_\$295,161\_\_ Year 4: \_\_\$300,067\_\_

#### FLAS Request

Year 1: \_\_\$435,000\_\_ Year 2: \_\_\$435,000\_\_ Year 3: \_\_\$435,000\_\_ Year 4: \_\_\$435,000\_\_

### Type of Applicant

Single institution \_\_ University of Wisconsin-Madison African Studies Program \_\_

Consortium of institutions

- Lead \_\_\_\_\_
- Partner 1 \_\_\_\_\_
- Partner 2 \_\_\_\_\_
- Partner 3 \_\_\_\_\_

### NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

CANADA

EAST ASIA/PAN ASIA

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

MIDDLE EAST

PACIFIC ISLANDS

RUSSIA, EASTERN EUROPE, EURASIA

SOUTH ASIA

SOUTHEAST ASIA

WESTERN EUROPE

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Swahili, Arabic, Hausa, Zulu, Wolof, Yoruba, Other (multi-language seminar)

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**Information to meet §602(e) Statutory Requirements**

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:*

As Africa specialists, we are particularly attuned to the damaging misrepresentations of the continent as a monolithic entity with a two-dimensional identity. Our programming counters these static narratives by highlighting diverse perspectives from and about Africa. Through celebrating the diversity of the continent, we celebrate a diversity of perspectives in our programming. As evidence of this commitment, consider our AY2017-18 public programming. Thirty-four scholars from eight countries of origin, 18 universities, and 17 academic disciplines presented their research at ASP events. Nine private sector leaders also presented, including members of the executive teams in large international corporations (e.g. BP, De Beers Group of Companies, Merck), private consultants, CEOs of small-medium sized local businesses (e.g. Omanhene Chocolate), and directors of local and international non-profit organizations. Our events featured four early-career public servants and two late-career, high-profile public servants. Public programs directly addressed some of the most controversial issues of the day, such as China-Africa relations, extractive resources and land tenure, globalization and foreign direct-investment in agriculture, extremism and American national security interests in Africa, and more. We challenge our audience to consider the complexity of these issues by presenting the varied perspectives of the diverse actors who are on the frontlines of tackling these global challenges. In sum, we add depth and texture to the simplistic narratives that dominate public discourse about Africa, and we use Title VI funding to do so. Our programming highlights critical thinkers from across the political spectrum in the academy, public service, and the private sector. We create inclusive programming that welcomes people of all ages, races, genders, abilities, religions, and socio-economic backgrounds to engage in respectfully rigorous debate about issues that matter to Africa, the United States, and the world.

2. *A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary, as well as in areas of need in the education, business, and nonprofit sectors*

Our graduates are prepared to serve the nation in many different capacities because our rigorous training demands that students engage with a multitude of perspectives, as described above. Undergraduates and graduates in our programs receive information and advising about career opportunities in government service, education, business, and the non-profit sectors where they may use their expertise in African languages and African studies. Our nationally-lauded campus career services office, *SuccessWorks*, includes a full-time advisor exclusively dedicated to coaching students to apply for local, state, and federal positions. This advisor holds interview and resume-writing clinics and unpacks some of the technical complexities of securing government employment such as identifying opportunities via USAJobs, interpreting GS rankings and KSA requirements, and understanding security clearances.

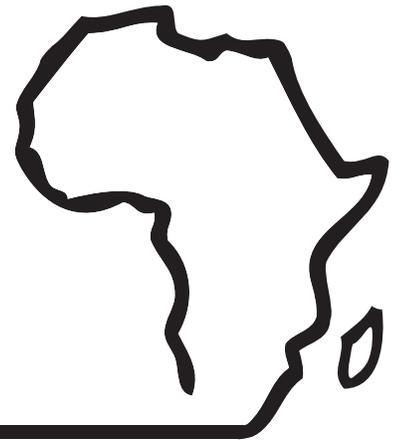
In addition to this excellent campus-wide resource, ASP provides Africa-focused career advising and supports students with five programs designed to increase post-graduate placements in areas of national need:

- 1) **Africanists@Work:** A networking opportunity featuring professionals (typically alumni) from the public and private sector who explain how they parlayed their Africa credentials into non-academic careers.
- 2) **Africa-based Private Sector Internships.** A program that places undergraduate students with private sector organizations on the continent. Students receive intensive advising and pre-departure orientation as well as re-entry support.
- 3) **UW-based Internships.** An employment opportunity for undergraduate and graduate students who receive hands-on experience in communications, administration, outreach, and research. Students meet and work with top scholars, public servants, and business leaders in African Studies.
- 4) **Graduate professional development course:** A graduate level course that features pedagogical training, interview preparation, grant-writing, career advising, and networking with guest speakers at our weekly *Africa at Noon* seminar.

The varied career paths of our most recent alumni embody the outcomes of this commitment to training students to serve national needs. We celebrate the 2016 alumna who secured a competitive R1 tenure-track position at a U.S. university to research emerging zoonotic diseases at the human-wildlife interface in Nigeria, as well as the 2016 alumnus who choose to serve as security analyst for Exxon-Mobil in West Africa. We support both our 2018 graduate who studied American military interventions in Africa and now serves in the U.S. Army, and our seven graduates who will join the Peace Corps next year. Our students serve in areas of national need.

# ACRONYMS LIST

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**ACRONYMS LIST**

AASP	Association of African Studies Programs
ACTFL	American Council on the Teaching of Foreign Languages
ACS	Department of African Cultural Studies
AFLI	African Flagship Languages Initiative
ALMA	African Language Materials Archive
ALTA	African Language Teachers' Association
APTLII	Arabic, Persian, Turkish Language Immersion Institute
ASA	African Studies Association
ASAS	Area Studies Alumni Survey
ASOC	African Studies Outreach Council
ASP	African Studies Program
AY	Academic Year
BTAA	Big Ten Academic Alliance
CABA	Children's Africana Book Award
CAMP	Cooperative Africana Materials Project
CAORC	Council of American Overseas Research Centers
CC	Community College
CITRL	Center for the Integration of Research, Teaching, and Learning
CMN	College of the Menominee Nation
CRL	Cooperative Research Libraries
DDEEA	Division of Diversity, Equity, & Educational Achievement
DPI	Wisconsin Department of Public Instruction
EFC	Expected Family Contribution
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FIG	First-Year Interest Group
FTE	Full-Time Employees
FLTA	Fulbright Foreign Language Teaching Assistant
GEAC	Global Education Achievement Certificate
GLOWS	Global Learning Outcomes at Wisconsin Survey
GLS	General Library System
GPA	Fulbright-Hays Group Projects Abroad
GYS	Global Youth Summit
HBCU	Historically Black Colleges & Universities
IAP	International Academic Programs (the campus study-abroad office)
ID	International Division
IIP	International Internships Program
IPO	International Programs Office

IRIS	Institute for Regional and International Studies
LCTL	Less Commonly Taught Language
LI	Language Institute
L&S	College of Letters and Science
MATC	Madison Area Technical College (also known as Madison College)
MSIs	Minority-Serving Institutions
MWF-YALI	Mandela Washington Fellowship – Young African Leaders Initiative
NALRC	National African Language Resource Center
NCOLCTL	National Council of Organizations of Less Commonly Taught Languages
NCSS	National Council for the Social Studies
NCST	National Council for Teachers of English
NFMLTA	National Federation of Modern Language Teachers Association
PA	Graduate Student Project Assistant
RA	Graduate Student Research Assistant
SKJ	Scott Kloeck-Jenson Pre-dissertation Field Research Awards
SLA	Second Language Acquisition
SSRC	Social Science Research Council
STEM	Science, Technology, Engineering, and Math
SWEPT	The Standardized Wisconsin Evaluation Program for Title VI
TA	Graduate Student Teaching Assistant
TAA	Teaching Assistant Association
UGB	Université Gaston Berger de Saint-Louis
UW	University of Wisconsin-Madison
WARA	West African Research Association
WARF	Wisconsin Alumni Research Fund
WCSS	Wisconsin Council of the Social Studies
WISLI	Wisconsin Summer Language Institutes

# APPENDIX 1



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## CURRICULUM VITAE

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

Comprehensive National Resource Center and FLAS Institution  
African Studies 2018-22

**APPENDIX 1. CURRICULUM VITAE INDEX**

- Faculty and staff are organized alphabetically.
- Faculty in two or more departments are listed more than once.
- Core faculty are in **bold**. Non-core members are active emeriti faculty, non-tenure track academic staff, language teaching assistants, or faculty with lesser African commitments.

**African Studies Program**

Faculty Directors

**Neil Kodesh** (History)  
**Nancy Kendall** (Educational Policy  
Studies)

Faculty Steering Committee

**Emily Callaci** (History)  
**James Conway** (Pediatrics)  
Jo Ellen Fair (African Cultural  
Studies, emerita)  
**Tony Goldberg** (Veterinary  
Medicine)  
**Tejumola Olaniyan** (African  
Cultural Studies)  
**Katrina Daly Thompson** (African  
Cultural Studies)  
**Lisa Naughton** (Geography)  
**Matthew Turner** (Geography)

Administrative Support

**Aleia McCord (ASP)**  
**Meagan Doll (ASP)**  
Nancy Heingartner (IRIS)  
Mark Lilleleht (IRIS)  
Felecia Lucht (IRIS)  
Ron Machoian (IRIS)  
Sarah Ripp (IRIS)  
Ellen Sapega (IRIS)  
Csanád Siklós (IRIS)  
Mary Jo Wilson (IRIS)

**Affiliated Faculty**

African Cultural Studies

**Matthew H. Brown**  
Dustin Cowell (emeritus)  
**Ainehi Egoro**  
**Samuel England**  
Jo Ellen Fair (emerita)  
**Luis Madureira**  
Mustafa Mustafa  
**Tejumola Olaniyan**  
**Ronald Radano**  
**Reginold Royston**  
**Damon Sanjani**  
**Michael Schatzberg**  
Aliko Songolo (emeritus)  
**Katrina Daly Thompson**

*Language Teaching Assistants*

Salah Algabli  
Astou Gueye  
David Lukhachi  
Mwita Muniko  
Vincent Ogoti  
Kazeem Sanuth

Afro-American Studies

**Sandra Adell**  
**Henry Drewal**

Agriculture & Applied Economics

**Jean-Paul Chavas**  
**Jeremy Foltz**

American Indian Studies

Larry Nesper

Animal Sciences

Jess Reed

Anthropology

**Lesley Bartlett**

**Henry Bunn**

Sharon Hutchinson (emerita)

Herbert Lewis (emeritus)

**Richard McFarland**

Larry Nesper

**Travis Pickering**

**Claire Wendland**

Art History

**Henry Drewal**

Astronomy

Eric Wilcots

Biochemistry

**James Mukasa Ntambi**

Biological Systems Engineering

Sundaram Gunasekaran

Rebecca Larson

Botany

**Donald Waller**

Civil & Environmental Engineering

**Paul Block**

James Schauer

Communication Arts

Kelley Conway

Jonathan Gray

**Lindsay Palmer**

Community & Environmental Sociology

**Joshua Garoon**

Consumer Science

Cynthia Jasper

Curriculum and Instruction

**Lesley Bartlett**

Marianne Bloch (emerita)

**Margaret Hawkins**

**Gloria Ladson-Billings**

**Thomas Popkewitz**

Dance

**Christopher Walker**

Design Studies

**Mary Hark**

Development Studies

**Jeremy Foltz**

**Nancy Kendall**

Jean-Paul Chavas

**Jo Ellen Fair**

**Richard Keller**

**Heinz Klug**

**Lisa Naughton**

**Gay Seidman**

**Ajay Sethi**

**Aili Tripp**

**Matthew Turner**

**Stephen Ventura**

Educational Policy Studies

**Lesley Bartlett**

Gloria Ladson-Billings (emeritus)

**Nancy Kendall**

**Amy Stambach**

Emergency Medicine

**Janis Tupesis**

English

**Tejumola Olaniyan**

Food Science

Sundaram Gunasekaran

Forest Ecology & Management

Mutlu Özdoğan

French and Italian

**Vlad Dima**  
**Névine El-Nossery**  
**Aliko Songolo**

Gender & Women's Studies

Aracelli Alonso  
Marianne Bloch (emerita)  
**Pernille Ipsen**  
**Nancy Kendall**  
**Keisha Lindsay**  
**Katrina Daly Thompson**  
**Aili Tripp**

Geography

**Lisa Naughton**  
**Matthew Turner**

Global Health Institute

Aracelli Alonso  
Cynthia Anderson (Wautlet)  
**Paul Block**  
**James Conway**  
Lori DiPrete Brown  
**Tony Goldberg**  
Sundaram Gunasekaran  
Yoshihiro Kawaoka  
**Nancy Kendall**  
**Richard Keller**  
**Neil Kodesh**  
**Heinz Klug**  
**Christopher Olsen**  
**Jonathan Patz**  
James Schauer  
**Ajay Sethi**  
**Girma Tefera**  
**Janis Tupesis**  
**Claire Wendland**

History

**Emily Callaci**  
Michael Chamberlain (emeritus)  
**Pablo Gomez**  
**Pernille Ipsen**  
**Richard Keller**  
**Neil Kodesh**  
**Gregg Mitman**  
Thomas Spear (emeritus)  
**James Sweet**  
Gloria Whiting

School of Human Ecology

Lori DiPrete Brown  
**Mary Hark**  
Cynthia Jasper  
**Lesley Sagar**

School of Information

**Reginold Royston**

Integrative Biology

**Richard McFarland**  
Cooper Rosin

Interior Architecture

**Lesley Sagar**

International Agricultural Programs

John Ferrick

Journalism & Mass Communication

**Lindsay Palmer**

Law School

**Heinz Klug**

Library

Emilie Songolo

Management & Human Resources

Aleksandar Stajkovic

Medical History & Bioethics

**Pablo Gomez**  
**Richard Keller**  
**Gregg Mitman**

Medicine & Public Health

Aracelli Alonso  
Cynthia Anderson (Wautlet)  
Lori DiPrete Brown  
**Dawd Siraj**

Music

**Ronald Radano**

Nelson Institute for Environmental Studies

**Paul Block**  
**Jeremy Foltz**  
**Tony Goldberg**  
Harvey Jacobs  
**Richard Keller**  
James LaGro Jr.  
Rebecca Larson  
**Gregg Mitman**  
**Lisa Naughton**  
Larry Nesper  
Mutlu Ôzdogan  
**Jonathan Patz**  
Cooper Rosin  
Nathan Schulfer  
**Amy Stambach**  
**Adrian Treves**  
**Matthew Turner**  
**Steven Ventura**  
**Donald Waller**

Nutritional Sciences

**James Mukasa Ntambi**  
**Sherry Tanumihardjo**

Obstetrics & Gynecology

**Claire Wendland**

Vet-Med/Pathobiological Sciences

**Bruce Christensen**  
**Tony Goldberg**  
Yoshihiro Kawaoka  
**Christopher Olsen**

Pediatrics

**James Conway**

Political Science

Keisha Lindsay  
Michael Schatzberg (emeritus)  
**Scott Straus**  
**Aili Tripp**  
M. Crawford Young (emeritus)

Population Health Sciences

**Gregg Mitman**  
**Jonathan Patz**  
**Ajay Sethi**

Real Estate & Urban Land Economics

Moussa Diop

Religious Studies

**Katrina Daly Thompson**

Second Language Acquisition

**Katrina Daly Thompson**

Sociology

**Monica Grant**  
**Gay Seidman**

Soil Science

**Steven Ventura**

Spanish & Portuguese

**Luis Madureira**  
**Ellen Sapega**

Surgery

**Girma Tefera**

Urban & Regional Planning

Harvey Jacobs  
James LaGro Jr.

UW Extension

Rebecca Larson

# Faculty Directors

**Neil Kodesh (Current Faculty Director)**

**History**

**Additional Affiliations:** Director, African Studies Program; Global Health Institute; Holtz Center for Science and Technology Studies

**Time Devoted to African Studies:** 100%

**Tenure Status:** Associate Professor (tenured)

**Educational History:** Ph.D. Northwestern University, 2004  
M.A. Northwestern University, 1999  
B.A. Pomona College, 1997

**Academic Specializations:** East Africa, Medical history, Historical anthropology

**Languages:** Swahili (3), Luganda (3), Hebrew (3)

**Field Experience:** Uganda, Tanzania, Kenya, Israel

**Area Studies Courses:** AFR 277: Africa: Introductory Survey  
HIS 283: Health, Healing, and Science in Africa  
HIS 377: History of Africa, 1500-1870  
HIS 861: History of Africa Seminar  
AFR 983: Interdepartmental Seminar in African Studies

**Graduate students supervised:** 7

**Honors/Distinctions:** Melville J. Herskovits Prize  
Series Editor, *Africa and the Diaspora: Politics, History, Culture* (University of Wisconsin Press)  
Recipient, Institute for Regional and International Studies Incubator Grant  
Co-Instructor, Faculty Development Seminar: "Global Health? Rethinking Medical Humanities from the Periphery"  
Recipient, Mellon Foundation Area and International Studies Research Award  
Advisory Committee, Global Health Institute  
Member, Health and the Humanities Steering Committee  
Member, African Studies Association, Uganda Studies Association

**Selected Recent Publications:**

2010 *Beyond the Royal Gaze: Clanship and Public Healing in Buganda*

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

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

**Additional Affiliations:** Director, African Studies Program, Global Health Institute, Gender & Women's Studies, Development Studies, Special Assistant to the Dean for Global Education

**Time Devoted to African Studies:** 100%

**Tenure Status:** Associate Professor (tenured)

**Educational History:** Ph.D. Stanford University, 2004  
B.A. Brown University, 1996

**Academic Specializations:** Global development education policies, HIV/AIDS education

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

**Field Experience:** Malawi, Mozambique, Zimbabwe

**Area Studies Courses:** Education for Global Change  
Introduction to Comparative and International Education  
Introduction to International Development Education  
Education, Health, and Sexuality in Global Perspective  
ED POL 805: Gender Issues in International Educational Policy

**Honors/Distinctions:** Former member, Global Education Committee  
Former member, African Studies Program Steering Committee  
Member, Global Health Institute Advisory Board  
Recipient Vilas Associates Award  
Recipient, UW-Madison Global Health Initiative Grant

**Selected Recent Publications:**

2015 "Power and the Potential for Transformative Participatory Development: The Case of Malawi's Participatory Action for School Improvement Project" *Educational Assessment, Accountability and Evaluation* 27(1): 65-83, with Z. Kaunda and S. Friedson-Rideneou

2015 "Transitions: Girls, Schooling, and Reproductive Realities in Malawi" *Educating Adolescent Girls around the Globe: Challenges and Opportunities* New York: Routledge, with Z. Kaunda.

2014 "Rethinking the Purposes of Schooling in the Post-EFA Era: The case of Malawi" *Globalization and Education: Integration and Contestation across Cultures*, eds. Stromquist and Monkman. New York: Rowman & Littlefield, with R. Silver.

## Faculty Steering Committee (2014-2018)

**Emily Callaci**

**History**

**Time Devoted to African Studies:** 100%

**Tenure Status:** Associate Professor

**Educational History:** Ph.D. Northwestern University, 2012  
M.A. Northwestern University, 2006  
B.A. Kenyon College, 2003

**Academic Specializations:** 20th c. African/Urban History, History of Gender and Sexuality in Africa

**Languages:** Swahili (5), French (4), Italian (1)

**Field Experience:** Tanzania

**Area Studies Courses:** HIS 105: Africa Since 1940  
HIS 225: Globalization and the African City  
HIS 283: Gender, Sexuality and the Making of the Self in Modern Africa  
HIS 600: Decolonization and Nationalism in Africa  
HIS 861: Historical Approaches to the 20<sup>th</sup> Century African City

**Graduate students supervised:** 1

**Honors/Distinctions:** Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship  
American Council of Learned Societies Fellowship  
UW Madison Institute for Research in the Humanities Residential Fellowship

**Selected Recent Publications:**

Forthcoming “Injectable Development” *Depo-Provera and the Mapping of the Global South*

2017 *Street Archives and City Life: Popular Intellectuals in Postcolonial Tanzania* Duke University Press.

2017 “Street Textuality: Socialism, Masculinity and Urban Belonging in Tanzania’s Pulp Fiction Publishing Industry, 1975-1985” *Comparative Studies in Society and History* 59: 1.

**James Conway**

**Pediatrics**

**Additional Affiliations:** Global Health Institute

**Time Devoted to African Studies:** 10%

**Tenure Status:** Professor (tenured)

**Educational History:** M.D. Cornell University, 1990  
B.S. Cornell University, 1986

**Academic Specializations:** HIV education, Pediatrics, Immunization training

**Languages:** French (4)

**Field Experience:** Kenya, Uganda

**Area Studies Courses:** Principle of Population Medicine and Epidemiology  
POP HLTH 644: Interdisciplinary Perspectives on Global Health and Disease  
SR MED 937: Extramural Elective Clerkship in International Health

**Honors/Distinctions:** Associate Director for Health Sciences, Global Health Institute  
Board of Directors Member, Wisconsin American Academy of Pediatrics  
Chair, University of Wisconsin Immunization Task Force  
Grant recipient, Merck Foundation

**Selected Recent Publications:**

2017 “Zika: Information in the Nick of Time” *Journal of Global Health* 7(1), with J.L. Walker, et.al.

2016 “Do Maternal Knowledge and Attitudes towards Childhood Immunizations in Rural Uganda Correlate with Complete Childhood Vaccination?” *PLoS One* 11(2), with B.J. Vonasek, et.al.

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Language Proficiency levels are self-reported according to the following scale:  
1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

**Jo Ellen Fair****African Cultural Studies**

**Additional Affiliations:** Journalism & Mass Communication  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Indiana University-Bloomington, 1988  
M.A. Indiana University-Bloomington, 1984  
B.A. Purdue University, 1982

**Academic Specializations:** International communications and the foreign press  
Media in developing countries  
Popular culture in Northern and Western Africa

**Languages:** French (3), Spanish (2), Wolof (1), Akan Twi (1)  
**Field Experience:** Ghana, Liberia, Senegal, Benin, Nigeria, Namibia, Zambia  
**Area Studies Courses:** International Communication and the Foreign Press  
Mass Communication in Developing Nations  
Media, Performance, and Identity in World Perspective  
AFR 277: Africa: An Introductory Survey

**Graduate students supervised:** 4  
**Honors/Distinctions:** Director, International Studies Major  
Former Director, African Studies Program  
Recipient, Vilas Associates Award

**Selected Recent Publications:**  
2015 “African Journalism Studies: The First 60 Years” *African Journalism Studies* 36(1): 22-29.  
2014 “Discourse of Love and Newspapers Advice Columns in Ghana” *Ghana Studies* 15/16: 413-65.

**Tony Goldberg****Veterinary Medicine**

**Additional Affiliations:** Nelson Institute for Environmental Studies, Global Health Institute  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor (tenured)  
**Educational History:** D.V.M. University of Illinois at Urbana-Champaign, 2000  
M.S. University of Illinois at Urbana-Champaign, 2000  
Ph.D. Harvard University, 1996  
B.A. Amherst College, 1990

**Academic Specializations:** Infectious disease, Ecosystem conservation  
**Languages:** French (2)  
**Field Experience:** Uganda, Nigeria, Rwanda, Sierra Leone  
**Area Studies Courses:** HIS 983: Mapping Hot Spots: ‘One Health’ and Infectious  
Disease Research in Africa

**Graduate students supervised:** 11  
**Honors/Distinctions:** Associate Director for Research, Global Health Institute  
John D. Macarthur Research Chair  
Vilas Mid-Career Award, UW-Madison  
Grant recipient, National Science Foundation  
Grant recipient, National Institutes of Health

**Selected Recent Publications:**  
2018 “Lethal Respiratory Disease Associated with Human Rhinovirus C in Wild Chimpanzees,  
Uganda, 2013” *Emerging Infectious Diseases* 24:267-274, with E.J. Scully, et.al.  
2017 “Kanyawara Virus: a Novel Rhabdovirus Infecting Newly Discovered Nycteribiid Bat Flies  
Infesting Previously Unknown Pteropodid Bats in Uganda” *Nature, Scientific Reports* 7: 5287,  
with A.J. Bennett, et.al.  
2017 “Demography and Health of ‘Village Dogs’ in Rural Western Uganda” *Preventive Veterinary  
Medicine* 137:24-27, with S Friant, et.al.

**Additional Affiliations:** Chair of African Cultural Studies (outgoing), English  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Cornell University, 1991  
M.A. Cornell University, 1989  
M.A. University of Ife (Nigeria), 1985  
B.A. University of Ife (Nigeria), 1982  
**Academic Specializations:** Modernity and Africa, Anglophone literatures and cultural studies  
**Languages:** Yoruba (5), French (4)  
**Field Experience:** Nigeria, Ghana, Uganda, Tanzania, South Africa  
**Area Studies Courses:** ENG 591: Black Women Dramatists  
ALL 413: Contemporary African and Caribbean Drama  
ALL 230: Introduction to Yoruba Life and Culture  
ENG 868: Postcolonial Cultural Studies  
AFR/AFROAM 297: African and African-American Linkages: An Introduction  
**Graduate students supervised:** 15  
**Honors/Distinctions:** Senior Fellow, Institute for Research in the Humanities  
Louise Durham Mead Professor, Department of English  
Former Vice President/Current President, African Literature Association  
Board member, African Studies Association  
**Selected Recent Publications:**  
2017 *State and Culture in Postcolonial Africa: Enchantings*, ed. Bloomington: Indiana University Press.  
2017 "Africa and the Post-Global" *Cambridge Journal of Postcolonial Literary Inquiry* 4(2).  
2016 *Audible Empire: Music, Global Politics, Critique* Duke University Press, ed. with Ronald Radano.

**Additional Affiliations:** African Language Program Director, Chair African Cultural Studies (incoming), Gender & Women's Studies, Religious Studies, Second Language Acquisition

**Time Devoted to African Studies:** 100%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of Wisconsin-Madison, 2004  
M.A. University of Wisconsin-Madison, 1999  
B.A. Grinnell College, 1997  
Certificate, Technology and Language Instruction, Middlebury College, 2000

**Academic Specializations:** African discourse, Linguistic anthropology

**Languages:** Swahili (5), Shona (2)

**Field Experience:** Zimbabwe, Tanzania, Malawi

**Area Studies Courses:** AFR 575: Methods of Teaching African Languages: Theory and Practice  
AFR 407: Language, Gender, and Sexuality in African Contexts  
AFR 670: Theories/Methods of Learning a Less Commonly Taught Language  
AFR 701: Critical Approaches to Multilingualism  
AFR 500: Language in Society in Africa

**Graduate students supervised:** 22

**Honors/Distinctions:** Grant Recipient, Vilas Associates Award  
Recipient, Faculty Professional Development Grant  
Recipient, Honored Instructor Award, UW-Madison

**Selected Recent Publications:**

2017 *Popobawa: Tanzanian Talk, Global Misreadings* Indiana University Press

2017 *Gendered Lives in the Western Indian Ocean: Islam, Marriage, and Sexuality on the Swahili Coast* Ohio University Press, co-edited with Erin Stiles.

2017 "Beginnings and Endings: An Autoethnographic Account of Two Zanzibari Marriages" *Anthropology and Humanism* 42(1): 149–55.

**Lisa Naughton****Geography**

**Additional Affiliations:** Nelson Institute for Environmental Studies  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor (tenured), Department Chair  
**Educational History:** Ph.D. University of Florida, 1996  
M.S. University of Wisconsin-Madison, 1987  
B.S. University of Wisconsin-Madison, 1985  
**Academic Specializations:** Conservation in developing countries, Global biodiversity policy  
**Languages:** Spanish (4), Swahili (3), Rutoro (1)  
**Field Experience:** Kenya, Uganda, Rwanda, Ecuador  
**Area Studies Courses:** GEO 538: The Humid Tropics: Ecology and Development  
GEO 930: Biodiversity, Conservation and Social Change  
GEO 339: Environmental Conservation  
**Graduate students supervised:** 8  
**Honors/Distinctions:** Recipient, Fulbright Fellowship (Uganda)  
Grant recipient, USAID  
Member, Association of American Geographers  
Member, American Association of University Women

**Selected Recent Publications:**  
Forthcoming "A Long-term Comparison of Local Perceptions of Crop Raiding at Kibale National Park, Uganda: Exploring Consistency across Individuals and Sites" *Human-Wildlife Conflict: An Interdisciplinary Approach*, eds. K. Hill, et al. London: Berghahn Books, with J. L'Roe, et.al.  
2014 "Participation and Payments: Efficacy of Two Lion Conservation Programs in Maasailand, Kenya" *Conservation Biology* 28(3):851-860, with L. Hazzah, et.al.  
2012 "Eco-Bursaries as Incentives for Conservation around Arabuko-Sokoke Forest, Kenya" *Environmental Conservation* 39 (4): 347-356, with M. Jackson.

**Matthew Turner****Geography**

**Time Devoted to African Studies:** 75%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of California, Berkeley, 1992  
M.A./M.S. University of Chicago, 1982  
B.S. University of Michigan-Ann Arbor, 1979  
**Academic Specializations:** Politics of conservation and conservation science, Ecology of savanna/steppe  
**Languages:** French (4), Bamana (4), Zarma (2)  
**Field Experience:** Niger, Mali, Sudan, Guinea  
**Area Studies Courses:** ILS 106: Global Poverty: Cross-cultural Perspectives  
GEO/ENV ST 339: Environmental Conservation  
GEO 355: Africa South of the Sahara  
GEO/ENV ST 537: Culture and Environment  
GEO 766: Geographical Inquiry and Analysis  
**Graduate students supervised:** 9  
**Honors/Distinctions:** Vilas Distinguished Achievement Professor  
Fellow, John Simon Guggenheim Memorial Foundation

**Selected Recent Publications:**  
Forthcoming "Livestock Mobility and the Territorial State: Southwestern Niger (1890-1920)" *Africa*.  
Forthcoming "Questions of Imbalance: Environmental Science and the Assessment of Land Degradation in Dryland West Africa" *Handbook of Critical Physical Geography*, eds. R. Lave, C. Biermann, and S. Lane. Palgrave Publishing.  
2016 "Rethinking Land Endowment and Inequality in Rural Africa: The Importance of Soil Fertility" *World Development* 87: 258-273.

## Affiliated Faculty

**Sandra Adell**

**Afro-American Studies**

**Time Devoted to African Studies:** 20%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of Wisconsin-Madison, 1989

M.A. University of Wisconsin-Madison, 1988

B.A. Wayne State University, 1976

**Academic Specializations:** African-American theatre/literature, African roots of cultural productions

**Languages:** French (4), Spanish (3), Old French (2), Arabic (1)

**Field Experience:** Morocco

**Area Studies Courses:** Feminism and Women Theater Artists of the Diaspora

AFRO AM 678: The African Diaspora

AFRO AM 225: Introduction to African American Dramatic Literature

**Graduate students supervised:** 3

**Honors/Distinctions:** Recipient, Vilas Associates Award

**Selected Recent Publications:**

Forthcoming *African American Women Playwrights: The 21st Century*, editor.

Forthcoming *Feminism and Women Theater Artists of the African Diaspora: The 21st Century*

**Aracelli Alonso**

**Medicine & Public Health**

**Additional Affiliations:** Gender & Women's Studies, Global Health Institute

**Time Devoted to African Studies:** 40%

**Tenure Status:** Associate Faculty (non-tenured)

**Educational History:** Ph.D. University of Wisconsin-Madison, 2002

M.A. University of Wisconsin-Madison, 1997

M.S. Minnesota State University, 1993

B.A. Universidad Autónoma (Spain), 1989

**Academic Specializations:** Women's health, Women's rights

**Languages:** Spanish (5), French (3), Swahili (2)

**Field Experience:** Kenya, Uganda, Morocco, Nigeria

**Area Studies Courses:** GWS/INT ST 535: Women's Global Health and Human Rights

Study Abroad: Global Health: Human Rights in Morocco

**Honors/Distinctions:** Director, UW UNESCO Chair on Gender, Wellbeing, & Culture of Peace

Founder/Director, Health by All Means

Recipient, United Nations Public Service Award

Director, Women's Health and Social Issues for Women's Knowledge Int'l

**Selected Recent Publications:**

Forthcoming "Health by All Means: Women Turning Structural Violence into Health and Wellbeing. Philosophy and Theory of Global Health Practices"

Forthcoming "Sex Trafficking and Border Crossing in the Context of Migration"

2017 "Gender and Community Wellbeing: Women Reversing Global Health Challenges and Gender Inequalities" *Foundations of Global Health Practice*, ed. Lori DiPrete Brown.

**Cynthia Anderson (Wautlet)****Medicine & Public Health**

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 20%  
**Tenure Status:** Assistant Professor (tenure track)  
**Educational History:** M.D. Johns Hopkins University  
**Academic Specializations:** Obstetrics and gynecology  
**Field Experience:** Ethiopia  
**Honors/Distinctions:** Affiliate, UW Population Health Institute  
 Visiting Faculty, St. Paul Millennium College (Ethiopia)

**Selected Recent Publications:**

2018 “More Than a ‘Number’: Perspectives of Prenatal Care Quality from Mothers of Color and Providers” *Womens Health Issues* 28(2): 158-164, with S. Coley et al.

**Lesley Bartlett****Curriculum & Instruction**

**Additional Affiliations:** Anthropology  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** Ph.D. University of North Carolina-Chapel Hill, 2001  
 B.A. University of North Carolina-Chapel Hill, 1991  
**Academic Specializations:** Educational policy studies, International and comparative education  
**Languages:** Portuguese (4), Spanish (4)  
**Field Experience:** Kenya, Tanzania, Uganda, Dominican Republic  
**Area Studies Courses:** International Educational Development  
 Globalization, Mobility, and Education  
 Qualitative Research Methods  
 Ethnographic Research Methods  
**Honors/Distinctions:** Recipient, Vilas Mid-Career Award  
 Former Fulbright Scholar

**Selected Recent Publications:**

2015 “Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings” *Journal on Education in Emergencies* 1(1): 92-130, with M. Mendenhall, et.al.  
 2013 *Refugees, Immigrants, and Education in the Global South: Lives in Motion* New York: Routledge, with A. Ghaffar-Kucher.

**Marianne Bloch****Curriculum & Instruction**

**Additional Affiliations:** Gender & Women's Studies  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor Emerita  
**Educational History:** Ph.D. Stanford University, 1977  
 B.S./B.A. Pennsylvania State University, 1968  
**Academic Specializations:** Early childhood education, Childcare in Africa  
**Languages:** French (4), Wolof (2)  
**Field Experience:** Guinea, Mali, Senegal, Haiti  
**Area Studies Courses:** ED POL 963: Educational Planning and Change in Developing Countries  
 Global and Local Cultures of Difference: Implications for Curriculum & Instruction  
**Honors/Distinctions:** Affiliate, Institute for Research on Poverty  
**Selected Recent Publications:**  
 2014 *Reconceptualizing Early Childhood Care and Education* Peter Lang.

**Paul Block****Civil & Environmental Engineering**

**Time Devoted to African Studies:** 25%  
**Tenure Status:** Assistant Professor (tenure-track)  
**Educational History:** Ph.D. University of Colorado-Boulder, 2006  
 M.S. University of Colorado-Boulder, 2004  
 B.S. Valparaiso University, 1995  
**Academic Specializations:** Climate variability/change, Water quantity and extremes  
**Languages:** Amharic (2)  
**Field Experience:** Ethiopia, Côte D'Ivoire  
**Area Studies Courses:** CIV ENG 515: Hydro-Climatology for Water Resources Management  
**Honors/Distinctions:** Associate Editor, *Journal of Water Resources Planning and Management*  
 Recipient, Outstanding Engineering Faculty Teaching Award  
**Selected Recent Publications:**  
 Forthcoming "Identification of Symmetric and Asymmetric Responses in Seasonal Streamflow Globally to ENSO Phase" *Environmental Research Letters*, with D. Lee and P. Ward.  
 2017 "Does Objective Cluster Analysis Serve as a Useful Precursor to Seasonal Precipitation Prediction at Local Scale? Application to Western Ethiopia" *Hydrology and Earth Systems Sciences* 22:143-157, with Y. Zhang and S Moges.  
 2016 "The Grand Ethiopian Renaissance Dam: A Source of Cooperation or Contention?" *Journal of Water Resources Planning and Management* 142(11), with M. Taye, et.al.

**Time Devoted to African Studies:** 100 %

**Tenure Status:** Assistant Professor (tenure-track)

**Educational History:** Ph.D. University of Wisconsin-Madison, 2014

M.A. University of Wisconsin-Madison, 2008

B.A. Truman State University, 2002

**Academic Specializations:** African screen media, Nollywood, African oral tradition

**Languages:** Yoruba (3)

**Field Experience:** Nigeria, South Africa

**Area Studies Courses:** AFR 905: Africa and (Neo)Liberalism

AFR 201: Introduction to African Literature

AFR 405: Nollywood

AFR 210: The African Storyteller (online)

**Honors/Distinctions:** Webmaster and Member, African Literature Association

Member, African Studies Association

Planning Committee, Festival of African Languages/Literature

Recipient, UW Madison Research Grant

**Selected Recent Publications:**

Forthcoming “Nollywood Comedies and Visa Lotteries: Welfare States, Borders, and Migration as Random Invitation” *The Contemporary African Migration Narrative: Politics, Race, Space, and Representation* eds. Cajetan Iheka and Jack Taylor. Rochester: University of Rochester Press.

2017 “Genre as Ideological Impulse: Reflections on Big Data and African Cultural Production” *Cambridge Journal of Postcolonial Literary Inquiry* 4(3): 409-423.

2017 “The Enchanted History of Nigerian State Television” *Enchantings: Modernity, Culture, and the State in Postcolonial Africa* ed. Tejumola Olaniyan. Bloomington: Indiana University Press, 94-110.

**Time Devoted to African Studies:** 80%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of California, Berkeley, 1982

M.A. University of California, Berkeley, 1977

B.A. Princeton University, 1973

**Academic Specializations:** Early African prehistory, Behavior ecology of hunter gatherers

**Languages:** Swahili (3)

**Field Experience:** Kenya, Tanzania, Botswana, Somalia, South Africa

**Area Studies Courses:** ANTHRO 100: General Anthropology

ANTHRO 102: Archaeology and the Prehistoric World

ANTHRO 321: The Emergence of Human Culture

**Graduate students supervised:** 4

**Honors/Distinctions:** President’s International Fellowship, Chinese Academy of Sciences (China)

WARF Distinguished Professor Award

**Selected Recent Publications:**

Forthcoming “Large Ungulate Mortality Profiles and Ambush Hunting by Acheulean-Age Hominins at Elandsfontein, Western Cape Province, South Africa” *Journal of Archaeological Science*

2014 “Autochthonous Anisotropy of Archaeological Materials by the Action of Water: Experimental and Archaeological Reassessment of the Orientation Patterns at the Olduvai Sites” *Journal of Archaeological Science* 41: 44-68, with M. Domínguez-Rodrigo, et.al.

2014 “Paleoclimatic and Paleoenvironmental Framework of FLK North Archaeological Site, Olduvai Gorge, Tanzania” *Quaternary International* 322/323: 54-65, with G.M. Ashley, et.al.

**Michael Chamberlain****History**

**Time Devoted to African Studies:** 50%

**Tenure Status:** Professor Emeritus

**Educational History:** Ph.D. University of California, Berkeley, 1992  
M.A. University of California, Berkeley, 1986  
B.A. University of California, Berkeley, 1982

**Academic Specializations:** Social/cultural history of medieval Middle East, Islamic political movements

**Languages:** Arabic (5), French (2)

**Field Experience:** Egypt

**Area Studies Courses:** HIS 205: The Making of the Islamic World: The Middle East, 500-1500  
HIS 225: The First Islamic Empire  
HIS 439: Islamic History from the Origins of Islam to the Ottomans  
HIS 858: Medieval Islamic Social History

**Graduate students supervised:** 4

**Selected Recent Publications:**  
1995 *Knowledge and Social Practice in Medieval Damascus, 1190-1350* Cambridge University Press

**Jean-Paul Chavas****Agricultural & Applied Economics**

**Time Devoted to African Studies:** 25%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of Missouri-Columbia, 1978  
M.A. University of Missouri-Columbia, 1976  
License ès Sciences Naturelles, University of Lyon, France, 1972

**Academic Specializations:** Production Economics, Risk, Quantitative Methods, Welfare Analysis

**Languages:** French (5)

**Field Experience:** Burkina Faso, Madagascar, Tunisia

**Area Studies Courses:** AAE 374: The Growth and Development of Nations in the Global Economy

**Graduate students supervised:** 12

**Honors/Distinctions:** Anderson Bascom Chair, Agricultural & Applied Economics

**Selected Recent Publications:**  
2016 "Food vs. Fiber: An Analysis of Agricultural Support Policy in Turkey" *Food Policy* 61: 1-8, with A. Demirdogen and E. Olhan.  
2014 "Rice, Irrigation and Downside Risk: A Quantile Analysis of Risk Exposure and Mitigation on Korean Farms" *European Review of Agricultural Economics* 41: 775-815, with K. Kim, et al.

**Bruce M. Christensen****Pathobiological Sciences****Time Devoted to African Studies:** 10%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. Iowa State University, 1977

B.S. University of Wisconsin-River Falls, 1970

**Academic Specializations:** Parasitology and Wildlife Diseases in Northern Africa**Field Experience:** Egypt, Kenya**Area Studies Courses:** PATH SCI 350: Parasitology**Graduate students supervised:** 15**Honors/Distinctions:** Clark P. Read Mentor Award

H. Edwin Young Professor

**Selected Recent Publications:**

2012 "Evolution of Insect Arylalkylamine N-acetyltransferases, Structural Evidence from the Yellow Fever Mosquito, *Aedes Aegypti*" *Proceedings of the National Academy of Sciences* 109: 11669-11674, with Q. Han, et.al.

**Kelley Conway****Communication Arts****Time Devoted to African Studies:** 10%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. University of California, Los Angeles, 1999

D.E.A. Universite de la Sorbonne Nouvelle, 1992

M.A. University of Iowa, 1988

B.A. Carleton College, 1986

**Academic Specializations:** Francophone film, Gender and cinema, African film**Languages:** French (5)**Area Studies Courses:** CA 956 - Globalization and National Cinema

CA 455 - French Film

**Graduate students supervised:** 3**Honors/Distinctions:** Distinguished Teaching Award, UW-Madison

Wisconsin Humanities Council Grant

**Selected Recent Publications:**

2014 "Responding to Globalization: The Evolution of Agnès Varda" *Substance* 43:109-122.

**Dustin Cowell****African Cultural Studies****Time Devoted to African Studies:** 100%**Tenure Status:** Professor Emeritus**Educational History:** Ph.D. University of California, San Diego, 1976

B.A. Pomona College, 1967

**Academic Specializations:** Arabic instruction in Islamic schools, Arabic-Malay Islamic texts**Languages:** Medieval and Modern Standard Arabic (5), Spanish (5)**Field Experience:** Egypt, Indonesia, Libya, Mauritania, Morocco, Tunisia**Area Studies Courses:** ALL 321-330: Modern Standard Arabic

ALL 325-326: Colloquial Arabic

ALL 445: Advanced Arabic Literature

**Vlad Dima****French & Italian****Time Devoted to African Studies:** 25%**Tenure Status:** Associate Professor (tenured)**Educational History:** Ph.D. University of Minnesota, 2010

B.A. Lawrence University, 2002

**Academic Specializations:** French New Wave cinema, Francophone cinemas**Languages:** French (5), Romanian (5), Italian (4)**Area Studies Courses:** FRE 228: Intermediate Language and Culture

FRE 465: Contemporary French Cinema

**Graduate students supervised:** 1**Honors/Distinctions:** Director of Graduate Studies, French

Member, African Studies Association

**Selected Recent Publications:**Forthcoming *The Beautiful Skin: Clothing, Football, and Fantasy in West African Cinema*2017 *Sonic Space in Djibril-Diop Mambety's Films* Indiana University Press2016 "Méta-cinéma global: la surimpression des oeuvres canoniques de François Truffaut et Ousmane Sembène" *Communautés de lecture: pour une approche dialogique des œuvres classiques et contemporaines* Cambridge Scholars, 181-195.**Moussa Diop****Real Estate & Urban Land Economics****Time Devoted to African Studies:** 25%**Tenure Status:** Assistant Professor (tenure track)**Educational History:** Ph.D. Pennsylvania State University, 2013

M.A. University of Connecticut, 2008

M.B.A. University of Missouri-Columbia, 1995

B.S. Institut national des sciences Appliquées (France), 1987

**Academic Specializations:** International real estate, Commercial real estate**Languages:** Wolof (5), French (4)**Field Experience:** Senegal, France, South Africa**Selected Recent Publications:**2017 "Real Estate Investment, Product Market Competition and Stock Returns" *Real Estate Economics*

**Lori DiPrete Brown****Medicine & Public Health**

**Additional Affiliations:** School of Human Ecology, Global Health Institute  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Distinguished Faculty Associate (non-tenured)  
**Educational History:** M.S./M.T.S. Harvard University, 1988  
 B.A. Yale University, 1983  
**Academic Specializations:** Global health care and social services for women and children  
**Languages:** Spanish (5), French (4)  
**Field Experience:** Ethiopia, Ghana, Senegal, South Africa, Tanzania, Zambia  
**Area Studies Courses:** PHS 640: Foundations in Global Health Practice  
 PHS 650: Vulnerable Children in Africa due to HIV AIDS and Other Causes  
 PHS 650: Health and Disease in Thailand  
**Honors/Distinctions:** Director, 4W Women and Wellbeing Initiative  
 Associate Director, Global Health Institute  
**Selected Recent Publications:**  
 2017 *Foundations for Global Health Practice* Jossey-Bass: Wiley and Sons  
 2014 “Enhancing Emergency Medicine Initiatives with a Quality Improvement Program: Lessons Learned in the Emergency Department of Tikur Anbessa Hospital, Addis Ababa Ethiopia” *Ethiopia Medical Journal*, with H. Busse, et.al.  
 2013 “Strengthening Community-based Care for Vulnerable Children in Ethiopia: A Mixed-Methods Evaluation of Program Reach and Community Capacity Development” *Vulnerable Children and Youth Studies: An International Interdisciplinary Journal for Research, Policy and Care* 8(2): 135-148, with A. Muriuki, et.al.

**Henry Drewal****Art History**

**Additional Affiliations:** Afro-American Studies  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Columbia University, 1973  
 M.A. Columbia University, 1968  
 B.A. Hamilton College, 1964  
**Academic Specializations:** African and African diaspora art  
**Languages:** French (5), Yoruba (3), Portuguese (3), Spanish (3)  
**Field Experience:** Nigeria, Benin, Ghana, Ivory Coast, Senegal, Morocco, South Africa  
**Area Studies Courses:** AFRO AM 241: African Art and Architecture  
 AFRO AM 643: African Art  
**Honors/Distinctions:** Evjue-Bascom Professor  
 Board Member, West African Research Association  
 National Advisory Board, Smithsonian National Museum of African Art  
**Selected Recent Publications:**  
 Forthcoming *Striking Iron: The Art of African Blacksmiths*, ed. with Allen Roberts. LA: Fowler Museum of UCLA and University of Washington Press.  
 Forthcoming “The Africans (Siddis) of India: Histories, Cultures, and Arts” *The Worlds of Slavery: Global African Perspectives*, ed. Kwasi Konadu.  
 Forthcoming Film: *Omolekan: Master Weaver of the Olori-Yoruba* Benin.

**Additional Affiliations:** African Cultural Studies  
**Time Devoted to African Studies:** 80%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** Ph.D. Université de Montreal, 2000  
M.A. Cairo University, 1995  
B.A. Cairo University, 1990  
**Academic Specializations:** North African and French Canadian literatures, Migrant writing and exile  
**Languages:** French (5), Arabic (5), Spanish (4)  
**Field Experience:** Egypt  
**Area Studies Courses:** AFR 300: African Literature in Translation  
**Graduate students supervised:** 2  
**Honors/Distinctions:** Associate Director, Middle East Studies Program  
Honored Instructor Award  
Grant recipient, National Endowment for the Humanities Summer Institute

**Selected Recent Publications:**  
2017 “Fissures of Trespass: Women as Agents of Transgression amid National Disenchantment”  
*State and Culture in Postcolonial Africa. Enchantings* ed. Tejumola Olaniyan. Bloomington:  
Indiana University Press: 135-154.  
2016 “Women, Art, and Revolution in the Streets of Egypt.” *Women Rights in the Aftermath of the*  
*Arab Spring*, ed. Fatima Sadiqi. London: Palgrave Macmillan: 143-159.  
2013 *Témoignages fictionnels au féminin. Une réécriture des blancs de la guerre civile algérienne*  
Amsterdam & New York, Rodopi.

**Time Devoted to African Studies:** 100%  
**Tenure Status:** Assistant Professor (tenure track)  
**Educational History:** Ph.D., Duke University, 2016  
M.A., Kansas University, 2008  
B.A., Morgan State University, 2005  
**Academic Specializations:** African Literature, Global Anglophone Literatures, Postcolonial Theory, Novel  
Theory, Digital Humanities  
**Field Experience:** Nigeria  
**Area Studies Courses:** The (Untold) Story of the African Novel (Marquette University)  
**Selected Recent Publications:**  
Forthcoming “Achebe’s Evil Forest: Space, Violence, and Order in Things Fall Apart.” The  
Cambridge Journal of Postcolonial Inquiry  
Forthcoming “Speculative Geopolitics in Nnedi Okorafor’s *Lagoon*.”  
Forthcoming “The Conquest of Likes: The Literary Work in the Age of Social Media.”  
Forthcoming *Forest Imaginaries: How the African Novel Thinks*

**Samuel England****African Cultural Studies****Time Devoted to African Studies:** 100%**Tenure Status:** Associate Professor (tenured)**Educational History:** Ph.D. University of California, Berkeley, 2011

B.A. University of Michigan-Ann Arbor, 1999

**Academic Specializations:** Middle East/ Europe Courts, Romance-language treatments of Islam**Languages:** Arabic (5), Spanish (3)**Field Experience:** Egypt**Area Studies Courses:** AFR 120: Introduction to Arab Literary Culture

AFR 201: Introduction to African Literature

AFR 300: African Literature in Translation

AFR 445: Readings in Advanced Arabic

AFR 321: Beginning Arabic

**Graduate students supervised:** 12**Honors/Distinctions:** Mediterranean Research Fellow

Research Fellow, American Academic Research Institute (Iraq)

Recipient, Javits Fellowship

Faculty Senate Member, Department of African Cultural Studies

**Selected Recent Publications:**2018 "Drama and Multiculturalism in Crisis: Ibn Dāniyāl's Shadow Play" *Volume in Honor of James T. Monroe*, ed. Michelle Hamilton and David Wacks. Cambridge: Harvard University Press.2017 *Medieval Empires and the Culture of Competition: Literary Duel at Islamic and Christian Courts* Edinburgh University Press.2012 "Morocco, Latin America, and the Problem of Reading" *Middle Eastern Literatures* 15(2).**John Ferrick****International Agricultural Programs****Time Devoted to African Studies:** 25%**Tenure Status:** Associate Director, International Agricultural Programs (non-tenured)**Educational History:** M.A. University of Wisconsin-Madison, 1987

B.S. University of Wisconsin-Madison, 1980

**Academic Specializations:** International health, Rural community development**Languages:** Sesotho (3)**Field Experience:** Lesotho, Botswana, Uganda**Area Studies Courses:** International Issues in Agriculture (Uganda field course)

International Health and Nutrition (Uganda field course)

**Honors/Distinctions:** Former director, CALS study abroad

Former Peace Corps Volunteer

**Jeremy Foltz****Agricultural & Applied Economics****Time Devoted to African Studies:** 50%**Tenure Status:** Professor (tenured), Department chair**Educational History:** Ph.D. University of Wisconsin-Madison, 1998

M.A. University of Wisconsin-Madison, 1994

B.A. Yale University, 1986

**Academic Specializations:** Farm structure, Agricultural biotechnology, Intellectual property rights**Languages:** French (5), Bambara (4), Classical and Tunisian Colloquial Arabic (3)**Field Experience:** Chad, Mali, Tunisia, Morocco, Egypt, Ghana, Ethiopia**Area Studies Courses:** AAE 477: Agricultural and Economic Development in Africa

AAE 350: World Hunger and Malnutrition

AAE 374: Growth and Development of Nations in the Global Economy

**Graduate students supervised:** 12**Honors/Distinctions:** Fulbright Faculty Research Abroad Fellowship

Grant recipient, USDA, NSF, International Growth Center

Member, International Agricultural Economics Association

**Selected Recent Publications:**2016 “Does Freer Trade Really Lead to Productivity Growth? Evidence from Africa” *World Development*, with I Coxhead, et.al.2014 “Taking from Cotton to Grow Maize: The Shifting Practices of Small-holder Farmers in the Cotton Belt of Mali” *Agricultural Systems*, with P. Laris and B. Voorhees.2014 “Cotton as Catalyst?: The Role of Shifting Fertilizer in Mali’s Silent Maize Revolution” *Human Ecology*, with P. Laris.**Joshua Garoon****Community & Environmental Sociology****Time Devoted to African Studies:** 50%**Tenure Status:** Assistant Professor (tenure-track)**Educational History:** Ph.D. Johns Hopkins University, 2009

M.P.H. Johns Hopkins University, 2004

B.A. Harvard College, 1998

**Academic Specializations:** Health, development, environment in Africa/the US, Global health inequalities**Languages:** Nyanja (4), Bemba (4), French (3), Spanish (3), Japanese (3)**Field Experience:** Zambia**Area Studies Courses:** CES 533: Public Health in Rural & Urban Communities

Developing Health: Transitions in Global Health &amp; Development

CES 540: Sociology of Int’l Development, Environment, and Sustainability

**Honors/Distinctions:** Grant recipient, USDA, UW Graduate School

Teaching and Learning Excellence Fellowship

Member, African Studies Association

**Selected Recent Publications:**Forthcoming “These African Stories’: Life, Labor, and Dying in Northern Zambia” *Social Science & Medicine*.

Forthcoming “Conservation’s Harvest? Seasonal Hunger, Imagined Livelihoods, and the Good Life Outside Zambia’s North Luangwa National Park.”

In preparation *The Nature of Success: Conserving and Developing Forms of Life in Zambia*

**Additional Affiliations:** History  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Assistant Professor (tenure-track)  
**Educational History:** Ph.D. Vanderbilt University, 2010  
M.A. Vanderbilt University, 2007  
M.D. CES University (Colombia), 1994  
**Academic Specializations:** Early modern African and Iberian Atlantic worlds, African diaspora  
**Languages:** Spanish (5), Portuguese (4), French (3), Italian (3), German (1)  
**Field Experience:** Colombia, Spain  
**Area Studies Courses:** MED HIS 507: Health and Healing I: History of Healing from Antiquity to 1750  
MED HIS 919: Health, Healing and Science in Africa and the African Diaspora  
**Graduate students supervised:** 1  
**Honors/Distinctions:** Centennial Scholar, UW-Madison  
Mellon/ACLS Early Career Fellowship  
**Selected Recent Publications:**  
2016 "Afro-Caribbean Healers" *The Oxford Research Encyclopedia of Latin American History*, ed. William Beezley. Oxford University Press.  
2014 "Transatlantic Meanings: African Rituals and Material Culture from the Early-Modern Spanish Caribbean" *Materialities of Ritual in the Black Atlantic*, eds. Akinwumi Ogundiran and Paula Saunders. Indiana University Press.

**Time Devoted to African Studies:** 80%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** Ph.D. University of Pennsylvania, 2009  
M.S. London School of Economics, 2002/2001  
B.S. University of Kentucky, 2000  
**Academic Specializations:** African demography, International development, HIV/AIDS  
**Field Experience:** South Africa, Malawi, Egypt  
**Area Studies Courses:** SOC 357: Methods of Sociological Inquiry  
SOC 663: Population and Society  
SOC 875: Special Topics: Population and Development  
**Graduate students supervised:** 6  
**Honors/Distinctions:** National Academy of Education/Spencer Foundation Fellow  
Member, Faculty Search Committee, Department of Sociology  
Proposal Reviewer, National Science Foundation  
**Selected Recent Publications:**  
2017 "De Facto Privatization and Inequalities in Educational Opportunity in the Transition to Secondary School in Rural Malawi" *Social Forces*, 1-26  
2015 "The Demographic Promise of Expanded Female Education: Trends in the Timing of First Birth in Malawi" *Population and Development Review* 41(3): 409-438.  
2014 "HIV Risk Perceptions, the Transition to Marriage, and Divorce in Southern Malawi" *Studies in Family Planning* 45(3): 315-337, with Erica Soler-Hampejsek.  
2014 "The Impact of Family Transitions on Child Fostering in Rural Malawi" *Demography* 51(1): 205-228, with Sara Yeatman.

**Time Devoted to African Studies:** 10%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of London, 2003  
M.A. University of London, 2000  
M.A. University of Leeds, 1997  
B.A. University of British Columbia, 1992

**Academic Specializations:** Global consumption and international communication

**Field Experience:** Malawi

**Area Studies Courses:** CA 448: Media and National Identity  
CA 662: Media and Cultural Theory

**Graduate students supervised:** 12

**Honors/Distinctions:** Vilas Mid-Career Investigator's Award, UW-Madison  
Chancellor's Distinguished Teaching Award, UW-Madison  
Media Center at Peabody Fellow

**Selected Recent Publications:**

- 2014 "Scales of Cultural Influence: Malawian Consumption of Foreign Media" *Media, Culture and Society* 36(7): 982-997.
- 2013 "The Amazing Race: Global Othering" *How to Watch TV*, eds. Ethan Thompson and Jason Mittell. New York: NYU Press, 94-102.
- 2011 "Mobility Through Piracy, Or How Steven Seagal Got to Malawi" *Popular Communication* 9(2): 99-113.

**Additional Affiliations:** Food Science

**Time Devoted to African Studies:** 20%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of Illinois at Urbana-Champaign, 1985  
M.Eng. Asian Institute of Technology (Thailand), 1981  
B.Eng. Tamil Nadu Agricultural University (India), 1977

**Academic Specializations:** Food engineering

**Field Experience:** Ethiopia

**Honors/Distinctions:** Fulbright Fellow  
Recipient, International Dairy Foods Research Award  
Recipient, Samuel C. Johnson Distinguished Research Fellow

**Selected Recent Publications:**

- 2004 "Image processing algorithm for cheese shred evaluation." *Journal of Food Engineering* 61:37-45, with Ni H

**Mary Hark****Design Studies**

**Additional Affiliations:** School of Human Ecology  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** M.F.A. The Art Institute of Chicago, 1989  
M.A. The University of Iowa, 1987  
B.A. The College of St. Benedict, 1978  
**Academic Specializations:** Fiber and material studies, Ghanaian textiles  
**Languages:** Akan Twi (2)  
**Field Experience:** Ghana, Côte D'Ivoire  
**Area Studies Courses:** DS 529: Building a Sustainable Creative Practice  
**Honors/Distinctions:** Recipient, Fulbright Senior Research Grant  
Co-founder, Take Time Press

**Margaret Hawkins****Curriculum & Instruction**

**Additional Affiliations:** Second Language Acquisition  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ed.D. University of Massachusetts, 1997  
M.Ed. University of Massachusetts, 1988  
B.A. Goddard College, 1974  
**Academic Specializations:** Applied linguistics and education, Education in Uganda  
**Languages:** Swahili (2)  
**Field Experience:** Uganda  
**Area Studies Courses:** CURR 672: Issues in ESL Education  
CURR 943: Mobility, Language & Education  
**Honors/Distinctions:** Director, ESL & Bilingual Programs  
Chair, Global Education Committee, School of Education  
**Selected Recent Publications:**  
2014 "Ontologies of Place, Creative Meaning Making and Cosmopolitan Education" *Curriculum Inquiry* 44(1): 90-113.

**Sharon Hutchinson****Anthropology****Time Devoted to African Studies:** 100%**Tenure Status:** Professor Emerita**Educational History:** Ph.D. University of Chicago, 1988

M.A. University of Chicago, 1977

B.A. Carleton College, 1975

**Academic Specializations:** Kinship and social organization, International humanitarian interventions, Refugee studies and the ethnography of Sub-Saharan Africa.**Languages:** Nuer (5), Spanish (5), Colloquial Egyptian/Sudanese (4), Arabic (3), French (2)**Field Experience:** Sudan, Egypt, Ethiopia, Kenya, South Africa, Senegal**Area Studies Courses:** Anthropology and International Humanitarian Engagements

Refugees and Internally Displaced Persons: Religion in Africa

Africa: A Human Rights Perspective

**Honors/Distinctions:** Global Citizenship Award**Selected Recent Publications:**2015 "Violence, legitimacy, and prophecy: Nuer struggles with uncertainty in South Sudan" *American Ethnologist*, 42(3), 415-430**Pernille Ipsen****Gender & Women's Studies****Additional Affiliations:** History**Time Devoted to African Studies:** 50%**Tenure Status:** Associate Professor (tenured)**Educational History:** Ph.D Copenhagen University, 2008

M.A. Copenhagen University, 2002

**Academic Specializations:** Gender/race during colonialism, Global encounters with 'others'**Languages:** Danish (5)**Field Experience:** Ghana**Area Studies Courses:** HIS/GWS 315: Gender, Race, and Colonialism

HIS 600: Race and Gender in the Atlantic World, 1500-1900

GWS 101: Gender, Women, and Cultural Representation

**Graduate students supervised:** 3**Honors/Distinctions:** Institute for Research in the Humanities Fellowship

Faculty Affiliate, German, Nordic &amp; Slavic

**Selected Recent Publications:**2015 *Daughters of the Trade: Atlantic Slavers and Interracial Marriage on the Gold Coast*  
University of Pennsylvania Press.

**Harvey Jacobs****Urban & Regional Planning**

**Additional Affiliations:** Nelson Institute for Environmental Studies  
**Time Devoted to African Studies:** 40%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Cornell University, 1984  
M.R.P. Cornell University, 1981  
**Academic Specializations:** Social/legal aspects of land policy, Property rights  
**Field Experience:** Kenya, South Africa, Tunisia, Zimbabwe  
**Area Studies Courses:** URPL 668: Green Politics -Global Experience, American Prospects  
**Honors/Distinctions:** Former chair, Environment and Resources graduate program, Nelson Institute  
Vilas Life Cycle Professor  
Visiting Professor, Radboud University Nijmegen, The Netherlands  
Fulbright Specialist, U.S. Council for International Exchange of Scholars

**Selected Recent Publications:**  
2017 “Property in India: Global Perspectives, National Issues” *Land Policies in India: Promises, Practices and Challenges*, eds. Sony Pellissery, Benjamin Davy, and Harvey M. Jacobs. Singapore: Springer Science+Business, 207-227, with Sony Pellissery.  
2016 “Responsible Localism, Reactionary Localism: Lessons on Land Use Controls and Sustainability from the Global South for the Global North” *The Public Sector* 42(1): 121-129, with James S. Krueger.

**Cynthia Jasper****Consumer Science**

**Additional Affiliations:** School of Human Ecology  
**Time Devoted to African Studies:** 25%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Wisconsin-Madison, 1984  
M.S. University of Wisconsin-Madison, 1982  
B.S. Northern Michigan University, 1974  
**Academic Specializations:** Consumer behavior/management within retail, Women and philanthropy  
**Languages:** French (3)  
**Field Experience:** Mali, Ghana, Kenya, Rwanda  
**Area Studies Courses:** CS 400: Philanthropy and Civic Engagement  
**Graduate students supervised:** 5  
**Honors/Distinctions:** Chair, Civil Society and Community Studies, School of Human Ecology  
**Selected Recent Publications:**  
2007 “A Cross-Cultural Examination of the Effects of Social Perception Styles on Store Image Formation” *Journal of Business Research*, 60(3), 222-230, with H. Hu

**Yoshihiro Kawaoka****Pathobiological Sciences**

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 20%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Hokkaido University (Japan), 1983  
M.S. Hokkaido University (Japan), 1980  
D.V.M. The Ministry of Agriculture and Fishery (Japan), 1978  
B.S. Hokkaido University (Japan), 1978  
**Academic Specializations:** Influenza virus, Influenza epidemics in humans, Ebola virus  
**Languages:** Japanese (5)  
**Field Experience:** Sierra Leone  
**Honors/Distinctions:** Recipient, Popular Mechanics Breakthrough Award  
Faculty Affiliate, University of Tokyo

**Selected Recent Publications:**

2017 "Ebola virus's Foibles" *Cell* 169(5):773-775, with Seiya Yamayoshi  
2016 "Ebola virus stability under hospital and environmental conditions" *Journal of Infectious Diseases* 214(3), with Smith, Hill-Batorski, N'jai, Einfeld, Neumann, and Halfmann

**Richard Keller****Medical History & Bioethics**

**Additional Affiliations:** History of Science  
**Time Devoted to African Studies:** 80%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Rutgers University, 2001  
M.A. University of Colorado-Boulder, 1996  
B.A. University of Colorado-Boulder, 1992  
**Academic Specializations:** Physical and mental health in developing nations, International health  
**Languages:** French (3)  
**Field Experience:** Tunisia, Algeria  
**Area Studies Courses:** MHB 553: International Health and Global Society  
MHB 919: Science, Technology, and Medicine in the Colonial Context  
The Social Dimensions of HIV/AIDS  
**Graduate students supervised:** 1  
**Honors/Distinctions:** Former Director, Global Studies Program, International Studies Major  
Faculty Affiliate, Global Health Institute  
Associate Dean, International Division

**Selected Recent Publications:**

2015 *Fatal Isolation: The Devastating Paris Heat Wave of 2003* University of Chicago Press.  
2007 *Colonial Madness: Psychiatry in French North Africa*

**Time Devoted to African Studies:** 100%

**Tenure Status:** Evjue-Bascom Professor (tenured)

**Educational History:** S.J.D. University of Wisconsin-Madison, 1997  
J.D. University of California, Hastings, 1989  
B.A. University of Natal (South Africa), 1978

**Academic Specializations:** Human rights and humanitarian law, International and transnational law

**Languages:** Afrikaans (2), Xhara (1)

**Field Experience:** Botswana, Mozambique, South Africa

**Area Studies Courses:** LAW 827: International Law  
LAW 895: WI International Law Journal  
LAW 942: European Union Law

**Graduate students supervised:** 3

**Honors/Distinctions:** Advocate of the High Court of South Africa  
Former Editor in Chief, *Hastings International and Comparative Law Review*  
Editorial Board Member, *Constitutional Court Review*, Johannesburg  
Editorial Board Member, *Lesotho Law Journal*  
Mellon Foundation Research Award, Human Rights Research Program  
Director, Global Legal Studies Center

**Selected Recent Publications:**

- 2012 “Access to Medicines and the Transformation of the South African State: Exploring the Interactions of Legal and Policy Changes in Health, Intellectual Property, Trade, and Competition Law in the Context of South Africa’s HIV/AIDS Pandemic” *Law and Social Inquiry* 37: 297-329.
- 2010 *The Constitution of South Africa: A Contextual Analysis* Oxford: Hart Publishing.

**Additional Affiliations:** Education Policy Studies

**Time Devoted to African Studies:** 25%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. Stanford University, 1984  
M.Ed. University of Washington, 1972  
B.A. Morgan State University, 1968

**Academic Specializations:** Culturally relevant pedagogy, Education debt, Multicultural perspectives

**Area Studies Courses:** Multicultural Perspectives in Education  
Culturally Relevant Pedagogy  
CI 272: Pedagogy, Performance, & Culture

**Graduate students supervised:** 8

**Honors/Distinctions:** Kellner Family Chair in Urban Education  
Baldwin Wisconsin Idea Endowment/Morgridge Grant

**Selected Recent Publications:**

- 2011 “Asking the right questions: A research agenda for studying diversity in teacher education” *Diversity in Teacher Education*, 383-396
- 2011 “Boyz to men? Teaching to restore Black boys’ childhood” *Race, Ethnicity and Education*. 14(1), 7-15

**James LaGro, Jr.****Urban & Regional Planning****Time Devoted to African Studies:** 10%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. Cornell University, 1991  
M.L.A. Cornell University, 1982**Academic Specializations:** Public policy, Sustainable development, Public health, Water resources**Field Experience:** The Caribbean**Honors/Distinctions:** Former Department chair  
Executive committee member, International Association of Landscape Ecology**Selected Recent Publications:**

- 2017 “Exurban Housing Development, Onsite Wastewater Disposal, and Groundwater Vulnerability within a Changing Policy Context” *Landscape and Urban Planning* 167: 60-71, with B. Vowels and B. Vondra.
- 2015 “Assessing Local Planning Capacity to Promote Environmentally Sustainable Residential Development” *Journal of Environmental Planning and Management* 59(8): 1513-1535, with Z.A. Gocmen.

**Rebecca Larson****Biological Systems Engineering****Additional Affiliations:** UW Extension**Time Devoted to African Studies:** 10 %**Tenure Status:** Assistant Professor (tenure-track)**Educational History:** Ph.D. Michigan State University, 2010  
M.S. Michigan State University, 2007  
B.S. Michigan State University, 2005**Academic Specializations:** Biological waste, Manure management, Agricultural sustainability**Field Experience:** Uganda, Rwanda**Graduate students supervised:** 10**Honors/Distinctions:** Grant recipient, National Science Foundation, USDA**Selected Recent Publications:**

- 2017 “Biogas and the Impacts of Fuel Choice on Institutional Kitchen Air Quality in Kampala, Uganda” *Indoor Air*, with A.I. McCord, et.al.

**Herbert Lewis****Anthropology****Time Devoted to African Studies:** 100%**Tenure Status:** Professor Emeritus**Educational History:** Ph.D. Columbia University, 1963  
B.A. Brandeis University, 1955**Academic Specializations:** African political systems, Cultural and social change, Political anthropology**Field Experience:** Ethiopia**Honors/Distinctions:** Former Chair/Director, African Studies Program  
Fellow, Royal Anthropological Institute**Selected Recent Publications:**

- 2017 “Sixty Years of Anthropological Research in Ethiopia” *Ethiopian Studies in Frankfurt Revisited* The Frobenius Institute.
- 2017 “African Political Systems and Political Anthropology” *African Political Systems Revisited*

**Keisha Lindsay****Gender & Women's Studies**

**Additional Affiliations:** Political Science  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Assistant Professor (tenure-track)  
**Educational History:** Ph.D. University of Chicago, 2009  
 M.A. University of Chicago, 2002  
 M.S. University of West Indies (Jamaica), 1997  
 B.A. Amherst College, 1992  
**Academic Specializations:** Black feminist theory, The gendered politics of black popular culture  
**Field Experience:** Jamaica, Ghana  
**Graduate students supervised:** 4  
**Honors/Distinctions:** Hilldale Faculty Research Award, UW-Madison  
 Vilas Life Cycle Award, UW-Madison  
 Host, Young African Leadership Initiative  
 Member, Caribbean Philosophic Association

**Selected Recent Publications:**  
 2015 "Beyond 'Model Minority,' 'Superwoman,' and 'Endangered Species': Conceptualizing Intersectional Coalitions among Black Immigrants, African American Women, and African American Men" *Journal of African American Studies* 19(1): 18-35.

**Luis Madureira****Spanish & Portuguese**

**Additional Affiliations:** African Cultural Studies  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of California, San Diego, 1991  
 M.A. Indiana University-Bloomington, 1984  
 B.A. University of Massachusetts, Dartmouth, 1981  
**Academic Specializations:** Modernism in Africa and Caribbean; Mozambican theatre/Lusophone fiction  
**Languages:** Rhonga (2), Makua (2), French (4), Spanish (4), Portuguese (5)  
**Field Experience:** Mozambique  
**Area Studies Courses:** African and Africanist Lit  
 Tribe and Nation in African Literature  
 Lusophone African Literature  
 ALL 905: The Invention of Africa  
**Graduate students supervised:** 4  
**Selected Recent Publications:**  
 2006 *Imaginary geographies in Portuguese and Lusophone-African literature: narratives of discovery and empire* E. Mellen Press

**Richard McFarland****Anthropology**

**Additional Affiliations:** Integrative Biology  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Assistant Professor (tenure track)  
**Educational History:** Ph.D. University of Lincoln (United Kingdom), 2011  
M.Res. University of Roehampton (United Kingdom), 2007  
B.S. Cardiff University, 2005  
**Academic Specializations:** Primate adaptive responses to climate change  
**Field Experience:** South Africa  
**Graduate students supervised:** 14  
**Honors/Distinctions:** Recipient, Vilas Early Career Investigator Award  
**Selected Recent Publications:**  
2018 “The Influence of Phylogeny, Social Style, and Sociodemographic Factors on Variation in Macaque Social Networks” *American Journal of Primatology* 80, with B.A. Beisner, et.al.  
2017 “Faecal Glucocorticoid Metabolite Monitoring as a Measure of Physiological Stress in Captive and Wild Vervet Monkeys” *General and Comparative Endocrinology* 253: 53–59, with C. Young, et.al.

**Gregg Mitman****Medical History & Bioethics**

**Additional Affiliations:** History, Nelson Institute for Environmental Studies, Population Health Sciences  
**Time Devoted to African Studies:** 75%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Wisconsin-Madison, 1988  
M.A. University of Wisconsin-Madison, 1984  
B.S. Dalhousie University, 1981  
**Academic Specializations:** Environmental history, Visual culture of science and medicine  
**Field Experience:** Liberia  
**Area Studies Courses:** HIS SCI 513: Environment and Health in Global Perspective  
HIS 705: Commodities and Disease in Global History  
**Graduate students supervised:** 13  
**Honors/Distinctions:** Recipient, Andrew W. Carnegie Fellowship  
Recipient, John S. Guggenheim Memorial Foundation Fellowship  
**Selected Recent Publications:**  
2018 *Future Remains: A Cabinet of Curiosities for the Anthropocene*, ed. with Marco Armiero and Robert Emmett. University of Chicago Press  
2017 “Forgotten Paths of Empire: Ecology, Disease, and Commerce in the Making of Liberia’s Plantation Economy” *Environmental History* 22: 1-22.  
2016 *Documenting the World: Film, Photography, and the Scientific Record*, ed. with Kelley Wilder. University of Chicago Press

**Mustafa A Mustafa****African Cultural Studies**

**Time Devoted to African Studies:** 100%  
**Tenure Status:** Faculty Associate (non-tenured)  
**Educational History:** B.S. University of Khartoum (Sudan), 1974  
**Academic Specializations:** Second language acquisition  
**Languages:** Arabic (5)  
**Field Experience:** Sudan, Malaysia  
**Area Studies Courses:** AFR 321-330: First, Second, Third Year Arabic  
**Honors/Distinctions:** NALRC Performance-based African Language Training  
 Instructor, Arabic, Persian, and Turkish Language Immersion Institute

**Larry Nesper****Anthropology**

**Additional Affiliations:** American Indian Studies, Nelson Institute for Environmental Studies  
**Time Devoted to African Studies:** 25%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Chicago, 1994  
 M.A. University of Chicago, 1977  
 B.A. Lawrence University, 1973  
**Academic Specializations:** Cultural anthropology, Political and legal anthropology  
**Languages:** Ojibwe (3), Wolof (1)  
**Field Experience:** Senegal  
**Area Studies Courses:** ANTHRO 104: Cultural Anthropology and Human Diversity  
**Graduate students supervised:** 3  
**Honors/Distinctions:** Grant recipient, Institute for Research in the Humanities  
 Fellow recipient, National Endowment for the Humanities

**James Mukasa Ntambi****Biochemistry**

**Additional Affiliations:** Nutritional Sciences  
**Time Devoted to African Studies:** 25%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Johns Hopkins University, 1985  
 M.S. Makerere University (Uganda), 1978  
 B.S. Makerere University (Uganda), 1975  
**Academic Specializations:** Nutritional biochemistry  
**Languages:** Luganda (5), Swahili (2)  
**Field Experience:** Uganda, Kenya  
**Area Studies Courses:** International Health and Nutrition: The Uganda Undergraduate Program  
**Graduate students supervised:**  
**Honors/Distinctions:** Coordinator, Exchange program, UW-Madison/Makerere University  
 Katherine Berns Von Donk Steenbock Professor  
 Wisconsin Without Borders Peter Bosscher Award  
 Member, Uganda National Academy of Sciences

**Selected Recent Publications:**

2017 "Physical Activity, Sleep, and BMI Percentile in Rural and Urban Ugandan Youth" *Annals of Global Health* 83(2): 311-319, with M.J. Christoph, et.al.

**Christopher Olsen****Public Health**

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Professor Emeritus  
**Educational History:** Ph.D. Cornell University, 1992  
D.V.M. Cornell University, 1982  
B.S. St. Lawrence University, 1979  
**Academic Specializations:** Zoonotic infectious diseases  
**Languages:** French (1), Spanish (1)  
**Field Experience:** South Africa, Ghana, Sierra Leone  
**Area Studies Courses:** Introduction to Global Health  
PHS 640: Foundation in Global Health Practice  
**Graduate students supervised:** 7  
**Honors/Distinctions:** Director, Graduate/Professional Global Health Certificate Program  
Member, American Veterinary Medical Association  
Associate Director, One Health  
**Selected Recent Publications:**  
2015 “Advancing integrative ‘one-health’ approaches to global health through multi-disciplinary, faculty-led global health field courses.” Consortium of Universities for Global Health Annual Meeting Proceedings. *The Lancet Global Health*, with J. Conway et.al.

**Mutlu Özdoğan****Forest & Wildlife Ecology**

**Additional Affiliations:** Nelson Institute for Environmental Studies  
**Time Devoted to African Studies:** 10%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** Ph.D. Boston University, 2004  
M.S. North Carolina State University, 1997  
B.S. Istanbul University (Turkey), 1995  
**Academic Specializations:** Remote sensing, Hydrology, Land-use/land-cover change  
**Languages:** Turkish (5)  
**Field Experience:** Turkey, Russia Ukraine  
**Area Studies Courses:** ENV ST 556: Remote Sensing Digital Image Processing  
ENV ST 506: Modeling and Analysis of Environmental Systems  
**Graduate students supervised:** 7  
**Honors/Distinctions:** Faculty Affiliate, Certificate on Humans and the Global Environment  
**Selected Recent Publications:**  
2014 “Comparison of prognostic and diagnostic surface flux modeling approaches over the Nile River basin” *Water Resources Research*, 50(1), 386-408, with MT Yilmaz et.al.  
2000 “Use of radar data to delineate palaeodrainage flow directions in the Selima Sand Sheet, Eastern Sahara” *Photogrammetric Engineering and Remote Sensing*, 66(6), 745-782, with C Robinson et. Al.

**Lindsay Palmer****Journalism & Mass Communication****Time Devoted to African Studies:** 50%**Tenure Status:** Assistant Professor (tenure track)**Educational History:** Ph.D. University of California, Santa Barbara, 2014

M.A. University of California, Riverside, 2009

B.A. Middle Tennessee State University, 2004

**Academic Specializations:** Internet and mobile phone use in Zambia, Digital journalism**Languages:** Swahili (3)**Field Experience:** Zambia, Kenya**Area Studies Courses:** J 830: Theories of International Communication

J 620: War and Media

J 676: The "Global" News Network

**Graduate students supervised:** 6**Honors/Distinctions:** Grant recipient, Louis Maier Development Fund, UW-Madison  
Committee Member, Diversity and Inclusion, School of Journalism**Selected Recent Publications:**Forthcoming "Media Fieldwork: Critical Reflections on Collaborative ICT Research in Rural Zambia"  
*Applied Media Studies* ed. Kirsten Ostherr. Routledge, with L Parks and D. Gribberg.2015 "World News at the Newseum: Interactive Imaginings of International News Reporting"  
*International Journal of Cultural Studies*2015 "Gender as the Next Top Model of Global Consumer Citizenship" *Female Students and  
Cultures of Violence in Cities* ed. Julia Hall. New York: Routledge: 81-96.**Jonathan Patz****Population Health Sciences****Additional Affiliations:** Global Health Institute, Nelson Institute for Environmental Studies**Time Devoted to African Studies:** 40%**Tenure Status:** Professor (tenured)**Educational History:** M.D. Case Western Reserve University, 1987

M.P.H. Johns Hopkins University, 1992

B.A. Colorado College, 1980

**Academic Specializations:** Global health, Global health education**Field Experience:** Ethiopia, Brazil**Area Studies Courses:** IES 400: Global Environmental Change and Disease Risk

PHS 650: Health Risk Assessment of Global Environmental Change

IES 900: Integrative Research Methods for Humans and the Global Environment

**Graduate students supervised:** 9**Honors/Distinctions:** John. P. Holton Chair of Health and the Environment

Director, Global Health Institute

Faculty Affiliate, La Follette School of Public Affairs

Affiliate Scientist, National Center for Atmospheric Research (NCAR)

**Selected Recent Publications:**2016 "Solving the Global Climate Crisis: the Greatest Health Opportunity of our Times?" *Public  
Health Reviews*.2015 "Climate Change, Human Rights and Social Justice" *Annals of Global Health* 81(3): 310-322,  
with B.S. Levy.

**Travis Pickering****Anthropology****Time Devoted to African Studies:** 100%**Tenure Status:** Associate Professor (tenured)**Educational History:** Ph.D. University of Wisconsin-Madison, 1999

M.A. University of Wisconsin-Madison, 1994

B.A. Bloomsburg University, 1990

**Academic Specializations:** Biological anthropology, Early Pleistocene era**Field Experience:** South Africa, Tanzania**Area Studies Courses:** Biological Anthropology: Fieldschool at Swartkrans Cave, South Africa  
Life in the Stone Age

ANTHRO 454: Study Abroad: Topics in Biological Anthropology

**Honors/Distinctions:** Director, Swartkrans Paleoanthropological Research Project, South Africa**Selected Recent Publications:**2006 "Experimental patterns of hammerstone percussion damage on bones: Implications for interferences of carcass processing by humans" *Journal of Archaeological Science* 33, 459-469, with C.P. Egeland2004 "Beyond leopards: Tooth marks and the relative contribution of multiple carnivore taxa to the accumulation of the Swartkrans Member 3 fossil assemblage" *Journal of Human Evolution* 36, 595-604, with Dominguez-Rodrigo et. Al.**Thomas Popkewitz****Curriculum & Instruction****Time Devoted to African Studies:** 25%**Tenure Status:** Professor (tenured)**Educational History:** Ed.D. New York University, 1970

M.A. Columbia University, 1964

B.A. Hunter College, 1962

**Academic Specializations:** Curriculum History and Studies, Cultural sociology of school reform/change**Field Experience:** China, France, Belgium, Sweden, Spain, Russia, Portugal, Japan**Area Studies Courses:** CI 765: Globalization and Teaching: Dimensions for Curriculum Planning  
CI 336: Internationalizing Educational Knowledge**Graduate students supervised:** 10**Honors/Distinctions:** Lifetime Achievement Award, American Education Research Association  
Grant recipient, National Institute of Education**Selected Recent Publications:**Forthcoming *Political Sociology and Educational Studies: Transnational Studies of the Styles of Reason Governing Teaching, Curriculum and Teacher Education*. New York: Routledge, ed. with J. Diaz and C. Kirchgasler.2014 "Comparative Studies and the Reasons of Reason: Historicizing Differences and "Seeing" Reforms in Multiple Modernities" *Empires, Post-Coloniality, and Interculturality: New Challenges for Comparative Education* ed. L. Vega, 21-43. Rotterdam: Sense, with W. Zhao and A. Khurshid.

**Ronald Radano****African Cultural Studies**

**Additional Affiliations:** Music  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Michigan, 1985  
**Academic Specializations:** Ethnomusicology, US Black music and its transnational circulation  
**Languages:** French (2), German (2)  
**Area Studies Courses:** AFR 403: Theories of African Cultural Studies  
 AFR 409: Global Jazz and Blues Authenticities  
**Graduate students supervised:** 5  
**Honors/Distinctions:** Former Senior Fellow, Institute for Research in the Humanities  
 Guggenheim Fellowship for the Humanities  
**Selected Recent Publications:**  
 2016 *Audible Empire: Music, Global Politics, Critique*, co-editor with Tejumola Olaniyan. Duke University Press.

**Jess Reed****Animal Sciences**

**Time Devoted to African Studies:** 25%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Cornell University, 1983  
 M.A. Cornell University, 1980  
 B.S. Oregon State University, 1975  
**Academic Specializations:** International animal agriculture, Feed resources in developing countries  
**Field Experience:** Burkina Faso, Ethiopia, Gambia, Kenya, Mali, Niger, Zimbabwe  
**Area Studies Courses:** AN SCI 370: Livestock Production & Health in Agricultural Development  
**Graduate students supervised:** 3  
**Honors/Distinctions:** Member, Summer Institute for African Agricultural Research  
 Faculty mentor, University of Zimbabwe graduate students

**Additional Affiliations:** Integrative Biology  
**Time Devoted to African Studies:** 50 %  
**Tenure Status:** Research Associate (non-tenured)  
**Educational History:** Ph.D. Duke University, 2017  
 M.E.M. Duke University, 2012  
 B.A. Macalester College, 2007

**Academic Specializations:** Ecology  
**Languages:** Spanish (3), French (2)  
**Field Experience:** Gabon, Guyana  
**Area Studies Courses:** ENV ST 400/900: Botswana: Ecology and Environment  
**Honors/Distinctions:** Recipient, Preparing Future Faculty Fellowship  
 Member, Association for Tropical Biology and Conservation  
 Reviewer, *Biological Conservation*

**Selected Recent Publications:**

2018 "The Ecological Consequences of Forest Elephant Declines for Afrotropical Forests"  
*Conservation Biology*, with J.R. Poulsen, et.al.  
 2017 "Poaching Empties Critical Central African Wilderness of Forest Elephants" *Current Biology*  
 27: R123-R138, with S. Moore, et.al.  
 2016 "Telemetric Tracking of Scatterhoarding and Seed Fate in a Central African Forest" *Biotropica*  
 49(2):170-176, with J.R. Poulsen.

**Additional Affiliations:** School of Information  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Assistant Professor (tenure track)  
**Educational History:** Ph.D. University of California, Berkeley, 2014  
 M.A. University of California, Berkeley, 2009  
 B.A. Howard University, 1998

**Academic Specializations:** New Media and innovation in the African Diaspora  
**Languages:** Twi (3)  
**Field Experience:** Ghana, the Netherlands  
**Area Studies Courses:** AFR 605: Sonic Afro-Modernity: Digitizing Body and Soul in African Life  
 AFR 405: Africa + The Internet  
**Honors/Distinctions:** Mellon Foundation Dissertation Fellowship  
 Member, African Studies Association

**Selected Recent Publications:**

Forthcoming "Re-Territorializing Twitter: African Moments 20102015" *#Identity: Twitter and the Politics of Representation* eds. Abigail De Kosnik & Keith Feldman.  
 2017 "At Home, Online: Affective Exchange and the Diasporic Body in Ghanaian Internet Video"  
*Migrating the Black Body: The African Diaspora and Visual Culture* eds. Leigh Raiford and Heike Raphael-Hernandez. Seattle: University of Washington Press.

**Matthew Ruark****Soil Science**

**Additional Affiliations:** Agroecology, Nelson Institute of Environmental Studies  
**Time Devoted to African Studies:** 10%  
**Tenure Status:** Associate professor (tenured)  
**Educational History:** Ph.D. Purdue University, 2006  
M.S. University of Minnesota, 2002  
B.S. University of Minnesota, 1999  
**Academic Specializations:** Soil fertility and nutrient management.  
**Field Experience:** Uganda  
**Selected Recent Publications:**  
2015 "At-grade stabilization structure impact on surface water quality of an agricultural watershed."  
*Journal of Environmental Management* 153, 50-59, with K.R. Minks et. al.

**Lesley Sager****Interior Architecture**

**Additional Affiliations:** School of Human Ecology  
**Time Devoted to African Studies:** 70%  
**Tenure Status:** Faculty Associate (non-tenured)  
**Academic Specializations:** Interior design  
**Field Experience:** Kenya  
**Area Studies Courses:** DS 341: Design Thinking for Transformation  
DS 252: Design Leadership Symposium  
**Honors/Distinctions:** Faculty Associate, Women & Wellbeing in Wisconsin & the World  
Interior Design Program Coordinator  
Founder, Merry-Go-Strong

**Damon Sanjani****African Cultural Studies**

**Time Devoted to African Studies:** 100%  
**Tenure Status:** Assistant Professor (tenure-track)  
**Educational History:** Ph.D. Northwestern University, 2015  
M.A. Northwestern University, 2011  
M.A. University of Toronto, 2010  
B.S. University of Toronto, 2008  
**Academic Specializations:** Africana cultural studies and philosophy, Cultural sociology, Comparative race  
**Area Studies Courses:** AFR 605: African Diaspora: Theories and Tropes  
INTL ST-310: Golden-Era HipHop: Diversity, Aesthetics, Politics  
**Selected Recent Publications:**  
2015 "HipHop's Origins as Organic Decolonization" *Decolonization, Indigeneity, Education & Society*.  
2015 Book Review: *Ntarangwi, Mwenda. East African Hip Hop: Youth Culture and Globalization*  
Chicago: University of Illinois Press, 2009. *Callaloo* 38(2): 418-421.  
2013 "Troubling the Trope of 'Rapper as Modern Griot'" *Journal of Pan-African Studies* 6(3): 156.

**Michael Schatzberg****Political Science**

**Additional Affiliations:** African Cultural Studies  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Wisconsin-Madison, 1977  
M.A. University of Wisconsin-Madison, 1972  
B.A. Tufts University, 1969

**Academic Specializations:** African politics, Politics, economics, culture of football in sub-Saharan Africa  
**Languages:** French (4), Lingala (4), Kiswahili (4), Hausa (3), Cameroonian Pidgin (5)  
**Field Experience:** Cameroon, Democratic Republic of Congo, Zaire, Senegal, Ghana, Kenya  
**Area Studies Courses:** PS 362/455: African International Relations  
PS 919: Political Ethnography: The Politics of Daily Life  
PS 277: Africa: An Introductory Survey  
PS 616/635: Comparative Politics of Sport

**Graduate students supervised:** 2  
**Honors/Distinctions:** Glenn B. and Cleone Orr Hawkins Professor  
Honored Instructor Award, UW-Madison

**Selected Recent Publications:**  
2017 “Soccer and the State: The Politics and Morality of Daily Life” *Enchantings: Modernity, Culture, and the State in Post-colonial Africa* ed. Tejumola Olaniyan. Indiana University Press, 77-93.  
2015 “Transformation and Struggle: Space in Africa” *The Politics of Governance* eds. Till Förster and Lucy Koechlin. London: Taylor & Francis, 25-51.

**James Schauer****Civil & Environmental Engineering**

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 20%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. California Institute of Technology, 1998  
M.S. University of California, Berkeley, 1991  
B.S. Colorado School of Mines, 1984  
M.B.A. University of Wisconsin-Whitewater, 2010

**Academic Specializations:** Origin of impact of air pollutants in the urban atmosphere  
**Honors/Distinctions:** Director, Water Science and Engineering Laboratory  
Core Faculty Member, Environmental Chemistry and Technology Program  
Director, Air Quality at the Wisconsin State Laboratory of Hygiene  
Recipient, Romnes Faculty Award,

**Selected Recent Publications:**  
2017 “Biogas and the Impacts of Fuel Choice on Institutional Kitchen Air Quality in Kampala, Uganda” *Indoor Air* 6: 1067–1081, with A.I. McCord, et.al.  
2017 “Source Apportionments of Ambient Fine Particulate Matter in Israeli, Jordanian, and Palestinian Cities” *Environmental Pollution* 225: 1-11, with J. Heo, et.al.  
2016 “Recent Decline of Atmospheric Mercury Recorded by Androsace Tapete on the Tibetan Plateau” *Environmental Science and Technology* 50: 13224-13231, with Y. Tong, et.al.

**Nathan Schulfer****Nelson Institute for Environmental Studies****Time Devoted to African Studies:** 15%**Tenure Status:** Academic Staff (non-tenured)**Educational History:** M.A. University of Wisconsin – Madison  
B.A. Montana State University, 2005**Academic Specializations:** Ecosystem services and food security**Field Experience:** Botswana, Gabon, China**Honors/Distinctions:** Assistant Director, International & Professional Programs, Nelson Institute**Gay Seidman****Sociology****Time Devoted to African Studies:** 80%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. University of California, Berkeley, 1990  
M.A. University of California, Berkeley, 1989  
M.A. University of California, Berkeley, 1982  
B.A. Harvard College, 1978**Academic Specializations:** Sociology of development in Southern Africa and Latin America**Languages:** Portuguese (4)**Field Experience:** South Africa, Swaziland, Botswana**Area Studies Courses:** SOC 925: Labor in the Global Economy

SOC 940: Globalization and Development

CES 630: Sociology of Developing Societies/Third World

SOC 496: Global Sweatshops

**Graduate students supervised:** 9**Honors/Distinctions:** Former director, African Studies Program  
Martindale Bascom professorship in Sociology**Selected Recent Publications:**2009 “Laboring under an illusion: Lesotho designs a ‘sweat-free’ label.” *Third World Quarterly*2004 “‘The Femocrats’ Dilemma: Mobilization vs. Representation in the South African Gender Commission,” *Feminist Studies*

**Ajay Sethi****Population Health Sciences**

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** Ph.D. Johns Hopkins University, 2003  
M.H.S. Johns Hopkins University, 1995  
B.S. University of Maryland, 1992  
**Academic Specializations:** Global health, Alcohol and substance use in Uganda  
**Languages:** Swahili (3), Luganda (3)  
**Field Experience:** Uganda  
**Area Studies Courses:** POP HLTH 713: Epidemiology of HIV/AIDS  
POP HLTH 721: Conspiracies in Public Health  
Infectious Disease Epidemiology  
Health and Disease in Uganda Field Course  
**Graduate students supervised:** 8  
**Honors/Distinctions:** Faculty Director, Master of Public Health Program  
Member, International Association of Physicians in AIDS Care  
**Selected Recent Publications:**  
2017 “Hazardous Alcohol Consumption is not Associated with CD4 Cell Count Decline among PLHIV in Kampala, Uganda: A Prospective Cohort Study” *PLoS One* 12(6), with B. Wandera, et.al.  
2016 “Efficacy of a Single, Brief Alcohol Reduction Intervention among Men and Women Living with HIV/AIDS and Using Alcohol in Kampala, Uganda: a Randomized Trial” *Journal of the International Association of Providers of AIDS CARE* with B. Wandera, et.al.  
2016 “Do Maternal Knowledge and Attitudes towards Childhood Immunizations in Rural Uganda Correlate with Complete Childhood Vaccination?” *PLoS One* 11(2), with B.J. Vonasek.

**Dawd Siraj****Medicine & Public Health**

**Time Devoted to African Studies:** 10%  
**Tenure Status:** Professor (tenured)  
**Educational History:** M.D. Jimma Institute of Health Sciences (Ethiopia)  
M.P.H. Tulane University, 2002  
**Academic Specializations:** Infectious diseases, Travel medicine  
**Languages:** Tigrigna (5), Amharic (5)  
**Field Experience:** Ethiopia  
**Area Studies Courses:** Global Health  
Health and Health Delivery in Ethiopia  
Tropical diseases  
**Honors/Distinctions:** Director, UW Health Travel Clinic  
Associate Director, Infectious Disease Fellowship Program  
Member, International Society of Travel Medicine  
Recipient, Centennial Scholar Program Award  
**Selected Recent Publications:**  
2013 “The impact of penicillin skin testing on clinical practice and antimicrobial stewardship.” *Journal of Hospital Medicine*, 8(6), 341-345, with R.H. Rimawi et. Al.  
2005 “The treat of malaria for US travelers.” *Southern Medical Journal* 98(12), 1167-8

**Aliko Songolo****African Cultural Studies**

**Additional Affiliations:** French & Italian (Emeritus)  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Iowa, 1975  
M.A. University of Iowa, 1969  
B.A. Goshen College, 1968  
**Academic Specializations:** African/Caribbean lit in French/English, African literary theory, African cinema  
**Languages:** Ebembe (5), French (5), Kiswahili (5), Spanish (4), Italian (3), Portuguese (3)  
**Field Experience:** Democratic Republic of Congo, Uganda, Rwanda, Cameroon  
**Area Studies Courses:** Introduction aux études francophones  
Cinéma francophone  
AFR 403/803: Theories of African Cultural Studies  
African cinema  
**Graduate students supervised:** 11  
**Honors/Distinctions:** Halverson-Bascom Professor and Department Chair  
Knight in the Order of Academic Palms, French Ministry of National Education  
Former Director, African Studies Program  
Senior Advisor, Vice-Provost for Globalization  
Former President, African Literature Association  
**Selected Recent Publications:**  
2008 *New Encyclopedia of Africa* 5 Volumes, Associate Editor.

**Emilie Songolo****Memorial Library**

**Time Devoted to African Studies:** 100%  
**Tenure Status:** African Studies Bibliographer (non-tenured)  
**Educational History:** M.L.S. University of California, Los Angeles, 1990  
B.A. University of Yaoundé (Cameroon), 1986  
**Academic Specializations:** China and Africa, Women in African history, Francophone literature/studies  
**Languages:** French (5), Basa (5)  
**Field Experience:** Cameroon, Senegal, Wales  
**Honors/Distinctions:** Recipient, UW-Madison African Studies Research Award  
Recipient, Outstanding Women of Color Award, UW-Madison  
**Selected Recent Publications:**  
2018 *African Commemorative Textiles: A Research Guide*  
2016 *Francophone Studies: A Research Guide*

**Thomas Spear****History****Time Devoted to African Studies:** 100%**Tenure Status:** Professor Emeritus**Educational History:** Ph.D. University of Wisconsin-Madison, 1974

M.A. University of Wisconsin-Madison, 1970

B.A. Williams College, 1962

**Academic Specializations:** East African history, African Christianity, Oral tradition/methodology**Languages:** French (3), Kiswahili (3)**Field Experience:** Kenya, Tanzania**Honors/Distinctions:** Former Director, African Studies Program**Selected Recent Publications:**2013 "Ancestral Stories of Ghanaian Bimoba Reflect Millennia Old Genetic Lineages" *PLoS ONE* 8(6), with H. Sanchez-Faddeev, et.al.2013 "African Christianity" *Oxford Bibliographies: African Studies* New York: Oxford UP.**Aleksandar Stajkovic****Management & Human Resources****Time Devoted to African Studies:** 10%**Tenure Status:** Associate Professor and Distinguished Chair (tenured)**Educational History:** Ph.D. University of Nebraska-Lincoln, 1996

M.A. University of Nebraska-Lincoln, 1993

B.S. University of Belgrade (Serbia), 1991

**Academic Specializations:** Leadership, Organizational behavior**Languages:** Serbian (5), Montenegrin (5), French (4), Italian (3), Russian (1)**Field Experience:** South Africa**Area Studies Courses:** MHR 700/872: Organizational Behavior

MHR 704: Managing Behavior in Organizations

**Graduate students supervised:** 2**Honors/Distinctions:** Editor, Journal of Applied Psychology**Selected Recent Publications:**Forthcoming *Discovering Competitive Advantages in Subconscious Goals: A Global Leadership Perspective*, with K. Sergent.2006 "Social Network Theory and Methods as Tools for Helping Business Confront Global Terrorism: Capturing the Case and Contingencies Presented by Dark Social Networks" *Corporate Strategies Under International Terrorism and Adversity*, ed. G. Suder. UK: Edward Elgar Publishing: 7-19.

**Time Devoted to African Studies:** 100%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of Chicago, 1996

M.A. University of Chicago, 1991

B.A. University of Chicago, 1987

**Academic Specializations:** East African education policy studies, Global studies

**Languages:** Swahili (4); Kimachame (3); French (3)

**Field Experience:** Uganda, South Africa, Tanzania, Kenya

**Area Studies Courses:** EPS/GWS 805: Gender Issues in International Educational Policy

EPS 750: African Education: Past, Present, Future

ANTHRO/HIS/POL SCI 277: African: An Introductory Survey

**Graduate students supervised:** 3

**Honors/Distinctions:** Vilas Distinguished Achievement Professor

Former Director, Global Studies (now the Institute for Regional and International Studies)

Recipient, National Geographic Society Research Grant

Smithsonian Summer Institute in Museum Anthropology Faculty Fellowship

**Selected Recent Publications:**

2017 “Chagga Chiefs' and Others' Advice for Saving Mount Kilimanjaro” *Social Dynamics* 42(3): 411-428.

2017 “Confucius Institutes in Africa, or How the Educational Spirit in Africa is Re-Rationalized toward the East” *Journal of Southern African Studies* 43(2): 411-424, with Aikande Kwayu.

2016 “Food, Aid, and Education in East Africa: Repackaging the Conversation” *Cambridge Journal of Education* 46(2): 247-262.

**Time Devoted to African Studies:** 100%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. University of California, Berkeley, 2004

M.A. University of California, Berkeley, 1999

B.A. Dartmouth College, 1993

**Academic Specializations:** Genocide, Human Rights, Political violence, African politics

**Languages:** French (4), Swahili (1)

**Field Experience:** Rwanda, Kenya, Cote d'Ivoire, Senegal, Mali, Burundi, Sudan, South

Sudan, Uganda, Tanzania, Democratic Republic of Congo

**Area Studies Courses:** POL SCI 404: Politics of Human Rights

POL SCI 601: Rebuilding States and Societies after Civil War

POL SCI 948: Political Violence

INT ST 101: Introduction to International Studies

**Graduate students supervised:** 17

**Honors/Distinctions:** Winner, 2018 Grawemeyer Prize for Ideas Improving World Order

Consultant, United States Holocaust Memorial Museum

Consultant, United States Political Instability Task Force

Associate Chair/Director of Graduate Studies, Political Science

**Selected Recent Publications:**

2017 “The Perils of Pluralism: Explaining African Electoral Violence in Sub-Saharan Africa” *Journal of Peace Research* 54(3): 397-411, with Charlie Taylor and Jon Pevehouse.

2015 *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa* Ithaca: Cornell University Press.

**Additional Affiliations:** Spanish & Portuguese  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. City University of New York, 1999  
M.A. University of North Carolina-Chapel Hill, 1995  
B.A. University of North Carolina-Chapel Hill, 1990

**Academic Specializations:** African Diaspora, Slavery, Race theory  
**Languages:** Portuguese (5)  
**Field Experience:** Angola, South Africa, Brazil, Portugal, France  
**Area Studies Courses:** HIS 600: The Image of Africa in the West  
HIS 279: Afro-Atlantic Histories and Peoples, 1808-Present  
HIS 861: History of South Africa  
HIS 600/861: African Diaspora Histories and Peoples

**Graduate students supervised:** 4  
**Honors/Distinctions:** Vilas-Jartz Distinguished Professor  
Former department chair, History

**Selected Recent Publications:**  
2011 *Domingos Alvares, African Healing, and the Intellectual History of the Atlantic World.* Univeristy of North Carolina Press  
2010 *The African Diaspora and the Disciplines.* Indiana University Press, with T. Olaniyan  
2003 *Recreating Africa: Culture, Kinship, and Religion in the African-Portuguese World, 1441-1770.* University of North Carolina Press

**Time Devoted to African Studies:** 75%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Iowa State University, 1993  
M.S. Iowa State University, 1987  
B.S. University of Wisconsin-Eau Claire, 1983

**Academic Specializations:** Human nutrition, Biochemical and molecular nutrition  
**Languages:** Indonesian (3), Spanish (1)  
**Field Experience:** Morocco, Tunisia, Senegal, Burkina Faso, Mali, Ghana, Ivory Coast, Cameroon, Ethiopia, Tanzania, Zambia, Botswana, South Africa

**Area Studies Courses:** NUTRI SCI 203: Introduction to Global Health  
**Graduate students supervised:** 13  
**Honors/Distinctions:** Chair, Undergraduate Certificate in Global Health Program Committee  
Director, Undergraduate Certificate in Global Health  
Executive Committee Member, Global Health Institute  
Fellow, International Carotenoid Society  
Associate Editor, *Food and Nutrition Bulletin*

**Selected Recent Publications:**  
2015 "Hypercarotenoderma in Zambia: Which Children Turned Orange during Mango Season?" *European Journal of Clinical Nutrition* 69(12): 146-1349, with B. Gannon, et.al.  
2015 "High Provitamin A Carotenoid Serum Concentrations, Elevated Retinyl Esters, and Saturated Retinol-Binding Protein in Zambian Preschool Children are Consistent with the Presence of High Liver Vitamin A Stores" *American Journal of Clinical Nutrition* 102: 497-504, with B Gannon, et.al.

**Time Devoted to African Studies:** 50%

**Tenure Status:** Professor (tenured)

**Educational History:** M.D. University of Pisa (Italy), 1982

**Academic Specializations:** Abdominal aortic aneurysm treatment

**Field Experience:** Italy, Austria, Germany

**Honors/Distinctions:** *Madison Magazine* Top Docs Award (Surgery)

**Selected Recent Publications:**

- 2018 “American College of Surgeons Member Involvement in Global Surgery: Results from the 2015 Operation Giving Back Survey” *World Journal of Surgery* with M.A. Boeck, et.al.
- 2017 “Above and Beyond: A Primer for Young Surgeons Interested in Global Surgery” *Bulleting of the American College of Surgeons* 102(2): 33-8, with P. Ferrada, et.al.
- 2015 “Promoting Gender Equity at the College of Health Sciences Addis Ababa University, Ethiopia” *Ethiopian Medical Journal* 2: 9-16, with C. Haq, et.al.

**Time Devoted to African Studies:** 25%

**Tenure Status:** Professor (tenured)

**Educational History:** Ph.D. Harvard University, 1997

B.A. Rice University, 1990

**Academic Specializations:** Environmental Studies, Agro-ecosystems

**Languages:** Spanish (3), French (4), Rutoro (1)

**Field Experience:** Uganda, Rwanda, Madagascar, Democratic Republic of Congo

**Area Studies Courses:** ENV ST 651: Conservation Biology

**Graduate students supervised:** 7

**Honors/Distinctions:** 2018 Nominee, Indianapolis Prize in Conservation  
Recipient, Fulbright Award for Sabbatical Teaching/Research  
Grant Recipient, National Geographic Society Research & Exploration  
Science Advisor, Yellowstone Ecological Research Center

**Selected Recent Publications:**

- 2018 “Intergenerational Equity Can Help to Prevent Climate Change and Extinction” *Nature Ecology & Evolution* 2:204-207, with W.S. Lynn, et.al.
- 2017 “The Achilles Heel of Participatory Conservation” *Biological Conservation* 212:139–143, with J.V. López-Bao, et.al.

**Additional Affiliations:** Gender & Women's Studies  
**Time Devoted to African Studies:** 100%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. Northwestern University, 1990  
M.A. University of Chicago, 1985  
B.A. University of Chicago, 1983

**Academic Specializations:** Women and politics in Africa, African politics, the informal economy in Africa  
**Languages:** Swahili (4)  
**Field Experience:** Angola, Tanzania, Uganda, Finland, Liberia, Algeria  
**Area Studies Courses:** GWS 320: Women and Changes in Contemporary Africa & The Middle East  
GWS 325: Global Feminisms  
PS 277: Africa: An Introductory Survey  
PS/GWS 469: Women and Politics in Global Contexts  
PS 329: African Politics

**Graduate students supervised:** 9  
**Honors/Distinctions:** Former Research Associate, MacArthur Foundation Program on Peace and International Cooperation  
Department Chair, Gender & Women's Studies  
Wangari Maathai Professor, Political Science and Gender & Women's Studies  
Winner, Best book award in African politics, African Politics Conference Group

**Selected Recent Publications:**  
Forthcoming *The Fight for Women's Rights: Comparing the Middle East and North Africa* New York: Cambridge University Press  
2017 *Women's Activism in Africa: Struggles over Rights and Representation* edited with Balghis Badri. Oxford: Zed Books.  
2017 "Coalition Matters: Citizenship, Women and Quota Adoption in Africa *Perspectives on Politics*.

**Additional Affiliations:** Global Health Institute  
**Time Devoted to African Studies:** 50%  
**Tenure Status:** Faculty Physician/Adjunct Professor (non-tenured)  
**Educational History:** M.D. University of Wisconsin-Madison, 2001  
B.A. George Mason University, 1995

**Academic Specializations:** Educational curricula development  
**Languages:** Latvian (5), German (1), Spanish (1)  
**Field Experience:** Liberia, Ethiopia, South Africa, Tanzania  
**Honors/Distinctions:** Associate Director, Graduate Medical Education Liaison  
Volunteer Technical Consultant, World Health Organization  
Chair, Graduate Medical Education Global Health Committee  
Committee Member, African Federation of Emergency Medicine  
Director, Global Health Programs

**Selected Recent Publications:**  
2018 *The Nuts and Bolts of Global Emergency Medicine*, First Edition, ed. et.al.  
2017 "Taking it Global: Structuring Global Health Education in Residency Training" *Journal of General Internal Medicine* 32(5): 559-562, with Jonathan Ripp, et.al.  
2015 "Operationalising Emergency Care Delivery in Sub-Saharan Africa: Consensus-Based Recommendations for Healthcare Facilities" *Emergency Medical Journal* 33(8): 573-580, with E Calvillo, et.al.

**Steven Ventura****Soil Science**

**Additional Affiliations:** Nelson Institute for Environmental Studies  
**Time Devoted to African Studies:** 10%  
**Tenure Status:** Professor (tenured)  
**Educational History:** Ph.D. University of Wisconsin-Madison, 1989  
M.S. University of Wisconsin-Madison, 1983  
B.A. University of Wisconsin-Milwaukee, 1978  
**Academic Specializations:** Geographic information systems, Urban agriculture  
**Languages:** French (1)  
**Field Experience:** Ethiopia  
**Graduate students supervised:** 28  
**Honors/Distinctions:** Fulbright Specialist  
Recipient, Spitze Land Grant Faculty Award for Excellence, UW-Madison  
Distinguished Service Award, Urban & Regional Information Systems Assn.  
Member, Dane County Land Information Council  
Board of Directors President, Natural Path Sanctuary

**Selected Recent Publications:**  
2017 *Good Food, Strong Communities: Promoting Social Justice through Local and Regional Food Systems*, ed. with M.K. Bailkey. University of Iowa Press.  
2016 "Using Community-based Participatory Research to Explore Soil Lead Concentrations in Urban Neighborhoods" *Progress in Community Health Partnerships: Research, Education, and Action* 10(1):9-17, with S. Johnson, et.al.

**Christopher Walker****Dance**

**Time Devoted to African Studies:** 40%  
**Tenure Status:** Associate Professor (tenured)  
**Educational History:** M.F.A. State University of New York-Brockport, 2004  
B.F.A. SUNY-Brockport  
**Academic Specializations:** Fusion-Dance; Caribbean Dance; and Caribbean Cultures  
**Field Experience:** Jamaica, the Caribbean, Taiwan, Panama  
**Area Studies Courses:** DAN 177: African Dance  
DAN 277: African Dance Performance  
DAN 311: Modern/Contemporary Dance Techniques  
DAN 560: First Wave Integrated Arts  
**Honors/Distinctions:** Dancer and Choreographer, the National Dance Theater Company (Jamaica)  
Founder and Director, the Caribbean dance company "VOICES"  
Artistic Director, First Wave Hip Hop Theater Ensemble, NuMoRune  
Grant recipient, Madison Arts Commission-Signature Grant

**Donald Waller****Botany****Time Devoted to African Studies:** 10%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. Princeton University, 1978

B.A. Amherst College, 1973

**Academic Specializations:** Plant ecology, Conservation biology and genetics**Languages:** German (4), French (3)**Field Experience:** Cameroon, South Africa, Democratic Republic of Congo**Area Studies Courses:** Conservation Biology 651**Graduate students supervised:** 6**Honors/Distinctions:** Chair, Conservation Biology Major

Chair, Science Advisory Board

Grant recipient, Wisconsin Alumni Research Foundation

**Selected Recent Publications:**Forthcoming "Do Traits Predict Species-Climate Relationships among Forest Understory Plants and How Species Respond to Climate Change?" *Journal of Vegetation Science*, with J.D. Ash, et.al.2016 "Combining Community Resurvey Data to Advance Global Change Research" *BioScience*, with K. Verheyen, et.al.**Claire Wendland****Anthropology****Additional Affiliations:** Obstetrics & Gynecology**Time Devoted to African Studies:** 100%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. University of Massachusetts, Amherst, 2004

M.D. Michigan State University, 1990

B.S. Michigan State University, 1986

**Academic Specializations:** Globalization and biomedicine, African healing, Southeast Africa**Languages:** French (3); German (4); Chichewa (3)**Field Experience:** Malawi**Area Studies Courses:** ANTHRO 330: Culture and Health in Africa

ANTHRO 365: Medical Anthropology

ANTHRO/HIS 983: Health, Disease, and Healing in Contemporary Africa

ANTHRO 919: Anthropology and International Health

**Graduate students supervised:** 16**Honors/Distinctions:** Recipient, Chancellor's Distinguished Teaching Award

H. I. Romnes Faculty Fellowship

**Selected Recent Publications:**2017 "Opening Up the Black Box: Looking for a More Capacious Version of Capacity in Global Health Partnerships" *Canadian Journal of African Studies* 50(3):415-435.2017 "Legitimate Care, Dangerous Care, and Childbirth in an Urban African Community" *African Medical Pluralism* eds. Carolyn Sargent and William Olsen Bloomington: Indiana University Press, 244-260.2016 "'Up the Africanist': The Possibilities and Problems of 'Studying Up' in Africa" *Critical African Studies* 8(3):239-254, with Rebecca Warne Peters.

**Gloria Whiting****History****Time Devoted to African Studies:** 50%**Tenure Status:** Assistant Professor (tenure-track)**Educational History:** Ph.D. Harvard University  
M.A. Harvard University  
B.A. Rice University**Academic Specializations:** Early American history, History of race and slavery**Area Studies Courses:** HIS 600: Slavery and Freedom in Early America  
HIS 221: Biography in the Atlantic World**Honors/Distinctions:** Grant for Innovative Graduate Research, Center for American Political Studies**Selected Recent Publications:**Forthcoming *African Families, American Stories: Black Kin and Community in Early New England*  
2016 "Power, Patriarchy, and Provision: African Families Negotiate Gender and Slavery in New England" *Journal of American History***Eric Wilcots****Astronomy****Time Devoted to African Studies:** 10%**Tenure Status:** Professor (tenured)**Educational History:** Ph.D. University of Washington, 1993  
M.S. University of Washington, 1990  
B.A. Princeton University**Academic Specializations:** Evolution of individual galaxies and galaxy groups**Field Experience:** South Africa**Area Studies Courses:** ASTRO 236: The History of Matter in the Universe**Graduate students supervised:** 4**Honors/Distinctions:** Former Associate Dean, College of Letters and Sciences**Selected Recent Publications:**2018 "The Fourteenth Data Release of the Sloan Digital Sky Survey: First Spectroscopic Data from the Extended Baryon Oscillation Spectroscopic Survey and from the Second Phase of the Apache Point Observatory Galactic Evolution Experiment" *Astrophysical Journal Supplement Series* 235(3), with B Abolfathi, D. Aguado, et al.2016 "Tidally Induced Offset Disks in Magellanic Spiral Galaxies" *Astrophysical Journal* 827(2), with S Pardy, E D'Onghia, et al.**M. Crawford Young****Political Science****Time Devoted to African Studies:** 100%**Tenure Status:** Professor Emeritus**Educational History:** Ph.D. Harvard University, 1964  
B.A. University of Michigan, 1953**Academic Specializations:** African politics, Zairian politics, Post-colonial issues in Contemporary Africa**Languages:** French (3)**Field Experience:** Democratic Rep. of Congo, Senegal, Uganda, Tanzania, Angola, South Africa**Selected Recent Publications:**2014 *Oxford Bibliographies Online, Africa series: Ethnicity and Politics.*

## Language Teaching Assistants

<b>Salah Algabli</b>	<b>African Cultural Studies</b>
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**Time Devoted to African Studies:** 100%

**Academic Specializations:** Pedagogy

**Languages:** Arabic (5)

**Field Experience:** Yemen

**Area Studies Courses:** AFR 322: Second Semester Arabic  
AFR 527: Advanced Arabic

**Honors/Distinctions:** University Housing Honored Instructor Award  
Instructor, Arabic, Persian, and Turkish Language Immersion Institute  
Facilitator, Interdepartmental Orientation Workshop, UW-Madison

<b>Astou Gueye</b>	<b>African Cultural Studies</b>
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**Time Devoted to African Studies:** 100%

**Languages:** Wolof (5)

**Field Experience:** Senegal

**Area Studies Courses:** AFR 392: Second Semester Wolof

**Honors/Distinctions:** Panel Chair, Nostalgia and Memory in Postcolonial Africa Conference

<b>David Lukhachi</b>	<b>African Cultural Studies</b>
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**Time Devoted to African Studies:** 100%

**Academic Specializations:** Local television programming in Kenya

**Languages:** Swahili (5), Luo, Luhya

**Field Experience:** Kenya

**Area Studies Courses:** AFR 331: First Semester Swahili  
AFR 334: Fourth Semester Swahili

**Honors/Distinctions:** Participant, Outreach Scholars Program  
Panelist, Teaching African Languages Roundtable  
Facilitator, Interdepartmental Orientation Workshop, UW-Madison

<b>Mwita Muniko</b>	<b>African Cultural Studies</b>
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**Time Devoted to African Studies:** 100%

**Languages:** Swahili (5)

**Field Experience:** Kenya

**Area Studies Courses:** AFR 436: Advanced Studies in Swahili Language: Reading

Language Proficiency levels are self-reported according to the following scale:  
1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

**Vincent Ogoti****African Cultural Studies**

**Time Devoted to African Studies:** 100%

**Languages:** Swahili (5)

**Field Experience:** Kenya

**Area Studies Courses:** AFR/AFRO AM 233: Global HipHop and Social Justice  
AFR 333: Third Semester Swahili

**Kazeem Sanuth****African Cultural Studies**

**Additional Affiliations:** Second Language Acquisition

**Time Devoted to African Studies:** 100%

**Educational History:** M.A. University of Wisconsin-Madison

B.A. University of Lagos, Nigeria

**Academic Specializations:** Intercultural communicative competence

**Languages:** Yoruba (5)

**Field Experience:** Nigeria

**Area Studies Courses:** AFR 371-475: Beginning, Intermediate, and Advanced Yoruba

**Honors/Distinctions:** Fulbright Foreign Language Teaching Scholar  
Junior Research Fellow, Kwara State University (Nigeria)

**Selected Recent Publications:**

2018 "Navigating between a Monolingual Utopia and Translingual Realities: Experiences of American Learners of Yorùbá as an Additional Language" *Applied Linguistics*, with Junko Mori.

## Administrative Support – African Studies

**Aleia McCord**

**Associate Director, African Studies Program**

**Additional Affiliations:** Nelson Institute for Environmental Studies, Makerere University Center for Research in Energy and Energy Conservation

**Time Devoted to African Studies:** 100%

**Tenure Status:** Associate Director/Lecturer (non-tenured)

**Educational History:** Ph.D. University of Wisconsin-Madison, 2016  
M.S. University of Wisconsin-Madison, 2013  
B.A. Grinnell College, 2003

**Academic Specializations:** Energy, health, entrepreneurship, waste management, microbial ecology

**Field Experience:** Ghana, Tanzania, Uganda

**Area Studies Courses:** ENV ST 978: Environmental Conservation Tools Modules

**Honors/Distinctions:** Co-Founder/Director, W2E Uganda  
Recipient, Global Center for Food Systems Innovation grant  
Recipient, USAID Development Innovations Ventures grant  
Recipient, UW-Madison Baldwin Wisconsin Idea Award  
Recipient, Wisconsin Without Borders Award for Excellence in Global Engaged Scholarship

**Selected Recent Publications:**

Forthcoming “Anaerobic Digestion and Public Sanitation in Kampala: Risks and Opportunities” with S. Stefanos, et.al.

2017 “The impact of Biogas and Fuelwood Use on Institutional Kitchen Air Quality in Kampala, Uganda” *Indoor Air*, with S. Stefanos, et.al.

2014 “Fecal Microbiomes of Non-Human Primates in Western Uganda Reveal Species-Specific Communities Largely Resistant to Habitat Perturbation” *American Journal of Primatology*, with C. Chapman, et.al.

**Meagan Doll**

**Assistant Director, African Studies Program**

**Time Devoted to African Studies:** 100%

**Tenure Status:** Assistant Director for Operations (non-tenured)

**Educational History:** M.A. University of Wisconsin-Madison

**Academic Specializations:** Foreign policy, Human rights, International development, Public health

**Field Experience:** Uganda

**Honors/Distinctions:** Coordinator, Mandela Washington Fellowship  
Coordinator, African Studies Foreign Language and Area Studies Fellowships

**James Delehanty****Institute for Regional and International Studies****Time Devoted to African Studies:** 20%**Tenure Status:** Executive Director (non-tenured)**Educational History:** Ph.D. University of Minnesota, 1988

M.A. University of Chicago, 1979

B.A. University of Minnesota, 1977

**Academic Specializations:** Historical geography, cultural ecology, and land use change in Africa**Languages:** French (4), Hausa (3), Swahili (1)**Field Experience:** Niger, Kenya, Chad, Senegal, South Africa, Uganda**Honors/Distinctions:** Former Associate Director, African Studies Program

Distinguished Faculty Associate, African Studies Program

Recipient, Anne Wallace Career Achievement Award, UW-Madison

**Nancy Heingartner****Institute for Regional and International Studies****Time Devoted to African Studies:** 20%**Tenure Status:** Assistant Director for Outreach (non-tenured)**Educational History:** Ph.D. Brown University, 1996

M.A. Brown University, 1992

B.A. Oberlin College, 1988

**Academic Specialization:** Slavic Linguistics**Languages:** Russian (5), Czech (3), French (1)**Field Experience:** Russia, Ukraine, Czech Republic**Honors/Distinctions:** Former Outreach Specialist, Center for Russia, East Europe & Central Asia**Mark Lilleht****Institute for Regional and International Studies****Time Devoted to African Studies:** 20%**Tenure Status:** Assistant Director for Awards (non-tenured)**Educational History:** Ph.D. (A.B.D.) University of Wisconsin-Madison

M.A. University of Wisconsin-Madison, 1998

B.A. University of Virginia, 1991

**Honors/Distinctions:** Fulbright Program Advisor

Program Coordinator, Go Global! @ UW-Madison

Founder/editor, *African Poetry Review (USA)*

Language Proficiency levels are self-reported according to the following scale:

1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

**Felecia Lucht****Institute for Regional and International Studies****Time Devoted to African Studies:** 20%**Tenure Status:** Director, Wisconsin Summer Language Institute (non-tenured)**Educational History:** Ph.D. University of Wisconsin – Madison

M.A. University of Wisconsin – Madison

M.A. American University

B.A. University of Wisconsin – Stevens Point

**Academic Specializations:** Second Language Acquisition Theories, Pedagogy**Languages:** German (5)**Honors/Distinctions:** Director, Basic German Language Sequence Program, Wayne State University**Ron Machoian****Institute for Regional and International Studies****Time Devoted to African Studies:** 20%**Tenure Status:** Interim Executive Director (non-tenured)**Educational History:** Ph.D. University of Missouri

M.A. University of Missouri

B.S. California State University, Fresno

**Academic Specializations:** Educational leadership, policy studies**Area Studies Courses:** INT ST 401: Topics in Global Security**Honors/Distinctions:** Director, International Safety and Security**Sarah Ripp****Institute for Regional and International Studies****Additional Affiliations:** Latin American, Caribbean and Iberian Studies Program**Time Devoted to African Studies:** 20%**Tenure Status:** Assistant Director for Programming and Communication (plumm)**Educational History:** M.A. University of Denver, 2001**Languages:** Spanish (3), French (1)**Field Experience:** Canada, Costa Rica, France, Italy, Mexico, Portugal, Spain, the United Kingdom**Honors/Distinctions:** Undergraduate Advisor, Latin American, Caribbean and Iberian Studies

**Ellen Sapega****Institute for Regional and International Studies**

**Additional Affiliations:** Spanish & Portuguese  
**Time Devoted to African Studies:** 20%  
**Tenure Status:** Professor (tenured). Faculty Director, IRIS  
**Educational History:** Ph.D. Vanderbilt University, 1988  
 M.A. Vanderbilt University, 1986  
 B.A. Smith College, 1980  
**Academic Specializations:** 20<sup>th</sup> century Portuguese literature and culture  
**Languages:** Spanish (5), Portuguese (5)  
**Field Experience:** the Netherlands, Portugal  
**Area Studies Courses:** Introduction to Afro-Luso-Brazilian Literature  
 Lusophone African Literature  
**Graduate students supervised:** 7  
**Honors/Distinctions:** Former Director, Center for European Studies  
 Recipient, Hilldale Faculty Research Fellowship  
 Recipient, Vilas Associate Award

**Csanád Siklós****Institute for Regional and International Studies**

**Time Devoted to African Studies:** 25%  
**Tenure Status:** Assistant Director for Students and Curriculum (non-tenured)  
**Languages:** Hungarian (5), Norwegian (5), German (3), Swedish (2), French (2)  
**Educational History:** Ph.D. University of Washington, 1992  
 M.A. University of Washington, 1990  
 B.A. University College, London, 1988

**Mary Jo Wilson****Institute for Regional and International Studies**

**Time Devoted to CREECA:** 25%  
**Tenure Status:** Assistant Director for Operations (non-tenured)  
**Educational History:** M.S. University of Wisconsin-Madison, 1991  
 B.A. University of Wisconsin-Madison, 1983  
**Academic Specializations:** Literacy, Adult education  
**Academic Experience/Honors:** Grant recipient, Henry Luce Foundation  
 Member, TAPS committee, IRIS  
 Member, Language Education Extramural Funding Committee  
 Founding member/co-chair, Wisconsin Summer Language Institutes  
 Member, UW-Madison School of Music, Javanese Gamelan ensemble

Language Proficiency levels are self-reported according to the following scale:  
 1 = basic; 2 = fair; 3 = intermediate; 4 = advanced; 5 = fluent or native.

# APPENDIX 2



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## POSITION DESCRIPTIONS

## **APPENDIX 2.**

### **Position descriptions of prospective project personnel**

**University of Wisconsin-Madison**  
**African Studies Program**  
Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

#### **Positions supported with Title VI funds:**

1. **Student office hourlies:** professional development opportunities for undergraduates  
**Appointment:** 10-15 hours per week (Student hourly appointment)  
**Salary:** \$10/hr+ pending experience and tenure  
**Fringe:** 3.1%
  
2. **Outreach Project Assistants:** professional development opportunity for graduate students  
**Appointment:** 50% (20 hours/week, academic year appointment)  
**Salary:** \$16,196  
**Fringe:** \$3855 (24%) + tuition remission (tuition remission is NOT Title VI supported)
  
3. **Teaching Assistants:** for LCTL African languages  
**Appointment:** 50% (20 hours/week, academic year appointment)  
**Salary:** \$16,196  
**Fringe:** \$3855 (24%)
  
4. **Financial Specialist:** to manage NRC-related financial transactions  
**Appointment:** 15% (this is a shared appointment with other area studies centers)  
**Salary:** \$6000 (15% of \$40,000 full-time salary)  
**Fringe:** \$2,676 (44.6% of \$6,000)

## 1. STUDENT OFFICE HOURLIES

### **African Studies Program Undergraduate Intern**

The African Studies Program seeks talented undergraduate students with a passion for the continent to join our community during the XX-XX academic year. Students will work under the direct supervision of the African Studies Program Associate Director on a number of special projects in the center, including hosting visiting scholars and high-level visitors, preparing public programs, and assisting with ongoing research efforts. African Studies is an inclusive and welcoming space dedicated to serving diverse publics. We encourage qualified candidates of all nationalities, genders, sexual orientations, races, and religions and to apply. Qualified candidates should highlight their experience living or working in Africa, and their commitment to creating inclusive programming.

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

#### **Fields:**

Database Management  
Event Planning  
International Education  
Public Relations  
Writing/editing  
Social media  
Research

#### **Estimated Work Hours per Week:** 10-15

Candidate must be available from 11:30 am- 1:30pm on Wednesdays

Flexible scheduling during business hours (9-5, M-F) to accommodate student's course schedule and other commitments.

**Primary Internship Duties :** Assist with administration and communications. Specific duties could include:

- Serve as a professional representative of African Studies Program (ASP) to our faculty, staff, and external community.
- Respond promptly and professionally to ASP center email and direct inquiries to appropriate personnel within the program
- Plan events including support of the ASP weekly seminar series "Africa at Noon," and assist with conferences and special events
- Coordinate travel logistics for invited guests
- Assist with maintenance of financial records, inventories, and communications databases
- Assist with general office tasks such as campus pick-ups/deliveries, making copies, scanning, creating flyers, hanging posters around campus, etc.
- Assist with ongoing research projects

#### **Required Qualifications**

- Superior oral and written communication skills
- Customer service skills

- Excellent interpersonal skills, including experience working in cross-cultural environments
- Demonstrated attention to detail
- Self-starter able to work independently with minimal supervision
- Ability to manage confidential information
- Organizational, time management, and problem-solving skills
- Good academic and disciplinary standing
- Willingness to learn new skills
- Positive attitude
- An interest in global affairs or international exchange

### **Preferred Qualifications**

- Interest in African Studies
- Prior international travel or living experience in Africa
- Previous experience with UW-Madison administrative or financial procedures
- Previous experience with Wordpress, Adobe products, Google Drive, Asana, and Microsoft Excel
- Graphic design and/or photography skills

**Language Notes:** African language skills may be helpful, but are not required for this position

**Academic Level Requirements:** Open to all students

**Compensation:** Starting compensation: \$10.00 per hour

**Academic Credit Information:** Student is encouraged to enroll in ILS-260 or other campus internship course for the Fall XX and/or Spring XX term.

### **APPLICATION PROCESS**

Student Record (unofficial transcript)

Cover letter

Resume

In your letter, please include a web link to two writing samples. If no link is available, you may upload a pdf of writing samples as part of the application materials.

**Application Deadline:** XXX

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## 2. OUTREACH PROJECT ASSISTANTS

African Studies Program (ASP), seeks two graduate student project assistants for the duration of the XX academic year. Appointments will be at 50 percent and require 20 hours of work per week, with compensation at the standard 50 percent PA level and full tuition remission and other assistantship benefits. The purpose of the PAships is twofold: (1) to help ASP develop outstanding public programming and K-12 outreach programs that highlight the diverse scholarship taking place on our campus, and (2) to help prepare selected students for outreach and education-oriented positions after graduation.

Thus, we are especially interested in applications from students whose academic work focuses on some aspect of regional and international studies, who anticipate careers in K-12 education or public service.

### Principal duties

PAs will work under the supervision of the ASP Outreach Coordinator. PAs will plan and execute our three K-12 outreach programs: Outreach Scholars, Day in Africa, and Discovery Boxes, and will assist with developing innovative public programming to reach diverse audiences in the community. Event planning, including age-appropriate content planning, logistics, air ticketing, publicity, and communications are an essential part of this role. Outreach events take place on and off-campus. Applicants should highlight their experience working with diverse audiences and engaging with underserved populations. The candidate will coordinate closely with other outreach professionals within the Institute for Regional and International Studies on cross-regional programming.

Eligibility: Applicants must be UW-Madison graduate students in good standing, making normal progress toward a graduate degree. Applicants must have experience outside the United States and currently working on a degree that has an Africa research dimension, ideally including sustained research abroad.

Applicants should apply for one of two positions: *K-12 outreach* or *public programming*. Strong preference will be given to candidates from the School of Education for the K-12 position. The public programming PA should highlight their event planning experience as well as demonstrated capacity to engage with diverse audiences on and off campus, including business, media, and underserved populations. Application letters should clearly outline the range of the applicant's interests and experiences.

To Apply: Submit a 1-2 letter of application, a current CV, and, on a separate sheet, the names and contact information of two persons, ideally including the applicant's academic advisor, whom we might contact for references if the applicant becomes a finalist. The application letter should be

addressed to:

PA Selection Committee  
African Studies Program  
University of Wisconsin-Madison

Upload all forms on our digital application platform: XXXXX

For full consideration, please apply before 4pm on XXXXXX,

Questions about the assistantships may also be addressed to the email address above.

UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified applicants to apply.

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### 3. TEACHING ASSISTANTS- AFRICAN LANGUAGES

*Note: This position description has never been used, as 100% of African language TAs are recruited directly from the Department of African Cultural Studies. TA packages are often offered to incoming students as part of their recruitment package, and Language Coordinator Katrina Daly Thompson is extremely dedicated to personally vetting each instructor to ensure proper pedagogical experience and appropriate English proficiency. In the **exceptionally** rare event that ACS graduate students are unavailable or unable to teach a priority language, a description such as this would be sent to our wider African Studies student networks to recruit native speakers from other departments.*

The Department of African Cultural Studies seeks teaching assistants for X, X, X, X, languages. Please see details of the positions below and feel free to share with any interested and qualified candidates.

Courses: XXX,XXX,XXXX Fall 2018

Supervisor: Katrina Daly Thompson, African Languages Coordinator

Lecture schedule: XXXXXXXX

Eligibility: Applicants must be UW-Madison graduate students in good standing, making normal progress toward a degree, specializing in the study of Africa in any department, with life and preferably research experience in Africa. Students must be fluent in XXXX or XXXXX. Applicants must be free to attend XXX and lead XXX sections weekly. Priority consideration will be given to

candidates with previous SLA instruction experience.

Appointment: This is a 50% TA position, which includes tuition remission

Application deadline: XXX, 11:59pm

Submit your application: Please use the Online Application form to submit a one-page cover letter stating background, strengths, and credentials; a CV; and the names and email addresses of two references. Please note that CV and cover letter must be uploaded as a single PDF.

Successful applicants must undergo a language proficiency screening, attend the L&S Teaching Assistant training on XXX, and enroll in the TA pedagogy seminar with Prof. Thompson. Please contact Prof. Thompson directly if you have questions about this position.

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#### **4. FINANCIAL SPECIALIST**

#### **CLASSIFICATION TITLE OF POSITION: FINANCIAL SPEC 2**

#### **POSITION SUMMARY**

This position is responsible for developing and maintaining financial data and all related record-keeping activities for the area studies programs at the University of Wisconsin-Madison. The incumbent independently performs exact accounting and analytical financial services for contributing units. The person must work as a contributing team member by demonstrating a commitment to organizational success, working in autonomous but collaborative units and working with financial staff in the Institute for Regional and International Studies and the International Division. This position requires comprehensive financial knowledge, advanced computer, written and oral skills, and excellent management and organizational skills. The person in this position must have the ability to interpret complex rules and regulations at the University, College, and departmental levels and must possess familiarity with financial policies and procedures of external granting agencies.

#### **PERCENT GOALS AND WORKER ACTIVITIES**

##### **A. 30% PROVIDE FINANCIAL SUPPORT AND RECONCILIATION OF GPR AND NON-GPR FUNDS**

1. Establish and maintain a comprehensive computer-based financial system. Using existing financial data in WISDM, track all accounts (101, 133, 136, 144, 150, 233 etc.) for the three contributing centers. Reconcile WISDM against the accounting systems. Resolve discrepancies in a timely manner, working with appropriate campus offices (UW Business Services, Research and Sponsored Programs, ID Dean's Offices).
2. Maintain knowledge of ending dates of all funds. Monitor fund accounts to ensure that

budgets are accurate. Prepare regular budget projections and expenditure reports for each unit, in compliance with campus and/or external funder reporting requirements. Balance and close accounts at end of each grant cycle.

3. Monitor transactions charged to funds to ensure compliance with university rules and regulations relating to purchasing, accounts payable, payroll, personnel, and research administration. Gain knowledge of rules and regulations of external grantors. Resolve all accounting discrepancies, initiating salary or non-salary cost transfers when appropriate.
4. Maintain knowledge of auditing and oversight requirements of external granting agencies.

#### **B. 30% BUSINESS SUPPORT FOR FUNDS**

1. Develop and manage accurate procedures for processing invoices, vouchers, and other financial documents. Assign program numbers to ensure appropriate accounting to activity/program.
2. Prepare expenditures for supervisors' signature (or electronic approval) for the units' accounts. Compute and prepare requisitions, requests for expense reimbursement, and fee payments. Ensure class codes and other pertinent information are accurate and comply with university rules and regulations; submit to relevant Dean's office for processing.
3. Receive, document, and deposit money received and process refunds according to the rules and regulations of the University.
4. As the site manager for each units Pro-Card, maintain appropriate source documents, make funding edits as directed by Center staff, work with Center staff to resolve disputes with vendors.
5. Process e-reimbursements for guest lecturers; as needed, serve as designee for entering travel and expense reports and staff on e-reimbursement. Provide advice to center faculty and staff on use of e-reimbursement.
6. Prepare required paperwork (e.g. PIRs, third-party tuition forms, Direct Payments) for all three centers. Assist each centers FLAS coordinator with collection of required documentation (W-4s, W-9s, Certification of Eligibility) from students and tracking payments to ensure compliance with University and Federal policies. Keep a ledger account of all FLAS expenses (tuition, stipend, travel).

#### **C. 20% PERSONNEL/PAYROLL SUPPORT**

1. In conjunction with Center supervisors and with Division-level payroll staff, prepare JEMS documentation for student hourly, academic staff, graduate assistant, and zero-dollar honorary fellow appointments (create and terminate appointments, adjust pay rates as necessary, and assign funding.)
2. Initiate and maintain a file of all forms needed for recruitment, hiring and appointment of Center employees.
3. Document work eligibility of all new hires; obtain appropriate payroll forms and letters of acceptance. Maintain auditable I-9 files and work with Division-level staff on processing

Criminal Background Checks.

**D. 15% GENERAL CENTER SUPPORT**

1. Order fleet cars and parking permits as requested by staff.
2. Order office and program supplies (obtain estimates, specifications, etc.). Maintain accurate and current records of the unit inventory and capital equipment. Maintain office equipment. Coordinate equipment service.
3. Assist with maintaining security of unit office and equipment; issue keys and record distribution.
4. Archive departmental records. Ensure timely and confidential archiving or disposal of outdated materials.

**E. 5% OTHER DUTIES AS ASSIGNED**

1. Serve on Administrative Teams.
2. Attend training seminars and workshops to keep current on changing rules and regulations and to learn new software applications and required programs, and to develop and refine further skills related to professional growth.
3. Activities as assigned by supervisor.

**KNOWLEDGE AND SKILLS**

1. Knowledge of complex financial management and budgetary practices and principles.
2. Knowledge of University and International Division policies and procedures Knowledge or ability to understanding of UW-Madison accounting and reporting systems.
3. Experience interpreting multiple sets of reimbursement rules and regulations (State, Federal, external grantors).
4. Proficient in Microsoft Excel and Word. Experience with or the ability to learn other accounting and data-management software (e.g. Quickbooks, Microsoft Access).
5. Proficient in web-based accounting systems, such as WISDM or Peoplesoft. Ability to maintain confidentiality and exercise good judgment.
6. Excellent written and oral communication skills.
7. Ability to work independently to make decisions and resolve problems.
8. Excellent organizational and time management skills; ability to handle multiple tasks. Ability to work as a contributing team member of the Institute and area studies centers.

**HOW TO APPLY:**

Please use the UW-Madison online job portal for applications. Applications sent by mail or email will not be accepted. Required application materials for the online portal will include a letter of application, an up-to-date curriculum vitae, and a document listing which language

you are applying to teach. Finalists will pass through a second round of screening and may be required to submit additional information. Finalists will be contacted and given instructions for the second screening. Position will remain open until filled. Please contact the department or institute before submitting an application after the assured consideration deadline. Questions about the assistantships may also be addressed to the email address above. UW-Madison is an equal opportunity/affirmative action employer. We promote excellence through diversity and encourage all qualified applicants to apply.

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# APPENDIX 3



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## COURSE LIST

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

Comprehensive National Resource Center and FLAS Institution  
African Studies 2018-22

**APPENDIX 3. COURSE LIST INDEX**

- Courses are organized by department alphabetically on the following pages
  - Cross-listed courses are listed only in the first department in which it appears
  - Instructors who are ASP faculty are in bold.
- 

African Cultural Studies	Forest and Wildlife Ecology
Afro-American Studies	French & Italian
Agriculture and Applied Economics	Gender and Women's Studies
Agronomy	Geography
Animal Sciences	History
Anthropology	History of Science
Art History	International Business
Botany	International Studies
Community and Environmental Sociology	Journalism and Mass Communication
Curriculum and Instruction	Law
Dance	Management and Human Resources
Economics	Political Science
Educational Policy Studies	Population Health Sciences
Environmental Studies	Spanish & Portuguese
Folklore Program	Sociology

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
<b>AFRICAN CULTURAL STUDIES (formerly African Languages &amp; Literature)</b>									
100	Intro to African Cultural Expression	<b>Brown, England, Radano</b>	100%	3			68		x
201	Intro-African Languages & Literature	<b>Brown, England</b>	100%	3	125		121	1	x
210	The African Storyteller (Crosslisted with Folklore Program)	<b>Brown</b>	100%	3	270		365	1	x
220	HipHop & Politics in Senegal	<b>Sajrani</b>	100%	3	7		11		x
233	Global HipHop & Social Justice (Crosslisted with Afro-American Studies)	<b>Sajrani</b>	100%	3	191	2	190		x
277	**Africa: Introductory Survey (Crosslisted with Afro-American Studies, Anthropology, Geography, History, Political Science)	<b>Fair, Kodesh</b>	100%	4	228	11	244	17	x
297	African & African-American Linkages (Crosslisted with Afro-American Studies, History, Political Science)	<b>Olaniyan</b>	100%	4			23		x
300	Francophone Africa in Translation	Correa (MATC)	100%	3	10				x
300	Contemporary Arabic Literature & Cinema	<b>El-Nossery</b>	100%	3	22	2	23	1	x
300	Arab Publics	<b>England</b>	100%	3			20		x
300	Arabic Fiction & Falsehood	<b>England</b>	100%	3			11	1	x
321	First Semester Arabic (Crosslisted with Languages & Cultures of Asia)	<b>England &amp; staff</b>	100%	4-5	58	4	59	4	x
322	Second Semester Arabic (Crosslisted with Languages & Cultures of Asia)	Staff	100%	4-5	41	2	26	5	x
323	Third Semester Arabic (Crosslisted with Languages & Cultures of Asia)	Staff	100%	4	26	4	24	1	x
324	Fourth Semester Arabic (Crosslisted with Languages & Cultures of Asia)	Staff	100%	4	17	2	9	2	x
325	Colloquial Arabic	Staff	100%	2			3		x
327	Elementary Summer Immersion Arabic (Crosslisted with Languages & Cultures of Asia)	Staff	100%	8		7			x
331	First Semester Swahili	<b>Thompson &amp; Staff</b>	100%	5	6	1	4	3	x
332	**Second Semester Swahili	<b>Thompson &amp; Staff</b>	100%	5	3	1	2	2	x
333	**Third Semester Swahili	Staff	100%	4	1	1		2	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
334	**Fourth Semester Swahili	Staff	100%	4	1	1		1	x
335	**First Semester Zulu	Staff	100%	5	4				x
336	**Second Semester Zulu	Staff	100%	5	2				x
370	Islam: Religion and Culture (Crosslisted with Languages & Cultures of Asia, Religious Studies)	Staff	100%	3			32	7	x
371	**First Semester Yoruba	Staff	100%	5	3	1	2	1	x
372	**Second Semester Yoruba	Staff	100%	5	3		1		x
373	**Third Semester Yoruba	Staff	100%	4	1		2		x
374	**Fourth Semester Yoruba	Staff	100%	4			1		x
392	**Second Semester Wolof	Staff	100%	5	1	1	7		x
393	**Third Semester Wolof	Staff	100%	4					x
399	Directed Study-African Language	<b>Thompson</b>	100%	3	1		1		x
402	Theory-African Literature	<b>Olaniyan</b>	100%	3	4	1			x
403	Theories of African Cultural Studies	<b>Radano</b>	100%	3			5	2	x
405	African Soccer	<b>Schatzberg</b>	100%	3		15			x
405	Nollywood	<b>Brown</b>	100%	3	30				x
405	The Problem of Whiteness	<b>Sajani</b>	100%	3	90	5	55	15	x
405	Africa & the Internet	<b>Royston</b>	100%	3			20	30	x
409	Global Jazz & Blues Authentication	<b>Radano</b>	100%	3			8		x
427	Intermediate Summer Immersion Arabic (Crosslisted with Languages & Cultures of Asia)	Staff	100%	8	2	4			x
435	Advanced Studies-Swahili Lang-Gr	Staff	100%	3	4	6	2	2	x
436	Advanced Studies-Swahili Lang-Rd	Staff	100%	3	2	3			x
445	Self and Memory in Arabic Literature	<b>England</b>	100%	3	2	1			x
445	Politics in Arabic Literature & Film	<b>England</b>	100%	3			1	3	x
446	Readings-Advanced Arabic Texts	<b>Mustafa</b> (Academic Staff)	100%	3	3	1			x
451	Lusophone African Literature (Crosslisted with Spanish & Portuguese)	<b>Madureira</b>	100%	3	3	3			x
495	Fifth Semester Arabic	<b>Mustafa</b> (Academic Staff)	100%	3	5	1	7	1	x
496	Sixth Semester Arabic	<b>Mustafa</b> (Academic Staff)	100%	3	5	1			x
605	Black Radical Tradition	<b>Sajani</b>	100%	3	3	12			x
605	Cultural Geographies of Africa & Middle East	<b>England</b>	100%	3	15	9			x
605	Diaspora Theories & Tropes	<b>Sajani</b>	100%	3			6	12	x
605	Sound & Afro-Modernity	<b>Royston</b>	100%	3				12	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
609	Advanced Global Black Music Study	<b>Radano</b>	100%	3	8	10	10	4	x
670	**Theory & Methods LCTL Learning	<b>Thompson</b>	100%	2		4	3	9	x
671	**Multilanguage Seminar	<b>Thompson</b>	100%	4		11	4	14	x
700	Reading & Writing African Cultural Studies	<b>Fair</b>	100%	3		3		9	x
703	Teaching African Languages	<b>Thompson</b>	100%	1		6		9	x
901	Imagining Islam	<b>England</b>	100%	3		6			x
901	Intellectual History of Cultural Studies	<b>Radano</b>	100%	3		12			x
905	African Political Thought	<b>Schatzberg</b>	100%	3				18	x
905	Africa and (Neo)Liberalism	<b>Brown</b>	100%	3				18	x
905	The Invention of Africa	<b>Madureira</b>	100%	3				12	x
<b>AFRO-AMERICAN STUDIES</b>									
231	Intro to Afro-American History	<b>Clark-Pujara</b>	25%	3	183	3	185	3	x
233	Global HipHop & Social Justice	<b>Sajnani</b>	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
241	Intro-African Art & Architecture (Crosslisted with Art History)	<b>Drewal</b>	100%	3			53	14	x
242	Intro to Afro-American Art (Crosslisted with Art History)	<b>Black</b>	25%	3	115	5	108	7	x
277	**Africa: Introductory Survey	<b>Fair, Kodesh</b>	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
297	African & African-American Linkages	<b>Olaniyan</b>	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
318	West African Dance/Music-Americas (Cross listed with Dance, Music)	<b>Walker</b>	100%	3			26	2	x
322	Afro-American History to 1900 (Crosslisted with History)	<b>Clark-Pujara</b>	50%	3	30	1			x
367	Women-African Diaspora & Africa (Crosslisted with Gender & Womens Studies)	<b>Almiron</b>	100%	3			7	1	
<b>AGRICULTURAL AND APPLIED ECON</b>									
350	World Hunger & Malnutrition (Crosslisted with Agronomy, CALS, Nutritional Sciences)	<b>Bach, Stiegert, Thurlow</b>	25%	3	287		300	4	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
477	Agricultural & Economic Development-Africa (Crosslisted with Economics)	Foltz	100%	3	15	7	38	5	x
731	Development Economics 2 (includes Africa examples)	Foltz	50%	3		11			x
881	Benefit-Cost Analysis (Crosslisted with Environmental Studies and LaFollette School of Public Affairs) (Course content includes an African farmer simulation exercise)	Tjernstroem	25%	3	2	13	1	18	x
<b>AGRONOMY</b>									
203	Introduction to Global Health (Crosslisted with Etomology, Nutritional Sciences)	Tanumihardjo & Staff	25%	3	495	2	494		x
350	World Hunger & Malnutrition	Bach, Stiegert, Thurlow	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
377	Cropping Systems-Tropics	Picasso Risso	25%	3	10	1	11		x
474	Economic Problems-Developing Areas Crosslisted with Economics	Alix-Garcia, Dower	50%	3	67	1	51		x
<b>ANIMAL SCIENCES</b>									
370	Livestck Production & Health-Agricultural Development (Crosslisted with Dairy Science)	Reed	25%	3	56	2	58		x
<b>ANTHROPOLOGY</b>									
100	General Anthropology	Bunn, McFarland, Pickering, Wendland	25%	3	456	5	395	18	x
104	Cultural Anthropology & Human Diversity	Stambach	50%	3	1512	7	1470	7	x
231	Intro to Social Medicine (Crosslisted with Medical History and Bioethics)	Gomez	50%	3			29		x
277	**Africa: Introductory Survey	Fair, Kodesh	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
321	Emergence of Human Culture	Bunn, Pickering, McFarland, Wendland	25%	3	29	6	29	3	x
330	Anthropology of Tourism	Quick	25%	3-4	12	5			
333	Prehistory of Africa	Bunn	100%	3	8	2			
343	Anthropology of Religion (Crosslisted with Religious Studies)	Al-Mohammad	25%	4	21				x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
345	Family, Kin & Community-Anthro	Stambach	75%	3	12	2			
348	Economic Anthropology	Stambach	75%	3-4	9	4			
391	Bones for the Archaeologist	Bunn	50%	3	12	2	13		x
490	Culture and Health in Africa	Wendland	100%	3	42				
490	Anthropology of Morals and Ethics	Al-Mohammad	25%	3	45				
490	Archaeology of Ritual and Religion	Kim	25%	3	48				
490	Intro to Primatological Research	McFarland	100%	3	18				
490	Ethnoprimateology	Strier	100%	3			21		
490	Anthropology of Biomedicine	Wendland	75%	3			30		
490	Archaeology of Migration	Clayton	25%	3					x
490	Extinction in Human Evolution	Hawks	75%	3					x
925	Socio-Economic Change-Underdeveloped Area (Crosslisted with Community & Environmental Sociology, Sociology)	Conti	50%	3		16			
940	Anthropology of Global Climate Change	Lepowsky	25%	3				10	
970	Anthropology & Education (Crosslisted with Educational Policy Studies)	Bartlett	75%	3		9		10	x
983	Interdepartmental Seminar-African Studies (Crosslisted with Geography and History)	Kodesh	100%	3		10			x
<b>ART HISTORY</b>									
241	Intro-African Art & Architecture	Drewal	100%	3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				x
242	Intro to Afro-American Art	Black	25%	3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				x
600	Cross-Cultural Arts	Casid	25%	3		2			
<b>BOTANY</b>									
651	Conservation Biology (Crosslisted with Environmental Studies, Forest & Wildlife Ecology, Zoology)	Waller	50%	3	26	7	37	4	x
<b>CALS</b>									

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
350	World Hunger & Malnutrition	Bach, Stiegert, Thurlow	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
<b>COMMUNITY &amp; ENVIRONMENTAL SOC</b>									
434	People, Wildlife & Landscapes (Crosslisted with Environmental Studies, Geography)	Naughton	75%	3	20	1			
540	Social-International Development, Environment & Sustainability (Crosslisted with Environmental Studies, Sociology)	Garoon	75%	3	29	5	27	2	x
630	Soc:Developing Societies/3rd World (Crosslisted with Sociology)	Seidman	75%	3			71	3	x
925	Socio-Economic Change-Underdeveloped Area	Conti	50%	3	ENROLLMENTS: SEE ANTHROPOLOGY				
940	Socio-Economic Change (Crosslisted with Sociology)	Seidman	75%	3		6		20	x
<b>CURRICULUM &amp; INSTRUCTION</b>									
375	Globalizing Education	Hawkins, Popkewitz	75%	3	22	10	20		x
727	Internationalizing Educational Knowledge	Popkewitz	25%	3				9	x
765	Globalization and Teaching	Popkewitz	25%	3					x
<b>DANCE</b>									
118	African Dance	Walker	100%	1	132	7	160	8	x
318	West African Dance/Music-Americas	Walker	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
<b>ECONOMICS</b>									
477	Agricultural & Economic Development-Africa	Foltz	100%	3	ENROLLMENTS: SEE AGRICULTURE AND				x
663	Population and Society Crosslisted with Sociology	Grant	50%	3	22	14	27	1	x
<b>EDUCATIONAL POLICY STUDIES</b>									
150	Human Rights & Education	Kendall	75%	3	75	1			
150	Education for Social Change	Kendall	75%	3	29		58	1	x
150	Climate Change & Sustainable Education	Johnson	50%	3	25				
150	Sexuality and Education	Kendall	75%	3					x
335	Globalization and Education (Crosslisted with International Studies)	Staff	50%	3	54	2	62		x
340	Comparative Education	Bartlett	25%	3	21	1	73	7	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
760	Education in Developing Societies	<b>Bartlett</b>	100%	3		11			
780	Political Economy	Anderson	25%	3				5	
780	Migration and Education	<b>Bartlett</b>	75%	3					x
805	Gender Issues-International Education Policy (Crosslisted with Gender & Womens Studies, LaFollette School of Public Affairs)	<b>Kendall</b>	75%	3			1	11	
963	Education Planning & Curriculum-Developing Countries	Gandin	75%	3		5			
970	Anthropology & Education	<b>Bartlett</b>	75%	3	ENROLLMENTS: SEE ANTHROPOLOGY				x
<b>ENVIR ST - GAYLORD NELSON INST</b>									
339	Environmental Conservation Crosslisted with Geography	<b>Turner, Naughton</b>	50%	4	256	2	196	4	x
400	Wolves, Dogs, and People	<b>Treves</b>	50%	3	19		19		
400	Food Systems & Climate Change	Silva	50%	3	18		10		x
400	Conserving Biodiversity	<b>Treves</b>	50%	3	67		112	4	x
400	Preserving Nature	<b>Treves</b>	25%	3			38	3	
400	Botswana:Ecology & Environment	<b>Rosin</b>	100%	3			1	1	x
434	People, Wildlife & Landscapes	<b>Naughton</b>	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				
537	Culture and Environment (Crosslisted with Geography)	Lehman	50%	4	34	2			
540	Social-International Development, Environment & Sustainability	<b>Garoon</b>	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				x
651	Conservation Biology	<b>Waller</b>	50%	3	ENROLLMENTS: SEE BOTANY				x
881	Benefit-Cost Analysis (Course content includes an African farmer simulation exercise)	<b>Tjernstroem</b>	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
<b>ETOMOLOGY</b>									
203	Introduction to Global Health	<b>Tanumihardjo &amp; Staff</b>	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
<b>FOLKLORE PROGRAM</b>									
103	Intro-Music Culture of the World (Crosslisted with Music)	Richardson	25%	2	336	25	327	17	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
210	The African Storyteller	Brown	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
<b>FOREST AND WILDLIFE ECOLOGY</b>									
548	Diseases of Wildlife (Crosslisted with Surgical Sciences)	Goldberg & Staff	25%	3	72	3	75	1	x
651	Conservation Biology	Waller	50%	3	ENROLLMENTS: SEE BOTANY				x
<b>FRENCH (FRENCH AND ITALIAN)</b>									
271	Intro to Literary Analysis	Dima, El-Nossery	25%	3-4	19	2			x
313	Professional Communication & Culture in Francophone World (Crosslisted with International Business)	Bousquet, Deitz	50%	3	58	1	45	1	x
449	Francophone Modernity Studies	Staff	50%	2-4	15		2		x
462	Littérature et cinéma	El-Nossery	25%	3	22	1			
<b>GENDER AND WOMENS STUDIES</b>									
320	Female Body in the World	Staff	25%	3	36	1	73	4	x
367	Women-African Diaspora & Africa	Almiron	100%	3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				
441	Contemporary Feminist Theories	Lindsay	25%	3	27		24		x
469	Women and Politics (Crosslisted with Political Science)	Tripp	50%	3	47	2	56	4	x
535	Women's Global Health	Alonso	75%	3	50		45	1	
640	Capstone Smr in Gender & Womens Studies	Ipsen	50%	3-4	46				x
805	Gender Issues-International Education Policy	Kendall	75%	3	ENROLLMENTS: SEE EDUCATIONAL POLICY STUDIES				
<b>GEOGRAPHY</b>									
277	**Africa: Introductory Survey	Fair, Kodesh	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
340	World Regions in Global Context	Staff	25%	3	317	6	319	8	x
355	Africa, South of the Sahara	Turner	100%	3	26				
434	People, Wildlife & Landscapes	Naughton	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				
537	Culture and Environment	Lehman	50%	4	ENROLLMENTS: SEE ENVIR ST				

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
538	Humid Tropics	<b>Naughton</b>	50%	4	5	10			
901	Geographical Political Economy	Young	25%	3					x
930	Land Use-Land Cover Change	Schneider	25%	3		7			x
930	Natural Capital & Ecosystem Services	Robertson	25%	3				10	
930	Animal Geog: People-Wildlife	<b>Naughton</b>	50%	3					x
983	Interdepartmental Seminar-African Studies	<b>Kodesh</b>	100%	3	ENROLLMENTS: SEE ANTHROPOLOGY				x
<b>HISTORY</b>									
105	Intro-History of Africa	<b>Bernault</b>	100%	4	48	4			
201	A History of Money	<b>Bernault</b>	75%	3					
201	Roman Africa	Kleijwegt	100%	3					
201	History of Humanitarianism	<b>Callaci</b>	100%	4	15				x
201	Explorers, Colonizers & Travel	<b>Ipsen</b>	100%	4			39		
201	Postcolonialism	Murthy	50%	3					x
205	Islam World:Middle East,500-1500 (Crosslisted with Languages & Cultures of Asia, Religious Studies)	<b>Chamberlain</b>	50%	3	37	6	41	11	x
225	The First Islamic Empire	<b>Chamberlain</b>	50%	3	13	3	40	3	x
225	Modern Middle East: 1800-Present	Torunoglu	50%	3			38	3	
277	**Africa: Introductory Survey	<b>Fair, Kodesh</b>	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
278	Africans in Americas 1492-1808	Staff	100%	3	41				
279	Afro-Atlantic History 1808-Present	<b>Sweet</b>	100%	4	46		47	7	x
283	Intermediate Honors Seminar-Study History (H)	<b>Bernault, Kodesh</b>	50%	3	30				x
283	Healing & Science in Africa	<b>Kodesh</b>	100%	3			7		
297	African & African-American Linkages	<b>Olaniyan</b>	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
322	Afro-American History to 1900	<b>Clark-Pujara</b>	50%	3	ENROLLMENTS: SEE AFRO-AMERICAN STUDIES				x
439	Islamic History:Origin-Ottoman Empire (Crosslisted with Religious Studies)	<b>Chamberlain</b>	50%	3	60	10			
600	AIDS in Global Perspective	Boswell	75%	3	5				
600	World History of Alcohol	<b>Sweet</b>	50%	3	20				x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
600	Slavery & Freedom in Early US	<b>Whiting</b>	50%	3	5				
600	Islam & Politics: 20th Century	<b>Chamberlain</b>	50%	3	11				
600	Slavery, Migration, & Identity	<b>Plummer</b>	50%	3	4				
600	Terrorism in History	Boswell	25%	3			15		
861	Seminar-History of Africa	<b>Bernaut, Callaci, Kodesh, Sweet</b>	100%	1-3	2	24		68	x
983	Interdepartmental Seminar-African Studies	<b>Kodesh</b>	100%	3	ENROLLMENTS: SEE ANTHROPOLOGY				x
<b>HISTORY OF SCIENCE</b>									
350	Disasters	Hicks	25%	3			14		
553	International Health & Global Society (Crosslisted with Medical History & Bioethics, Population Health Sciences)	<b>Keller</b>	50%	3	77	6	79	5	x
<b>INTERNATIONAL BUSINESS</b>									
200	International Business	Tuli	25%	3	383	37	321	35	x
313	Professional Communication & Culture in Francophone World	Bousquet, Deitz	50%	3	ENROLLMENTS: SEE FRENCH				x
365	International Perspectives	Tuli	25%	1-4	263		262		x
<b>INTERNATIONAL STUDIES</b>									
101	Intro to International Studies	<b>Straus &amp; Staff</b>	25%	3-4	290	5	258	1	x
317	The Politics of Human Rights (Crosslisted with Political Science)	<b>Straus</b>	50%	4	74	3	154	9	x
439	Comparative Study of Genocide (Crosslisted with Political Science)	<b>Straus</b>	75%	4			98	3	x
603	Pop Culture/Politics-Global South	<b>Fair</b>	75%	3	16		12		
<b>JOURN AND MASS COMMUNICATION</b>									
620	International Communication	<b>Palmer</b>	50%	4	62	3	22		x
<b>LAFOLLETTE SCHOOL OF PUBLIC AFFAIRS</b>									
805	Gender Issues-International Education Policy	<b>Kendall</b>	75%	3	ENROLLMENTS: SEE EDUCATIONAL POLICY STUDIES				
881	Benefit-Cost Analysis (Course content includes an African farmer simulation exercise)	<b>Tjernstroem</b>	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
<b>LANGUAGES &amp; CULTURES OF ASIA</b>									
205	Islam World:Middle East,500-1500	<b>Chamberlain</b>	50%	3	ENROLLMENTS: SEE HISTORY				x
321	First Semester Arabic	<b>England &amp; staff</b>	100%	4-5	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
322	Second Semester Arabic	Staff	100%	4-5	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
323	Third Semester Arabic	Staff	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
324	Fourth Semester Arabic	Staff	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
327	Elementary Summer Immersion Arabic	Staff	100%	8	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
370	Islam: Religion and Culture	Staff	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
427	Intermediate Summer Immersion Arabic	Staff	100%	8	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
<b>LAW</b>									
918	Climate, Human Rights & Environment	Atapattu	50%	3		9		12	x
918	International Commercial Arbitration	Yackee	25%	3		11		14	x
918	International Environmental Law	Atapattu	25%	3		10		9	
918	International Law: Vis Competition	Yackee	25%	2-3		17		16	x
940	Public Health Law	Charo	25%	3		28		5	
<b>MANAGEMENT AND HUMAN RESOURCES</b>									
365	Leadership	Stajkovic	10%	3					x
700	Organizational Behavior	Stajkovic	10%	3		41		43	
704	Managing Behavior in Organizations	Stajkovic	10%	3	91		46		
<b>MEDICAL HISTORY &amp; BIOETHICS</b>									
553	International Health & Global Society	Keller	50%	3	ENROLLMENTS: SEE HISTORY OF SCIENCE				x
<b>MUSIC</b>									
103	Intro-Music Culture of the World	Richardson	25%	2	ENROLLMENTS: SEE FOLKLORE PROGRAM				x
318	West African Dance/Music-Americas	Walker	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
<b>NUTRITIONAL SCIENCE</b>									
203	Introduction to Global Health	Tanumihardjo & Staff	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
350	World Hunger & Malnutrition	Bach, Stiegert, Thurlow	25%	3	ENROLLMENTS: SEE AGRICULTURE AND APPLIED ECON				x
<b>POLITICAL SCIENCE</b>									
106	Politics Around the World	Shelef, Leng, Ringe	25%	4	289	11	284	7	x
277	**Africa: Introductory Survey	Fair, Kodesh	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
297	African & African-American Linkages	Olaniyan	100%	4	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
317	The Politics of Human Rights	Straus	50%	4	ENROLLMENTS: SEE INTERNATIONAL STUDIES				x
439	Comparative Study of Genocide	Straus	75%	4	ENROLLMENTS: SEE INTERNATIONAL STUDIES				x
329	African Politics	Tripp	100%	3	13	2	16	2	x
337	International Institution & World Order	Oltmann, Loeza	25%	4	48	1	49		x
401	Islam & World Politics	Jung	50%	3	48	3	52	8	x
401	International Development & Cooperation	Jung	50%	3			7	22	
445	African International Relations	Schatzberg	100%	3	74	6	64	4	x
469	Women and Politics	Tripp	50%	3	ENROLLMENTS: SEE GENDER AND WOMENS STUDIES				x
601	Post-Conflict Peacebuilding	Straus	100%	3	17	1			x
635	Comparative Politics of Sports	Schatzberg	75%	3			19	1	
948	Political Violence	Straus	75%	3		6		9	x
948	Political Economics of Development	Bhavnani	50%	3		11			x
948	Political Inequality	Bhavnani	50%	3				5	
<b>POPULATION HEALTH SCIENCES</b>									
503	Vulnerable Children: Africa	Diprete Brown (Academic Staff)	100%	1			12	4	x
553	International Health & Global Society	Keller	50%	3	ENROLLMENTS: SEE HISTORY OF SCIENCE				x
801	Epidemiology - Infectious Diseases	Sethi	25%	3		19		10	x
<b>PORTUGUESE (SPANISH &amp; PORTUG)</b>									
226	3rd Year Conversation & Composition	Hendrickson	100%	3	4	2	4		x
312	4th Year Conversation & Compositio	Sapega	100%	3	2	6	2	6	x

Course No.	Course Title	Instructor	% Africa	Credits	2016-17		2017-2018		Offered AY18-19
					UG	Grad	UG	Grad	
361	Portuguese Civilization	Sapega	25%	3			20	1	
451	Lusophone African Literature	Madureira	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
467	Survey-Portuguese Literature since 1825	Sapega	25%	3	2	4			
772	Portuguese Literature	Sapega	25%	3		8			
<b>RELIGIOUS STUDIES</b>									
205	Islam World:Middle East,500-1500	Chamberlain	50%	3	ENROLLMENTS: SEE HISTORY				x
343	Anthropology of Religion	Al-Mohammad	25%	4	ENROLLMENTS: SEE ANTHROPOLOGY				x
370	Islam: Religion and Culture	Staff	100%	3	ENROLLMENTS: SEE AFRICAN CULTURAL STUDIES				x
439	Islamic History:Origin-Ottoman Empire	Chamberlain	50%	3	ENROLLMENTS: SEE HISTORY				
<b>SOCIOLOGY</b>									
170	Population Problems	Grant	25%	3	759	5	780	4	x
540	Social-International Development, Environment & Sustainability	Garoon	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				x
630	Soc:Developing Societies/3rd World	Seidman	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				x
940	Socio-Economic Change	Seidman	75%	3	ENROLLMENTS: SEE COMMUNITY & ENVIRONMENTAL SOC				x
925	Socio-Economic Change-Underdeveloped Area	Conti	50%	3	ENROLLMENTS: SEE ANTHROPOLOGY				
<b>SURGICAL SCIENCES</b>									
548	Diseases of Wildlife	Goldberg & Staff	25%	3	ENROLLMENTS: SEE				x
<b>ZOOLOGY</b>									
651	Conservation Biology	Waller	50%	3	ENROLLMENTS: SEE BOTANY				x

# APPENDIX 4



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## PERFORMANCE MEASURES FORMS

**Project Goal #1 – Expand the reach of some of the nation’s most innovative language courses and flagship area studies courses by making them accessible to students from other universities, including community colleges.**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
PM1. Develop and launch online <i>Multilanguage seminar</i> by 2022, to give more community college, BTAA, and UW-Madison students access to studying <i>African</i> LCTLs critical to national interests, and to make an ever-expanding suite of language instructional materials publicly available	1a. Open enrollment in online African Multilanguage seminar	1a. Course is open for student enrollment	Annually	Course catalog	0	0	1	1	1
	1b. Make African language instructional materials available online	2a. Number of language materials available online	Annually	ASP Website	0	0	3	6	10
	1c. Recruit students and increase enrollment	1c. Number of BTAA, MATC, and UW students enrolled	Annually	Enrollment data	0	10	15	20	25
PM2. Develop and launch online African 277: Intro to Africa course	2a. Contract with instructional services to create digital media	2a. Service contract	Annually	Signed contract	0	1	1	1	1
	2b. Pilot flipped classroom design in academic year classroom	2b. Number of modules used in AY class	Annually	Syllabus	0	0	0	3	5
	2c. Launch summer online course	2c. Enrollment in summer course	Annually	Enrollment data	0	0	0	20	50

**Project Goal #2 – Create public programs that explore contemporary themes and generate rigorous debate.**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<b>PM1.</b> Organize weekly public seminar, <i>Africa at Noon</i> , that features diverse perspectives and highlights 12 speakers with diverse career paths	1a. Solicit nominations from faculty for academic speakers	1a. Number of public sector speakers invited	Each semester	Speaker schedule	0	3	6	9	12
	1b. Solicit nominations from faculty for public servant speakers	1b. Number of private sector speakers invited	Each semester	Speaker schedule	0	3	6	9	12
	1c. Solicit nominations from faculty for private sector speakers	1c. Number of academic speakers invited	Each semester	Speaker schedule	0	3	6	9	12
<b>PM2.</b> Host four symposia that bring 20 scholars together to explore a current issue or theme	2a. Solicit proposals for themes from faculty	2a. Number of proposals	Annually	Applications	0	5	10	15	20
	2b. Organize conference	2b. Number of conferences	Annually	Program agenda	0	1	2	3	4
<b>PM3.</b> Co-sponsor 3 community-led special events each year	3a. Solicit proposals from community groups	3a. Number of proposals	Annually	Applications	0	5	10	15	20
	3b. Organize events	3b. Number of events		Program agenda	0	3	6	9	12

**Project Goal #3 – Expand access to our outreach resources, particularly to serve rural and underserved communities.**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<b>PM1.</b> Launch <b>Discovery Box</b> program to reach 2000 K-12 students, including 20 teachers from rural communities by 2022, and evaluate program to ensure compliance with WI Department of Instruction 2018 Social Studies Standards and Global Education Achievement Certificate.	1a. Attend Wisconsin Department of Public Instruction meetings and workshops to become familiar with the new standards.	1a. Number of meetings	Annually	ASP institutional records	0	2	2	2	2
	1b. Work with WDPI, master teachers, & curriculum development specialists to create K-12 lesson materials that meet the new standards. Further develop materials in K-12 professional development workshops and make materials publicly available on DPI website	1b. Number of lesson plans that meet SS/GEAC standards	Annually	ASP/WDPI website	0	0	5	10	20
	1c. Launch a subscription service for K-12 teachers to receive a new Discovery Box each month	1ci. Number of K-12 students reached  1cii. Number of rural teachers reached	Annually	ASP records	0 0	500 5	1000 10	1500 15	2000 20
<b>PM2.</b> Recruit 2-3 teachers from 2-3 underserved schools to participate in <b>Day in Africa</b> , and build in college prep/recruitment into their visit to campus	2a. Recruit teachers from underserved schools	2a. Number of teachers	Annually	Attendance	0	2	4	6	8
	2b. Organize campus visit for students from underserved schools	2b. Number of students from underserved schools who visit campus for DIA	Annually	Attendance	0	40	80	120	200

**Project Goal #4 – Develop new interdisciplinary courses and professional development experiences for our students that encourage post-graduate placements in areas of national need.**

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
<b>PM1.</b> Create 4 new Africa-based private-sector internships for undergraduate students by 2022.	1a. Travel to field sites and meet with private sector leaders and alumni to develop internship sites.	1a. Number of new sites	Annually	ASP records	0	1	2	3	4
	1b. Publicize and recruit talented students	Number of Applications for internship programs	Annually	Applications	0	25	35	45	65
<b>PM2.</b> Create new professional development graduate seminar linked to Africa at Noon speaker series that reaches 70 students by 2022.	2a. Enroll graduate students in professional skills seminar	2a. Number of students enrolled	Annually	Enrollment data	0	10	30	50	70
<b>PM3.</b> Develop two new interdisciplinary courses targeted at students in professional schools that reach 30 students by 2022.	3a. Solicit proposals from professional school faculty	3a. Number of proposals	Annually	Applications	0	5	10	10	10
	3b. Enroll students in new interdisciplinary seminars	3b. Number of students enrolled	Annually	Enrollment data	0	0	0	15	30

# APPENDIX 5



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## LETTERS OF SUPPORT



Jack E. Daniels, III, Ph.D., President

June 8, 2018

Dear Vice Provost Podestá:

Madison College is extremely pleased to support the University of Wisconsin-Madison (UW-Madison) proposals for U.S. Department of Education Title VI National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) grants. Madison College, a Title VI UISFL institution, is proud to partner with UW-Madison's International Division and the Institute for Regional and International Studies (IRIS) and its several area studies centers in a number of mutually beneficial efforts that extend across a spectrum of curriculum programming, events, and developmental opportunities that model the spirit and purpose of Title VI. I want to highlight just a few of these as irreplaceable contributions to Wisconsin's international learning community:

- A cornerstone of our partnership is the *Global Studies Passport* program – a collaborative agreement that increases international studies and language-learning opportunities for Madison College students who enroll in the Interdisciplinary Global Studies Certificate curriculum. The initiative, started in January of 2016, offers a pathway to expand student learning in the international fields of study and cultivate interest in the future completion of area studies and foreign language degrees. *Passport* provides incentives for Madison College students to enroll in globally oriented courses by providing dual credit at both institutions. Recently, we have worked together to streamline enrollment actions and work directly with classroom instructors to ensure available seats for Madison College students in UW-Madison courses. This renewed vigor should increase the number of participants as a pathway to heightened success.
- Madison College remains an enthusiastic stakeholder in the Wisconsin Language Roadmap Initiative, an effort headed by the UW-Madison Language Institute, the Department of Public Instruction, and the Wisconsin Economic Development Corporation. The Language Roadmap strengthens and expands language education in Wisconsin in a strategic framework that provides a coherent plan to match resources to opportunities and needs. An emerging pillar of this initiative is a partnership that allows Madison College students to participate in the Wisconsin Intensive Summer Language Institute (WISLI). This collaboration, once mature, will render many benefits to both institutions -- offering stipends and scholarships to support participating Madison College students while streamlining the program requirements to meet local community college students' unique living and learning circumstances.
- We also are very gratified to continue working with UW-Madison as co-sponsors for the annual International Institute for faculty members of the Wisconsin Technical College System. The International Institute is a forum in which Madison College hosts workshops to strengthen opportunities to integrate international perspectives and comparative global cultures into two-year college classrooms. This program brings together nearly 100 Madison College and other WI Technical College System faculty from around the state for a valuable day of shared learning that places international awareness at the forefront of our teaching repertoire.

- Beginning in 2019, IRIS and other area studies centers are dedicating competitive mini-grants to Madison College and other Wisconsin Technical College System faculty to support efforts to internationalize curricula. These grants, competitively awarded via a jointly administered proposal process, will offer a much-needed means of promoting academic interest in international studies and foreign language education among community college students while invigorating faculty's intellectual pursuits and growth in the global arena.
- In addition to the highlighted programs above, Madison College and UW-Madison have been engaged in rich and substantive collaboration on numerous other initiatives for more than a decade including joint conferences and workshops, shared study abroad opportunities, development of shared Chinese and Arabic language curriculum, International Education Week activities, guest speakers, and faculty professional development.

Madison College welcomes the opportunity to collaborate with UW-Madison on these and other projects and specifically commits to support these initiatives including the following actions and activities:

- Grow enrollment in the *Passport* program through recruitment, promotion and collaboration with IRIS units;
- Recruit, promote, and foster language study dual enrollment and transfer, with particular focus on less commonly taught languages and the Wisconsin Intensive Summer Language Institute (WISLI);
- Collaborate with UW-Madison centers in hosting the annual Madison College International Education Institute;
- Collaborate on a joint proposal and review process to administer faculty mini-grants for international education initiatives;
- Provide documentation of all activities and use of funds in compliance with federal regulations and guidelines.

In summary, Madison College is pleased to support a highly robust and valuable relationship with UW-Madison's International Division and are committed to the initiatives above. This relationship will continue to pay dividends as we work in partnership to broaden students' intellectual horizons and encourage them to consider pursuing degree programs in international studies and foreign languages. The Title VI National Resource Center grants in the International and Area Studies and Foreign Language fields are invaluable to these efforts. On behalf of the Madison College community and the entire State of Wisconsin's Technical College System, I offer my wholehearted support to UW-Madison's several proposals for National Resource Center grants to enable and sustain these irreplaceable initiatives.

Sincerely,



Jack E. Daniels, III, Ph.D.  
President



# College of Menominee Nation

June 14, 2018

Guido Podestá,  
Vice Provost and Dean, International Division  
University of Wisconsin-Madison  
Office of the Provost  
Bascom Hall  
500 Lincoln Drive  
Madison, Wisconsin 53706  
University of Wisconsin Madison

Re: CMN SDI Letter of Support for UW Madison NRC Proposal to U.S Department of Education

Posoh (Hello) Dr. Podestá

As Director of the Sustainable Development Institute at the College of Menominee Nation I am writing to express my strong support for the UW Madison National Resource Centers application to the U.S. Department of Education Title VI competition. In the past few years we have collaborated with UW Madison in hosting international exchanges on CMN campus, at UW Madison events, and other events such as the UN Permanent Forum on Indigenous Peoples Issues. These activities provide opportunities for CMN, SDI and Menominee community members to learn more about other indigenous communities, which creates a better understanding to address issues common to our communities. Through the new proposal we hope to continue to build on these partnerships and opportunities to advance CMN SDI capacity to create and support exchanges with Indigenous communities from around the world on issues of sustainability.

If you have any questions please do not hesitate to contact me at 715/799-6226 or by e-mail [ccaldwell@menominee.edu](mailto:ccaldwell@menominee.edu).

Respectfully,

Christopher M. Caldwell,  
Director of Sustainable Development Institute  
College of Menominee Nation

Cc: Dr. Paul Trebian, President, College of Menominee Nation

**Main Campus**

N172 State Hwy 47-55  
P.O. Box 1179  
Keshena, WI 54135

**Phone**

715.799.5600  
800.567.2344

**Green Bay/Oneida  
Campus**

2733 S. Ridge Road  
Green Bay, WI 54304

**Phone**

920.965.0070  
800.567.2344

**Web**

[www.menominee.edu](http://www.menominee.edu)



June 14, 2018

Guido Podesta  
Dean, The International Division

The Native Nations - UW Working Group was established in 2016 to foster collaborative research, teaching and outreach activities among the 11 Wisconsin Tribes, the University of Wisconsin - Madison, and University of Wisconsin Extension.

As coordinators of the Working Group we strongly support the proposals of the National Resource Centers on campus to the U.S. Department of Education Title VI competition to work with the Tribal Colleges in Wisconsin, particularly the College of Menominee Nation, to incorporate international, intercultural, or global dimensions into their curriculum. We will be building on three years of successful activities and a vibrant dialogue among all the partners and we look forward to continue working with the NRCs to achieve such goals.

Best wishes,

A handwritten signature in blue ink, appearing to read 'Paul Robbins', written in a cursive style.

Paul Robbins  
Director

**Nelson Institute for Environmental Studies**

University of Wisconsin-Madison Science Hall 550 N Park Street Madison, WI 53706 nelson.wisc.edu

Director's Office Phone: 608-265-5296 Fax: 608-262-0014

Academic Programs Office Phone: 608-262-7996 Fax: 608-262-2273

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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# NRC BUDGET



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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22  
**NRC DETAILED BUDGET**

	Narrative Section	2018-19	2019-20	2020-21	2021-22
<b>1.PERSONNEL (inflation @ 1%/yr)</b>					
<b>1.1 ADMINISTRATIVE</b>					
(a) ASP Faculty Director, Dr. Nancy Kendall (School of Ed)	D, p.25	-	-	-	-
(b) ASP Associate Director, Dr. Aleia McCord	D, p.25	-	-	-	-
(c) ASP African Lang. Coordinator, Prof. Katrina Thompson	D, p.25	-	-	-	-
(d) ASP Asst. Director & Outreach Coord., Meagan Doll	D, p.25	-	-	-	-
(e) ASP Africana Librarian, Emilie Songolo	D, p.25	-	-	-	-
(f) Director, WI Summer Language Inst, Dr. Felecia Lucht	D, p.25	-	-	-	-
(g) IRIS Cross-Regional Outreach, Dr. Nancy Heingartner	D, p.25	-	-	-	-
(h) IRIS Curriculum & Advising, Dr. Csanad Siklos	D, p.25	-	-	-	-
(i) IRIS Awards, Mark Lilleleht	D, p.25	-	-	-	-
(j) IRIS Programs & Communication, Sarah Ripp	D, p.25	-	-	-	-
(k) IRIS Business Operations, Mary Jo Wilson	D, p.25	-	-	-	-
(l) Student office hourlies (1000 hr X \$10/hr)	B, p. 17	\$ 10,000	\$ 10,100	\$ 10,201	\$ 10,303
(m) Financial specialist (10% time)	App. 2	\$ 5,000	\$ 5,050	\$ 5,101	\$ 5,152
<b>1.1 SUBTOTAL ADMINISTRATIVE</b>		<b>\$ 15,000</b>	<b>\$ 15,150</b>	<b>\$ 15,302</b>	<b>\$ 15,455</b>
<b>1.2 LANGUAGE INSTRUCTIONAL</b>					
(a) 6X TA, introductory African languages (UW)	G3, p.37	-	-	-	-
(b) Teaching Assistant, Hausa (50% standard TA)	G3, p.37	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(c) Teaching Assistant, Yoruba (50% standard TA)	G3, p.37	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(d) Teaching Assistant, Wolof (50% standard TA)	G3, p.37	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(e) Teaching Assistant, Swahili II/III/IV (50% standard TA)	G3, p.37	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(f) Teaching Assistant, Zulu (50% standard TA)	G3, p.37	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
<b>1.2 SUBTOTAL LANGUAGE INSTRUCTIONAL</b>		<b>\$ 91,750</b>	<b>\$ 92,668</b>	<b>\$ 93,594</b>	<b>\$ 94,530</b>
<b>1.3 AREA AND OTHER INSTRUCTIONAL</b>					
(a) TA, School of Ed. (First-Year Interest Group, Hawkins)	Table A-2, p.9	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
(b) TA, School of Ed. (Int'lizing Education, Popkewitz)	Table A-2, p.9	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
<b>1.3 SUBTOTAL AREA &amp; OTHER INSTRUCTIONAL</b>		<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>	<b>\$ 2,000</b>
<b>1.4 OUTREACH SALARIES</b>					
(a) Outreach PA stipend- Public Programs (50%)	H3,p.44; p.47	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(b) Outreach PA tuition remission- Public Programs (UW)	D, p.26	-	-	-	-
(c) Outreach PA stipend-K-12 (50%)	H3,p.44; p.47	\$ 18,350	\$ 18,534	\$ 18,719	\$ 18,906
(d) Outreach PA tuition remission - K-12 (UW)	D, p.26	-	-	-	-
<b>1.4 SUBTOTAL OUTREACH SALARIES</b>		<b>\$ 36,700</b>	<b>\$ 37,067</b>	<b>\$ 37,438</b>	<b>\$ 37,812</b>
<b>1. PERSONNEL SUBTOTAL</b>		<b>\$145,450</b>	<b>\$146,885</b>	<b>\$ 148,333</b>	<b>\$149,797</b>

	Narrative Section (p)	2018-19	2019-20	2020-21	2021-22
<b>2. FRINGE BENEFITS (inflation @ 3.5% /yr)</b>					
(a) Student office hourlies (3%)	(see above)	\$ 330	\$ 342	\$ 354	\$ 366
(b) Teaching Assistant, Hausa (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(c) Teaching Assistant, Yoruba (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(d) Teaching Assistant, Wolof (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(e) Teaching Assistant, Swahili (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(f) Teaching Assistant, Mutlilanguage seminar (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(g) Teaching Assistant, School of Ed. (FIG, 24%)		\$ 238	\$ 246	\$ 255	\$ 264
(h) Teaching Assistant, School of Ed. (Int'lizing Ed., 24%)		\$ 238	\$ 246	\$ 255	\$ 264
(i) Outreach Project Assistant - Public Programming (24%)		\$ 4,367	\$ 4,520	\$ 4,678	\$ 4,842
(j) Outreach Project Assistant - K-12 (24%)		\$ 4,367	\$ 4,411	\$ 4,455	\$ 4,500
(k) Financial specialist - (44.6%)		\$ 2,230	\$ 2,252	\$ 2,275	\$ 2,298
<b>2. FRINGE BENEFITS SUBTOTAL</b>		<b>\$ 33,607</b>	<b>\$ 34,618</b>	<b>\$ 35,663</b>	<b>\$ 36,743</b>
<b>3. TRAVEL</b>					
<b>3.1 FOREIGN</b>					
(a) Faculty - for tenured faculty to develop Africa expertise	B1, p.14	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
(b) Faculty - for untenured faculty to earn tenure	B1, p.14	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
(c) Africana librarian collections travel	E1, p. 28	\$ -	\$ 2,000	\$ -	\$ 2,000
<b>3.1. SUBTOTAL FOREIGN</b>		<b>\$ 8,000</b>	<b>\$ 10,000</b>	<b>\$ 8,000</b>	<b>\$ 10,000</b>
<b>3.2 DOMESTIC</b>					
(a) Faculty professional dev't- to attend ASA (25 @ \$500)	B1, p.14	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500
(b) Administrative staff travel - to attend ASA or AASP	B1, p.14	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(c) Outreach staff travel - to attend ASA or AASP	H3,p.44; p.47	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
(d) Outreach staff travel - to K-12, MSIs, & public events	H3,p.44; p.47	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
(e) Language TA prof. dev't - NALRC wkshps (4@\$500)	G3, p.38	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
<b>3.2 SUBTOTAL DOMESTIC</b>		<b>\$ 20,500</b>	<b>\$ 20,500</b>	<b>\$ 20,500</b>	<b>\$ 20,500</b>
<b>3. TRAVEL SUBTOTAL</b>		<b>\$ 28,500</b>	<b>\$ 30,500</b>	<b>\$ 28,500</b>	<b>\$ 30,500</b>
<b>4. EQUIPMENT (N/A)</b>					
<b>5. SUPPLIES</b>					
(a) Library acquisitions, Memorial Library Africana Collections	E, p.27	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
(b) Classroom (materials for lang. & area studies courses)	App. 3	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
(c) Outreach (materials for outreach programs)	I, p.47	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
(d) Printing (for outreach, symposia, workshops)	A1.1, p. 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(e) Communications (for outreach, symposia, workshops)	A1.1, p. 1	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
<b>5. SUPPLIES SUBTOTAL</b>		<b>\$ 12,000</b>	<b>\$ 12,000</b>	<b>\$ 12,000</b>	<b>\$ 12,000</b>
<b>6. CONTRACTUAL (N/A)</b>					
<b>7. CONSTRUCTION (N/A)</b>					

	Narrative Section (p)	2018-19	2019-20	2020-21	2021-22
<b>8. OTHER</b>					
<b>8.1 UW-AFRICAN STUDIES INITIATIVES</b>					
	Section A1.1				
(a) Public Programs - African Studies Annual Symposium	p.1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
(b) Public Programs - <i>Africa at Noon</i>	p1	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
(c) Public Programs - Special events	p.3	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(d) Public Programming - Community proposals	p.3	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(e) Student professional dev't - Africanists @ Work	p.6	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(f) Student professional dev't - Africa internship dev't	p.7	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(g) Course dev't - <i>Multilanguage seminar</i> digital media	p.3	\$ 4,000	\$ -	\$ -	\$ -
(h) Course dev't - <i>277. Intro to Africa</i> digital media	p.4	\$ -	\$ 4,000	\$ -	\$ -
(i) Course dev't - 2X interdisciplinary seminars on Africa	p.5	\$ -	\$ -	\$ 8,000	\$ 8,000
(j) Course dev't - <i>Africa at Noon</i> graduate seminar	p.6	\$ 2,000	\$ 2,000	\$ -	\$ -
(k) K-12 - Africa Discovery Box dev't, impact & eval	p.7 (p.9 #6)	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
(l) K-12 - Day in Africa Outreach Event	p.7, p.45	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
(m) Overseas linkages - Int'l Collaborator Awards	B1, p.14	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
(n) MSI/community college - faculty travel to ASA or AASP	p.8	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
<b>8.1 SUBTOTAL UW-AFRICAN STUDIES INITIATIVES</b>		<b>\$ 36,000</b>	<b>\$ 36,000</b>	<b>\$ 38,000</b>	<b>\$ 38,000</b>
<b>8.2 UW-MADISON AREA STUDIES CENTERS COLLABORATIVE CROSS-REGIONAL INITIATIVES</b>					
(a) Community college: MATC Passport Program	Table A-2, p.9	\$ 500	\$ 500	\$ 500	\$ 500
(b) MSI: College of Menominee Nation (CMN) collaboration	Table A-2, p.9	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
(c) MSI Master Teacher Institute	Table A-2, p.9	\$ 500	\$ 500	\$ 500	\$ 500
(d) K-12: Teacher Book Club	Table A-2, p.9	\$ 500	\$ 500	\$ 500	\$ 500
(e) K-12: WI Global Youth Summit & Social Studies Council	Table A-2, p.9	\$ 500	\$ 500	\$ 500	\$ 500
(f) K-12/MSI: In-serv./pre-serv. teacher training at WI MSIs	Table A-2, p.9	\$ 500	\$ 500	\$ 500	\$ 500
(g) NRC Impact & Evaluation: SWEPT-GLOWS /ASOS	C4.1, p.20	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
<b>8.2 SUBTOTAL UW CROSS-REGIONAL</b>		<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>	<b>\$ 6,500</b>
<b>8.3 AFRICA NRC NATIONAL COLLABORATIVE INITIATIVES</b>					
(a) K-12 ASOC Children's Africana Book Award	Table A3, p.10	\$ 400	\$ 400	\$ 400	\$ 400
(b) K-12 ASOC NCSS/NCTE presentations	Table A3, p.10	\$ 500	\$ 500	\$ 500	\$ 500
(c) K-12 ASOC ASA Teachers Workshop	Table A3, p.10	\$ 400	\$ 400	\$ 400	\$ 400
(d) MSI: Howard Curriculum Trng & Dev't Wkshp (Senegal)	Table A3, p.10	\$ 4,000	\$ -	\$ -	\$ -
(e) Africana Librarians joint initiatives	Table A3, p.10	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
<b>8.3 SUBTOTAL AFRICA NRC COLLABORATIONS</b>		<b>\$ 8,300</b>	<b>\$ 4,300</b>	<b>\$ 4,300</b>	<b>\$ 4,300</b>
<b>8. OTHER SUBTOTAL</b>		<b>\$ 50,800</b>	<b>\$ 46,800</b>	<b>\$ 48,800</b>	<b>\$ 48,800</b>
<b>9. MODIFIED TOTAL DIRECT COSTS (MTDC)</b>		<b>\$270,357</b>	<b>\$270,803</b>	<b>\$273,297</b>	<b>\$277,840</b>
<b>10. INDIRECT (F&amp;A) COSTS (@ 8%)</b>		<b>\$21,629</b>	<b>\$21,664</b>	<b>\$21,864</b>	<b>\$22,227</b>
<b>11. TRAINING STIPENDS (SEE FLAS BUDGET)</b>					
<b>12. TOTAL COSTS (lines 9-11)</b>		<b>\$291,986</b>	<b>\$292,467</b>	<b>\$295,161</b>	<b>\$300,067</b>

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**BUDGET NARRATIVE**

**Administrative personnel**

As noted in Section D (p.25) the UW-Madison fully supports the cost of administrative personnel within ASP and IRIS. Support is requested only for 10% of the time of a financial specialist to assist with Title VI payments and paperwork. Support is also requested for student office hourlies. ASP understands student hourly positions to be professional development opportunities and we mentor these students accordingly (B, p.17).

**Language Instructional Personnel**

As noted, UW-Madison supports the cost of most African language instructors, particularly for introductory level courses and high-enrollment courses (Swahili/Arabic). Title VI support is requested for languages with lower enrollments. Rates are standard 50% TA and assume yearly inflation of 5%

**Area and Other Instructional**

Partial-support for two TAs within the School of Education. The FIG (taught by ASP faculty member Maggie Hawkins), serves as a recruitment tool for first-year students with an interest in international issues who may wish to become teachers. The Internationalizing Education course (Popkewitz) offers advanced pre-service teachers training on how to internationalize the K-12 classroom.

**Outreach Salaries**

Support for two 50% Outreach Project Assistants: one for K-12 and one for Public Programs. These are high-quality professional development opportunities for graduate students. Tuition remissions, which cannot be funded by Title VI, will be provided by UW-Madison.

**Travel**

International travel for faculty and partial support for Africana librarian collections travel.

Partial support for core ASP faculty, ASP administrative staff (Associate Director, Assistant Director, Africana librarian, African languages coordinator), and ASP Outreach Assistants to attend either the annual African Studies Association meeting or the Association of African Studies Programs meeting. Partial support to send African language TAs for pedagogy workshops over the summer.

**Supplies**

Africana collections, as needed, under the supervision of Africana librarian Emilie Songolo. Various supplies, printing, communications as needed to support programs.

### **Other-ASP initiatives**

(a-e) speaker fees, speaker travel, room rentals, and other costs associated with hosting public programs.

(f) Please note that these funds will be used to support the costs of developing internships abroad (e.g. site visits, safety checks, curriculum development) and will not be used directly for students (cannot be funded by Title VI).

(g-j) Partial support for costs associated with new course or online course development, including AV/digital media production costs, replacement lecturer costs, course materials, etc.

(k) Support to purchase materials for new Discovery Boxes and funds to support the involvement of the School of Education in evaluating whether Boxes conform with WI State Curricular requirements (site visits, meetings, supplies, etc.)

(l) Space/AV rentals, travel expenses, speaker fees, etc. as needed to produce DAY IN AFRICA (outreach event for high school students)

(m) Faculty may apply to bring international collaborators to visit Madison to deepen institutional ties. The ASP awards committee will select which applications to fund.

(n) Travel expenses for MSI/Community College Africanists to attend national meetings for professional advancement.

### **Other-Cross-regional Collaborations**

(a) Support for events, publicity, and classroom visits to encourage MATC students to take advantage of the Passport Program, which enables them to take UW-Madison Language and Area Studies courses.

(b) Support for CMN faculty to continue internationalizing their curriculum. This may include trips to study abroad sites in Africa, support to attend the U.N. Permanent Forum on Indigenous Issues, and/or expenses for related symposia.

(c-d) Associated event planning expenses

(e) Competitive grant to support teacher participation in WI conferences (GYS/SSC)

(f) Associated event planning expenses

(g) Fees for survey design, administration, analysis

### **Africa NRC Collaborations**

As described in the narrative, page 10.

# FLAS BUDGET

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

Comprehensive National Resource Center and FLAS Institution  
African Studies, 2018-22

**FLAS DETAILED BUDGET**

**The Wisconsin African Studies Program requests:**

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

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

Fellowships will be offered for study of:

**Academic Year:** Arabic, Swahili, Wolof, Yoruba, Zulu, Hausa, and other  
LCTL African languages requested by students in the Multilanguage seminar,  
as approved by IFLE

**Summer:** Priority African languages offered in approved programs

<b>ACADEMIC YEAR</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Graduate student awards</b>					
Institutional Payment	10 @ \$18,000	\$180,000	\$180,000	\$180,000	\$180,000
Subsistence Allowance	10 @ \$15,000	\$150,000	\$150,000	\$150,000	\$150,000
<b>Undergraduate student awards</b>					
Institutional Payment	3 @ \$10,000	\$30,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance	3 @ \$5,000	\$15,000	\$15,000	\$15,000	\$15,000
<b>Total: Academic Year</b>		<b>\$375,000</b>	<b>\$375,000</b>	<b>\$375,000</b>	<b>\$375,000</b>

<b>SUMMER</b>		<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Graduate student awards</b>					
Institutional Payment	6 @ \$5,000	\$30,000	\$30,000	\$30,000	\$30,000
Subsistence Allowance	6 @ \$2,500	\$15,000	\$15,000	\$15,000	\$15,000
<b>Undergraduate student awards</b>					
Institutional Payment	2 @ \$5,000	\$10,000	\$10,000	\$10,000	\$10,000
Subsistence Allowance	2 @ \$2,500	\$5,000	\$5,000	\$5,000	\$5,000
<b>Total: Summer</b>		<b>\$60,000</b>	<b>\$60,000</b>	<b>\$60,000</b>	<b>\$60,000</b>

**FLAS GRAND TOTAL** **\$435,000** **\$435,000** **\$435,000** **\$435,000**