

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 # P015A180067

Grants.gov Tracking#: GRANT12659223

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180067

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (ASC_UNC_GEPA_20181036932362)</i>	e12
6. Grants.gov Lobbying Form	e13
7. Dept of Education Supplemental Information for SF-424	e14
8. ED Abstract Narrative Form	e15
<i>Attachment - 1 (ASC_UNC_abstract_20181036901173)</i>	e16
9. Project Narrative Form	e17
<i>Attachment - 1 (ASC_UNC_NARRATIVE1036932310)</i>	e18
10. Other Narrative Form	e71
<i>Attachment - 1 (ASC_UNC_Profile_Form1036932311)</i>	e72
<i>Attachment - 2 (ASC_UNC_Diverse_Perspectives_and_National_Need1036932312)</i>	e73
<i>Attachment - 3 (ASC_UNC_FACULTY_BIOS1036932313)</i>	e74
<i>Attachment - 4 (ASC_UNC_COURSE_LIST_AREA_STUDIES1036932314)</i>	e141
<i>Attachment - 5 (ASC_UNC_LANGUAGE_COURSE_LIST1036932315)</i>	e151
<i>Attachment - 6 (ASC_UNC_PMFs1036932316)</i>	e153
<i>Attachment - 7 (UNC_GEPA_supplemental1036932365)</i>	e157
<i>Attachment - 8 (ASC_UNC_LETTERS_OF_SUPPORT_20181036932405)</i>	e158
11. Budget Narrative Form	e164
<i>Attachment - 1 (ASC_UNC_2018_22_NRC_FLAS_BUDGET1036932309)</i>	e165

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"/>
--	--	--

* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="African Studies University of North Carolina at Chapel Hill"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="566001393"/>	* c. Organizational DUNS: <input type="text" value="608195277"/>

d. Address:

* Street1: <input type="text" value="104 Airport Drive, Suite 2200, CB 1350"/>
Street2: <input type="text"/>
* City: <input type="text" value="Chapel Hill"/>
County/Parish: <input type="text" value="Orange"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="27599-1350"/>

e. Organizational Unit:

Department Name: <input type="text" value="African Studies"/>	Division Name: <input type="text" value="College of Arts and Sciences"/>
---	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Emily"/>
Middle Name: <input type="text" value="Susan"/>	
* Last Name: <input type="text" value="Burrill"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate Professor"/>

Organizational Affiliation: <input type="text" value="University of North Carolina at Chapel Hill"/>
--

* Telephone Number: <input type="text" value="919-962-1585"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="eburrill@email.unc.edu"/>
--

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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:**

2018-2022 Title VI National Resource Center and Foreign Language and Area Studies Fellowships for African Studies at the University of North Carolina.

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="470,860.00"/>
* 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="470,860.00"/>

*** 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

African Studies University of North Carolina at Chapel Hill

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	116,246.00	119,073.00	121,986.00	124,985.00		482,290.00
2. Fringe Benefits	39,224.00	39,900.00	40,595.00	41,312.00		161,031.00
3. Travel	10,400.00	10,100.00	6,100.00	6,300.00		32,900.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	10,300.00	10,200.00	10,200.00	10,200.00		40,900.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	48,700.00	45,700.00	45,700.00	42,200.00		182,300.00
9. Total Direct Costs (lines 1-8)	224,870.00	224,973.00	224,581.00	224,997.00		899,421.00
10. Indirect Costs*	17,990.00	17,998.00	17,966.00	18,000.00		71,954.00
11. Training Stipends	228,000.00	228,000.00	228,000.00	228,000.00		912,000.00
12. Total Costs (lines 9-11)	470,860.00	470,971.00	470,547.00	470,997.00		1,883,375.00

***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: 06/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 50.00%.

(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 8.00%.

PR/Award # P015A180067

Name of Institution/Organization African Studies University of North Carolina at Chapel Hill	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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>Terry R Magnuson</p>	<p>TITLE</p> <p>Vice Chancellor for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>African Studies University of North Carolina at Chapel Hill</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: University of North Carolina at Chapel Hill

* Street 1: 104 Airport Drive Suite 2200 Street 2: CB#1350

* City: Chapel Hill State: NC: North Carolina Zip: 27599-1350

Congressional District, if known: NC-004

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

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

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Kelly Middle Name:

* Last Name: Dockham Suffix:

* Street 1: 300 Bynum Hall Street 2: CB#7006

* City: Chapel Hill State: NC: North Carolina Zip: 27599-7006

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

Prefix: * First Name: Kelly Middle Name:

* Last Name: Dockham Suffix:

* Street 1: Street 2:

* City: 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: Terry R Magnuson

* Name: Prefix: * First Name: Terry Middle Name: R
* Last Name: Magnuson Suffix:

Title: Vice Chancellor for Research Telephone No.: (919) 966-3411 Date: 06/22/2018

Federal Use Only: Authorized for Local Reproduction 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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

ASC_UNC_GEPA_20181036932362.pdf

Add Attachment

Delete Attachment

View Attachment

African Studies Center University of North Carolina at Chapel Hill

Section 427 of GEPA is addressed in Criteria B.3. and C.3 of the Narrative, as follows:

Nondiscriminatory Employment plan: UNC aggressively pursues applications from persons from underrepresented groups and the hiring of quality faculty of diverse backgrounds through at least two methods. 1) The Carolina Post-Doctoral Program for Faculty Diversity offers scholars from underrepresented groups a 2 year post-doc with the goal of offering them permanent faculty positions has resulted in several successful recruitments to our faculty. 2) The Targeted Hiring Program, managed by the Provost, furthers campus goals for a more diverse faculty by attracting accomplished and talented new faculty members from underrepresented groups for tenure track appointments at UNC. The founding ASC Director and several of our ASC faculty have been recruited through these methods. The Office of Diversity and Multicultural Affairs supports minority faculty, staff, and students. UNC ranks 1st among 13 peer schools in minority faculty with 11.9% (defined as Black/African American, American Indian, and Hispanic, but not Asian heritage). 1/2 of the Advisory Board are either African, African-American, or American Indian, and our office staff includes African Americans and is predominantly female. UNC's Equal Opportunity Office (EOO) reviews departmental hiring procedures and activities to insure fair consideration of all candidates regardless of race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity, or gender expression, and to insure that all position searches are done in accordance with the principles and objectives of UNC's equal opportunity plan. Accommodations are made for any applicant voluntarily self-identified as disabled. The UNC Office of Human Resources ensures that the principle of equal employment opportunity applies to all aspects of employment.

Equal Access Provisions for Students and Participants: UNC has a long tradition of working toward creating a diverse and inclusive campus. The Office of Diversity and Multicultural Affairs works to ensure equal access and treatment for all students through the implementation of a university-wide diversity plan. This office works in partnership with the student organizations including, but not limited to, the Carolina Indian Circle, the Black Student Movement, the Carolina Hispanic Association, and Student Government to offer recruitment programs for prospective students from underrepresented groups. To further enhance the presence of historically underrepresented students, UNC has led the nation in its Carolina Covenant, which guarantees a debt-free college education to eligible low-income students; this program has supported more than 4000 students and has increased the graduation rate for low-income students from 17.5% to 84%. In addition to the Carolina Covenant, more than 1,000 other scholarship funds ensure that UNC is not out of reach for financially disadvantaged students. UNC's commitment to diversity and inclusion is apparent in all activities of the ASC. Our building is handicap-accessible, and our public events make every effort to ensure equal access for persons with mobility-impairment, hearing-impairment, and other special needs. The composition and leadership of our ASC staff, Advisory Board, and faculty welcomes and invites a diversity of participants and of ideas and perspectives. Finally, our ACCESS program is integral to this proposal and specifically, aggressively, and successfully recruits underrepresented students, faculty, and public to participate in every aspect of the ASC's work.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
African Studies University of North Carolina at Chapel Hill	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Terry Middle Name: R
* Last Name: Magnuson	Suffix:
* Title: Vice Chancellor for Research	
* SIGNATURE: Terry R Magnuson	* DATE: 06/22/2018

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.	Emily	Susan	Burrill	

Address:

Street1:	African Studies Center
Street2:	CB#7582
City:	Chapel Hill
County:	Orange
State:	NC: North Carolina
Zip Code:	27599-7582
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919-962-1585	

Email Address:

eburrill@email.unc.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
--	----------------	-------------------	-----------------

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.]

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:

African Studies Center at the University of North Carolina at Chapel Hill
ABSTRACT

Founded in 2005, and drawing on decades of scholarship, the African Studies Center is a national leader in research and teaching in African Studies. 111 preeminent faculty teach 230 language and non-language courses to more than 6000 students; they have mentored hundreds of masters and doctoral students and have contributed significantly to areas of national need in higher education, government service, and the private sector. ASC's outreach office coordinates the dissemination of this knowledge of African societies to educators and the public across our state, region, and nation. The ASC proposes activities that are high quality, designed to build our institutional capacity, and provide evidence for best-practices in fields and approaches that are crucial and cutting-edge.

The title of this proposal is “**Africa steAAm @UNC: Connecting science, technology, engineering, ACCESS, ARTS, and mathematics to Better Understand African Societies.**” In an era where American universities are increasingly encouraged by legislators and administrators to focus on the Science, Technology, Engineering and Math (STEM) fields, UNC has become an international leader. Millions of dollars in research funds are currently harnessed by UNC faculty to study health, disease, poverty, and environment across the African continent. This proposal seeks to both augment and challenge STEM approaches to studying African societies at UNC by foregrounding the importance of Africanist inquiries in the Arts and Humanities, connecting STEM students and researchers more effectively to the study of Africa and African languages, and expanding and improving access to high quality training in African Studies for students at our institution and at our partner Minority Serving Institutions, Community Colleges, and Schools of Education. Building on UNC's deep commitment to African studies and on-going and externally-funded UNC projects in health, environment, and poverty reduction, enables us to meet all competitive preference and absolute priorities for both NRC and FLAS.

By 2022, “**Africa steAAm @UNC**” will:

- expand African **language training** in Bemba and Shona to STEM projects and add elementary and intermediate Yoruba to the six languages available now at UNC;
- create **new courses** that use integrated approaches to explore how non-science inquiries enhance our knowledge of Africa, particularly in inquiries usually emerging from STEM fields (4 at UNC, 4 at Schools of Ed, 4 at Community Colleges);
- deepen **faculty capacity** from UNC-CH, **MSI, CC, and School of Ed** partners to teach and conduct research about and in Africa, from both science and Arts perspectives;
- guide **outreach** programs to train educators in STEM fields and in LAC pedagogy for African and other foreign languages in order to integrate more Africa content;
- enhance **Access** to African Language and African Studies courses and programs to underrepresented students and other participants; and
- **disseminate** these integrated approaches to African Studies to diverse stakeholders in non-profit organizations, the U.S. military, and the people of North Carolina.

ASC's proposed activities are particularly cost-effective because they connect with external funds and are rooted in deep collaborations across our campus, state, and nation. Formative and summative **evaluation** from an external team will provide quantifiable, data-driven assessment of ASC achievements and suggest improvements to our programs in “**Africa steAAm @UNC.**”

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

“Africa steAAm @UNC”

Connecting Science, Technology, Engineering, ACCESS, ARTS, and Mathematics to Better Understand African Societies

A PROPOSAL TO ESTABLISH A COMPREHENSIVE
NATIONAL RESOURCE CENTER WITH FLAS IN AFRICAN STUDIES
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

CFDA # 84.015A and 84.015B
2018-2022



Table of Contents

CRITERION A: PROGRAM PLANNING AND BUDGET	1
A1. Quality and Purpose of Center Activities	1
A2. Effective Use of Resources/Development Plan/Timeline	6
A3. Cost Effectiveness	9
A4. Long-term Impact on Training Programs	10
CRITERION B: QUALITY OF STAFF RESOURCES	11
B1. Qualifications of African Studies Faculty and Professional Staff	11
B2. Organizational Structure of the African Studies Center	12
B3. Nondiscriminatory Employment Plan	14
CRITERION C: IMPACT AND EVALUATION	15
C1. Impact	15
C2. Addressing National Needs and Dissemination	15
C3. Equal Access to Students and Participants	17
C4. Comprehensive Evaluation Plan	18
C5. Placement	21
C6. Contribution to an Improved Supply of Specialists	21
C7. FLAS Awards Address National Needs	22
CRITERION D: COMMITMENT TO AFRICAN STUDIES.....	23
D1. Institutional Support for African Studies	23
CRITERION E: STRENGTH OF THE LIBRARY	26
E1a. Library Holdings and Financial Support	26
E1b. Cooperation and Extent of Availability	28
CRITERION F: QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM.....	29
F1. Quality and Extent of Course Offerings	29
F2. Extent of Interdisciplinary Offerings.....	30
F3. Non-Language Faculty, Teaching Assistants, and Instructional Support	30
F4. Depth of Specialized Course Coverage.....	31
CRITERION G: QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM	32
G1. Instruction and Enrollment in African Languages.....	33
G2. Levels Taught.....	34
G3. Language Faculty.....	35
G4. Quality of Language Instruction and Resources.....	36
CRITERION H: QUALITY OF CURRICULUM DESIGN	38
H1. Incorporation of African Studies into Degree Programs	38
H2. Academic and Career Advising	39
H3. Quality of Graduate Student Training	40
H4. Research and Study Abroad	41
CRITERION I: OUTREACH ACTIVITIES	42
CRITERION J: FLAS AWARDEE SELECTION PROCEDURES	48
CRITERION K: COMPETITIVE PRIORITIES	50

CRITERION A: PROGRAM PLANNING AND BUDGET

A.1. Quality and Purpose of Center Activities: All proposed activities are of high quality and conform to the purpose of the Title VI NRC program to strengthen nationally-recognized centers of excellence in foreign language and area studies in areas of national need and to support and enhance students' access to pursuing these studies. The integrated nature of our proposal addresses all Absolute Priorities (AP1, AP2) and Competitive Preference Priorities (CPP1, CPP2, FLAS CPP1, FLAS CPP2) for this competition.

The title of this proposal is **“Africa steAm @UNC: Connecting science, technology, engineering, ACCESS, ARTS, and mathematics to Better Understand African Societies.”** In an era where legislators and administrators encourage American universities to focus on the Science, Technology, Engineering and Math (STEM) fields, UNC has become an international leader. More than \$250M of research funds are currently harnessed by UNC faculty to study health, disease, poverty, and environment across the African continent. A few examples of this research include UNC Project Malawi, a 20-year old NIH-funded medical research program on HIV, malaria, TB, and other fields, which employs hundreds of Malawian doctors, nurses and technicians; MEASURE, a “big data” evaluation program funded by USAID that works in 28 different African countries and helped chart the 2014 Ebola epidemic for the CDC and WHO; Global Social Development Innovations (GSDI), which researches poverty reduction/cash transfers with funding from MasterCard and Ford Foundations in 4 countries; and the PIRE grant from the NSF, which conducts research on environmental problems in 3 African countries. These are significant and worthy STEM projects. This proposal aims to both augment and challenge a STEM paradigm by exploring how a deep commitment to expanding ACCESS to African

African Studies Center UNC-Chapel Hill

Studies and how academic fields related to the ARTS and humanities can be central to understanding the pressing global issues of our times.

We offer two stories to explain our title: First story: This summer 13 students are participating in a study abroad program in Malawi that is the first of its kind at UNC. All of these students are from low socioeconomic backgrounds; 77% are first generation college students; none of them had traveled outside the U.S.; each of them faced barriers to participating in the program; and all of them had nearly half of their costs covered by an anonymous donor. One student believed she could not participate because she is a single mother. UNC's B. Arellano helped her identify and address specific obstacles, including finding funding for childcare. At this writing, this student is studying the intersection of human rights and medical care in Malawi, interviewing parliamentarians and burn surgeons at the hospital in Lilongwe. Second story: ASC's P. Jagger was the first social science PI to successfully win a PIRE grant from the NSF. She accomplished this, in part, through direct collaboration with ASC. Her unusual proposal funds language training for students in Chichewa, Bemba, and Shona. 1/3 of the students she recruits for this STEM-focused field research in Malawi, Zambia, and Zimbabwe will come from North Carolina MSIs. Furthermore, the PIRE grant will fund the development of teaching materials for NC K12 and CC classrooms. In addition to language, participants will also learn about cooking and social relationships in specific rural settings where they will be using their expertise in biology and chemistry to better understand rural air pollution and deforestation. Jagger found ASC's work in the last several years on sustainability issues, with developing emphasis on economic, political, social, and artistic resilience, a compelling model, and her embrace of our NRC goals and activities with MSIs and CCs have made her own project even more effective.

“Africa steAAm @UNC” will provide a common thread throughout our proposal, which can be easily seen by looking at Column A in our Budget and in Table A.1 below. Building on on-going and externally-funded UNC projects in health, environment, and poverty reduction, “Africa steAAm @UNC” will expand African language instruction to STEM projects, create new courses that use integrated approaches to explore how non-science inquiries enhance our knowledge of Africa even in STEM projects, deepen faculty capacity from UNC, MSI, CC, and School of Education (SoE) partners to teach and conduct research about and in Africa, from both science and ARTS perspectives, guide Outreach programs, and enhance ACCESS to African Studies courses and programs for underrepresented students and other participants.

ACCESS: For the last 4 years, ASC has been developing, in collaboration with other UNC NRCs, the initiative “Opening Access & Breaking Down Barriers” which expresses our shared commitment to increase the participation of underrepresented students in international activities and programs. The project is geared toward students from a wide range of academic disciplines, ages, educational backgrounds, ability, socio-economic status, and identities of race and gender. In 2014 we established baselines for student participation and engaged in activities to understand the barriers that have made our programs less accessible to diverse students. We assembled over 22 campus units to understand accessibility issues, presented our work at professional education conferences, and created practices to change our institution’s culture so that all students may engage in, and benefit from, global programs and activities. Students who participate in entry level Opening Access programs are deliberately introduced to area studies and funding opportunities like FLAS. ASC has awarded an increasing number of FLAS fellowships to underrepresented students, including from our partner MSI, as a result of this pipeline-effect. “Opening Access” uses modest NRC funds to augment institutional and private donor funds. It

has been so successful that it has become the model for UNC's new Global Guarantee, which uses the same framework but expands programs beyond the NRCs to be more fully integrated into the rest of the university's Colleges and professional schools. Commitment to ACCESS also shapes, and benefits from, our collaborations with MSIs and CCs.

ARTS: In 2014 ASC developed a thematic initiative on "Sustainability in Africa," which encouraged curriculum development and research especially in environmental sustainability. This was exceptionally successful, generating 37 events and 6,263 participants in 2014-17 and 17 new courses. In this process, we began to see shifts in our Arts and Humanities faculty as they became more interested in, and more assertive about the value of, their own engagements in science-based projects in Africa.

Several of ASC's faculty in arts and humanities lead cutting-edge projects that engage issues of health, sustainability, digital technologies, creativity, and design. Art historian C. Magee's current research considers how artists provide crucial perspective and data to public health professionals on urbanization and sanitation. C. Ndaliko leads a multimedia project, "Commemorating Congo: Unsung Stories of Resource Wars," which curates and contextualizes stories in the ongoing war in eastern Congo, unpacking the human and intimate aspects of the struggle over natural resources. Archaeologist S. Tomášková uses 3-D imaging technologies to digitally reconstruct hundreds of rock art drawings and etching done by prehistoric San people; she has found that most of the prehistoric petroglyphs deal with the issue of water access for humans and animals. P. Redfield, a medical anthropologist who works on issues of technology and science, is currently investigating questions of "humanitarian design," including efforts to create "solutions in a box" -- technological solutions ranging from pharmaceutical production to life-maintaining and saving tools related to food, shelter, water and sanitation. L. Boyd is a

medical anthropologist exploring what the nature of HIV and maternal health activism tells us about Ugandan notions of personhood and morality.

Through course development funds, support for research and for faculty working groups, **“African steAAm @UNC”** will work to greatly strengthen the capacity of our institution for engaging Arts and Humanities approaches to traditionally STEM projects and incorporating these connections into advanced undergraduate and graduate-level education, meeting national needs and enhancing knowledge production from diverse perspectives (**API**). Our proposal also strengthens both STEM and ARTS capacity in our MSI and CC collaborations.

MSI/CC Collaborations: (NRC CPP1) One of many positive outcomes of our 2014-18 collaborations with CCs and with Winston Salem State University (WSSU), our primary MSI partner, was the enhancement of our own institution’s understanding of issues of ACCESS in African Studies, both at UNC and across our state. The experience of access and intellectual partnerships will guide the next 4 years for ASC. Our proposal expands MSI collaborations to include other institutions such as Fayetteville State University (FSU), where NRC funds will provide support to faculty adapting FSU Yoruba classes to a distance platform, and Durham Technical Community College (DTCC), where STEM faculty have expressed a desire to work with the PIRE project and with Africa-related “big data” at UNC. Our extensive work with 16 CCs will include PIRE project field research in Malawi with the creation of instructional materials and expansion of the World View NC Global Distinction program to more CCs in NC.

Schools of Education (SoE) Collaborations: (NRC CPP2) ASC has a very strong partnership with the Watson School of Education at UNC-Wilmington, which has greatly improved the capacity of its faculty to integrate Africa content into the K-12 curriculum, including STEM fields such as mathematics pedagogy. Strengthening this partnership will also enable us to learn

best practices in language pedagogy with UNC-W’s SoE for incorporating Languages Across the Curriculum (LAC) model into K-12 teaching, including SoE participation in LAC workshop training and the Learning Through Languages (LTL) program for NC high schools. ASC will expand collaborations to include multiple Schools of Ed in the UNC system.

A.2. Effective Use of Resources; Development Plan and Timeline: At the end of this grant cycle, we will have greatly enhanced UNC undergraduate, graduate, and professional training programs through effective use of resources and a careful development plan. We will use our theme “**Africa steAAm @UNC**” to build on previous success and provide focus for greater access for underrepresented students and greater collaboration among our several NRCs and with our partner MSIs, CCs, and Schools of Education. Table A.1, read together with our Budget and the attached PMFs, describes a feasible and focused program that will enhance all areas of African studies at UNC.

Table A.1 Funding Requests, Proposed Activities, and Timeline (also refer to Budget)				
Budget line	Notes	Funding requested for the following Activities	Year	Priority
A.2. 12,13	LANGUAGE INSTRUCTION	(a) secure our African language offerings and enhance enrollments in FLAS priority languages by supporting partial salaries for Swahili and Wolof Teaching Assistant Professors <i>(Note: UNC provides 67% of these positions, and full salaries for Arabic, Swahili, and Lingala instruction)</i>	Y1-4 Y1-4	FLAS-1
A.2. 14	“Africa steAAm”	(b) augment and enhance intermediate and advanced level Swahili and Wolof (c) support a “ STEM Languages Projects Coordinator, ” who will design and oversee Bemba, Shona, and Chichewa instruction in PIRE project <i>(Note: PIRE grant provides funding for actual language training in Zambia-Y1&2, Zimbabwe-Y2&3, and Malawi-Y3&4)</i>	Y1-4	
A.2. 15		(d) Chichewa instruction for graduate students in Pharmacy, Dentistry, Medicine, Public Health, Geography, Public Policy	Y1-4	
A.2. 16	“Africa steAAm”	(e) partial funding for LAC/Language Coordinator who will work collaboratively with all UNC area studies centers for LAC and LTL, collaborating with SoEs ;	Y1-4	
A.2. 17	PMF 2	facilitate the development of Yoruba (Y2), allowing FSU to provide distance teaching of elementary (Y3) and	Y2	NRC CPP2

African Studies Center UNC-Chapel Hill

<p>C. 47 H.1.b 85 C. 46 E. 57 A.1 9</p>	<p>“Africa steAAm” PMF 4</p>	<p>intermediate (Y4) Yoruba in the NC Language Exchange (Note: funds for Yoruba instruction are provided by the institution; NRC funds for implementation in the distance format.) (f) provide our language faculty funds for professional development opportunities including: ACTFL/NALRC trainings, and SEALLF/ALTA meetings (g) support annual SEALLF meetings with participation from NC MSIs (h) research grants to collect language resources (i) support WARA in preserving African language materials through the African Language Materials Archive (j) enhance access by traditionally underrepresented students to African Language learning and FLAS application processes by supporting the Opening Access Coordinator (Note: a collaboration of all UNC NRCs; program is largely supported by institutional and private funds)</p>	<p>Y3-4 Y1-4 Y1-4 Y1,3 Y1-4 Y1-4</p>	<p>NRC CPP1</p>
<p>A.2. 21 A.2. 22 A.2. 23 A.2. 24 H.2. 92 H.2 104 C. 49</p>	<p>NON-LANGUAGE INSTRUCTION “Africa steAAm” PMF 3 “Africa steAAm”</p>	<p>(a)Support development and teaching of LAC courses: Swahili (content: Health in East Africa) Arabic (content: North African Migration & Refugees) French (content: Religion/Islam/Senegal) Portuguese (content: oil resources in Angola) (Note: a collaboration of all UNC NRCs) (b) create 4 new interdisciplinary graduate-level/advanced undergraduate courses, that engage a STEM problem from Arts, Humanities, or Social Science perspectives, priority for Digital Humanities. (c) revise 4 existing undergraduate or graduate courses offered in Schools of Education for pre-service teachers to include Africa content or dimensions (d) develop Study Abroad programs to enhance student ACCESS, include ARTS and STEM components, and strengthen linkages with African institutions on these issues. Priority for Malawi & Senegal</p>	<p>Y1-4 Y1-4 Y2&4 Y1&3 Y2-4 Y1-4 Y1&2</p>	<p>AP2 NRC CPP2</p>
<p>E. 56 E. 56 E. 57 C. 41</p>	<p>LIBRARY DEVELOPMENT “Africa steAAm”</p>	<p>(a) expand UNC’s print and non-print holdings in Wolof, Swahili, and other African languages, to support language instruction and to expand a unique collection (b) expand library collections on Africa to enhance new courses and research projects in Digital Humanities; (c) contribute to CAMP (d) sharing of professional resources and collection strategies MSI and CC librarians; Librarian travel</p>	<p>Y1-4 Y1-4 Y1-4 Y1-4</p>	<p>NRC CPP1</p>
<p>H.1.a 73,74, E. 58 H.1.a 77-79</p>	<p>OUTREACH K-12 “Africa steAAm”</p>	<p>(a) ongoing yearly World View programs on Africa for K-12 teacher training throughout NC (4/year, reaching 850 teachers/year), including a major teacher seminar and study abroad trip to Malawi in Y3 with STEM content (b) purchases and shipping of CABA books, audio-visual, and other teaching resources for our free lending library (c) collaborative ASOC projects for NCSS, ASA Teacher Workshop, and CABA award</p>	<p>Y1-4 Y1-4</p>	<p>AP2</p>

African Studies Center UNC-Chapel Hill

H.1.b 82	POST-SECONDARY PMF 1	(d) World View NC Global Distinction project with community colleges, recruiting <u>#</u> new participant (e) Learning thru Languages Africa materials; SoEd faculty and preservice teachers participate. (<i>UNC NRC collaboration to cover all world regions</i>) (f) STEM CC workshops, 1/year to support PIRE project, Public Health, GSDD; WV CC program enhancement; group study development for CC/MSIs in Malawi (<i>Note UNC and PIRE grant will provide most of the funding for STEM Outreach projects</i>) (g) for hosting SERSAS/SEAN meetings (Y1 & 3) and SEALLF (Y2), with participation from CC and MSI faculty, in rotation/collaboration with UF	Y1-4	NRC CPP1
H.1.a 80	PMF3		Y1-4	NRC CPP2
H.1.b 83	“Africa steAAm”		Y1-4	NRC CPP1
H.1.b 84			Y1-4	
H.1.c 87	PUBLIC/MEDIA/ BUSINESS	(i) collaborations with Ft. Bragg Civil Affairs Battalion; annual workshop on threats to African civilians (j) UNC’s Public Humanities Seminars on “Arts and Water in Africa” (Y1) and “African Health and Photography” (Y2). (<i>Note: all ASC events are open to the public, averaging more than 30 events with 4000+ participants</i>)	Y1-4	API
H.1.c 88	“Africa steAAm”		Y3&4	NRC CPP1 API
H.2 93	SCHOLARLY ENHANCEMENT	(a) <i>African Arts Journal</i> : provides publication forum for Arts and Humanities research related to STEM issues. (b) partially support established UNC seminar in “African Ecology and Social Processes,” which is open to scholars throughout the region, with regular participation from regional colleges and MSIs and 2 working groups for faculty and graduate students (Global African Humanities and Medical Economies of Medicine) (c) AAAD’s speaker series on human rights and development, for advanced undergraduate courses. (d) provide UNC faculty with funds to present research at academic conferences (e) support UNC faculty in the development of new research projects in connections between STEM and ARTS approaches to African issues. (f) bring 4 African scholars to campus for 2-week-long residencies to enhance curriculum, developing an aspect of connections between STEM and ARTS inquiry, selected in collaboration with MSIs (g) support collaborations with NC MSIs such as WSSU, FSU, and DTCC to expand capacity to teach African studies and languages that includes support for: Faculty Research Fellows to conduct research with full access to all UNC Library resources, language and non-language faculty travel to conferences, and travel and materials funding for course development in Yoruba (Y1&2) and connections between STEM and ARTS approaches to African issues (Y3&4) (g) support for the integration of Africa content into pre-service teacher training for Schools of Education faculty across our state; 4 courses; LAC Coordinator travel to SoEs for training on LAC and LTLs	Y1-4	
H.2 94-96	“Africa steAAm”		Y1-4	
H.2 97	PMF2		Y1-4	
C. 47			Y1-4	
C. 46			Y1-4	
H.2. 98	“Africa steAAm”		Y1-4	
H.2 100- 102	PMF2		Y1-4	NRC CPP1
H.2 104 C.	“Africa steAAm”		Y1-4	NRC CPP2

African Studies Center UNC-Chapel Hill

<p>A.1 7,8 A.1. 9 E. 59, 60 C. 45, 48</p>	<p>PROGRAM ENRICHMENT PMF 4 “Africa steAAm”</p>	<p>(a) ASC administration, limited to partial salaries for associate director, a program associate (b) an Opening Access Coordinator who will serve all 7 UNC area studies centers in a range of activities that will make ASC and all other area studies activities and funding more accessible to underrepresented students, recruiting such students to apply for FLAS. (c) partial coverage of supply and communication costs (d) administrative and outreach travel</p>	<p>Y1-4 Y1-4 Y1-4 Y1-4</p>	<p>FLAS 1</p>
<p>H.3 107 H.3 108</p>	<p>PROGRAM EVALUATION “Africa steAAm” All PMFs</p>	<p>(a) an external evaluator team to provide oversight and technical support for our Center-specific activities for UNC & MSI accomplishment of “Africa steAAm” goals, and for a UNC NRC collaborative evaluation of our Opening Access work, the NC Global Distinction collaboration with CCs, and collaborations with Schools of Education. (b) annual evaluation meeting with K-12 Advisory Board</p>	<p>Y1-4 Y1-4</p>	

A.3. Cost Effectiveness: Cost-effective and realistic, the proposed budget contains focused project activities consistent with the ASC’s program goals. Many of the proposed activities will be organized in collaboration with other UNC NRCs, campus units, and/or national and regional organizations. Our “Africa steAAm @UNC” initiative is rooted in UNC’s institutional strengths and commitments. Proposed activities growing from the PIRE project, in language training and K12 and CC outreach, are substantially funded by a grant from the NSF and by our institution. UNC will provide support for the largest portion of ASC administrative duties such as FLAS, and most of the cost of the Opening Access project. Our outreach program will work with several campus units (World View, Public Humanities, and other NRCs) and is deeply involved in national collaborative efforts through the ASOC, increasing cost-effectiveness and impact. We will collaborate with other Africa NRCs in our support of ALMA and CAMP, and the ongoing partnership with UF, begun in 2010, will allow both NRCs to better serve smaller colleges and universities, including MSIs and CCs, throughout the South East region. The LAC courses and program oversight costs are shared with other UNC units. UNC collaborative efforts with community colleges, MSIs, and Schools of Ed allow us to amplify our impact on those

institutions to create programs of lasting impact. Finally, our multi-level, intensive, and collaborative evaluation plan will enable us to examine and implement best practices, demonstrate to ED that we are accomplishing our proposed goals and activities, and generate lessons-learned in a manner that will be of national benefit, across world regions, while reducing costs and maximizing capacity.

A.4.a. Long-term impact on training programs: All proposed ASC activities are designed to accomplish program goals that will be sustained long beyond the grant. At the end of the four-year funding cycle, the ASC will have consolidated new educational programs, strengthened existing ones, met our goals for language and non-language instruction, and created long-lasting collaborations with other units on our campus and with other institutions in our region which will have sustainably improved capacity for teaching and learning about African languages and area studies in areas of national need (AP 1). Our focused theme of “**Africa steAAm @UNC**” will have deepened knowledge and increased institutional capacity for research and training, and supported the research, teaching, and professional development of faculty at UNC and other institutions in the region. In at least 4 new courses, ARTS will be more integrated into inquiries that have been predominantly approached from STEM perspectives. Our ACCESS work, collaborative with all other campus area studies centers, will have substantially improved access to African studies/international education for traditionally underrepresented students at UNC, CCs and partner MSIs. Our outreach activities will have enhanced the training of teachers and students and the creation, collection, and distribution of high-quality educational materials. This will benefit the people of NC and the nation, particularly with regard to STEM fields in Africa. We will have strengthened our library holdings of materials related to Digital Humanities and African languages, including the development of a unique collection of print and non-print

materials in African languages. UNC's PAL will have been strengthened, expanded, and enhanced by better meeting student demand for classes with additional PAL instructors and courses, by adding Yoruba to our language offerings, and by greatly enhancing the access of STEM students to African languages (Bemba, Chichewa, Shona), which they will use in field research on environmental and medical issues. ASC's long-term institutional capacity will have been fundamentally improved as students with demonstrated financial need, as well as other underrepresented students, gain greater awareness of, and access to, funding opportunities such as FLAS (FLAS CPP 1); students in the professional schools will have the opportunity to deepen their language skills by engaging with business, environmental, and public health content in our LAC classes, and elementary Chichewa will be taught to graduate students in professional schools. Our capacity to train students and pre-service teachers in African studies will be enhanced and expanded through the creation of 16 new language and non-language courses, and our activities will be disseminated and widely participated in by the people of North Carolina and the public at large (**AP 1/2**). **Letters of Support in Appendices** attest to our capacity to accomplish the activities in this proposal.

CRITERION B: QUALITY OF STAFF RESOURCES

B.1. Qualifications of African Studies Faculty and Professional Staff: African studies at UNC has expanded considerably since 2014, adding 12 tenured and tenure track and 6 term faculty members. This was accomplished through our ability to leverage NRC funds and UNC's commitment to expanding African studies. ASC currently lists 111 faculty members in African studies. Of these 10 are language faculty, 33 are core non-language faculty, 28 are associated, and 40 are affiliated (see **BIOs in Appendices**). 99% of these faculty hold doctoral/terminal degrees in their fields, 75% are tenured or tenure-track, and 20 hold distinguished/named

professorships. 7 serve as Chair of Department. Many of these faculty are nationally-renowned scholars and educators who have received prestigious awards for their publications and teaching. The high quality of their research is underlined by the fact that UNC scholars are currently working with over \$250M in external grants for research in Africa. Since 2014, African studies faculty have published over 679 scholarly articles and books.

Professional Development Opportunities: Most African studies faculty are full-time and carry a full teaching load of four courses/year. UNC supports the professional development of our faculty through travel funds for conferences and regular research and study assignments (sabbaticals), including for projects abroad. Faculty may also apply for semester-long residency at the Institute for Arts and Humanities and Senior Faculty Research and Scholarly Leaves, which allow them to devote all their effort to research. Internal seed money (such as University Research Grants, Junior Faculty Development Awards, and a new “Global Incubator Accelerator” fund) is available for new projects. These UNC funds are complemented by other funds for professional development managed by the university. Programs such as Burch Research and Honors Study Abroad in Cape Town provide faculty with the opportunity to lead Africa programs in which students and faculty work together on a research project.

Teaching, Supervision, and Advising: ASC faculty have extensive and ongoing contact with students, supervise graduate and undergraduate students and serve on undergraduate honors, masters, and doctoral thesis committees (for detail on advising, see Cr. H.2). In addition to ASC teaching faculty, a number of researchers in the professional schools (such as Law and Medicine) serve as dissertation/thesis advisors, engage students in their biomedical research in Africa, and are instrumental in establishing formal linkages with African institutions.

B.2. Organizational Structure of the African Studies Center: Faculty are supported by the

African Studies Center UNC-Chapel Hill

ASC, whose professional staff includes a Director, Associate Director/Outreach Coordinator, Assistant Director/FLAS Coordinator, and Business Manager. Director Emily Burrill oversees all ASC activities, including long-range planning and staffing. She holds joint appointments in the departments of Women's & Gender Studies and History as an Associate Professor, and is adjunct in AAAD. Burrill serves as co-advisor for the Graduate Certificate in African Studies, on UNC's Global Partners Committee, and is active in ASA. She holds a Ph.D. in History (Stanford) and publishes and conducts research on West Africa.

Associate Director Barbara Anderson manages the Center's programs and operations, including grant writing, administration, and reporting. She also serves as Outreach Coordinator. Anderson advises students and teaches introductory AAAD classes, is deeply engaged in university service and in mentoring students and student groups focused on Africa, and serves in a national capacity on the ASA Outreach Council and as a selection reviewer for CABA.

Web management, program implementation, and FLAS coordination are handled by Assistant Director Stacey Sewall. Sewall supervises part-time students and interns. ASC finances are handled by Business Manager Maxcine Barnes in coordination with the College's Business Center staff. The ASC, in collaboration with other UNC NRCs, employs highly qualified staff to coordinate our Opening Access Initiative (B. Arellano) and Languages Across the Curriculum (R. Anderson). With the exception of salary support proposed in the budget, salaries and benefits for ASC staff are covered by UNC (see Cr. A.1). The staffing plans for ASC administration and outreach program are clearly adequate for the Center's activities.

Oversight of Center: The ASC Director works in consultation with an advisory board that assembles areas of the University with an interest in Africa. The board includes representatives from AAAD (Eunice Sahle, Chair, and Mike Lambert, former ASC Director), professional

schools (Tom Kelley, Law; Gina Chowa, School of Social Work), Health Affairs (David Steeb, Pharmacy), other research and program centers focused on Africa and its diaspora (Joseph Jordan, Stone Center for Black Culture and History), the Library System (Jacqueline Solis, Librarian for Research and Instructional Services), student and diversity affairs (Chris Faison, Minority Male Mentoring and Engagement Coordinator), and the College of A&S (Pam Jagger, Public Policy; Carol Magee, Chair, Art; Georges Nzongola, African Studies). The board meets at regular intervals throughout the year to assess progress, programming, and evaluation, and to determine strategic goals, including the new “Africa steAAm @UNC” initiative.

B.3. Nondiscriminatory Employment plan: UNC aggressively pursues applications from persons from underrepresented groups and the hiring of quality faculty of diverse backgrounds through at least two methods. 1) The Carolina Post-Doctoral Program for Faculty Diversity offers scholars from underrepresented groups a 2 year post-doc with the goal of offering them permanent faculty positions, has resulted in several successful recruitments to our faculty. 2) The Targeted Hiring Program, managed by the Provost, furthers campus goals for a more diverse faculty by attracting accomplished and talented new faculty members from underrepresented groups for tenure track appointments at UNC. The former ASC Director and several of our ASC faculty have been recruited through these methods. The Office of Diversity and Multicultural Affairs supports minority faculty, staff, and students. UNC ranks 1st among 13 peer schools in minority faculty with 11.9% (defined as Black/African American, American Indian, and Hispanic, but not Asian heritage). Over 1/2 of the Advisory Board are either African, African-American, or American Indian; our work study students are predominantly African or African American, and our office staff includes African Americans and is predominantly female.

UNC’s hiring process requires the Equal Opportunity Office (EOO) to review departmental

hiring procedures and activities to insure fair consideration of all candidates regardless of race, color, gender, national origin, age, religion, genetic information, disability, veteran status, sexual orientation, gender identity, or gender expression, and to insure that all position searches are done in accordance with the principles and objectives of UNC's equal opportunity plan.

Accommodations are made for any applicant voluntarily self-identified as disabled.

CRITERION C: IMPACT AND EVALUATION

C.1. Impact: As a national leader in African Studies, UNC has awarded more than 316 PhDs and MAs in African Studies in the last 30 years, a clear indication of the significant and sustained impact of the ASC on the university, community, region, and nation. 5974 students enrolled in 115 courses in 2016-17, and 2302 of those students enrolled at advanced/ graduate level courses. From 2014-17 alone, 85 undergraduates, 29 MA students, and 24 doctoral students graduated in African Studies in fields as diverse as Art History, Ecology, Geography, Law, Epidemiology, and Public Policy. **Table C.1** provides a sample of ASC's significant impact. **Table C.4** provides sample locations of a broad range of our alumni at both entry and mid-career levels, further indicating the way that UNC's training improves the supply of Africa specialists, nationally and internationally. Our collaboration with MSIs, CCs and Schools of Ed have enhanced and improved the capacity of all educators in our state to teach and conduct research on Africa (see **Table C.1**). Sharing NRC funding with these other institutions has been both joyful and mutually productive, allowing us to argue more effectively for the relevance of Title VI to our state and national legislators, and helped shape "**Africa steAAm @UNC.**"

C.2. Addressing national needs and dissemination: As indicated in Tables **C.1** and **C.4**, and in Crit. A.1., virtually all of the ASC's activities address national needs with 4 priority languages and vital area studies development. ASC takes UNC's motto of being "The People's University"

African Studies Center UNC-Chapel Hill

very seriously; faculty and staff have disseminated information to the public through publications and events reaching thousands of people each year. ASC maintains social media publicity and a newsletter for educators, and all resources are free to the public and most are available on our web site. In 2014-17, 37 events addressed issues of “Sustainability in Africa,” a clear area of national need; all events were open to the public and more than 6000 people participated.

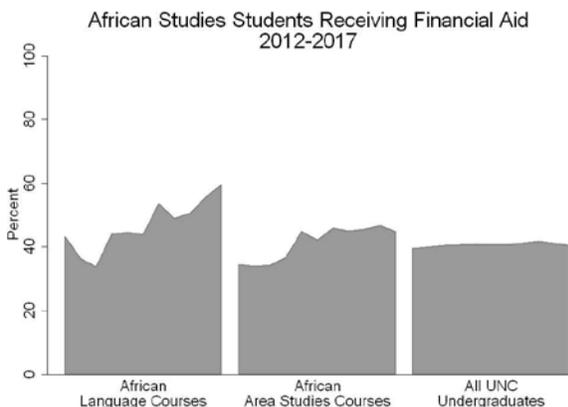
Table C.1 Impact of ASC Activities 2014-17		
Activity	Goal/Objective	Indices since 2014
Matriculation of undergraduates and graduate students	Increase supply of specialists in African Studies Impact: Region/Nation	138 graduates; 68% employed in areas of national need
UNC African Studies Instruction: course dev. grants	Increased # of courses and enrollments, especially to advanced/graduate level Impact: Institution	44 new courses 14% increase in advanced/grad courses 2302 students enrolled at advanced/graduate level courses (2016-17 alone)
ASC Faculty publications “Sustainability in Africa” conferences, seminars, and presentations at UNC	Enhance, expand, and improve the study of Africa Impact: Nation/Community	679 books, chapters, articles 37 events; 6,263 participants (all open to public)
Career counseling & placements of ASC students, esp. FLAS fellows	Increased supply of experts in areas of national need Impact: Region/Nation	91% of FLAS alumni employed in areas of national need
ASC Outreach Kits, Boxes and Lending Library shipped throughout North Carolina	Enhance K-12 teaching about Africa through resources Impact: Region	140+ resources to 4278 NC educators and students; 50% to Title I schools (economically challenged)
MSI, Community College, and Schools of Education partnerships South East Region conferences for Languages and for Area Studies	Expanded access and capacity for teaching and research about Africa Impact: Region/Nation	7 new courses; 5 new linkages in Africa; 15 new instructional resources created 6 conferences in VA, GA, NC, FL, SC
Opening Access Initiative	Actively enhance the ability of minority, non-traditional, disabled students to part. in ASC programs and activities. Impact: Institution	37% increase of low-income students in African language courses; 19% increase of low-income students in African studies courses.

“Africa steAAm @UNC” refines the direction of this important work for the next 4 years by augmenting the work of UNC health, poverty, and environment research with more engagement from Arts and Humanities faculty and students. By meeting regularly with officers from Ft. Bragg, ASC learns about and addresses military needs for knowledge of issues in Africa. Our

military program is an example of our promotion of diverse perspectives; Army officers also share their knowledge with our faculty and FLAS students, and with the public in our events.

C.3. Equal Access to Students and Participants: UNC has a long tradition of success creating a diverse and inclusive campus including provisions for the elderly and persons with disabilities (see Cr. B.3). ASC not only continues to actively recruit and make provisions for students and participants who are members of traditionally underrepresented groups, but for the last four years we have made opening and expanding access to underrepresented groups an explicit initiative for the Center. ASC staff has received targeted training for working with military veteran and LGBTQ students. As a mentor for the Carolina Covenant Scholar program for students from low socioeconomic backgrounds, Anderson recruits minority students to participate in ASC activities and Sewall carefully supports such students in seeking FLAS fellowships. Arellano, the staff person responsible for helping targeted students navigate global opportunities at UNC, leads the effort to remove barriers and increase the participation of underrepresented students. As shown in **Figure C.1**, one indication of our success in actively recruiting such students is the 37% increase in students in our African language courses who are receiving financial aid and a 19% increase in such students in African Studies courses.

Figure C.1



Building ever-more inclusive programming is so central to our work that we would continue with this initiative even if we were not funded; inclusion has become part of our “DNA.”

C.4. Comprehensive Evaluation Plan: The ASC uses ongoing, rigorous, quantitative and qualitative evaluation to improve all programs and activities. In collaboration with all 7 area studies centers at UNC, ASC is continuing a proven record of data-driven evaluation with a team of experienced scholars and practitioners of educational evaluation, described in **Table C.2** and in the **BIOs in Appendices**. Together with Anderson and representatives from each of the UNC centers, this team will meet monthly to design and facilitate the evaluation plan and data collection for PMFs (see **PMFs in Appendices**) on 4 areas identified through past evaluations and strategic planning as important areas for growth. These targeted areas of evaluation will produce comprehensive, outcome-measure-oriented data that will allow us to assess the effectiveness of our programs, including our “Africa steAAm @UNC” activities and all competitive priorities for NRC and FLAS. Evaluation reports on these 4 areas from the external team in Y2 will allow for adjustments for improvements; in Y4 the team will produce a summative evaluation to assess the overall success of identified activities.

Table C.2 External Evaluation Team		
Name	Credentials	Project Role
Dr. Gregory Cizek	Distinguished Prof.; National Council on Measurement in Education; ED’s National Assessment Governing Board	Senior Consultant; guide development of evaluation plan
Dr. Rita O’Sullivan	Director of EvAP in Sch of Ed; American Evaluation Association; NCARE lifetime achievement award for evaluation	Senior Consultant; guide evaluation plan & analyze data
Beth-Ann Kutchma	EvAP certificate; 20 years experience in evaluation for international education; launched UNC’s Opening Access Initiative	Design and facilitate surveys and conduct data collection
Fabiola Salas Villalobos	PhD candidate in School of Ed; 4 years EvAP experience with NRCs	Conduct interviews & focus groups

The comprehensive nature of our evaluation plan can be seen below in descriptions of our four

areas: 1. Internationalize **Community College** curricula and increase faculty and student involvement in African issues, activities, and dialogue throughout North Carolina. The ASC will continue to collaborate with the NC Global Distinction initiative, established in 2014 by UNC's World View (WV) program, which holds 2 workshops/year for CC faculty and has partnerships with CCs in NC, helping them expand and deepen Area Studies content in their courses and providing global opportunities for students. Evaluation will focus on the number of community colleges, faculty, and students participating in NC Global Distinction program; surveys of CC administrators, and faculty at WV events will be used to improve the effectiveness of the NC Global Distinction program. Focus groups will further enable us to improve the quality and scope of the project, particularly with regard to the STEM outreach projects which will facilitate CC participation in the PIRE program, part of "**Africa steAAm @UNC.**" This effort corresponds to **CPP1**, and will be measured in **PMF 1**.

2. Collaborations with **MSI partners** to expand the capacity of our institutions to teach and produce knowledge about Africa, particularly with regard to African languages and our thematic initiative on connecting Arts and STEM fields more closely, "**Africa steAAm @UNC.**" ASC will monitor the number of events and courses developed and conduct interviews with UNC and MSI partner faculty about the effectiveness of activities to improve the quality of the initiative. This effort will include the **Yoruba** development plan, which will enhance the Yoruba program at FSU so that it can be taught to ASC students for the first time in the UNC Language Exchange. Because UNC-Chapel Hill has not before participated in the Exchange, this activity will be carefully evaluated for improvement. This effort corresponds to **CPP1**, and will be measured in **PMF 2**.

3. **Schools of Education** Collaborations: ASC will collaborate with Schools of Ed in the UNC

System. The evaluation team will monitor the number of new courses created with Africa content and the effectiveness of recruiting new SoEs to participate in this collaboration. The evaluation team will also collect data on the number of SoE courses, faculty, and preservice teachers who engage in training on LAC and the Learning through Languages research symposium. This effort corresponds to **CPP2**, and will be measured in **PMF 3**.

4. Opening **ACCESS**: Having established strong baselines, targets, and best practices for removing barriers to participation in African Studies at UNC, ASC will collect data and monitor the numbers of underrepresented students enrolling in ASC courses, engaging in Study Abroad, applying for funding, receiving funding and FLAS fellowships, and participating in ASC events. Particular attention will be paid to examining the “pipeline” effect of entry programs to increase the numbers of underrepresented students in advanced language and African studies courses.

This effort is part of “**Africa steAAm @UNC**,” and will be measured in **PMF 4**.

How past evaluations have been used to improve programs: Our comprehensive evaluation plan for the last four years produced recommendations and adjustments for all of the targeted activities. Using PMFs to establish priorities for activities, data collection, and assessment, the ASC not only met, but exceeded, all performance targets during 2014-17. With guidance from our external evaluators, ASC led the first ever evaluation of the annual **Teacher Workshop at ASA**, and this year we are implementing those recommendations for the ASA workshop planned in Atlanta to improve this program. All major **Outreach** programs, such as ADFP and GIAT (Cr. I) have had professional evaluators in the planning process to refine the learning objectives for the most effective training outcomes. **CC and MSI partners** participated in day-long evaluation programs at UNC in 2016 and 2017 so that we could better understand the needs of these partners and adjust our collaborations in effective ways. Focus groups for **FLAS** fellows have

helped us improve our recruitment processes and employment placements. External evaluations of our **PAL** in 2008, 2012, and 2016 have ensured that all of our faculty receive annual professional development in language pedagogy and that the initiative to tie language faculty to the research and teaching priorities of AAAD is successful. In 2014-17 we established baselines for student participation in our **Opening Access** project; we have made quantifiable progress in changing the culture of our institution so that more learners find themselves engaged in, and benefiting from, our area studies programs and activities (see Figure C.1). This initiative has been so successful that it is the basis for the Global Guarantee, a new university-wide program.

C.5. Placement: As indicated in **Tables C.1** and **C.4**, ASC's record of placing students into post-graduate employment, education, and training in areas of national need has been excellent. 68% of recent graduates and 73% of all alumni are employed in areas of national need, in education, government service, and in the private sector, working mostly with non-profit entities that address pressing global issues. Drawing on these successful alumni, each year the ASC hosts career workshops for our students that include information and networking opportunities in education, non-profit organizations, and government service. Our weekly seminar on African Ecology and Social Processes provides graduate students with professional development and networking in higher education. We work constantly to improve our students' understanding of the career options before them, and using alumni to network and advise current graduate and undergraduate students is proving to be very effective.

C.6. Contribution to an improved supply of specialists:

As illustrated in the quotes below, ASC has an excellent record of contributing to the supply of specialists (also **Table C.1**).

Table C.3 Remarks from ASC Alumni
“As someone who consults regularly with high-level officials on issues of national security, including the CIA, DOD, State Dept., UN and AU, I draw daily from the foundation in African Studies that I found as a student at UNC.”—Terrorism expert
“Without my global health background and opportunities through UNC, I would not [have] been considered for this position. I appreciate the mentorship of professors and the access to grow professionally through my global experiences at UNC.”—NIH Officer for Africa
“As an undergraduate I benefited from UNC's network of study abroad programs, which provided my first experience in Africa. As a graduate student UNC helped me to prepare for a Fulbright application, which supported my dissertation fieldwork in Tanzania.”—Associate Professor
“The field experience I gained collecting data for a year in Tanzania on a Fulbright-Hays dissertation grant was instrumental for obtaining my first job post-PhD. The FLAS support I received to study Kiswahili continues to serve my career as I still conduct research across East Africa.”—Former FLAS awardee

Graduates of our program provide expertise regionally, nationally, and internationally and are employed in some of the most vital and important professions around the world. **Table C.4** provides just a sample of where ASC graduates can be found today.

Table C.4 Current Employment of UNC African Studies Alumni		
Profession/national need	Percent	Sample of locations
Faculty/staff in Higher Ed	26%	Duke, Brown, Indiana, Wisconsin, Va. Tech, Washington, NCSU, Ga State, UCLA, UNC, Naval Academy, West Point, Roskilde (Denmark), Witwatersrand (South Africa)
Government	23%	State Dept., CDC, World Bank, NIH, UN, Carter Center, Peace Corps, Am. Council on Foreign Affairs, Brookings Institute, Defense, NC State Gov't
Private Sector, including non-profit organizations	18%	McKinsey, K2 Intelligence, RTI, FHI 360, IPAS, Ariadne Labs, Booz Allen Hamilton, Uber, Banking, Consulting
K-12 education	6%	Canada, NC
Where undergrad alumni are currently in graduate school		Oxford, Duke, Univ. of Florida, Harvard, Univ. of Washington, UC Berkeley
Where alumni have been working and conducting research		Benin, DRC, Ghana, Guinea, Ethiopia, Kenya, Malawi, Morocco, Nigeria, Rwanda, Senegal, South Africa, Tanzania, Togo, Uganda, Zambia

C.7. FLAS awards address national needs: In 2016-17, 85% of our FLAS awards were made in priority languages, meeting national needs. ASC actively promotes FLAS fellowships to students who intend to work in areas of national need, and every year FLAS fellows receive mentoring and information on employment in government, education, and the private sector. Recipients of FLAS fellowships in African languages during the 2014-17 period report that 59%

are employed in higher education, 23% are with the federal government, 9% are in the private sector (all in NGOs), and 9% are enrolled in further graduate study. 84% of our FLAS alumni report using their knowledge of Africa in their professional work on a regular basis, and 54% of our former FLAS fellows indicated that they have produced resources (publications, websites, courses, etc.) focused on Africa. Clearly, the ASC's FLAS awards are addressing national needs.

CRITERION D: COMMITMENT TO AFRICAN STUDIES

UNC's broad commitment to global teaching, research and student engagement is indicated by our national and international rankings. Ranked 3rd "Best Public University" by the Wall Street Journal/Times Higher Education (2018) and 5th by U.S. News & World Reports (2018), UNC's School of Public Health is tied nationally for 2nd with Harvard, and ranked 6th in the world in Pharmacy Schools. Foundations such as Rotary International, Ford Foundation, Fogarty Foundation, and Andrew W. Mellon Foundation, as well as NIH and NSF, recognize UNC's capacity for research and teaching. The study of African societies is central to UNC's institutional vision, and is witnessed by the \$250M in grant funds for STEM research in Africa, the 235 language and non-language courses and expanding faculty and graduate programs at UNC, and support for undergraduate and graduate students. **Table D.1** indicates that UNC provides extensive support to our Center's faculty, library, students, and outreach.

D.1. Institutional Support for African Studies: Operation of center/program: UNC provides the ASC with 6 offices, an outreach lending library and office equipment and supplies, as well as access to meeting rooms, classrooms, an auditorium, conference space, and a catering kitchen, all with state-of-the-art technology in our FedEx Global Education Center (GEC). The GEC houses all 7 area studies centers/NRCs, Study Abroad, International Student and Scholar Services, and the Curriculum in Global Studies, allowing for rich collaboration. UNC supports the ASC

African Studies Center UNC-Chapel Hill

through a full faculty salary, stipend, and 1 course release for the Director, salary for the administrative and teaching duties of the Associate Director, and fully supports the FLAS Coordinator position. UNC provides the ASC with a full-time Business Manager (shared with Middle East Center). In addition, UNC provides financial support of other Africa-related staff across the university, including a Study Abroad staff of 17 who support programs in Africa and who ensure excellence for our programs and activities.

Teaching staff for subject area: UNC-CH funds the salaries of 111 core, associated, and affiliated Africanist faculty, 17 of whom have joined since 2014, for a net increase in faculty of 13% (see **BIOs in Appendices**). Of our 10 regular language faculty, 8 are fully supported by

Table D.1 Minimum Institutional Financial Support for African Studies (2016-17)	
Area of Support	Amount
Salaries and Fringe Benefits	
Language and Literature Instruction*	\$537,970
Non-Language Instruction*	\$5,951,379
ASC Staff	\$165,715
Other Africa-related Staff	\$312,723
Student Support	
Undergraduate Study abroad fellowships and Africa research travel for Burch, Morehead Cain, & Class of 1938 Programs	\$132,700
Undergraduate Financial Aid	\$561,010
Graduate Student Support	\$680,277
FLAS Fellowship tuition remission	\$17,557
Other Expenditures	
Africa Library expenditures	\$239,668
Faculty Conference & Research Travel	\$81,750
Staff/Director Travel	\$6,000
Speakers, Conferences, Events	\$43,400
Outreach Activities**	\$415,238
TOTAL: \$9,145,387	
*Faculty salaries are based on actual salaries, multiplied by 0.2 (affiliated), 0.4 (associated), or 1.0 (core faculty).	
**Represents World View programs only.	

UNC. Faculty receive travel funds for conferences and research and study leave (sabbaticals) from their departments. Roughly 14 internal grant programs provide ample opportunities for professional development.

Library resources: UNC supports one of the most substantial Africa-related collections in the U.S. (see Cr. E), with nearly \$240,000 allocated annually for its support. A senior librarian leads a staff for Africa collections, including librarians for the Middle East and Africa, a cataloguer, and 2 librarian assistants. Their work is augmented by the research

services of librarians for Health Sciences, Music, Art, and Film.

African Studies Center UNC-Chapel Hill

Linkages with institutions abroad: UNC supports partnerships with African institutions by maintaining a full-time Global Relations staff of three, funding linkage related travel, and convening a linkages and partnerships advisory board (chaired by the Vice Provost for International Affairs, both the ASC Director and Associate Director are members). The ASC regularly hosts an African Fulbright or independent scholar who provides contacts for future linkages. See **Table D.2** for a sample of UNC’s 40+ linkages in over 17 African countries developed by faculty in at least 7 different colleges and professional schools.

Table D.2 Sample of UNC Institutional Linkages with Africa		
Country	UNC unit/faculty	Description
Burkina Faso	C. West: Anthropology	Université de Ouagadougou. Collaboration on ecology & sustainability.
DRC	C. Ndaliko: Music	Yole!Africa Cultural Center
Egypt	Sch of Library Science	American University & Biblioteca Alexandrina
Ethiopia	Beyah: School of Medicine	Univ. of Addis Ababa and Ethiopian Public Health Institute: Training and technical assistance.
Ghana	S. Handa: Public Policy	U. of Ghana-Legon, research on Ghana’s Poverty Alleviation program.
Kenya	Chowa: Sch of Social Work	Kenyatta Univ., Univ. of Nairobi: Poverty reduction
Malawi	Irving Hoffman; David Steeb; S. Maman Eunice Sahle: AAAD P. Jagger: Public Policy	Gov. of Malawi. HIV/STI research; training and technology transfers; and patient care. Epidemiology, Dentistry, Nursing and SPH programs, incl. clinics in Malawi with more than 300 employees; Chancellor’s College, Zomba, Study Abroad Lilongwe Univ of Agriculture & Nat. Resouces: PIRE Project
Mozambique	S. Maman: Public Health	Centro de Investigação Operacional da Beira (CIOB): research, capacity-building in public health research and evaluation
Nigeria	C. Magee: Art	Nlele Institute/African Centre for Photography: develop best conservation, preservation and archiving practices
Senegal	Georges Nzongola: AAAD Emily Burrill: History/ASC	CODESRIA MOU: University Cheikh Anta Diop, Study abroad & faculty exchange.
South Africa	Audrey Pettifor Chowa: Sch of Social Work Kenan Flagler Business Sch	MOU: Univ. of Witwatersrand, Reproductive Health and HIV Research Univ. of Cape Town, Univ. of Johannesburg; Poverty reduction Univ. of Cape Town, Wits Univ: MBA & BA Study Abroad
Tanzania	S. Maman: Public Health	Muhimbili College of Health and Allied Sciences: HIV prevention peer network intervention among young men in Dar es Salaam
Zambia	Jeff Stringer: Medicine P. Jagger: Public Policy	University of Zambia. Women’s Health Care Copperbelt Univ. PIRE Project
Zimbabwe	P. Jagger: Public Policy M. Katz: Music	U. of Zimbabwe. PIRE Project Jibilika Dance Trust, Harare for support of musicians to develop technical capacities

Outreach Activities: In addition to our NRC funded ASC outreach staff, UNC funds World View (WV), a unit with 6 full-time educators and administrators who, through seminars,

symposia, lectures, online courses, and group study abroad, provide international knowledge and experience to NC K-16 teachers and administrators. ASC works with WV to provide Africa-related programs on an ongoing basis, particularly the NC Global Distinction CC program. WV programs and projects reach an average of 1,500 educators annually. (see Cr. I). **Students:** Undergraduate and graduate students pursuing African studies receive substantial financial support through more than 1000 scholarships, research grants, travel stipends, internships, and fellowships. 41% of undergraduate students receive merit or need-based financial aid (average of \$13,630 /student in AY 2018). For the 17th time, Kiplinger's ranks UNC as the #1 value in public higher education in the U.S. UNC meets 100% of demonstrated financial need for all admitted students through innovative programs such as Carolina Covenant (the first public university to do so), and includes substantial funding for AY study abroad programs. The prestigious Morehead-Cain Scholarship, awarded to the most competitive students in the U.S., Canada, and the U.K., funds internships and service projects in Africa, and 3 separate offices provide funding for undergraduates to conduct research in African countries. Graduate students are eligible for several hundred scholarships, fellowships, and research stipends. The Graduate School provides more than \$15M in tuition remission, and over \$6M in in-state tuition awards to graduate students. Graduate students in Health Affairs receive funds for research and internships in countries such as Malawi, Tanzania, South Africa, Zambia, and DRC. **FLAS Fellows:** The Graduate School guarantees tuition remission for all AY FLAS fellows studying African languages.

CRITERION E. STRENGTH OF LIBRARY

E.1.a. Strength of Library Collections & Financial/Staffing Support:

UNC ranks 23rd among North American libraries in total resources, with 394 staff providing

robust levels of support to scores of doctoral-level programs across the entire academic spectrum. In addition to >10M print volumes and microforms and >27M archival and manuscript holdings in tangible formats, campus libraries provide >974M full-text digital items. These online collections range from >5.3M e-books to hundreds of millions of articles in periodicals and newspapers. Given their global scope of collecting, >92M of the electronic resources are in languages other than English. UNC's vast catalogue of e-resources allows for 24/7 access to extensive materials and research services.

Annual total library expenditures total approximately \$43M, with >\$16M spent annually on expanding collections. The libraries belong to consortia that provide access to resources beyond the campus. UNC is one four members of the nation's oldest academic library consortium—Triangle Research Libraries Network (TRLN)—which, for over a century, has built a combined collection of unique titles that few libraries in the US exceed. TRLN consortium members may also take advantage of direct borrowing privileges at member libraries.

While campus libraries collect core resources for Africa in all relevant subjects, UNC divides responsibilities for specialized research materials dealing with specific countries with Duke University libraries. UNC focuses on West Africa, Duke on East and Southern Africa, and both libraries acquire resources on North Africa. Together their Africana holdings are by far the most extensive in the Southeast and rank among the top dozen in the country. Membership in the Center for Research Libraries, including its Cooperative Africana Microform Project (CAMP), provides users with additional Africa-related specialized materials.

UNC has systematically built exceptionally strong collections on francophone Africa. Library holdings also encompass strategic niches of outstanding national importance, such as unparalleled holdings of 19th -20th century Belgian imprints on the Congo, the most extensive

collection of documentary films on North Africa in French and Arabic, and comprehensive holdings of books, reports and journals on population/demography related to the continent that few, if any, North American libraries can match. More recently, UNC libraries have aggressively expanded collecting resources on Africa related to public health and infectious diseases to support the University's extensive research and clinical operations on the continent. Closely aligned to instructional and research needs, UNC Libraries have used special funds to expand their collections in regional languages; there are 1,695 titles in 13 African languages and 10,731 Africa titles in French.

In addition to Africana print collections, UNC-CH Libraries provide access to a wide range databases and electronic resources to support research and instruction in African studies in the humanities and social sciences. During the last four years a number of high value research databases were added, including *al-Manhal* (the largest collection of e-books in Arabic), key reference sources such as Dictionary of African Biography, as well several major digital collections of documents and publications, such as *Confidential Print: Africa, 1834-1966*, and *Slavery, Abolition and Social Justice*. African studies librarians have created and maintained the UNC "Africa Home Guide," a web portal that provides easy access to subscription based and open accessed materials including print material.

Since 1980, UNC libraries have had a designated librarian specifically supporting African Studies. In addition to support staff who handle the actual acquisitions from and about Africa, campus libraries also have professional staff with requisite linguistic knowledge to catalog non-English language publications acquired to support its Africana collections.

E.1.b. Cooperation and Access/Extent of Availability of Library Resources: Campus libraries actively support the University's core commitment to diversity, inclusion, and

multiculturalism with actions and programs. UNC librarians engage in specific programs to target traditionally underrepresented populations as part of our Opening Access Initiative.

UNC libraries have always had a deep commitment to serving broad and varied audiences beyond campus. Both the university as a whole and the university libraries have undertaken targeted outreach programs to both K-12 and community college populations through active participation in and support of the World View program as well as ventures such as model United Nations, which both include Africa. The libraries share resources with other units in order to support economic development and improvements in medical care of patients in sub-Saharan Africa. Walk-in users have access to tangible collections and nearly all of the e-resources available to campus faculty and students. Any adult North Carolina resident can acquire a library card, and non-affiliates accounted for nearly 10% of books checked out from the main library last year. Nationally, UNC is a leader in inter-library lending, regularly ranking in the top 30 of the 115 members of the Association of Research Libraries.

CRITERION F: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality and extent of Course Offerings: UNC courses cover all regions of Africa at different levels in a range of disciplines; 202 non-language courses are regularly taught (**see Course List in Appendices**). In 2016-17, 33 departments (23 in College of A&S) offered 115 non-language courses with at least 25% Africa content. Significant Africa content is also taught in professional schools such as Public Health, Law, Social Work, and Business. 469 graduate and professional students and 5505 undergraduates enrolled in African studies courses in AY 2016-17. Offerings are particularly strong in African Studies, Art History, Anthropology, History, Public Policy, and public health fields of Environmental Engineering and Epidemiology. As

indicated in **Table F.1** ASC has strong capacity in Africa STEM and Arts courses, making our **Africa steAAm@UNC** project particularly compelling.

Table F.1 Existing Capacity for Africa steAAm@UNC	
STEM Approaches:	Arts Approaches
BIOL 402: Infectious Disease in the Devel. World	AAAD 202: West Africa thru Visual Art, Lit, & Film
ENEC 325 Water Resource Mgmt & Human Rights	AAAD 320: Music of Africa
ENEC 567 Ecological Analyses & Application	ARTH 297: Clothing and Textiles in Africa
ENVR 575: Global Climate Change	ARTH 555: Urban Africa & Global Mobility
ENVR 682: Water Sanitation, Hygiene & Global Hlth	MUSC 089: Making & Marketing Music in the Digital Age
EPID 755: Infectious Disease Epidemiology	MUSC 292: Media & Social Change in Africa
NUTR 808: Global Cardiometabolic Disease Seminar	MUSC 970: Seminar in Ethnomusicology
PLCY 520: Environment and Development	PORT 385: Luso-African Literature
PUBH 420: AIDS: Principles and Practices	

Depth of Course Coverage: ASC offers specialized Africa courses in a range of disciplines which offer introductory courses that analyze Africa from the perspective of a specific issue or topic (please refer to the **Course List in Appendices**) Several faculty members offer First Year Seminars on Africa (numbered below 100 in **Course List**). In these courses first-year students work closely with faculty on the topic of the faculty member’s primary research interest. 98 advanced or specialized courses are offered to undergraduates (nos. 300-699 in **Course List**) and 100 such courses to graduate students across the university (nos. 400-999). Examples of these courses are in **Table F.3**.

F.2. Extent of interdisciplinary offerings: Interdisciplinary offerings for undergraduates are extensive because of the very nature of AAAD and GLBL degree programs. Certificate programs in African Studies, WGST, and global health ensure that graduate students are also engaging Africa content from an interdisciplinary perspective (see **Table F.2**). Interdisciplinary courses are also available to UNC students through LAC, which offers students the opportunity to study African issues using Arabic, Swahili, and other languages in several disciplines (see Cr. G, 1&2).

F.3. Non-Language Faculty, Teaching Assistants, and Instructional Support: 111 ASC faculty teach Africa content courses; virtually all courses are taught by permanent faculty, whose

Table F.2 Examples of Interdisciplinary Courses with African Studies Content	
Title and Course Number	Disciplines
AAAD 101: Introduction to Africa	Anth, Art, Econ, Hist, Lit, Music, Pol Sci, WGST
AAAD 412: Regional Seminar	Poli Sci, Economics, History, WGST
AAAD 487: Intellectual Currents of African St.	Sociology, Econ, History, Lit
HIST 340: Ethics and Business in Africa	History, Econ, Business, Poli. Sci.
MUSC 292: Media and Social Change in Africa	Music, Journalism, Anth, Sociology, Art, Poli Sci
PUBH 420: AIDS: Principles and Practices	Economics, Political Science, Public Health, Sociology
WGST 337: African Gender History	Anth., History, Poli Sci, WGST

teaching is supported and enhanced by the Center for Faculty Excellence. The Graduate School offers an array of professional development opportunities for graduate and professional students. The Center for the Integration of Research, Teaching and Learning provides opportunities that combine local, on-campus pedagogy workshops with on-line pedagogy training. Since Fall 2017, 150 graduate and professional students have participated in the on-campus offerings alone. The Graduate School also offers the Preparing International Teaching Assistants Program to ensure that international graduate students have the pedagogical and cross-cultural communication skills needed for interacting with undergraduates in UNC’s classrooms. The Graduate School has a dedicated Assistant Dean of Graduate Student Professional Development who conducts trainings and acts as a resource to all graduate and professional students. Our Languages Across the Curriculum (LAC) program assists future and current faculty in integrating foreign languages into non-language area studies courses through an annual LAC workshop, online resources, and one-on-one mentoring (see also Cr. G).

F.4. Depth of specialized course coverage in one or more disciplines: As indicated in **Table F.3** and in our course list, UNC has extensive specialized course coverage in a number of disciplines, with particular depth in AAAD (33 courses), Anthropology (18), Art History (19), Environment & Ecology (11), Public Health fields (23), and History (18).

Table F.3 Sample of Advanced or Specialized Courses	
African Studies in AAAD	History
AAAD 315: Political Protest & Conflict in Africa AAAD 318: Politics of Cultural Production AAAD 387: HIV/AIDS in Africa & Diaspora AAAD 400: Challenges of Dem. Governance AAAD 412: Regional Seminar (West, East, etc.) AAAD 691H: Honors Research in African Studies	HIST 279: Modern South Africa HIST 312: France and Algeria HIST 340: Ethics and Business in Africa HIST 535: Women and Gender in Af. History HIST 719: Readings in African History HIST 815: Topics in African History
Art History	Public Health
ARTH 294: Arts of Southern Africa ARTH 303: Art and Colonialism (France/Africa) ARTH 450: Cities & Society-Medieval Islamic Lands ARTH 488: Contemporary African Art ARTH 555: Urban Africa and Global Mobility ARTH 561: Arts of the Islamic Mediterranean	EPID 690: HIV in Developing Countries EPID 756: Infectious Diseases in Devel. Countries MHCH 680: Global Sexual & Reproductive Health NUTR 745: International Nutrition PUBH 712: Global Health Ethics PUBH 718: Systems for Global Health Implementation

ASC proposes to deepen its capacity in area studies training by creating new courses related to our “Africa steAam @UNC” initiative and in Schools of Ed, and by supporting faculty research and development and African linkages, thus further strengthening our ability to train experts in areas of national need. (See Cr. A.1)

CRITERION G: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

The Program in African Languages (PAL) at UNC-CH is unique and cutting-edge in its growing capacity to connect the study of African languages to pressing global issues and needs and is integral to our “Africa steAam @UNC” initiative. Every spring nearly 30 Pharmacy, Medicine, Public Health and Dentistry faculty and students are required to study Chichewa before embarking on research and internships in Malawi. Over the next four years, STEM students from three NC universities, including one MSI, will be required to learn elementary Bemba, Chichewa, or Shona before engaging in environmental field work in Zambia and Zimbabwe as part of a \$4.3M NSF PIRE grant; that grant will pay for language instruction in-country (\$70K), and the proposed ASC STEM language projects coordinator (Mwamzandi) will provide

pedagogical design and oversight (see Cr. A.1). The ASC has worked with AAAD to make language instructors central to the intellectual and teaching mission of the department through greater inclusion of language faculty in department conferences and developing relevant courses on topics such as Swahili coast Islamic identity and Islam and Hip Hop in Senegal. Our success and growth are based on regular external evaluation to critically assess and improve language instruction. In 2016 our evaluator lauded our success in making the study of African languages increasingly relevant to our institution and to the national viability of African language learning. As a result of this forward-looking work, our institution has deepened its commitment to African languages by hiring more PAL faculty and creating a position in African Language and Literature. PAL faculty and courses are sufficient for high-quality training in our target languages, all of which are LCTLs and most of which are priority languages.

G.1. Center's Languages and Enrollments: UNC offers instruction in six African languages: Afrikaans, Arabic, Chichewa, Lingala, Swahili, and Wolof (please refer to **Language Course List in Appendices**), with plans for development of Bemba, Shona, and Yoruba. All current languages are taught on a regular basis every year, except Afrikaans and Chichewa, which are offered on demand. As **Table G.1** shows, 509 students enrolled in African languages at UNC in 2016-17. High **enrollments** can be found in Swahili (117) and in Arabic (343), and Lingala enrollments are the highest in the country (21). Although Wolof numbers dropped in 2016-17 because our instructor joined IFAN in Dakar, those enrollments are already growing again, thanks to a newly-hired instructor, S. Camara. 27 graduate students participated in our Chichewa workshop in 2017. The ASC regularly receives 3 times as many highly qualified graduate FLAS applications as available fellowships, indicating high student demand for our languages. Every summer UNC students and FLAS recipients regularly enroll in African **language programs**

offered by other providers in the U.S. and in African countries, and they have pursued training in languages we do not yet offer, such as Jula, Hausa, Kinyarwanda, and Yoruba. PAL and FLAS coordinators collaborate with all Africa NRCs to make African language instruction widely accessible while maintaining the highest standards of instruction. ASC proposes to support elementary and then intermediate Yoruba instruction from our MSI partner, FSU, adding an additional language for ASC students.

Table G.1 Language Instruction Offerings						
Language	Levels	Courses	Faculty	TAs	Enrolled 2016-17	Notes
Afrikaans	1	2	1		N/A	Offered on demand.
Arabic*	4+	11	5		343	Minor offered.
Chichewa	2	3		2	27	Offered as non-credit 1-month workshop for students in PH, Med, Dent & Pharm preparing for Malawi internships
Swahili*	3+	9	2	1	117	
Lingala	2	4	2		21	48% growth since 2014
Wolof**	3	6	1	1	1	2013-2014: 32 students; new Wolof instructor hired F 2017
Levels: 1 is elementary; 2 is intermediate; 3 and beyond are advanced language, culture, and literature. * includes LAC sections and LAC Teaching Assistants ** Advanced Wolof approved in December 2017						

G.2. Levels Taught: Arabic, Swahili, and Wolof are taught to the advanced level, Lingala is taught to the intermediate level, Afrikaans and Chichewa at the elementary level; Chichewa is offered every spring as a month-long workshop. In this proposal we plan to develop Yoruba as a regularly-taught language to the intermediate level, and we will develop elementary Bemba and Shona in workshop format for STEM researchers.¹ **Courses in Other Disciplines:** UNC was the first U.S institution to offer Languages Across the Curriculum (LAC) in African languages, Swahili and Arabic. The LAC program is a collaborative project of 6 UNC NRCs, and has become a national model. LAC courses are taught by qualified instructors in the target language, but work with content from disciplines. Our Swahili LAC serves STEM and Public Health

¹ We choose not to foreground our Francophone or Lusophone credentials in this proposal, but African content is integrated into all levels of Portuguese instruction at UNC, with 3rd semester courses focusing exclusively on Lusophone content. 5 instructors teach Portuguese to the advanced level, with enrollments in 2016-17 of 804.

students by using health and environment content, and our Arabic LAC serves STEM and professional school students by including substantial business practices content. Spring 2018's Arabic LAC focused on North African refugee/immigrant issues. A new Religious Studies French LAC will include content on francophone Africans, and a new Portuguese LAC will develop material on issues around Angolan oil resources.

G.3. Language Faculty: ASC's highly-qualified language faculty numbers are sufficient to meet demand. 10 full-time language faculty, 2 adjunct instructors, and 2 teaching assistants provide instruction, assuring that we can meet student demand for high quality instruction. Badr, El Kerdany, Kauffman, Shahu, and Yaqub teach Arabic, and the department has a search now for a tenure track Arabic Assistant Professor. Camara teaches Wolof, Fhunsu and Mutima teach Lingala, and Mutima and Mwamzandi teach Swahili. This spring, UNC promoted Camara and Mwamzandi from "Instructor" positions to the more secure "Teaching Assistant Professor" rank. The Chichewa workshop is taught by Zimba and Kamkwamba (author of *The Boy Who Harnessed the Wind*). ASC collaborates with the Fulbright Foreign Language Teaching Assistant (FLTA) program, hosting East African teaching assistants in Swahili for several years; in 2018 we were chosen as one of only two national FLTA hosts for Wolof. These FLTAs provide support to regular instructors, but do not teach independently. Their youthful energy and strong motivation has greatly enhanced our PAL, and they are required to take language pedagogy training. We will request a 3rd FLTA for Yoruba in Fall 2019 (no NRC funds) to help build the institutionalization of that language through the UNC-System distance-based Language Exchange.

Pedagogy training: Virtually all PAL faculty hold PhDs, and all but one (Kauffman) are native speakers. All language faculty have received pedagogical training in proficiency-oriented,

performance-based instruction, including on-campus proficiency-based workshops facilitated by NALRC and/or ACTFL. PAL faculty participate in workshops or conferences on pedagogy and second-language acquisition, and have provided leadership in African language development nationally. Over the past 3 years PAL faculty have presented more than 19 papers at ALTA, SEALLF, ACAL, ASA, and other national conferences on education and literature. The LAC Coordinator, R.Anderson, is trained in foreign language pedagogy, and works closely with PAL faculty and TAs to monitor and develop their performance. He leads an annual workshop for UNC and Duke faculty and students interested in developing LAC courses and provides training to universities around the country that seek to replicate our model. Anderson represents all NRCs in the system-wide UNC Language Assembly, and is coordinating our new involvement in the distance-based Language Exchange. Anderson also provides oversight and training to high school language teachers for the Learning Through Languages (LTL) research symposium (see Cr. I) and will provide School of Ed language pedagogy faculty instruction and consultation for LAC and Learning Through Languages training.

G.4. Quality of Language Instruction and Resources: UNC ensures that our language programs are of high quality and conform to national standards. Pedagogically, our PAL promotes three combined approaches: communicative-oriented, student-centered, and content-based. This ensures **performance-based instruction**. As recommended by ACTFL, general goals are based on the standards for foreign language learning organized under the “5 Cs”: communication, culture, connections, comparisons, and communities. Standards are delineated for each element and are woven into each lesson and assessment.

PAL faculty meet monthly to discuss and improve instruction. Clearly defined performance-based instructional goals for each language instill cultural competence as well as productive and

receptive proficiency in each of the four language skills: speaking, listening, reading, and writing. Instructors of elementary and intermediate language courses take ACTFL proficiency standards into account when designing and implementing their courses. Interview-exams assess oral/aural proficiency, while communicative written tests require students to use the target language in authentic real-life contexts to determine writing and reading competency.

Specific **performance-based proficiency requirements** are established for each language level, across all languages, and instructors and students engage in continuous assessment throughout the semester. Instructor evaluation includes class visitations, instructor peer observation, and feedback based on classroom observations. Student evaluations include placement tests, final written examinations and oral proficiency tests at the end of each semester, using ACTFL guidelines for proficiency. Student surveys are used annually for improvement and for student recruitment. In all languages, evaluation and assessment incorporate the requirements for instructor-administered FLAS language assessments.

Resources: Our PAL faculty have created many resources for language instruction, including Chichewa resources for medical research and practice and extensive audio-visual Wolof instruction materials from Senegal. All Arabic and Swahili LAC resources are available online to the public on demand. Committed to providing state-of-the-art resources for language teaching and practice, UNC is currently renovating and expanding its language lab. The new facility, the **Digital Arts and Collaboration Lab**, will have a multipurpose screening room and exhibit and performance space. In addition, it includes a room equipped for synchronous distance learning, which will be critical to our proposal to engage in the UNC Language Exchange. Moreover, the lab will expand its reach into new areas such as innovation in research, publications, and pedagogy and support for nontraditional approaches to languages and the humanities. FLTAs in

Swahili and Wolof provide tutoring to all students. The Arabic Conversation Club, the Arabic Calligraphy Club, OASIS, and weekly Swahili and Wolof language tables with FLTAs provide resources to PAL students, and each spring the PAL faculty and students present an African Languages Night. For students seeking language immersion, UNC's Study Abroad Office offers valuable information and counseling on program options (see Cr. B.2). ASC proposes to develop the PAL through partial support of Swahili and Wolof instruction, LAC and Language Coordination for Yoruba development, support for the Chichewa workshop, support for the STEM language projects coordinator, and conference and research travel for PAL faculty.

CRITERION H: QUALITY OF CURRICULUM DESIGN

H.1. Incorporation of African Studies into Undergraduate Degree Programs: UNC offers two degree options for students majoring in African Studies, which are of high quality and designed to provide students with exceptional training. African, African American, and Diaspora Studies (AAAD) offers an interdisciplinary major and minor with a concentration in African Studies. African Studies students enroll in Africa-content courses in AAAD and in other departments in the College of A&S (see **Course List in Appendices**) . AAAD Africa majors take 10 courses including 2 introductory courses on Africa and African diaspora studies, an advanced research seminar, a capstone course on African and diaspora intellectual traditions, and 6 other elective courses. Students are strongly encouraged to pursue one of two (cultural/aesthetics or socio-political/historical) 4-course tracks in African Studies. AAAD majors are encouraged to fulfill their foreign language requirement with an African language. Most AAAD majors double major or minor, thus gaining a broad understanding of Africa and a depth of interdisciplinary focus.

A second option for undergraduate students is Global Studies (GLBL) with a concentration in Africa. GLBL majors take 10 courses, including the following: 1 gateway course; 2 disciplinary approaches courses; 4 courses on a selected theme (politics, economics, health, or culture); and 3 regional courses on Africa. GLBL majors complete 6 semesters of a foreign language relevant to Africa. Because of faculty breadth in African Studies across the College of A&S, students in other departments have many options for integrating African Studies in their majors and minors, including courses in anthropology, art history, environmental studies, geography, history, music, political science, public policy, and women's and gender studies (see **Course List**). Each year hundreds of UNC students graduate with at least 15 hours of Africa content. In 2016-17, 25 students graduated with specified degrees in African Studies through AAAD and GLBL.

H.2. Academic and career advising: Undergraduates at UNC are advised by 48 assistant deans, full-time advisors, and part-time faculty advisors, divided into discipline-specific teams. Students have online access to their academic record, which provides options for fulfilling remaining requirements. Students are also advised by departmental Directors of Undergraduate Studies and other faculty, as well as by advising teams in the College of A&S Academic Advising Office. The effectiveness of this advising is reflected in the fact that 84% of UNC students graduate within 4 years, compared to 40% in the nation as a whole.

Low AAAD student-faculty ratios result in close-student faculty relationships, which augment the work of the DUS. Africa students in the GLBL major are assigned a faculty advisor. These formal and informal advising practices provide students with mentoring relationships that extend beyond the classroom to issues such as graduate school and fellowship applications, study abroad opportunities, and pre- and post- graduate job placement. The ASC staff has a history of being active in the advising system; Burrill, Anderson, and Sewall all provide mentoring and academic

advice to students and serve as advisors for several Africa-focused campus organizations. Africa students can take advantage of extensive career counseling, libraries, workshops, testing, on-campus recruiting fairs, internship programs, and online job search resources provided by University Career Services (UCS). UCS regularly brings public and private sector international recruiters to campus, and hosts two annual international career day events and a Peace Corps career night. Each year FLAS fellows attend a government careers orientation. UNC social networking sites promote government service and non-profit careers. ASC faculty advise graduate students in their home schools and departments across campus. Students pursuing the Certificate in African Studies are advised by ASC Director Burrill and AAAD Chair Sahle.

H.3. Quality of graduate student training: 39 African Studies students are currently pursuing MAs and PhDs. Since 2014, 85 Africa-focused graduate students have received degrees in Anthropology, Art History, Comparative Literature, Ecology, Environmental Studies, Geography, History, Public Policy, and Religious Studies; and in the professional schools of Law, Social Work, and Public Health. In diverse graduate programs, students can gain specialized knowledge of Africa through 100 graduate level Africa content courses (see **Course List in Appendices**). Many world-renowned Africa-focused faculty supervise dissertations and theses (see **BIOs in Appendices**).

Graduate and professional schools offer a wide range of high quality training options. The School of Public Health offers a graduate certificate in Global Health through which students can specialize in Africa. The Institute for Global Health and Infectious Diseases offers surgical and OB-GYN residency programs in Malawi and Zambia, and dentistry and pharmacy students conduct research every year in Malawi and Uganda. The Business School offers Global Initiative Electives in 6 African nations, as well as student exchange programs in South Africa (University

of Cape Town and Wits University). History, which for many years has had a Global History track for students pursuing transnational topics including Africa, has just launched its new Ph.D. program in African History, accepting its first cohort for Fall 2018 to study West and South African history. Art History has a robust doctoral program devoted to the study of African Art. Anthropology trains Africa-focused doctoral students in the human ecology track and in the sociocultural/ethnography track. Romance Studies offers an MA program in Franco-Arab culture, which draws students who have an interest in North Africa. Global Studies has an MA program that includes the opportunity for students to study Africa from the perspective of one of 3 global themes: politics, institutions, and societies; economy; and migration and labor rights.

Jointly with ASC, AAAD offers a Certificate in African Studies open to students in all UNC graduate schools. This interdisciplinary certificate requires students to produce a master's level Africa-focused research project, take 4 courses with substantial Africa content, and participate in one of our faculty working groups. Students who pursue this certificate are expected to study an African language appropriate to their research, and graduate students from fields as diverse as Anthropology, Art History, Public Policy, Law, Epidemiology, Pharmacy, and Dentistry, to name a few, have done so.

H.4. Research and Study Abroad: Over 2,120 students per year engage in more than 400 UNC and non-UNC study abroad programs in over 70 countries. These students are supported by a study abroad staff of 17 who assist them in finding suitable programs. Each year, approximately 65 students study in African countries such as Egypt, Ghana, Kenya, Madagascar, Malawi, Morocco, Namibia, Rwanda, Senegal, South Africa, Tanzania, and Uganda. UNC has an honors fall semester program (Cape Town) and a Business School summer program (Cape Town/Johannesburg) in South Africa, programs in Tanzania and Senegal, and a new program in

Malawi. Students also have access to study abroad programs offered by outside providers in Egypt, Morocco, Namibia, South Africa, and Tunisia. UNC offers service learning in Namibia, Burch field projects in Botswana and Rwanda, SIT, SFS and other similar programs. At least 35 students (including Morehead-Cain scholars) engage in independent research and internship projects in Africa annually. Since 2014, students have used UNC funded Summer Undergraduate Research Fellowships, Class of 1938 scholarships, Robertson scholarships, and Morehead Cain Discovery Funds to conduct research in Ghana, Kenya, Malawi, Senegal, South Africa, Tanzania, and Uganda. UNC consistently ranks among the top universities in the country in the nation in the number of graduate students who win Fulbright awards, a number of whom use the award to conduct research in Africa.

ASC proposes to enhance graduate and undergraduate student training and expertise in African studies by creating at least 4 new courses related to our “Africa steAAm @UNC” initiative, adding new African languages that address STEM student needs, supporting working groups for faculty and graduate students, collaborating with partner MSIs and CCs, and learning from visiting African scholars about these critical areas of inquiry.

CRITERION I: OUTREACH ACTIVITIES

With NRC and institutional funds, the ASC maintains an Outreach Office that has had a significant and measureable regional and national impact, engaging ASC and other regional and national faculty to provide training and knowledge to K-12, postsecondary, and public constituencies. Africa related public events at UNC average 41/year with an average number of 3,874 participants, including the general public. Between 2014 and 2017, 51 specific ASC outreach activities served more than 2,143 educators (excluding the large ASOC activities such as NCSS and CABA which reach about 24,000 educators/year). ASC faculty members are

involved in all types of outreach projects, with participation from more than 6 departments in the College of A&S, as well as from the Schools of Education, Library Science, Law, and Medicine.

Most of our outreach activities are particularly cost-effective due to strong NRC collaboration and institutional support for outreach at UNC. In the past four years these UNC collaborations have created innovative programs for educators that cross world regions, and we have used our Evaluation Team in project planning, implementation, and review to constantly improve our Outreach endeavors.

I.1.a. Elementary and secondary schools: The ASC Outreach Office maintains a lending library of over 600 books, CDs, and DVDs for K-12 teachers, and has developed original teaching resources, presentations, workshops, a digital Outreach Newsletter, and an outreach web site which provides free online resources for teachers. In collaboration with other UNC NRCs, each year more than 1,500 NC educators receive training on contemporary Africa from World View (WV) programs for K-12 and CC faculty and for K-14 administrators throughout most of NC's 100 counties. WV's international programs reach into a high percentage of low income counties, providing international training and faculty support that would not otherwise exist. We also collaborate with UNC's Carolina Navigators program which develops and sends kits for classroom use for teaching about 17 African countries. ASC lending library resources and Navigators kits are used more than 130 times each year and reach an average of 4,278 students and teachers.

The collaborative spirit among UNC's 6 NRCs allows for innovative K-12 professional development initiatives. In 2015-16, ASC and UNC Latin American Studies held an 18-month long African Diaspora Fellowship Program, which supported teachers in learning and teaching about Africans and their descendants in the Americas, funded by a \$100K NEH grant.

African Studies Center UNC-Chapel Hill

Table I.1 Outreach Long-Term Collaborations	Sample of Activities 2014-17	Part #
K-12, state and national		
UNC-W Watson School of Education <ul style="list-style-type: none"> • Course development grants to faculty to conduct research and collect materials in Africa • Study abroad planning for pre-service teachers 	<ul style="list-style-type: none"> • ASC resources used in pre-service classes • Literacy in Malawi • Mathematics instruction in Ethiopia 	43
World View--UNC <ul style="list-style-type: none"> • K12 programs in 99 of 100 NC counties • K16 group study to Africa 	<ul style="list-style-type: none"> • Annual summer Leadership Program • Annual Symposium with Africa content • 2017 group to South Africa for NC educators 	2017:170 2016:226 19
African Studies Outreach Council, ASA affiliate <ul style="list-style-type: none"> • Treasurer for ASOC NCSS projects • Lead evaluator for ASA Teacher Workshops • Presentations at ASA Teacher Workshops • Reviewer and consultant for CABA 	<ul style="list-style-type: none"> • Presentations and facilitation at ASA Teacher Workshops San Diego, DC, Chicago • ASOC NCSS table at annual meetings in D.C., San Francisco, etc. 4,000 attendees/yr • CABA featured on NPR, events at Smithsonian, web site 19,500/yr 	68 2016:175 19500/yr
UNC NRC Outreach Collaborations <ul style="list-style-type: none"> • UNC Center for Global Initiatives • UNC Duke Consortium Latin American Studies • UNC Duke Consortium for Middle East Studies 	<ul style="list-style-type: none"> • Carolina Navigators Africa Culture kits for 17 different African countries • African Diaspora Fellowship Program • Global Islam and Arts Teachers program 	138 15 19
Post-Secondary, state and regional		
World View—UNC <ul style="list-style-type: none"> • NC Global Distinction Program • CC partnerships/programs in 32 of 58 CCs in NC 	<ul style="list-style-type: none"> • Annual CC Symposium with Africa content • NC Global Distinction modules • NC Global Distinction student graduates 	2016: 59 12 374
SEALLF (South East African Language and Literature Forum) <ul style="list-style-type: none"> • ASC PAL faculty leadership created forum in 2011 • Annual funding in collaboration with UF 	<ul style="list-style-type: none"> • Annual meetings to improve curricula and Pedagogies (hosted in 2017). • MSI Partnership; specific support in 2016 for WSSU to host mtg. 	105
SERSAS (South East Regional Seminar in African Studies) <ul style="list-style-type: none"> • Member of planning committee • Annual hosting and funding in collaboration w/UF 	<ul style="list-style-type: none"> • SERSAS meets each fall and spring; spring meetings funded by NRC. Participants include MSI and CC faculty in 12 states 	210
MSI partnership with WSSU <ul style="list-style-type: none"> • NRC funding for speakers, conferences, course development, research, linkages in Africa 	<ul style="list-style-type: none"> • Research Fellows with full library access • Conference travel for presentations • Linkages with African universities 	8 6 4
Other Constituencies: business, media, public		
<ul style="list-style-type: none"> • Army Civil Affairs at Ft. Bragg • Program in the Humanities and Human Values • National Endowment for the Humanities • Carolina Performing Arts 	<ul style="list-style-type: none"> • Oct. 2016 • “African Cities” & “Contemporary Egypt” • “Telling Our Stories of Home: Festival of African Women Artists” • Year-long Sufi Music and Performance, including Youssou N’Dour 	74 194 1400 1450

In 2016-17, ASC partnered with the Duke-UNC Middle East Consortium to bring teachers from rural NC counties to Chapel Hill to explore world-class Sufi music and performance for deeper

understanding of Islam around the world. We are currently using institutional funds for a year-long collaborative program that will take teachers around NC to visit and understand African and Middle East immigrant communities. ASC Outreach collaborates with other UNC area studies centers to host an annual Learning Through Languages (LTL) Research Symposium for high school students who present on an area studies research topic in their foreign language (Arabic, French, German, Japanese, Russian, and Spanish). In 2016, Africa topics included: “La Désertification au Maghreb” and “La política-economía del siglo veintiuno entre Europa y el norte de África: enfoque en Marruecos y España.” High School language teachers are trained in pedagogy for this program and provided funds to purchase materials; UNC language faculty judge the competition.

ASC partnered with Schools of Education and worked collaboratively with 3 SoE faculty from UNC-Wilmington who traveled to Ethiopia and Malawi to gather teaching resources and lead preservice teachers in a study abroad program, studying literacy and numeracy in primary education in these countries. ASC will continue this partnership and expand to other Schools of Ed in NC in the next four years; new activities will include collaborations on language/LAC pedagogy and the LTL program (CPP2; see Crit. A.1). The Outreach Coordinator regularly leads group studies to Africa for NC educators. In South Africa in 2017, participants visited K12 schools and activists in Durban, Cape Town, and Johannesburg, learning about education practices and challenges, Apartheid and its legacy, and the youth political movement. A similar group study is planned for 2020 to learn from environmental researchers in the field in Malawi, as part of the PIRE program with NSF. ASC will develop resources to expand the impact of these study trips, creating instructional materials for STEM teachers in particular, and UNC will provide the majority of funds for this STEM work (see Crit. A.1).

African Studies Center UNC-Chapel Hill

Due to the involvement and leadership of our Outreach Coordinator in the African Studies Outreach Council (ASOC), ASC outreach programs have had a national impact. ASOC designs and facilitates a K-16 Educators Workshop, held parallel to the ASA meeting. ASOC booth and presentations at NCSS reach nearly 4,000 teachers/year, and national CABA awards recognize and promote the best children's and young adult books for accurate knowledge of Africa.

Drawing on ASOC expertise, ASC responds to current events on an ongoing basis by providing timely materials and presentations to teachers, such as on the Ebola epidemic in West Africa.

The ASC proposes to support these ASOC activities. (see Cr.A.1.).

I.1.b. Postsecondary institutions: The ASC has three main areas of postsecondary outreach: 1) regional conferences, 2) Community College programs, and 3) our partnership with Winston-Salem State University (WSSU), which will be expanded to include other MSIs. ASC provides critical logistical and financial support to diverse faculty in the Southeast through collaborative support (with UF) to SERSAS/SEAN and SEALLF. These regional meetings allow Africanist faculty and graduate students affordable, high-quality venues for presenting and discussing scholarship; CC and MSI faculty participate in both events. In 2014-18 SERSAS/SEAN meetings assembled 210 regional scholars from institutions in 9 states. During 2014-17, 364 community college educators benefitted from ASC outreach through World View programs designed for CC faculty and staff, and the innovative and successful CC NC Global Distinction Initiative, part of our last NRC proposal, is now a national model for infusing global/Africa content into the CC curriculum. CC faculty met with UNC librarians and faculty to design Africa-focused modules for regularly-taught general education courses such as English, Early Childhood Development, Math, and Economics. Additionally, students at 16 CCs now participate in the program by taking these courses and other delineated requirements to receive a

Certificate of Global Distinction in their degrees. These requirements include 1) students complete at least 15 credit hours of globally intensive courses, 2) students participate in 8 international activities and dialogue; 3) students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience); 4) students give a capstone presentation related to their global learning participation; 5) students completing this program have “Graduated with Global Distinction” on their transcript. More than 300 CC students have achieved the NC Global Distinction designation. The PIRE grant from NSF will provide \$12K to enhance CC STEM teaching by participation in field research in Y3, coordinated with the World View group study for K-14 educators described in I.1. ASC proposes STEM workshops to support these projects and facilitate coordination with the PIRE project to produce materials.

In 2014 UNC created a close partnership with faculty and staff at WSSU, a premier MSI. 8 WSSU African Studies faculty became Research Fellows at UNC, providing them with full access to all UNC library holdings, 4 new courses were developed, 6 faculty members received funding to present at conferences in the U.S. and abroad, 2 WSSU students received FLAS fellowships for Swahili from UNC, speakers and scholars were shared between UNC and WSSU, and WSSU has developed linkages and partnerships in South Africa, Botswana, Zambia, and Kenya with NRC funds. This partnership has been mutually beneficial, and UNC has greatly benefitted by developing closer relationships with WSSU. The ASC proposes to substantially deepen and expand postsecondary outreach through the CC NC Global Distinction Initiative and with at least three NC MSIs, which will include Yoruba development and participation in the PIRE program, both described in Cr. A.1.

I.1.c. Business, media, and the general public: The Outreach Coordinator works with UNC Health Affairs staff to provide workshops, language training, and seminars for faculty, students,

and non-academic health professionals in RTP who work in Africa, with a special focus on Malawi/Chichewa. The ASC also provides outreach free of cost to the armed services. The Outreach Coordinator meets regularly with the Civil Affairs Battalion from Ft. Bragg, NC, and military personnel come to campus for in-depth interaction with UNC and national scholars regarding threats to civilian security in West and East Africa. UNC's well-established Carolina Public Humanities provides weekend seminars for the public and educators on compelling topics, using highly-regarded faculty to provide content. ASC requests NRC funds to further develop these activities. During 2014-17, ASC faculty in the Social Sciences and in Law, Medicine, and Library Science made 47 presentations to US government officials, to the UN, and to African governmental agencies, and the State Department brought African journalists to meet with our Center.

CRITERION J: FLAS

J.1. FLAS Advertising, Application, Selection Process and Priorities: While each NRC is responsible for its own selection process, UNC-CH's six NRCs coordinate the FLAS fellowship application process. We hold joint information sessions in the fall and share a common deadline and common online application. We advertise through posts to Facebook and Twitter, joint email announcements to department chairs, graduate studies directors and relevant UNC listservs, and through ads in UNC's award-winning student newspaper. We work with directors of graduate studies and the graduate and professional school admissions offices to ensure that incoming students have the opportunity to apply for FLAS funding for their first year of graduate study. We also schedule visits to Arabic, Swahili, Wolof and Lingala language classes each fall to inform students about FLAS and encourage them to apply. Our recruitment efforts to underrepresented students are enhanced by our Opening Access Initiative, and our FLAS

African Studies Center UNC-Chapel Hill

Coordinator has successfully recruited 2 WSSU students to FLAS awards. Arellano and Sewall assist all students with the application process. All ASC languages are LCTLs and we award FLAS fellowships only to students studying modern LCTLs (**FLAS CPP2**). Applications for Arabic are only considered for students studying North or Sub-Saharan Africa. In 2017-18, 70% of our FLAS applications came from students in professional schools (Education and Public Health). ASC will continue to work with our professional schools to encourage FLAS fellowship applications for advanced level language study by their students.

Student Application Procedures, Selection and Criteria. Table J.1 provides a detailed timeline for application, selection, and reporting activities. Applications include biographical information, CV, official transcripts, statement of research and career goals, a language

assessment form, and two letters of recommendation. UNC applicants must also complete a Free Application for Federal Student Aid (FAFSA) form in order to determine financial need. ASC collects application materials, due in late January, via an online application shared by all UNC NRCs. Our Financial Aid office

Table J.1 FLAS Admin. Process for Academic Year (AY) & Summer	
Steps in Process in a Typical Year	Timeframe
Informational meetings about fellowships	Sept-Dec
AY and Summer FLAS competition announcements/advertisement	Nov-Dec
AY and Summer FLAS application (including completion of FAFSA form) deadline; assistance provided to <u>all</u> students, including traditionally underrepresented students and those with demonstrated financial need	Nov-Jan
Financial Aid offices assist centers with interpreting FAFSA results	Jan-Feb
AY & Summer FLAS selection committee makes decisions	Feb
Summer & AY FLAS notifications (AY awards contingent on IFLE funding notification)	Feb-Mar
Seek approval from IFLE on Summer FLAS awards/travel	Mar-May
Submit interim Summer FLAS report and final AY FLAS report with Student Performance Reports to IFLE via IRIS	Jul 1
Seek approval from IFLE on AY FLAS awards/travel	Jul-Aug
Submit final Summer FLAS report with Student Perform. Reports and interim AY FLAS report to IFLE via IRIS	Oct 15
Complete biennial survey of FLAS alumni	Every 2 yrs for 8 yrs

assists us with analysis of the student FAFSA forms. Digital applications are sent to review

African Studies Center UNC-Chapel Hill

committee members who meet in late February and rank applications based on academic merit, commitment, level of language proficiency, and alignment with designated FLAS priorities. The **ASC FLAS selection committee** is comprised of members recruited from a broad base across our campus. Each year our committee includes at minimum: one faculty member from AAAD, one from another department in the College of A&S, our PAL Coordinator, and a faculty member from at least one of the professional schools (Public Health, Medicine, Social Work, Law). Every effort is made to award FLAS fellowships to students from a variety of disciplines and professional schools. Applicants, both graduate and undergraduate, will be awarded additional points based on demonstrated financial need as indicated by the students' expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students' financial circumstances and not on other aid. (**FLAS CPP 1**). In 2017-18, 50% of our awards were made to students with high financial need. The final determination of awardees will be made by the FLAS selection committee, which will rank all applicants in order of selection. Selection notifications are made in March, when fellows are informed that they will be required to report information biennially for 8 years.

CRITERION K: COMPETITIVE PRIORITIES As detailed in Cr. A.1, ASC proposes collaboration with several NC MSIs (including WSSU, FSU, and DTCC), a system-wide collaboration with NC community colleges (both NRC CPP1), and collaborations with UNC-System Schools of Education that will include course development and language pedagogy (NRC CPP2). As detailed in Cr. J, the ASC will include financial need as one consideration in selecting the most meritorious students for FLAS fellowships (FLAS CPP1). The ASC will award FLAS fellowships only in modern LCTLs (FLAS CPP2).

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

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: \$ 224,870 Year 2: \$ 224,973 Year 3: \$ 224,581 Year 4: \$ 224,997

FLAS Request

Year 1: \$ 228,000 Year 2: \$ 228,000 Year 3: \$ 228,000 Year 4: \$ 228,000

Type of Applicant

Single institution University of North Carolina, Chapel Hill

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)

- | | |
|--|--|
| <input checked="" type="checkbox"/> AFRICA | <input type="checkbox"/> MIDDLE EAST |
| <input type="checkbox"/> CANADA | <input type="checkbox"/> PACIFIC ISLANDS |
| <input type="checkbox"/> EAST ASIA/PAN ASIA | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE | <input type="checkbox"/> SOUTH ASIA |
| <input type="checkbox"/> INTERNATIONAL | <input type="checkbox"/> SOUTHEAST ASIA |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> 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.

Arabic, Lingala, Swahili, Wolof, Yoruba

African Studies Center, University of North Carolina at Chapel Hill, 2018

Diverse Perspectives and Wide Range of Views in Funded Activities:

All ASC activities, including those proposed here for funding are, to the greatest extent possible, open to the public and designed to generate debate on Africa and related international affairs. They are designed to foster discussion among a diverse range of stakeholders from all sectors of our university, other institutions in our region, the state government, and the general public. All participants in ASC activities are encouraged to express diverse perspectives and offer a wide range of views. Each year ASC hosts dozens of events open to the public, and scholars from across the U.S. and from African countries share their expertise with our participants. The ASC also provides outreach free of cost to the armed services. The Outreach Coordinator meets regularly with the Civil Affairs Battalion from Ft. Bragg, NC, and military personnel come to campus for in-depth interaction with UNC-CH and national scholars regarding threats to civilian security in West and East Africa.

Information Regarding Areas of National Need:

Our proposal to establish a Comprehensive Center for African Studies concerns a world region (Africa) identified as a national need to the Secretary of Education. Three of the languages offered by the ASC meet areas of national need (Arabic, Swahili, and Wolof), and 75% of our FLAS awards regularly address national needs.

Our proposed activities will encourage government service and careers in education, business, and non-profit sectors. In collaboration with other UNC-CH NRCs and professional schools the ASC encourages FLAS fellows to engage in an annual orientation to careers in government service, and institutionally supported annual career programs and social networking sites which are designed to promote government service, education, and private sector careers, and international opportunities such as Peace Corps.

ASC's record of placing students into post-graduate employment, education, and training in areas of national need have been excellent. 68% of recent graduates and 73% of all alumni are employed in areas of national need, in education, government service, and in the private sector, working mostly with not-profit entities that address pressing global issues. Drawing on these successful alumni, each year the ASC hosts career workshops for our students that include information and networking opportunities in education, non-profit organizations, and government service, and our faculty working group on African Ecology and Social Processes is specifically designed to provide graduate students with professional development and networking for employment in higher education. We work constantly to improve our students' understanding of the career options before them, and using alumni to network and advise current graduate and undergraduate students is proving to be very effective in promoting employment in areas of national need.

**APPENDIX 3: Faculty and Staff Biographical Information
Table of Contents**

	Page	Tenure/ Tenure Track	Title/Dept
<u>African Studies Center Staff</u>			
Emily Burrill	11		Director
Barbara Anderson	2		Associate Director/Outreach Coordinator
Stacey Sewall	51		Assistant Director/FLAS Coordinator
Maxcine Barnes	7		Business Manager
<u>Program Support Staff</u>			
Brandy Arellano	5		Opening Access, CGI
Shamecca Bryant	10		Carolina for Kibera
Chris Faison*	21		Minority Male Mentoring Program
Jason Kinnear	30		UNC Study Abroad
Jacqueline Solis*	54		University Libraries
Robert Anderson	4		Languages Across the Curriculum
Gina Difino	18		Global Education, Honors Carolina
Alicia Peña	43		UNC Study Abroad/Africa Programs
<u>External Evaluation Team</u>			
Gregory Cizek	13		School of Education
Beth-Ann Kutchma	31		Evaluation Consultant
Rita O'Sullivan	42		Evaluation, Assessment, & Policy (EvaP)
Fabiola Salas Villalobos	50		School of Education
<u>Language Faculty</u>			
Farida Badr	6	N	Asian Studies/Arabic
Samba Camara	12	N	AAAD/Wolof; PAL Coordinator
Doria El Kerdany	19	N	Asian Studies/Arabic
Donato Fhunsu	21	N	AAAD/Lingala
William Kamkwamba	28	N	Chichewa Workshop/eGranary-Library
Alan (Bud) Kauffman	29	N	Asian Studies/Arabic
Alphonse Mutima	40	N	AAAD/Swahili
Mohamed Mwamzandi	41	N	AAAD/Swahili; STEM Projects Coord.
Paul Roberge	48	Y	Germanic Languages/Afrikaans
Khalid Shahu	52	N	Asian Studies/Arabic
Nadia Yaqub	63	Y	Asian Studies/Arabic
Chifundo Zimba	63	N	Chichewa Workshop
BOLD Denotes new hire since 2014		* ASC Advisory Board Member	

African Studies Center, UNC-CH

	Page	Tenure/ Tenure Track	Title/Dept
<u>Core Non-language Faculty</u> (50-100% Africa focus)			
Ashley Anderson	3	Y	Political Science
Barbara Anderson	2	N	AAAD, ASC Associate Director
David Ansong	4	Y	Social Work
Lydia Boyd	10	Y	AAAD
Emily Burrill	11	Y	Women's and Gender Studies/History; ASC Director
Gina Chowa*	13	Y	Social Work
Amy Cooke	15	N	Environment and Ecology
Karine Dubé	18	Y	Public Health Leadership Program
Jennifer Hazen	24	N	Public Policy
James Herrington	25	N	Health Behavior
Irving Hoffman	25	N	Medicine
Mina Hosseinipour	26	Y	Medicine
Pamela Jagger*	27	Y	Public Policy
Lauren Jarvis	27	Y	History
Michael Lambert*	31	Y	AAAD
Paul Leslie	32	Y	Anthropology
Lisa Lindsay	33	Y	History
Winnie Luseno	33	N	Maternal and Child Health
Carol Magee*	34	Y	Art History
Suzanne Maman	35	Y	Health Behavior
Lucy Martin	36	Y	Political Science
Rainier Masa	37	Y	Social Work
Cliff Missen	40	N	Information and Library Science
Chérie Ndaliko	41	Y	Music
Georges Nzongola*	42	Y	AAAD
Audrey Pettifor	44	Y	Epidemiology
David Pier	45	Y	AAAD
Victoria Rovine	49	Y	Art History
Eunice Sahle*	50	Y	AAAD
Brigitte Seim	51	Y	Public Policy
Kavita Singh-Ongechi	53	N	Maternal and Child Health
Jeffrey Stringer	56	Y	Medicine
Colin West	61	Y	Anthropology
BOLD Denotes new hire since 2014		* ASC Advisory Board Member	

African Studies Center, UNC-CH

	Page	Tenure/ Tenure Track	Title/Dept
<u>Associated Non-language Faculty</u> (25-50% Africa focus)			
Glaire Anderson	3	Y	Art History
Karen Booth	9	Y	Women's and Gender Studies
Myron Cohen	14	Y	Medicine/IGHID Director
Sian Curtis	17	Y	Maternal and Child Health
Michael Emch	19	Y	Geography
Cynthia Gay	22	Y	UNC HIV Cure Center
Clark Gray	23	Y	Geography
Suzanne Gulledge	23	Y	Education
Sudhanshu Handa	24	Y	Public Policy
Joseph Jordan*	28	N	Stone Center Director/AAAD
Thomas Kelley*	30	Y	Law
Steven Meshnick	39	Y	Epidemiology
Maximilian Owre	43	N	History
Rohit Ramaswamy	46	N	Gillings Global Gateway/MHCH
Peter Redfield	47	Y	Anthropology
Stuart Rennie	47	Y	Medicine
Andrew Reynolds	48	Y	Political Science
Sarah Shields	53	Y	History
Jennifer Smith	54	Y	Epidemiology
Ilene Speizer	55	Y	Maternal and Child Health
David Steeb*	55	Y	Pharmacy
Ronald Strauss	56	Y	Medicine/Dentistry
James Thomas	58	Y	Epidemiology
Silvia Tomášková	59	Y	Women's & Gender Studies
Annelies Van Rie	59	Y	Epidemiology
Gretchen Van Vliet	60	N	Public Health Leadership Program
Sharon Weir	61	N	Epidemiology
Dale Whittington	62	Y	Public Health/Planning
<u>Affiliated Non-language Faculty</u> (10- 25 % Africa focus)			
Linda Adair	1	Y	Nutrition
Simon Alder	1	Y	Economics
Idris Assani	5	Y	Mathematics
Navin Bapat	6	Y	Political Science
Jamie Bartram	7	Y	Environmental Sciences and Engineering
Margaret Bentley	8	Y	Public Health
BOLD Denotes new hire since 2014		* ASC Advisory Board Member	

African Studies Center, UNC-CH

	Page	Tenure/ Tenure Track	Title/Dept
Chris Bingham	8	Y	Business
Shelah Bloom	9	Y	Maternal and Child Health
Martha Carlough	12	N	Medicine
Claude Clegg	14	Y	AAAD
Patrick Conway	15	Y	Economics
Pamela Cooper	16	Y	English and Comparative Literature
Altha Cravey	16	Y	Geography
Sarah Dempsey	17	Y	Communication Studies
Eugenia Eng	20	Y	Health Behavior
Carl Ernst	20	Y	Religious Studies
Greg Gangi	21	Y	Environment and Ecology
Luis Marcelino Gomez	22	N	Romance Studies/Portuguese
Donald Hornstein	26	Y	Law
Robert Jenkins	28	N	Slavic Studies
Mark Katz	29	Y	Music/Inst. for the Arts and Humanities
Valerie Lambert	32	Y	Anthropology
Scott Madry	34	Y	Anthropology
Arvind Malhotra	35	Y	Business
Evyatar Marienberg	36	Y	
Joseph Megel	37	N	Communication Studies
Benjamin Meier	38	Y	Public Policy
Hassan Melehy	38	Y	Romance Studies/Francophone Literature
William Miller	39	Y	Epidemiology
Roberta (Bobbi) Owen	43	Y	Dramatic Art
Susan Pennybacker	44	Y	History
John Pickles	45	Y	Geography
Barry Popkin	46	Y	Nutrition
Kevin Robertson	49	Y	AIDS Neurological Center
Daniel Sherman	52	Y	History/Art History
Gretchen Stuart	57	Y	Medicine
Angela Stuesse	57	Y	Anthropology
Kristine Taylor	58	N	Portuguese/Lusophone Literature
Richard Vernon	60	N	Romance Studies/Lusophone Literature
Ronald Williams	62	Y	AAAD

BOLD Denotes new hire since 2014 * ASC Advisory Board Member

African Studies Center, UNC-Chapel Hill

****Note: Scale for language proficiency is 5= native or functionally native to 1= elementary**

Linda Adair

Professor, Nutrition, Gillings School of Global Public Health

Appointment: 1988, tenured
Education: PhD (1980) University of Pennsylvania.
Language: French (1)
Specialization: Maternal and child nutrition in developing countries; environmental influences on child health; developmental origins of adult disease.
World Area of Study: Africa (20%)
Relevant Experience: Honorary Professor, School of Clinical Medicine, University of the Witwatersrand, South Africa; UNICEF International Consultation on Cohort and Longitudinal Studies in Developing Countries; Elizabeth Glaser Pediatric AIDS Foundation: Consultant, Kabeho project to evaluate Rwanda's Plan B+ prevention of mother to child transmission of HIV (ongoing, 2013-present); Director, Nutrition Epidemiology Division, Department of Nutrition; Chair, NIH Social Sciences and Population (SSPA) study section HIV (ongoing, 2013-present); Grant reviewer: South Africa National Research Foundation (2015-16); Fellow, Carolina Population Center.
Distinctions: McGavran Teaching Award, School of Public Health; PI on numerous NIH grants.
Diss./Theses Supervised: 6
Relevant Courses Taught: Number of courses – 2. NUTR 745, International Nutrition; NUTR 808, Global Cardiometabolic Disease Seminar.
Number of Publications: 69 in past 5 years. Selected Publications:
2016 Kagura, Juliana, Linda S. Adair, Richard J. Munthali, John M. Pettifor, and Shane A. Norris. "Association between Early Life Growth and Blood Pressure Trajectories in Black South African Children." *Hypertension* 68, no. 5 (2016): 1123-113.
2016 Wright, M., MA Mendez, D. Sotres-Alvarez, and L. Adair. "Breastfeeding and Protein Intake Influence Body Mass Index from 2 Months to 22 Years in the Cebu Longitudinal Health and Nutrition Survey." *Journal of Nutrition* 146, no. 10 (2016): 2085-2092.
2016 Tzioumis, E., MC Kay, ME Bentley, and LS Adair. "Prevalence and Trends in the Childhood Dual Burden of Malnutrition in Low- and Middle-Income Countries, 1990-2012." *Public Health Nutrition* 19, no. 8 (2016): 1375-1388.
2016 Rogawski, Elizabeth T., Steven R. Meshnick, Sylvia Becker-Dreps, Linda S. Adair, Robert S. Sandler, Rajiv Sarkar, Deepthi Kattula, Honorine D. Ward, Gagandeep Kang, and Daniel J. Westreich. "Reduction in Diarrhoeal Rates through Interventions that Prevent Unnecessary Antibiotic Exposure Early in Life in an Observational Birth Cohort." *Journal of Epidemiology and Community Health* 70, no. 5 (2016): 500-505.
2016 Lundeen, E. A., S. A. Norris, L. S. Adair, L. M. Richter, and A. D. Stein. "Sex Differences in Obesity Incidence: 20-Year Prospective Cohort in South Africa: Obesity Incidence in S. African Children." *Pediatric Obesity* 11, no. 1 (2016): 75-80.

Simon Alder

Assistant Professor, Economics

Appointment: 2014, on tenure track
Education: PhD (2014) University of Zurich, Switzerland; MA (2009) University of Zurich.
Specialization: Economic development, including China/Africa economic policy and development.
World Area of Study: Africa (10%)
Relevant Experience: 2016 DIME East Africa Impact Evaluation Workshop presentation (World Bank, Nairobi)
Distinctions: 2017 Junior Faculty Development Award, 2016 Carolina Asia Center Course Development Grant, "Lessons from Asia for African Development;" 2015 Prize for Young Researchers of the German Economic Association, Research Group on Development Economics; 2015 Annual Dissertation Award of the University of Zurich.
Relevant Courses Taught: N/A.
Number of Publications: 1 in past 5 years. Selected Publications:
2016 Alder, Simon, Lin Shao, and Fabrizio Zilibotti. "Economic Reforms and Industrial Policy in a Panel of Chinese Cities." *Journal of Economic Growth* 21, no. 4 (2016): 305-349.

African Studies Center, UNC-Chapel Hill

Barbara Shaw Anderson

Associate Director, African Studies Center; Lecturer, African, African American, and Diaspora Studies

Appointment: 1989, not on tenure track
Education: MA (1988) UNC-CH.
Language: French (1), Portuguese (2), Spanish (2)
Specialization: Adult and continuing professional education; African and African American colonial history; design and facilitation of Africa-related professional development for K-16 educators, health professionals, and military officers.

World Area of Study: Africa (100%)
Relevant Experience: Oversight and administration of Africa NRC since 2006; UNC Provost's Committee on Global Partnerships; UNC International Advisory Council; Fulbright and FLAS selection committees; UNC World View Advisory Board; Faculty mentor for Africa-oriented student groups; Faculty Mentor for Covenant Scholars; UNC Area Studies Evaluation Committee; Member of African Studies Outreach Council and Children's Africana Book Award since 2006; designed and led K-14 educator group study to South Africa on post-apartheid development and education (2017); designed and led Senegal K-14 group study on Islam, education, and democracy in Senegal (2012 and 2008); UNC linkage travel to: Senegal (2016, 2008, 2004), Malawi (2014), Morocco (2013), Tanzania (2012), Uganda, Rwanda, and South Africa (2007); Coordinates Annual Workshop on Chichewa and Malawi Culture for UNC Health Affairs graduate students preparing for internships and research in Malawi; "Global Islam and the Arts Teaching Fellows" year-long professional development for 16 NC K-12 teachers to learn about Sufism in Senegal, Indonesia, Iran, and Pakistan, with UNC Middle East Center (2016-17); "African Diaspora Teaching Fellows" year-long professional development program for 14 NC K-12 educators with Duke-UNC Consortium in Latin American Studies. Served on planning committee and secured funding through NEH for project (2015-16);

Distinctions: UNC Teaching Awards: Service to Students with Learning Disabilities; Hortense McKlintock Award (for service to African American students); Senior Class Favorite Faculty.

Relevant Courses Taught: Number of courses – 4. AAAD 101, Introduction to Africa; AAAD 130, Introduction to African American and Diaspora Studies; AAAD 286, The African Diaspora in the Colonial Americas, 1450-1800; AAAD 290, Topics in African, African American, and Diaspora Studies.

Number of Publications: None in past 5 years. Selected Publications/Presentations:

2017 "Strategies for Teaching about Human Rights in Africa" Chapel Hill, NC
2017 "Stories of Africa, Connected Over Time and Around the Globe," Workshop with World View for 275 NC K-12 educators.
2016 "Teaching about the Trans-Atlantic Slave Trade," ASA Teacher Workshop, San Diego.
2015 "Education for Girls in Africa" Program in the Humanities series at Flyleaf Books, 2015.
2013 "Gendered Dimensions of Education in Africa," WV Partners Program June 2013; Program in the Humanities October 2013.
2011 "African responses to Human Rights Issues; Wangari Maathai and the Green Belt Movement," ASA Teacher Workshop, Washington DC, November 2011.
2010 "How to Teach about Human Rights Issues in Africa," ASA Teacher Workshop, San Francisco, November 2010.
2009 "Ethics or information? Providing Professional Development to Biomedical and Public Health Constituencies," Title VI 50th Anniversary Meeting, Washington, DC, March, 2009.
2008 "Teaching Culture without the Exotic," World View Symposium for NC teachers, October 2008.
2007 "Conflict resolution in Northern Uganda" UNC-CH Seminar in African ecology and social processes, September 2007.
2006 Anderson, Barbara. "Contemplative reflective practice, *conocimiento*, and continuing medical education." Proceedings of the Adult Education Research Conference, Jossey-Bass.
2005 Chapman, V. and B. Anderson. "Reflective practice". *International Encyclopedia of Adult Education*. London: Palgrave Macmillan.

African Studies Center, UNC-Chapel Hill

Ashley Anderson

Assistant Professor, Political Science

Appointment: 2018, on tenure track
Education: PhD (2016) Harvard; MA (2011) Harvard ; BA (2009) Stanford.
Language: Arabic (3), French (4)
Specialization: Dissertation: "Going Political: Labor, Institutions and Democratic Unrest in North Africa"
Research areas of interest: comparative politics, Middle Eastern politics, contentious politics, political economy of authoritarian regimes.
World Area of Study: Africa (50%)
Relevant Experience: Carolina Postdoctoral Program for Faculty Diversity Fellow (2016-18); Department of Homeland Security Data Analyst (Summer 2008, 2010).
Distinctions: Harvard Horizons Scholar; Weatherhead Center for International Affairs Grant; Harvard University Certificate of Distinction in Teaching; FLAS Fellow (2011).
Relevant Courses Taught: N/A (new faculty).
Number of Publications: 2 in past 5 years. Selected Publications:
Forthcoming "‘Networked’ Revolutions?: ICTs and Protest Mobilization during the Arab Spring", Under review at *Social Forces*
Forthcoming "The Dynamics of Pro-State Mobilization: Insights from Egypt" (with Melani Cammett), Under review for publication in edited volume.
Forthcoming "The Revolution Will Not Be Tweeted: Adding Collective Actors to Collective Outcomes in the ‘Arab Spring’", Manuscript in progress.
2017 "‘Where do we go from here?’: Islamist electoral trajectories in liberalized regimes", Paper selected for presentation at the American Political Science Association Annual Conference, 2017.
2017 "The Effects of Union Democracy on Civic and Political Protest", Paper selected for presentation at the American Political Science Association Annual Conference, 2017.

Glaire Anderson

Associate Professor, Art History

Appointment: 2006, tenured
Education: PhD (2005) MIT; MA (1998) UVA.
Language: Classical Arabic (2), French (2)
Specialization: History and theory of Islamic architecture.
World Area of Study: Africa (50%)
Relevant Experience: Digital Project: A Medieval ‘First in Flight’ <http://medievalflight.web.unc.edu/> Primary Investigator. Interdisciplinary collaboration (Art History, Biology, Mathematics, Biomedical Engineering) on material contexts, visualizations, and 3D modeling of early gliding devices and flight garment; Associated Scholar, "Erasing the East-West Divide," Global Architectural History Teaching Collaborative (GAHTC) Grant (Andrew W. Mellon), 2015-16.
Diss./Theses Supervised: 2
Distinctions: Charles Julian Bishko Memorial Prize for best article in the field of medieval Iberian history by a North American scholar, 2015; Kress Fellow for Research in the History of Art.
Relevant Courses Taught: Number of courses – 3. ARTH 154 /ASIA 154, Introduction to Art and Architecture of Islamic Lands (Eighth-16th Centuries CE); ARTH 450, The City as Monument: Cities and Society in the Medieval Islamic Lands; ARTH 561/ASIA 561, Arts of the Islamic Mediterranean.
Number of Publications: 9 in past 5 years. Selected Publications:
2017 Anderson, G. and Fenwick, C. and Rosser-Owen, M (Eds). (2017) *The Aghlabids & Their Neighbors: Art & Material Culture in Ninth-Century North Africa*. Oriental Handbook Series. Brill: Leiden.
2016 Anderson, Glaire and Pruitt, Jennifer. "The Three Caliphates, a Comparative Approach." In *The Blackwell Companion to Islamic Art and Architecture*, edited by Finbarr Barry Flood and Gulru Neçipoglu. Wiley-Blackwell, September, 2016.
2016 Anderson, Glaire D. "A Mother's Gift? Astrology and the Pyxis of Al-Mughīra." *Journal of Medieval History* 42, no. 1 (2016): 107-130.

African Studies Center, UNC-Chapel Hill

Robert Anderson

Lecturer of Portuguese, Romance Studies; Coordinator, Languages Across the Curriculum

Appointment: 2015, not on tenure track
Education: PhD (1990) UNC-Chapel Hill; MA (1984) Chapel Hill; BA (1975) UNC-Chapel Hill.
Language: Portuguese (5), French (1), Spanish (4)
Specialization: Afro-Brazilian studies; Luso-Asian literature; Lusophone language and culture in Goa, India.
World Area of Study: Africa (10%)
Relevant Experience: Co-Principal Investigator, WSSU, NEH project "Integrating Teaching and Learning about India in the Curriculum through the Humanities and the Liberal Arts," (2012-2015); Principal Investigator for WSSU, US Department of Education FIPSE grant through US-Brazil Higher Education Consortia Program (2009-2014).
Relevant Courses Taught: Number of courses – 2. PORT 203, Intermediate Portuguese I; PORT 385, Lusophone Africa in Literature.
Number of Publications: 2 in past 5 years. Selected Publications:
2016 Joti Sekhon, Robert Anderson, and Rose Sackeyfio. "Faculty Engagement as Stepping Stones to Partnering with India at Winston-Salem State University." In *Global Perspectives on Strategic International Partnerships: A Guide to Building Sustainable Academic Linkages*, edited by Clare Banks, Birgit Siebe-Herbig, and Karin Norton. NY: Institute of International Education, 2016.
2013 Anderson III, Robert N. "'All of the Violence Is Exposed': Lima Barreto's Journalism and Testimonials." In *Lima Barreto: New Critical Perspectives*, edited by Daniel F. Silva and Lamonte Aidoo, 135-52. Lanham, MD: Rowman and Little, 2013.

David Ansong

Assistant Professor, School of Social Work

Appointment: 2013, on tenure track
Education: PhD (2013) Washington University in St. Louis; MSW (2008) Washington University in St. Louis; BA (2004) University of Ghana.
Language: Akan (5)
Specialization: Educational and economic disparities, youth asset development in Sub-Saharan Africa.
World Area of Study: Africa (75%)
Relevant Experience: Principal Investigator, Impacts of Early Scholarship Grants and Matched Education Savings Accounts on Academic Performance and Progression in Ghana (2014-present).
Distinctions: 2016 Excellence in Research Award, UNC-Chapel Hill, School of Social Work.
Relevant Courses Taught: N/A.
Diss./Theses Supervised: 9
Number of Publications: 35 in past 5 years. Selected Publications:
2017 Alhassan, M., Ansong, D., Ampomah, A. O., Albritton, T. J. "Junior high school students' use of their afterschool hours in Ghana: The role of household assets." *Child & Youth Services*, 4/17.
2017 Ansong, D., Okumu, M., Bowen, G., Walker, A. M., & Eisensmith, S. R. "The role of parent, classmate, and teacher support in student engagement: Evidence from Ghana." *International Journal of Educational Development*, 54, (2017): 51–58.
2017 Despard, Mathieu R., Rhoda Nanre Nafziger-Mayegun, Bernice Korkor Adjabeng, and David Ansong. "Does Revenue Diversification Predict Financial Vulnerability among Non-Governmental Organizations in Sub-Saharan Africa?" *Voluntas* (2017): 1-21.
2016 Ansong, D., & Alhassan, M. "Educational progression in Ghana: Gender and spatial variations in longitudinal trajectories of Junior High School Completion rate." *International Journal of Progressive Education* 12, no. 2 (2016): 47-63.
2016 Ansong, David, Gina A. Chowa, and Rainier D. Masa. "Cross-Cultural Adaptation and Validation of the Commitment-to-School Scale using a Sample of Junior High School Youth in Ghana." *The Journal of Experimental Education* 84, no. 4 (2016): 621-638.
2016 Sherraden, M. S., & Ansong, D. "Financial Literacy to Financial Capability: Building Financial Stability and Security." In *International Handbook of Financial Literacy*, edited by C. Aprea, K. Breuer, P. Davies, B. Fuhrman, N.K. Koh, J.S. Lopus, & E. Wuttke. Springer, 2016.

African Studies Center, UNC-Chapel Hill

Brandy Arellano

Opening Access Program Manager, Center for Global Initiatives

Appointment: 2016
Education: BA (2009) UNC-Chapel Hill
Language: Samoan (1), Spanish (5)
Specialization: Global fellowship opportunities and Opening Access
World Area of Study: International (100%)
Relevant Experience: Manages UNC Center for Global Initiatives programs to open access to new global opportunities. Programs include Passport to Go! Fellowship, GO! Global Orientation, Global Take Off: Puerto Rico, and the Carolina Global Initiative Award.

Idris Assani

Professor, Mathematics

Appointment: 1996, tenured
Education: PhD (1981) Université Pierre et Marie Curie; Doctorat ès Sciences (1986) Université Pierre et Marie Curie.
Language: Ewe (2), French (4), Yoruba (4)
Specialization: Ergodic theory; Probability theory; Harmonic Analysis; Operator Theory.
World Area of Study: Africa (10%)
Relevant Experience: STEM Consultant, World Bank-ACE project to select and finance STEM research centers of excellence in Africa (2013- present); Organized collaboration between UNC-Chapel Hill and the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana.
Distinctions: Member Ramanujan Prize committee (2016 & 2017).
Diss./Theses Supervised: 5
Relevant Courses Taught: N/A.
Number of Publications: 12 in past 5 years. Selected Publications:
2017 Assani, Idris and Ryo Moore. "A Good Universal Weight for Nonconventional Ergodic Averages in Norm." *Ergodic Theory and Dynamical Systems* 37, no. 4 (2017): 1009.
2016 Assani, Idris, David Duncan, and Ryo Moore. "Pointwise Characteristic Factors for Wiener-Wintner Double Recurrence Theorem." *Ergodic Theory and Dynamical Systems* 36, no. 4 (2016): 1037-1066.
2016 Assani, Idris. *Ergodic Theory: Advances in Dynamical Systems*. Berlin; Boston: Walter de Gruyter, 2016.

African Studies Center, UNC-Chapel Hill

Farida Badr

Lecturer, Asian Studies

Appointment: 2010, not on tenure track
Education: MA (2008) American University at Cairo; CCTAFL (2008) School of Continuing Education in the American University in Cairo.
Language: Arabic (5)
Specialization: Arabic language instruction.
World Area of Study: Africa (25%)
Relevant Experience: 2013-17 Oral Proficiency Interview Tester of Arabic, American Council on the Teaching of Foreign Languages (ACTFL); Coordinator of student conversation groups, UNC-Chapel Hill.
Distinctions: 2016-2017 Member, Development Committee, Asian studies, UNC-Chapel Hill.
Relevant Courses Taught: Number of courses – 9. ARAB 101-102, Elementary Arabic; ARAB 203-204 Intermediate Arabic; ARAB 300, Arabic Grammar and Composition; ARAB 305-306, Advanced Arabic; ARAB 407-408, Readings in Arabic.
Number of Publications: 1 in past 5 years. Selected Publications/Presentations:
2015 Badr, F. (2015). Contemporary Juristic Issues related to Muslim Women; Retrieved from <http://www.academia.edu/9442686/>
2015 Badr, F. (2015, April). Teaching virtual Arabic classes through Illuminate Live! Bridge program on Sakai. Workshop presented at the Department of Asian Studies, UNC-Chapel Hill.
2015 Badr, F. (2015, December). A proposed Curriculum Approach to Develop an Arabic Cultural Dimension to Learning the Arabic Language for Non-Native Speakers. Paper presented at the International Journal of Arts and Sciences (IJAS) International Conference for Academic Disciplines in Freiburg, Germany.

Navin Bapat

Associate Professor, Political Science

Appointment: 2007, tenured
Education: PhD (2004) Rice University; MA (2001) Rice University; BA (1998) University of Michigan.
Specialization: Political conflict, insurgency, terrorism, interstate conflict, economic conflict, state building.
World Area of Study: Africa (20%)
Relevant Experience: "Terrorism and the Consolidation of Africa's States" (with Noam Argov), presented at the 2014 Terrorism and Policy Conference at the University of Texas at Dallas; "Terrorism, Dynamic Commitment Problems, and Military Conflict" (with Sean Ziegler), presented at the 2014 International Studies Association Meeting.
Distinctions: John Gardner Award for Best Dissertation in the Social Sciences, Rice University, 2004.
Diss./Theses Supervised: 3
Relevant Courses Taught: Number of courses – 2. POLI 444/PWAD 444, Seminar on Terrorism; POLI 452, Africa and International Conflict.
Number of Publications: 6 in past 5 years. Selected Publications:
2016 Bapat, Navin A. and Sean Zeigler. "Terrorism, Dynamic Commitment Problems, and Military Conflict." *American Journal of Political Science* 60, no. 2 (2016): 337-351.
2016 Bapat, Navin A., Luis De la Calle, Kaisa H. Hinkkainen, and Elena V. McLean. "Economic Sanctions, Transnational Terrorism, and the Incentive to Misrepresent." *The Journal of Politics* 78, no. 1 (2016): 249-264.
2015 Bapat, NA and BR Kwon. "When are Sanctions Effective? A Bargaining and Enforcement Framework." *International Organization* 69, no. 1 (2015): 131-162.
2014 Bapat, Navin A. "The Escalation of Terrorism: Micro-level Violence and Interstate Conflict." *International Interactions* 40 no. 4 (2014): 568-578.

African Studies Center, UNC-Chapel Hill

Maxcine Barnes

Business Manager, Area Studies Centers

Appointment: 2017
Education: AAS (1988) Alamance Community College
Specialization: Business Administration and Computer Science.
World Area of Study: Africa (50%) Middle East (50%)
Relevant Experience: Interim Finance Director/ Accounting Technician/Administrative Assistant at Central Piedmont Community Action; Administrative Assistant at Orange County Visitors Bureau; Assistant to the Dean at UNC-CH School of Social Work.

Jamie Bartram

Professor and Director, Water Institute at UNC;

Don & Jennifer Holzworth Distinguished Professor of Environmental Sciences and Engineering

Appointment: 2009, tenured
Education: PhD (1996) University of Surrey, UK; BSc (1985) University of Surrey, UK.
Language: Spanish (4), French (2), Italian (2)
Specialization: Environmental health, disease prevention, drinking water supply and quality; water sanitation.
World Area of Study: Africa (20%)
Relevant Experience: Founded the Water Institute at UNC; awarded \$12.4 million in research funding from 42 different awarding bodies including World Vision, UNICEF, PLAN-International/USA, and USAID.
Distinctions: Member of numerous technical advisory groups advising on sustainable sanitation systems, including WHO/UNICEF Strategic Advisory Group, Gates Foundation, and USAID; Co-chair of UNC-Chapel Hill inaugural campus-wide theme 'Water in our World.' Editorial Board Member of several journals including PLoSMed, International Journal of Hygiene and Environmental Health.
Diss./Theses Supervised: 17
Relevant Courses Taught: Number of courses – 1. ENVR 682, Water, Sanitation, Hygiene, and Global Health.
Number of Publications: 112 in past 5 years. Selected Publications:
2017 Luh, J., S. Royster, D. Sebastian, E. Ojomo, and J. Bartram. "Expert Assessment of the Resilience of Drinking Water and Sanitation Systems to Climate-Related Hazards." *Science of the Total Environment* 592, (2017): 334-344.
2016 Dodds, Felix and Jamie Bartram, (Eds). *The Water, Food, Energy and Climate Nexus: Challenges and an Agenda for Action*. Abingdon, Oxon; New York: Routledge, 2016.
2016 Crocker, J; Geremew, A; Atalie, F; Yetie, M; Bartram, J. "Teachers and Sanitation Promotion: An Assessment of Community Led Total Sanitation in Ethiopia." *Environmental Science and Technology* 50, no. 12 (2016).
2016 Crocker, J., KF Shields, V. Venkataramanan, D. Saywell, and J. Bartram. "Building Capacity for Water, Sanitation, and Hygiene Programming: Training Evaluation Theory Applied to CLTS Management Training in Kenya." *Social Science & Medicine* 166, (2016): 66-76.
2015 Bartram, Jamie. *Routledge Handbook of Water and Health*. Florence: Routledge, 2015.

African Studies Center, UNC-Chapel Hill

Margaret Bentley

Carla Smith Chamblee Distinguished Professor, Nutrition, Gillings School of Global Public Health;

Associate Dean for Global Health; Associate Director of the Institute for Global Health and Infectious Disease

Appointment: 1998, tenured
Education: PhD (1987) Univ. of Connecticut; MA (1983) Univ. of Connecticut; BA (1976) Michigan State.
Specialization: Breastfeeding; maternal health; nutrition; obesity; rural health; sexually transmitted diseases.
World Area of Study: Africa (20%)
Relevant Experience: Development of a comprehensive fundraising and strategic planning program for global health in the School of Public Health; Research experience in Kenya, Nigeria, and Malawi.
Distinctions: Kellogg Prize for International Nutrition Lecture, American Society of Nutrition, 2016; Duke-UNC Rotary Peace Center, UNC Faculty Director, July 2015-present; Bernard G. Greenberg Endowed Alumni Award, Gillings School of Global Public Health, 2016; Co-chair, Global Health Advisory Group, Association of Schools and Programs of Public Health (ASPPH), 2016-present.
Diss./Theses Supervised: 20
Relevant Courses Taught: Number of courses – 2. PUBH 510, Interdisciplinary Perspectives in Global Health; NUTR 745, International Nutrition.
Number of Publications: 36 in past 5 years. Selected Publications:
2016 Hodges, EA, HM Wasser, BK Colgan, and ME Bentley. "Development of Feeding Cues during Infancy and Toddlerhood." *The American Journal of Maternal-Child Nursing* 41, no. 4 (2016): 244-251.
2016 Barrett, Katherine J., Amanda L. Thompson, and Margaret E. Bentley. "The Influence of Maternal Psychosocial Characteristics on Infant Feeding Styles." *Appetite* 103, (2016): 396-402.
2016 Flax, Valerie L., Margaret E. Bentley, et al. "Group Cell Phones are Feasible and Acceptable for Promoting Optimal Breastfeeding Practices in a Women's Microcredit Program in Nigeria: Group Cell Phones to Promote Breastfeeding." *Maternal & Child Nutrition* March (2016).

Chris Bingham

Professor, Kenan-Flagler Business School; Co-Director of Kenan Entrepreneurship Initiative

Appointment: 2008, tenured
Education: PhD (2005) Stanford University; MA (2000) Brigham Young University; MBA (2000) Brigham Young University; BS (1995) Brigham Young University.
Language: Spanish (4)
Specialization: Organizational learning, adaptation, growth, innovation and strategic decision making in entrepreneurial firms and firms in dynamic markets.
World Area of Study: Africa (10%)
Relevant Experience: Awarded International Research Grants from UNC CIBER (2010, 2011); Taught MBA course "Strategy in a Global Arena" (2013-2016).
Distinctions: Phillip Hettleman Distinguished Scholar (2011-present); UNC Award for Excellence in Executive MBA Teaching (2017); Strategic Entrepreneurship Journal Best Paper of the Year (2017).
Relevant Courses Taught: N/A.
Number of Publications: 10 in past 5 years. Selected Publications:
2018 Lee, BH, J. Struben, and CB Bingham. "Collective Action and Market Formation: An Integrative Framework." *Strategic Management Journal* 39, no. 1 (2018): 242-266.
2017 Ott, Timothy E., Kathleen M. Eisenhardt, and Christopher B. Bingham. "Strategy Formation in Entrepreneurial Settings: Past Insights and Future Directions." *Strategic Entrepreneurship Journal* 11, no. 3 (2017): 306-325.
2015 Bingham, Christopher B., Koen H. Heimeriks, Mario Schijven, and Stephen Gates. "Concurrent Learning: How Firms Develop Multiple Dynamic Capabilities in Parallel: Concurrent Learning." *Strategic Management Journal* 36, no. 12 (2015): 1802-1825.

African Studies Center, UNC-Chapel Hill

Shelah Bloom

Research Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2001, not on tenure track
Education: ScD (1997) Harvard; MS (1992) Harvard; MA (1987) University of Wisconsin-Madison.
Language: Arabic (1), French (1)
Specialization: Reproductive health, HIV/AIDS, maternal mortality and morbidity, gender context of reproductive health in developing countries.
World Area of Study: Africa (20%)
Relevant Experience: Member, USAID's Inter-agency Gender Working Group's Technical Advisory Group; Senior Technical Advisor, MEASURE Evaluation; Technical consultation, World Health Organization. Carolina Population Center MEASURE Evaluation, Carolina Population Center.
Distinctions: Faculty Fellow, Carolina Population Center.
Diss./Theses Supervised: 12
Relevant Courses Taught: Number of courses – 1. MHCH 716, International Family Planning and Reproductive Health.
Number of Publications: 16 in past 5 years. Selected Publications:
2016 Taubobong, HFG, MM Kincaid, JK Levy, SS Bloom, JL Platt, SK Henry, and GL Darmstadt. "Does Addressing Gender Inequalities and Empowering Women and Girls Improve Health and Development Programme Outcomes?" *Health Policy and Planning* 31, no. 10 (2016): 1492-1514.
2015 Singh, Kavita, Shelah Bloom, and Paul Brodish. "Gender Equality as a Means to Improve Maternal and Child Health in Africa." *Health Care for Women International* 36, no. 1 (2015): 57-69.
2015 Bloom, Shelah S., Alpna Agrawal, Kaushalendra K. Singh, and Chirayath M. Suchindran. "Gender Inequality and the Risk of HIV among Married Couples in North India." *AIDS Care* 27, no. 2 (2015): 168-175.
2014 Agrawal, Alpna, Shelah S. Bloom, Chirayath Suchindran, Siân Curtis, and Gustavo Angeles. "Gender-Based Power and Couples' HIV Risk in Uttar Pradesh and Uttarakhand, North India." *International Perspectives on Sexual and Reproductive Health* 40, no. 4 (2014): 196-205.

Karen Booth

Associate Professor, Women's and Gender Studies

Appointment: 1997, tenured
Education: PhD (1995) University of Wisconsin-Madison.
Language: French (2), Swahili (2)
Specialization: Gender, sexuality, globalization and underdevelopment; transnational feminisms; HIV/AIDS; reproductive health; human rights.
World Area of Study: Africa (50%)
Relevant Experience: Qualitative field research in Nairobi, Kenya; Robert Wood Johnson Foundation Scholarship in Health Policy.
Distinctions: University Award for the Advancement of Women (2014).
Relevant Courses Taught: Number of courses – 3. WGST 388, The International Politics of Sexual and Reproductive Health; WGST 583, Gender and Imperialism; WGST 610, Feminism, Sexuality, and Human Rights.
Number of Publications: None in past 5 years. Selected Publications:
2006 Booth, Karen M., "Conceiving the Nation: The Politics of the Womb in Kenya, the United States, Greece and Ireland: Review Essay." *The Journal of Women's History* 18.2 (2006): 151-8.
2006 Booth, Karen M., "The Politics of the Womb in Greece, Ireland, Kenya, and the United States." *Journal of Women's History* 18.2.
2004 Booth, Karen M. *Local Women, Global Science: Fighting AIDS in Kenya*. Bloomington: Indiana University Press.

African Studies Center, UNC-Chapel Hill

Lydia Boyd

Associate Professor, African, African American, and Diaspora Studies

Appointment: 2010, tenured

Education: PhD, New York University; MA, New York University; A.B., Duke University.

Specialization: African ethnography and social history; gender and sexuality; medical anthropology; visual anthropology; ethnographic film; urban Africa; religion; Uganda.

World Area of Study: Africa (100%)

Relevant Experience: Research focuses on the promotion of sexual abstinence as an HIV/AIDS prevention strategy among born-again Christian youth in Kampala, Uganda by considering how medical discourses of health and disease intersect with contemporary and historical anxieties concerning sexual morality, marriage, kinship, and gender relations in Africa.

Relevant Courses Taught: Number of courses – 5. AAAD 101, Introduction to Africa; AAAD 200/WGST 200, Gender and Sexuality in Africa; AAAD 210, African Belief Systems: Religion and Philosophy in Sub-Saharan Africa; AAAD 300, Cultures of Health and Healing in Africa; AAAD 387, HIV/AIDS in Africa and the Diaspora.

Number of Publications: 7 in past 5 years. Selected Publications:

2018 Boyd, Lydia. "The Gospel of self-help: Born-again Musicians and the Moral Problem of Dependency in Uganda." *American Ethnologist* 45, no. 2 (2018): 241-252.

2015 Boyd, Lydia. *Preaching Prevention : Born-again Christianity and the Moral Politics of AIDS in Uganda*. Athens: Ohio University Press, 2015.

2015 Boyd, Lydia. "'Marriage is the Solution': Born-Again Christianity, American Global Health Policy and the Ugandan Effort to Prevent HIV/AIDS." In *Globalization and Socio-Cultural Processes in Contemporary Africa*, edited by Eunice Sahle. Palgrave Macmillan, 2015.

2014 Boyd, L. "Ugandan Born-again Christians and the Moral Politics of Gender Equality." *Journal of Religion in Africa* 44, no. 3-4 (2014): 333-354.

Shamecca Bryant

U.S. Head of Operations, Carolina for Kibera

Appointment: 2017

Specialization: Carolina for Kibera develops local leaders to catalyze positive change and alleviate poverty in the informal settlement of Kibera located in Nairobi, Kenya. Bryant leads US-based CFK operations, providing technical leadership and direction for strategic partnerships, communications, and fundraising. Coordinates CFK programs on youth and women in East Africa on UNC campus.

African Studies Center, UNC-Chapel Hill

Emily Burrill

Associate Professor, Women's and Gender Studies; Associate Professor, History; Director, African Studies Center

Appointment: 2008, tenured

Education: PhD (2007) Stanford; MA (2001) University of Vermont; BA (1997) Mount Holyoke.

Language: French(4), Wolof(2), Bamanankan/Bambara(3)

Specialization: Modern African history; legal and gender history; Muslim societies and French colonial rule; French empire; global histories of women's rights; post colonialism; feminist theory. Teaching areas: gender and imperialism; African gender history; women and the law in Africa and the Middle East; feminist approaches to the past; women and Islam in Africa; current project focuses on themes of gender, mobility, and belonging in post-WWII Francophone West Africa.

World Area of Study: Africa (100%)

Relevant Experience: Steering Committee, African Studies Association Women's Caucus, 2014-present; Program Chair, African Studies Association Annual Meeting (2016); Advisory Board: UNC World View (2015-16), Global Engagement Certificate Program (2015-16), and Center for Global Research Initiatives (2015-16); Search Committee for Assistant Professor of African History in the History Department, UNC (2014); External reviewer, *African Studies Review*, *International Journal of African Historical Studies*, *Gender and History*, Indiana Univ. Press, Univ. of Michigan Press.

Distinctions: Burrill's book, *States of Marriage*, is the 2016 winner of the Alf Andrew Heggoy Prize from the French Colonial Historical Society, which recognizes the best book dealing with the French colonial experience from 1815 to the present. Faculty Fellow, Institute of Arts and Humanities, UNC-Chapel Hill (2014); Faculty Scholar at the Carolina Women's Center for (2013-14).

Diss./Theses Supervised: 7

Relevant Courses Taught: Number of courses – 6. WGST 313/HIST 313, Women and the Law in Africa and the Middle East; WGST 337, African Gender History; HIST 535, Women and Gender in African History; WGST 583, Gender and Imperialism; HIST 719, Readings in African History; HIST 815, Topics in African History.

Number of Publications: 6 in past 5 years. Selected Publications:

2018 Emily Burrill and Rachel Jean-Baptiste. "Love, Marriage, and Families in Africa." In *Changing Perspectives on African Women and Gender*. Ed. Claire Robertson and Nwando Achebe. Madison: University of Wisconsin Press.

2018 Emily Burrill. "Worlds and Words of Migration: Exile in African History." In *Africans in Exile: Mobility, Law, and Identity*. Ed. Nathan Riley Carpenter and Benjamin Lawrance. Indiana University Press.

2016 Emily Burrill. "Historicizing Social Justice and the Longue Durée of Forced Marriage in Africa." In *Marriage By Force? Contestation Over Consent and Coercion in Africa*, edited by Annie Bunting, Benjamin Lawrance, and Richard Roberts. Athens, OH: Ohio University Press, 2016.

2015 Burrill, Emily. *States of Marriage: Gender, Justice, and Rights in Colonial Mali*. Athens, Ohio: Ohio University Press, 2015.

2015 Cristina Alcalde, Srimati Basu, and Emily Burrill. "Feminist Organizing Around Violence Against Women in Mali, Peru, and India." In *Breaking the Surface: A Transnational Reader in the History of Feminist Thought*, edited by Cristina Alcalde, Susan Bordo, and Ellen Rosenman. Berkeley: University of California Press, 2015.

2015 Burrill, Emily S. "Trafficking in Slavery's Wake: Law and the Experience of Women and Children in Africa Edited by Benjamin N. Lawrance & Richard L. Roberts Athens, OH: Ohio University Press 2012." *Journal of Global History* 10, no. 1 (2015): 195-196.

2010 Emily Burrill, Richard Roberts, and Elizabeth Thornberry, eds. *Domestic Violence and the Law in Colonial and Postcolonial Africa*. Ohio University Press.

Selected Presentations:

2017 "The Right to Bear Arms: Gun Control and Colonial Masculinity in 1950's Francophone West Africa." November 6, 2017, Duke University.

2017 "Gender at the Crossroads: Political Belonging and Mobility in a Franco-African World." Working the Empire/Travailler l'Empire: Gendered Conversations and Circulations in Imperial History. June 19-20, 2017, Institut d'Études Avancées de Paris, Paris, France.

2017 "There are Always Laws That Are Not Practiced: The Limits and Possibilities of Marriage Laws in West Africa." Center for African Studies Baraza series, University of Florida, March 3, 2017.

African Studies Center, UNC-Chapel Hill

Samba Camara

Teaching Assistant Professor, African, African American, and Diaspora Studies

Appointment: 2017, not on tenure track
Education: PhD (2017) Ohio University; MA (2013) Ohio University; MA (2009) Cheikh Anta Diop University, Dakar, Senegal; BA (2008) Cheikh Anta Diop University, Dakar, Senegal.
Language: Wolof (5) French (5) Pulaar/Fula (5) Arabic (3)
Specialization: African literature, Wolof language instruction.
World Area of Study: Africa (100%)
Relevant Experience: Wolof Language Teaching Assistantship, Ohio University (2011-2012).
Distinctions: Fulbright Language Teaching Assistant, (2010-2011); Cheikh Anta Diop University National Scholarship, Senegal.
Relevant Courses Taught: Number of courses – 10. AAAD 201, The Literature of Africa; AAAD 202, West Africa through Visual Art, Literature, and Film; AAAD 259, Black Influences on Popular Culture; AAAD 414, Senegalese Society and Culture; WOLO 401-402, Beginning Wolof; WOLO 403-404, Intermediate Wolof; WOLO 405-406, Advanced Wolof.
Number of Publications: 3 in past 5 years. Selected Publications:
2018 (submitted) Camara, Samba, “*Youssou N’dour: I Bring What I Love: A Window into Islam and “Musicking” in a Post-9/11 West African Context,*” (*Journal of African Cultural Studies*)
2016 Camara, Samba, “Journée internationale de l’écrivain africain au Sénégal: Les grands absents,” *Leral.net*. Accessible at http://www.leral.net/Journee-internationale-de-l-ecrivain-africain-au-Senegal-Les-grands-absents-Par-Samba-Camara_a184931.html#
2014 Camara, Samba, “Political Islam and the Negotiation of Political Roles among Sufi Peripheral Leaders in Senegal.” *International Journal of Political Science and Development* 2(6): 105-116.

Martha Carlough

Director, Office of International Activities, School of Medicine; Clinical Associate Professor, School of Medicine; Adjunct Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2004, not on tenure track
Education: MD (1989) Jefferson Medical College; MPH (1994), University of North Carolina.
Language: Nepali (5), Spanish (2)
Specialization: Family medicine and reproductive health, skilled birth attendant training and assessment, obstetric and newborn care, malaria and pregnancy, prevention of maternal to child HIV transmission, community level nutrition.
World Area of Study: Africa (20%)
Relevant Experience: Member, Medical Disaster and Relief Team, Samaritan’s Purse (2015-present); Safe Motherhood and Newborn Care Clinical Advisor for IntraHealth International, Inc; Ministry of Health and Social Services, Namibia (through IntraHealth) (2012-present); Faculty Advisor for Physicians for Human Rights (2014-present).
Distinctions: American Academy of Family Physicians. Global Health Advisory Board Member (2014-present); UNC International Affairs Advisory Council and Global Health Advisory Committee (2009-present);
Relevant Courses Taught: Number of courses – 1. PUBH 704, Foundations of Global Health.
Number of Publications: 8 in past 5 years. Selected Publications:
2018 Walden, Jeffrey, Olga Valdman, Ranit Mishori, and Martha Carlough. "Building Capacity to Care for Refugees." *Family Practice Management* 24, no. 4 (2017): 21-27.
2016 Martha, Carlough, Becker-Dreps Sylvia, Hawes Samuel, Hodge Bethany, Martin Ian, and Clark Denniston. "A Medical School's Approach to Meeting the Challenges of Interdisciplinary Global Health Education for Resident Physicians." *Education for Health* (Abingdon, England) 29, no. 2 (2016): 113.
2014 Zolotor, AL and MC Carlough. "Update on Prenatal Care." *American Family Physician* 89, no. 3 (2014): 199-208.
2014 Report of the Prevalence and Contributing Factors of Facility-Based Maternal and Neonatal Deaths in Five Regions of Namibia (Erongo, Hardap, //Karas, Khomas, Omaheke). March 2014.

African Studies Center, UNC-Chapel Hill

Gina Chowa

Associate Professor, School of Social Work

Appointment: 2008, tenured
Education: PhD (2008) Washington University-St. Louis; MSW (2002) Washington University in St. Louis; BSW (1992) University of Zambia.
Language: Bemba (2), Chewa (3), Nsenga (2), Tswana (Setswana) (1), Tumbuka (4).
Specialization: International social development; youth asset development; financial inclusion.
World Area of Study: Africa (75%)
Relevant Experience: Co-Principal Investigator, Testing Impacts of Youth Savings Accounts on Developmental Outcomes for Youth and Household Finances and Well-Being, MasterCard Foundation, (2010-2015); Impacts of Early Savings on Youth Economic Opportunities in Ghana: A Longitudinal Study, MasterCard Foundation (2015-16); Principal Investigator, Pathways to Youth Assets and Employability, Ford Foundation (2014-15), Principal Investigator, Impacts of Enhanced Economic Capability on HIV Positive People in Zambia; Director, Global Social Development Innovations; UNC African Studies Center Advisory Board (2017-2020).
Diss./Theses Supervised: 14
Distinctions: 2016 Wallace Kuralt Early Career Distinguished Professor, UNC School of Social Work; 2014 Ruth and Philip Hettleman Prize for Artistic and Scholarly Achievement, Chancellor's Award; 2014 Dean's Recognition of Teaching Excellence Award, UNC School of Social Work.
Relevant Courses Taught: Number of courses – 2. SOWO 793, Asset Development Practice and Policy; SOWO 881, Development Theory and Practice in Global Settings.
Number of Publications: 21 in past 5 years. Selected Publications:
2017 Masa, R., G. Chowa, and V. Nyirenda. "Prevalence and Predictors of Food Insecurity among People Living with HIV Enrolled in Antiretroviral Therapy and Livelihood Programs in Two Rural Zambian Hospitals." *Ecology of Food and Nutrition* 56, no. 3 (2017): 256-276.
2016 Ansong, David, Sarah R. Eisensmith, Rainier D. Masa, and Gina A. Chowa. "Academic self-efficacy among junior high school students in Ghana: Evaluating factor structure and measurement invariance across gender." *Psychology in the Schools* 53, no. 10 (2016): 1057-1070.
2016 Chowa, G., (2016). International social work and social welfare in Southern Africa. In *Encyclopedia of social work* online. New York: Oxford University Press.
2016 Ansong, David, Gina A. Chowa, and Rainier D. Masa. "Cross-Cultural Adaptation and Validation of the Commitment-to-School Scale using a Sample of Junior High School Youth in Ghana." *The Journal of Experimental Education* 84, no. 4 (2016): 621-638.
2015 Friedline, T., *Despard, M. & Chowa, G. "Children's savings as a preventive policy strategy for banking the unbanked: Savings accounts for teenagers?" *Journal of Poverty*, 20, (2015): 1-33.

Gregory J. Cizek

Professor of Educational Measurement and Evaluation & Guy B. Phillips Distinguished Professor, School of Education

Appointment: 1999, tenured
Education: PhD (1991) Michigan State; MA (1983) Michigan State; BA (1979) Michigan State.
Specialization: Applied psychometrics, statistics, program evaluation and research methods.
Relevant Experience: Program Manager - American College Testing Program; Test Development Consultant, Michigan Educational Assessment Program; Educational Policy Researcher, Michigan Senate Policy and Programs Office.
Distinctions: Vice-President, President, Past President, National Council on Measurement in Education (2011-2014).
Relevant Courses Taught: N/A
Number of Publications: 7 in past 5 years. Selected Publications:
2017 Wollack, J. A., & Cizek, G. J. (2017). Test security for licensure and certification examination programs. In S. Davis-Becker & C. Buckendahl (eds.), *Testing in the professions*. New York: Routledge/Taylor & Francis.
2016 Pitoniak, M. J., & Cizek, G. J. (2016). Standard setting. In C. Wells & M. Faulkner-Bond (eds.), *Educational measurement: From foundations to future*. New York: Guilford.
2016 Cizek, Gregory J. "Progress on Validity: The Glass Half Full, the Work Half done." *Assessment in Education: Principles, Policy and Practice* 23, no. 2 (2016): 304-308.

African Studies Center, UNC-Chapel Hill

Claude Clegg

Lyle V. Jones Distinguished Professor, History; Professor, African, African American, and Diaspora Studies

Appointment: 2015, tenured
Education: PhD (1995) Univ. of Michigan; MA (1992) Univ. of Michigan; BA (1989) UNC-Chapel Hill.
Specialization: African and African-American History, particularly migration, diaspora, nationalism, and social mobilization amongst peoples of African descent.
World Area of Study: Africa (10%)
Relevant Experience: Research in Liberia. Chair, Department of History, IU-Bloomington (2006-2010); Associate Vice Provost for Faculty Development and Diversity, IU-Bloomington (2014-2015).
Relevant Courses Taught: Number of courses – 3. AAAD 130, Introduction to African American and Diaspora Studies; AAAD 487, Intellectual Currents in African and African Diaspora Studies; AAAD 489, African Diaspora Theory and History.
Distinctions: Associate Editor, *Journal of American History*, (2011-2014).
Number of Publications: 1 in past 5 years. Selected Publications:
2014 Clegg, Claude, *The Life and Times of Elijah Muhammad*. Chapel Hill: University of North Carolina Press, 2014.
2012 Clegg, Claude, "African Americans and the Making of Evangelical Christianities, 1760–1860," in *The Cambridge History of Religions in America*, vol. 2, ed. Stephen J. Stein. Cambridge: Cambridge University Press, 2012.
2012 Clegg, Claude, "Booker T. Washington," in *The New Encyclopedia of Southern Culture*, vol. 20, eds. Larry J. Griffin and Peggy Hargis. Chapel Hill: University of North Carolina Press, 2012.
2010 Clegg, Claude, "Malcolm X and Elijah Muhammad," in *The Cambridge Companion to Malcolm X*, ed. Robert Terrill. Cambridge: Cambridge University Press, 2010.

Myron Cohen

Associate Vice Chancellor for Global Health;

Yeargan-Bate Distinguished Professor of Medicine; Chief, Division of Infectious Diseases;
Director, Institute for Global Health & Infectious Diseases

Appointment: 1980, tenured
Education: MD (1974) Rush Medical College.
Language: French (1)
Specialization: Biology and epidemiology of transmission of STD pathogens, including HIV.
World Area of Study: Africa (45%)
Relevant Experience: NIH Fogarty International Training Grant, AIDS International Research and Training Program; HIV Prevention Trials Unit-Malawi; NIH Center for HIV/AIDS Vaccine Initiative.
Distinctions: NIH Merit Award, supporting ongoing investigation of the transmission of HIV; Doris Duke Fellowship, UNC; NIH Ellison and Fogarty Fellowships.
Relevant Courses Taught: N/A.
Number of Publications: 118 in past 5 years. Selected Publications:
2017 Palumbo PJ, Wilson EA, Piwowar-Manning E, McCauley M, Panchia R, Cohen MS, et al. "Association of HIV Diversity and Virologic Outcomes in Early Antiretroviral Treatment: HPTN 052." *Plos One* 12, no. 5 (2017).
2017 Eshleman, Susan H., Sarah E. Hudelson, Andrew D. Redd, Ronald Swanstrom, San-San Ou, Xinyi Cindy Zhang, Li-Hua Ping, Cohen, MS et al. "Treatment as Prevention: Characterization of Partner Infections in the HIV Prevention Trials Network 052 Trial." *Journal of Acquired Immune Deficiency Syndromes* 74, no. 1 (2017): 112-116.
2017 Fraser, H., C. Mukandavire, NK Martin, M. Hickman, MS Cohen, WC Miller, and P. Vickerman. "HIV Treatment as Prevention among People Who Inject Drugs - a Re-Evaluation of the Evidence." *International Journal of Epidemiology* 46, no. 2 (2017): 466-478.
2016 Cohen, MS and KA Powers. "Let's Treat Everyone with HIV Now: What Happens Next?" *Lancet HIV* 3, no. 3 (2016): E109-E110.

African Studies Center, UNC-Chapel Hill

Patrick Conway

Professor and Chair, Economics

Appointment: 1983, tenured
Education: PhD (1984) Princeton; MPA (1979) Princeton; BSFS (1975) Georgetown.
Language: French (3), Spanish (1), Russian (1)
Specialization: Problems of developing and transition economies, the impact of IMF adjustment programs on developing economies, international trade and finance.
World Area of Study: Africa (20%)
Relevant Experience: Macroeconomic Forecasting Seminar, International Monetary Fund (2011); Research Associate, World Bank, Washington DC; Visiting Scholar, Research Department, International Monetary Fund.
Distinctions: Bowman and Gordon Gray Professor (2007-2012); Society of Economics Educators 2013-present.
Relevant Courses Taught: Number of courses – 2. ECON 460/EURO 460/PWAD 460, International Economics; ECON 560, Advanced International Economics.
Number of Publications: 2 in past 5 years. Selected Publications:
2016 Conway, Patrick J. "Lessons from the Collapse of the Transferable Ruble System and the Joint Currency of Former CMEA Countries for the Eurozone." *CEsifo Forum* 17, no. 4 (2016): 48-53.
2013 "The Role of the IMF in the International Financial and Eurozone Crises", chapter 7 in J. deBardeleben and C. Viju: *Economic Crisis in Europe: What it Means for the EU and Russia*. New York, NY: Palgrave-McMillan, 2013, pp. 154-176.
2012 Conway, Patrick. "The Exchange Rate as Nominal Anchor: A Test for Ukraine." *Journal of Comparative Economics* 40, no. 3 (2012): 438-456.
2011 Atoyán, Ruben and Patrick Conway. "Projecting Macroeconomic Outcomes: Evidence from the IMF." *The Review of International Organizations* 6, no. 3 (2011): 415-441.

Amy Cooke

Lecturer, Environment and Ecology

Appointment: 2009, not on tenure track
Education: PhD (2007) UNC-CH.
Language: German (1), Maasai (1), Swahili (3)
Specialization: Political and human ecology in Eastern Africa, natural resources, agriculture and food security issues, and conservation.
World Area of Study: Africa (100%)
Relevant Experience: East Africa, Kenya, Tanzania; US Peace Corps/Kenya Tanzania (2001-3); Director of Undergraduate Education, Environment and Ecology.
Distinctions: Fulbright-Hays Fellow (2000); AAUW Fellow (2003).
Relevant Courses Taught: Number of courses – 6. ENEC 204, Environmental Seminar; ENEC 266, Contemporary Africa: Issues in Health, Population, and the Environment; ENEC 325, Water Resource Management and Human Rights; ENEC 370, Agriculture and the Environment; ENEC 490, Special Topics in Environmental Science and Studies; ENEC 698, Capstone: Analysis and Solution of Environmental Problems.
Number of Publications: None in past 5 years. Selected Publications/Presentations:
2009 Guest lecture: "Conservation and resources in an Interconnected World: global influences on Tanzanian Maasailand." University of North Carolina-Asheville; March 5, 2009.
2008 Poster presentation: "The Ecology of Learning: the implications of switching from pastoralism to cultivation in Tanzania." American Association of Geographers, Boston; April 16, 2008.
2007 Cooke, Amy. *Subdividing the Savanna: the Ecology of Change in Northern Tanzania*, PhD Dissertation.
2006 Apple, Carly, Amy Cooke, Gabriel Cumming, Liz Matthews, Katerina Savvas and Dahl Winters. 2006. *Placing the Uwharrie National Forest into Context*. Report prepared for the North Carolina USDA Forest Service.

African Studies Center, UNC-Chapel Hill

Pamela Cooper

Associate Professor, English and Comparative Literature

Appointment: 1990, tenured
Education: PhD (1989) University of Toronto; MA (1984) University of Toronto; BA (1978) University of Witswatersrand.
Specialization: Postcolonial Literature and Theory.
World Area of Study: Africa (10%)
Relevant Experience: Led UNC Study Abroad in South Africa (2012, 2014).
Distinctions: Distinguished Teaching Award for Post-Baccalaureate Instruction (2013); University Professor of Distinguished Teaching (2007-2010).
Relevant Courses Taught: N/A.
Number of Publications: None in past 5 years.

Altha Cravey

Associate Professor, Geography

Appointment: 1994, tenured
Education: PhD (1993) University of Iowa; MS (1988) University of Wisconsin-Madison; BA (1985) Indiana University.
Language: French (2), Spanish (3)
Specialization: Globalization and work, gender, international development, transnationality.
World Area of Study: Africa (10%)
Relevant Experience: Led UNC Study Abroad Tanzania/Mexico Program, 2007.
Distinctions: Ueltschi Award; Fellow, Institute of the Arts and Humanities, UNC-CH, 2000; National Council for Geographic Education, Journal of Geography Award: Best Content Article, 2001; co-investigator on major grants from National Institute of Health, 2000.
Diss./Theses Supervised: 9
Relevant Courses Taught: Number of courses – 3. GEOG 056, Local Places in a Globalizing World; GEOG 130, Geographical Issues in the Developing World; GEOG 452, Mobile Geographies: The Political Economy of Migration.
Number of Publications: 19 in past 5 years. Selected Publications:
2015 Cravey, Altha J. "US-Mexico Borderlands" in *Placing Latin America: Contemporary Themes in Geography*, 3rd Edition. Edited by Edward L. Jackiewicz and Fernando J. Bosco. Completely revised and updated. 2015.
2015 Fernandez, Anthony, Marta Civil, Maria DeGuzman and Altha Cravey. *Educating to Empower Latina/os in mathematics in the New South*. In Spencer Salas and Pedro Portes (eds). 3 Latinization and K-12 Communities: National Perspectives on Regional Change. SUNY Press. 2015.
2015 Altha J. Cravey, Joseph Palis and Gabriela Valdivia. *Imagining the future from the margins: Alex Rivera's Sleep Dealer*. *GeoJournal*. 81: xx. Special issue on Film and Geography. June 2015.
2014 Cravey, Altha J. *Value in Marx: the Persistence of Value in a More-Than-Capitalist-World*. George Henderson (Minneapolis: University of Minnesota Press) *Economic Geography*. 90 (1): 113-114. 2014.

African Studies Center, UNC-Chapel Hill

Sian Curtis

Research Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2002, tenured
Education: PhD (1992) University of Southampton, UK; MSc (1989) University of Southampton, UK.
Specialization: Women's health; contraceptive use; maternal and child health, and HIV/AIDS programs; international maternal health; infant mortality.
World Area of Study: Africa (30%)
Relevant Experience: Senior Evaluation Specialist, MEASURE Evaluation (2012-present); current MEASURE projects include evaluation of the gendered outcomes of a groundnut value chain intervention in Zambia, and a process evaluation of the Bill and Melinda Gates Foundations family planning portfolios in Nigeria and the Democratic Republic of Congo. Expert consultant for WHO Reproductive Health Division consultations; Principal Investigator on Global Health Epidemiology and Strategic Information Services Grant (2011-2016); WHO/USAID/World Bank consultation (2015); Lead Facilitator, GEMNET-Health and MEASURE Evaluation Workshop. Accra, Ghana (2016).
Diss./Theses Supervised: 15
Relevant Courses Taught: Number of courses – 2. MHCH 680, Global Sexual and Reproductive Health; MHCH 716, International Family Planning and Reproductive Health.
Number of publications: 14 in past 5 years. Selected Publications:
2017 Okigbo, Chinelo, Ilene Speizer, Marisa Domino, and Sian Curtis. "A Multilevel Logit Estimation of Factors Associated with Modern Contraception in Urban Nigeria." *World Medical & Health Policy* 9, no. 1 (2017): 65-88.
2015 Skiles, MP, SL Curtis, P. Basinga, G. Angeles, and H. Thirumurthy. "The Effect of Performance-Based Financing on Illness, Care-Seeking and Treatment among Children: An Impact Evaluation in Rwanda." *Bmc Health Services Research* 15, no. 1 (2015): 375.
2015 Curtis, Sian L., Robert G. Mswia, and Emily H. Weaver. "Measuring Maternal Mortality: Three Case Studies using Verbal Autopsy with Different Platforms: E0135062." *PLoS One* 10, no. 8 (2015).
2015 Marlow, HM, S. Maman, D. Moodley, S. Curtis, and LM Reyes. "HIV Status and Postpartum Contraceptive use in an Antenatal Population in Durban, South Africa." *Contraception* 91, no. 1 (2015): 39-43.

Sarah Dempsey

Associate Professor, Communication Studies

Appointment: 2005, tenured
Education: PhD (2005) University of Colorado; MA (2001) Western Michigan University.
Specialization: Communication, collaboration, and representation in relation to nonprofit, community-based, and gendered forms of organizing. Recent projects investigate the negotiation of accountability and grassroots representation by international NGOs, gendered representations of communication technologies, and the role of difference within transnational feminism.
World Area of Study: Africa (10%)
Distinctions: APPLES Service Learning Teaching Excellence Award (2016); Elected Vice-Chair, Organizational Communication Division, National Communication Association (2015); Associate Editor, *Culture and Organization*.
Relevant Courses Taught: Number of courses – 1. COMM 625, Communication and Nonprofits in the Global Context.
Number of Publications: 3 in past 5 years. Selected Publications:
2015 Gibson, Kristina E. and Sarah E. Dempsey. "Make Good Choices, Kid: Biopolitics of Children's Bodies and School Lunch Reform in Jamie Oliver's Food Revolution." *Children's Geographies* 13, no. 1 (2015): 44-58.
2015 Putnam, Linda L. and Sarah E. Dempsey. "The Five Faces of Engaged Scholarship: Implications for Feminist Research." *Women and Language* 38, no. 1 (2015): 11.
2013 Dempsey, S.E. & Barge, J. K. "Engaged Scholarship and Democracy." In *Handbook of Organizational Communication: Advances in Theory, Research, and Methods*, edited by D. K. Mumby & L. Putnam, 665-688. Thousand Oaks, CA: Sage, 2013.

African Studies Center, UNC-Chapel Hill

Gina Difino

Director, Global Education and Fellowships, Honors Carolina

Appointment: 2015, not tenure eligible
Education: MA (2010) SIT Graduate Institute; BA (2001) Grinnell.
Specialization: Providing guidance to students embarking on international experiences and working with faculty to develop new programs; Advising and supporting individuals through visa, cultural transitions, program requirements; theory and administration of education abroad; training exchange teachers in content, management, and intercultural skills.
World Area of Study: Africa (20%)
Relevant Experience: Coordinates the Burch Field Research Seminars, and the Burch Fellowship Program, which allows students to design their own internship or research experience anywhere in the world; Assistant Director, UNC MBA Global Programs (2011-2015); Program Manager, VIF International Education (2006-2011).

Karine Dubé

Research Assistant Professor, Public Health Leadership Program,
Gillings School of Global Public Health

Appointment: 2016, on tenure track
Education: DrPH (2016) UNC-Chapel Hill; M.Phil (2005) Oxford; BA (2003) UNC-Chapel Hill.
Specialization: Ebola and HIV prevention and cure research program management.
World Area of Study: Africa (75%)
Relevant Experience: Research Program Manager, Institute of Global Health and Infectious Diseases (IGHID), Collaboratory of AIDS Researchers for Eradication (CARE), UNC-Chapel Hill (2013-15); Clinical Research Associate, U.S. Military HIV Research Program (MHRP)/Henry M. Jackson Foundation for the Advancement of Military Medicine (2012-13); Senior Research Associate, FHI 360 (2008-12).
Distinctions: Arthur B. Holzworth Endowed Scholarship in Health Leadership, UNC-Chapel Hill (2015).
Relevant Courses Taught: Number of courses – 3. PUBH 711, Critical Issues in Global Public Health; PUBH 712, Global Health Ethics; SPHG 700, Introduction to Global Public Health.
Number of Publications: 22 in past 5 years. Selected Publications:
2018 Use of "Eradication" in HIV Cure-Related Research: A Public Health Debate. Dubé K, Luter S, Lesnar B, Newton L, Galea J, Brown B, Gianella S. (2018). *BMC Public Health*, 18(245).
2017 Research on HIV Cure: Mapping the Ethics Landscape. Dubé K, Sylla L, Dee L, Taylor J, Evans D, Bruton CD, Gilbertson A, Gralinski L, Brown B, Skinner A, Weiner BJ, Greene SB, Corneli A, Adimora AA, Tucker JD, Rennie S. (2017). *PLoS Medicine*, 14(12), e1002470.
2017 K. Dubé, Taylor J., Sylla L., Evans D., Dee L., Burton A., Willenberg L., Rennie S., Skinner A., Tucker J.D., Weiner B.J., Greene S.B. 'Well, It's the Risk of the Unknown... Right?': A Qualitative Study of Perceived Risks and Benefits of HIV Cure Research in the United States. *PLoS One* 2017; 12(1):e0170112.
2017 Loftis A.J., S. Quellie, K. Chason, E. Sumo, M. Toukolon, Y. Otieno, H. Ellerbrok, M.M. Hobbs, D. Hoover, K. Dubé, D.A. Wohl, W.A. Fischer II. Validation of the Cepheid GeneXpert for Detecting Ebola Virus in Semen. *Journal of Infectious Diseases* 2017; 215: 344-50.

African Studies Center, UNC-Chapel Hill

Doria El Kerdany

Teaching Assistant Professor in Arabic, Asian Studies

Appointment: 2009, not on tenure track
Education: MA (2007) American University in Cairo, Egypt; (TAFL), Master of Arts in Teaching Arabic as a Foreign Language; BA (1980) Cairo University, Egypt.
Language: Arabic, Modern Standard (4), Arabic, Egyptian (4), Arabic, North Levantine (4), Arabic, South Levantine (4)
Specialization: Egyptian colloquial Arabic; Arabic instruction.
World Area of Study: Africa (25%)
Relevant Experience: Arabic Language Coordinator, Asian Studies, UNC; ACTFL training, Oral Proficiency Test (ACTFL OPI): Aug 2014.
Relevant Courses Taught: Number of courses – 8. ARAB 101-102, Elementary Arabic; ARAB 203-204 Intermediate Arabic; ARAB 305-306, Advanced Arabic; ARAB 407-408, Readings in Arabic.
Number of Publications: 2 in past 5 years. Selected Publications:
2015 Presentation: “Rethinking the Middle East through Creative Culture Ideas”, at the 2015 the Modern Middle East Seminar for North Carolina Educators (K12 and Community Colleges), organized in the Friday Center by Curriculum at UNC World View. (March 26th 2015).
2015 Short stories & a novelette (in Arabic): “*Stories of Cats*” Cairo: Dar El Thaqafa El Gadidah Publishing House, Nov. 2015.
2011 A Novel (in Arabic): “*Rimal Naaema*”, Cairo: Dar El Thaqafa El Gadidah Publishing, 2001.

Michael Emch

W.R. Kenan Jr., Distinguished Professor and Chair, Geography

Appointment: 2006, tenured
Education: PhD (1998) Michigan State; MA (1992) Miami of Ohio; BA (1987) Alfred University.
Specialization: Medical geography; spatial epidemiology.
World Area of Study: Africa (25%)
Relevant Experience: Recent grants: “Finding Safe Drinking Water to Mitigate Arsenic Contamination: Tube Wells, Storage, and Diarrhea” National Science Foundation (2016-2019); Combining Xpert and GIS to identify areas of high tuberculosis transmission, National Institutes of Health (2015-17); “Epidemiological and Spatial Models of Malaria Transmission, National Institutes of Health (2014-19); Spatio-Temporal Patterns of Drug Resistant Malaria in the Democratic Republic of Congo. National Science Foundation, (2013-17).
Diss./Theses Supervised: 5
Distinctions: UNC Academic Leadership Program Participant (2014-15).
Relevant Courses Taught: Number of courses – 1. GEOG 445, Medical Geography.
Number of Publications: 58 in past 5 years. Selected Publications:
2017 Emch, M., Root, E., and Carrel, M. *Health and Medical Geography*. New York: The Guilford Press, 2017.
2016 Janko, M and Emch, M. “The Geography of Malaria Control in the Democratic Republic of Congo.” In *Population Health Intervention Research: Geographical Perspectives*, edited by Harrington, DW, McLafferty, S, and Elliott, SJ., Abington: Routledge, 2016.
2016 Doctor SM, Liu Y, Anderson OG, Whitesell AN, Mwandagalirwa MK, Muwonga J, Keeler C, Emch M, Likwela JL, Tshefu A, Meshnick SR. "Low Prevalence of Plasmodium Malariae and Plasmodium Ovale Mono-Infections among Children in the Democratic Republic of the Congo: A Population-Based, Cross-Sectional Study." *Malaria Journal* 15, no. 1 (2016): 350-6.
2016 Winston, JJ, M. Emch, RE Meyer, P. Langlois, P. Weyer, B. Mosley, AF Olshan, et al. "Hypospadias and Maternal Exposure to Atrazine Via Drinking Water in the National Birth Defects Prevention Study." *Environmental Health* 15, no. 1 (2016): 76.
2016 Ncayiyana, JR, J. Bassett, N. West, D. Westreich, E. Musenge, M. Emch, A. Pettifor, et al. "Prevalence of Latent Tuberculosis Infection and Predictive Factors in an Urban Informal Settlement in Johannesburg, South Africa: A Cross-Sectional Study." *Bmc Infectious Diseases* 16, no. 1 (2016).

African Studies Center, UNC-Chapel Hill

Eugenia Eng

Director, WK Kellogg Health Scholars Program;
Professor, Health Behavior, Gillings School of Global Public Health

Appointment: 1984, tenured
Education: PhD (1983) UNC-CH; MPH (1978) UNC-CH; BS (1970) University of Wisconsin-Madison.
Language: Ewe (1), French (3)
Specialization: Community development and health education interventions in rural US and developing nations.
World Area of Study: Africa (10%)
Relevant Experience: Consultant to USAID and Health Systems 20/20 (2012); Faculty, NIH/OBSSR Training Institute, Engaging Communities to Improve Global Health, South Africa (2010).
Distinctions: Teaching Innovation Award, UNC Gillings School of Global Public Health (2016); Director, Cancer Health Disparities Postdoctoral Program (2013-present); NIMHD Science Vision of Health Disparities Research (March 2016 to present).
Diss./Theses Supervised: 14
Relevant Courses Taught: N/A.
Number of Publications: 42 in past 5 years. Selected Publications:
2017 Rowe, C., Watson-Ormond, R., English, L., Linton, K., Rubesin, H., Marshall, A., Amolegbe, A., Agnew-Brune, C., Eng E. "Mental health journey for refugee children from Burma: Evaluating the use of art therapy in a school setting." *Health Promotion and Practice*, 18, no. 1 (2017): 26-33.
2016 Balvanz P, Dodgen L, Quinn J, Holloway T, Hudspeth S, Eng E. "From voice to choice: African American youth examine childhood obesity in rural North Carolina." *Progress in Community Health Partnerships*, 10, no. 2 (2016): 293-303.
2016 Schaal J, Lightfoot A, Black KZ, Stein K, Baker White S, Cothorn C, Gilbert K, Hardy CY, Jeon J, Mann L, Mouw MS, Robertson L, Waters EM, Yonas MA, Eng E. "Community-guided focus group analysis on cancer disparities." *Progress in Community Health Partnerships* 10, no. 1 (2016): 159-167.
2015 Hall WJ, Chapman MV, Lee KM, Merino YM, Thomas TW, Payne BK, Eng E, Day S, Coyne-Beasley T. "Implicit racial/ethnic bias among healthcare professionals and its influence on healthcare outcomes: A systematic review." *American Journal of Public Health* 105, no. 12 (2015): 60-76.

Carl W. Ernst

William R. Kenan, Jr. Distinguished Professor, Religious Studies

Appointment: 1992, tenured
Education: PhD (1981) Harvard; A.B. (1973) Stanford University.
Language: Arabic, Modern Standard (3), French (3)
Specialization: Senegalese Sufism; Islamic studies; premodern and contemporary Sufism.
World Area of Study: Africa (20%)
Relevant Experience: Co-Director of the UNC-Chapel Hill Center for the Study of the Middle East and Muslim Civilizations; Co-Editor of the Islamic Civilization and Muslim Networks Series at the UNC Press; Co-Principal Investigator, "Countering Negative Islamic Stereotype through Performing Arts" Institute for the Arts and Humanities, UNC (2016-17).
Distinctions: Mellon Distinguished Fellow, Arts@The Core Program, Carolina Performing Arts (2016-17).
Diss./Theses Supervised: 7
Relevant Courses Taught: Number of Courses – 2. RELI 180/ASIA 180, Introduction to Islamic Civilization; RELI 581, Sufism.
Number of Publications: 14 in past 5 years. Selected Publications:
2016 *Refractions of Islam in India: Situating Sufism and Yoga*. New Delhi: Yoda Press/Sage, 2016.
2014 Ernst, Carl. "Persianate Islamic Studies in American Universities." In *Iranian Studies in America: Looking Back, Looking Ahead*, edited by Franklin Lewis and Erica Ehrenberg, American Institute of Iranian Studies/Eisenbruns, 2014.
2014 Ernst, Carl. "Wakened by the Dove's Trill: Structure and Meaning in the Arabic Preface of Rumi's *Mathnawi*, Book IV." In *The Philosophy of Ecstasy: Rumi and the Sufi Tradition*, edited by Leonard Lewisohn, London: World Wisdom, 2014.

African Studies Center, UNC-Chapel Hill

Chris Faison

Coordinator, UNC Men of Color Engagement, Center for Student Success and Academic Counseling

Appointment: 2013
Education: PhD (2014) North Carolina State University; M.A.T. (2001) UNC-Chapel Hill, School of Education; BA (2000) UNC-Chapel Hill.
Specialization: Diversity initiatives; engaging, recruiting, retaining and supporting African-American, American Indian and Latino males through graduation and into their careers.
Relevant Experience: Attended State Board of Education, Governor's Education Transformation Commission Task Force on Global Education (2013); CSSAC's mission is to assist students in achieving their academic goals, and provide support for students in developing the skills and strategies needed to achieve academic success; Financial Aid Office liaison to Carolina College Advising Corps (2007-10); Assistant Principal, Riverside High School, Durham, NC (2005-07); UNC African Studies Center Advisory Board (2014-2019).
Distinctions: Education Pioneers Fellow, Prince George's County, MD (2012) ; Kappa Delta Phi International Honor Society in Education.

Donato Fhunsu

Lecturer, African, African American, and Diaspora Studies

Appointment: 2008, not on tenure track
Education: PhD (2017) UNC-Chapel Hill; MA (2001) Kent State; BA (1995) University of Kansas.
Language: Lingala (5) French (5)
Specialization: Comparative literature; African and African Diaspora Literatures (in English, Spanish, French and African languages); literature, religion and spirituality; language acquisition; language pedagogy; Bantu languages: Lingala, Kikongo; Romance languages: French, Spanish; language mediation (translation and interpreting).
World Area of Study: Africa (100%)
Relevant Experience: Lingala language instruction; language instruction for Durham Public Schools K-12 educators.
Relevant Courses Taught: Number of courses – 7. AAAD 200/WGST 200, Gender and Sexuality in Africa; AAAD 201, The Literature of Africa; AAAD 421, Introduction to the Languages of Africa; LGLA 401-402, Beginning Lingala; LGLA 403-404, Intermediate Lingala.
Number of Publications: 1 in past 5 years. Selected Publications:
2017 Fhunsu, Donato. "'the Kongo Rule: The Palo Monte Mayombe Wisdom Society'" ("Reglas De Congo: Palo Monte Mayombe"): A Book by Lydia Cabrera. an English Translation from the Spanish." ProQuest Dissertations Publishing, 2017.

Gregory Gangi

Teaching Associate Professor, Environment and Ecology;

Clinical Assistant Professor and Director of Education and Field Sites, Institute for the Environment

Appointment: Not on tenure track
Education: PhD (1999) UNC-CH; MA (1991) University of South Carolina at Columbia.
Specialization: Experiential education; conservation; environmental policy.
World Area of Study: Africa (20%)
Relevant Experience: Relationship between environment and society; conservation and sustainable development.
Distinctions: Tanner Award (2010); Undergraduate Teaching Award (2006).
Relevant Courses Taught: Number of courses – 2. ENEC 325, Water Resource Management and Human Rights; ENEC 490, Special Topics in Environmental Studies.
Number of Publications: None in past 5 years.

African Studies Center, UNC-Chapel Hill

Cynthia Gay

Clinical Associate Professor of Medicine; Medical Director, UNC HIV Cure Center

Appointment: 2006, tenured
Education: MD (1999) UNC-Chapel Hill; MPH (1998) UNC-Chapel Hill; BA (1990) Duke University.
Specialization: Programmatic detection and management of acute HIV infection (AHI); immunologic and virologic events during AHI to inform vaccine development.
World Area of Study: Africa (50%)
Relevant Experience: Site-PI, HIV Vaccine Trials Network/ HIV Prevention Trials Network (2016-Present); Numerous NIH/NIAID & AIDS Clinical Trials Unit grants (ongoing-2020); Senior HIV/AIDS Clinical Advisor, IntraHealth International (2010-2012); Technical Advisor on Sexually Transmitted Infections, Sexual Health and HIV Prevention, Wits Health Consortium, Johannesburg, South Africa (2011-2013).
Relevant Courses Taught: N/A.
Number of Publications: 78 in past 5 years. Selected Publications:
2017 Thompson, Corbin G., Cynthia L. Gay, and Angela D. M. Kashuba. "HIV Persistence in Gut-Associated Lymphoid Tissues: Pharmacological Challenges and Opportunities." *AIDS Research and Human Retroviruses* 33, no. 6 (2017): 513-523.
2016 Gay, Cynthia L., Sarah J. Willis, Anna B. Cope, JoAnn D. Kuruc, Kara S. McGee, Joe Sebastian, Amanda M. Crooks, et al. "Fixed-Dose Combination emtricitabine/tenofovir/efavirenz Initiated during Acute HIV Infection; 96-Week Efficacy and Durability." *AIDS* 30, no. 18 (2016): 2815-2822.
2015 Wu H, Hightow-Weidman LB, Gay CL, Zhang X, Beagle S, Hall L, Jackson T, Marmorino J, Do AN, Peters PJ. Unreported male sex partners among men with newly diagnosed HIV infection – North Carolina, 2011-2013. *MMWR Morb Mortal Wkly Rep.* 2015 Sep 25;64(37):1037-1041. PMID: 26401589.

Luis Marcelino Gomez

Teaching Associate Professor, Romance Studies

Appointment: Not on tenure track
Education: PhD (2001) Florida International University; MA (1998) Florida International University; BA (1995) Florida International University.
Specialization: Portuguese and Spanish language instruction.
World Area of Study: Africa (20%)
Relevant Experience: Service in Angola.
Distinctions: Student Undergraduate Teaching Award (2015)
Relevant Courses Taught: Number of courses – 1. PORT 203, Intermediate Portuguese I.
Number of Publications: None in past 5 years. Selected Publications:
2003 Gómez, Luis Marcelino, and Esperanza Vallejo. 2003. *Memorias de Angola : Cuentos Africanos*. Bogotá D.C., Colombia: Panamericana Editorial.

African Studies Center, UNC-Chapel Hill

Clark Gray

Associate Professor, Geography

Appointment: 2011, tenured
Education: PhD (2008) UNC-CH; BS (1999) UNC-CH.
Specialization: Population, environment, and development; survey and statistical methods; interactions between rural livelihoods, household well-being, environmental change; human dimensions of soil degradation.
World Area of Study: Africa (25%)
Relevant Experience: Co-Principal Investigator, NIH "Climate, Population Health, and Well-being over Time" (2015-17); NSF "The Relationship between Soil Degradation, Rural Livelihoods, and Household Well-Being" (2012-16).
Distinctions: Research Excellence Award, Population Specialty Group of the Association of American Geographers (2017); Nystrom Dissertation Award, Association of American Geographers (2010).
Diss./Theses Supervised: 5
Relevant Courses Taught: Number of courses – 1. ENEC 490, Special Topics: Social Vulnerability to Climate Change (now re-numbered GEOG/ENEC 437).
Number of Publications: 19 in past 5 years. Selected Publications:
2017 Jennings, JA and CL Gray. "Climate and Marriage in the Netherlands, 1871-1937." *Population and Environment* 38, no. 3 (2017): 242-260.
2017 Call, M., T. Mayer, S. Sellers, D. Ebanks, M. Bertalan, E. Nebie, and C. Gray. "Socio-Environmental Drivers of Forest Change in Rural Uganda." *Land use Policy* 62, (2017): 49-58.
2016 Randell, H. and C. Gray. "Climate Variability and Educational Attainment: Evidence from Rural Ethiopia." *Global Environmental Change-Human and Policy Dimensions* 41, (2016): 111-123.
2016 Gray, Clark and Erika Wise. "Country-Specific Effects of Climate Variability on Human Migration." *Climatic Change* 135, no. 3 (2016): 555-568.
2016 Davis, Jason, Samuel Sellers, Clark Gray, and Richard Bilsborrow. "Indigenous Migration Dynamics in the Ecuadorian Amazon: A Longitudinal and Hierarchical Analysis." *The Journal of Development Studies* (2016): 1-16.

Suzanne Gullede

Professor, School of Education

Appointment: 1999, tenured
Education: PhD (1983) Duke; M.Ed (1978) Duke; AB (1974) Duke University.
Language: French (2)
Specialization: Middle grades education; curriculum and instruction; pedagogy; reflective practice; supervision; global studies.
World Area of Study: Africa (25%)
Relevant Experience: Created first School of Education teacher education program study abroad semester in Cape Town, South Africa (2010); Arts at the Core Advisory Committee (2013-18); Carolina Center for Public Service, ACES Project.
Distinctions: Director, Academic Leadership Program, Institute for Arts and Humanities, UNC-Chapel Hill; Member Chancellor's Advisory Council UNC-CH 2017 -2020; Director, UNC-Chapel Hill Masters for Experienced Teachers Program.
Diss./Theses Supervised: 5
Relevant Courses Taught: Number of courses – 1. EDUC 526, Ethics and Education: From Global Problems to Classroom Dilemmas.
Number of Publications: 1 in past 5 years. Selected Publications:
2013 Gullede, S.A. and Gullede, E.A., Communities of Practice: Misperceptions and Misdirections *Research in Teacher Education*, 2013.
2010 Gullede, Suzanne A. "The Middle School and Global Perspectives," *North Carolina Middle School Journal*.
2009 Gullede, Suzanne A. "Preparing Young Adolescents for Global Citizenship," *Journal of International Social Studies*, 2009.

African Studies Center, UNC-Chapel Hill

Sudhanshu Handa

Lawrence I. Gilbert Distinguished Professor, Public Policy

Appointment: 2003, tenured.
Education: PhD (1993) University of Toronto; BA (1987) Johns Hopkins
Language: Portuguese (2) Spanish (3)
Specialization: Social policy and safety nets; applied development microeconomics.
World Area of Study: Africa (25%)
Relevant Experience: 3IE Impact, "In Search of the Holy Grail: Long Term Effects of a Cash Transfer Program in Zambia" (2017-2019); U.S. Department of Labor, "The Impact of Unconditional Cash Transfers on Child Labor in Africa" UNICEF (2015-2018); U.K. AID, "Cash Transfers and Adolescent Development" UNICEF (2014-2017); National Institute of Environmental Health. "The Poverty and Health Effects of a Large Scale Cook Stove Initiative" (2014-2019).
Diss./Theses Supervised 6
Relevant Courses Taught: Number of courses – 1. PLCY 895, Topics in Poverty and Human Resource Development.
Number of Publications: 38 in past 5 years. Selected Publications:
Forthcoming Kelly Kilburn, Sudhanshu Handa, Gustavo Angeles, Peter Mvula and Maxton Tsoka. "Short-term Impacts of an Unconditional Cash Transfer on Child Schooling: Experimental Evidence from Malawi." *Economics of Education Review*, forthcoming.
2016 Handa, Sudhanshu, David Seidenfeld, Benjamin Davis, Gelson Tembo, Zambia Cash Transfer Evaluation T, and Zambia Cash Transfer Evaluation Team. "The Social and Productive Impacts of Zambia's Child Grant." *Journal of Policy Analysis and Management* 35, no. 2 (2016): 357-387.
2016 Palermo, Tia, Sudhanshu Handa, Amber Peterman, Leah Prencipe, David Seidenfeld, Zambia CGP Evaluation Team, and on behalf of the Zambia CGP Evaluation Team. "Unconditional Government Social Cash Transfer in Africa does Not Increase Fertility." *Journal of Population Economics* 29, no. 4 (2016): 1083-1111.
2016 Sudhanshu Handa, David Seidenfeld, Benjamin Davis, Gelson Tembo and the Zambia Cash Transfer Evaluation Team, "The Social and Economic Impacts of the Zambia Child Grant." *Journal of Policy Analysis & Management* 35 no. 2 (2016): 357-387.
2016 Benjamin Davis, Sudhanshu Handa, Natalia Winder-Rossi, Paul Winters and Jennifer Yablonski (Eds). *From Evidence to Action: The Story of Cash Transfers and Impact Evaluation in Sub Saharan Africa*, Oxford University Press, 2016.

Jennifer Hazen

Lecturer, Public Policy

Appointment: 2016, not on tenure track.
Education: PhD (2004) Georgetown; MA (2000) Georgetown; BA (1994) University of Michigan.
Specialization: Counter-terrorism and rebel movements in Africa; conflict dynamics, post-conflict peacebuilding.
World Area of Study: Africa (100%)
Relevant Experience: Consultant, Joint Special Operations University (2015-17); BAE Systems Inc, in support of U.S. Africa Command (AFRICOM 2011-2015).
Distinctions: Joint Special Operations University, Research Award (2015-2016); U.S. Army Africa, Certificate of Appreciation (2014).
Relevant Courses Taught: Number of courses – 2. PWAD 364, Post-Conflict and Peacebuilding; PWAD 673, Post-Conflict Security Challenges.
Number of Publications: 3 in past 5 years. Selected Publications:
2014 Hazen, Jennifer M. and Dennis Rodgers. *Global Gangs: Street Violence Across the World*. Minneapolis: Univ Of Minnesota Press, 2014.
2013 Hazen, Jennifer M. *What Rebels Want: Resources and Supply Networks in Wartime*. Ithaca: Cornell University Press, 2013.
2013 Hazen, Jennifer. "Survival at Stake: Violent Land Conflict in Africa." In *Small Arms Survey*, Cambridge University Press, 2013.
2011 Hazen, Jennifer. "Violence in Liberia: Falling between Peacebuilding and Peacekeeping." *Conflict Trends* (2011).

African Studies Center, UNC-Chapel Hill

James Herrington

Professor of the Practice, Health Behavior, Gillings School of Global Public Health

Appointment: 2014, not tenured.
Education: PhD (2002) Colorado State; MA (1983) UNC-Chapel Hill; BA (1977) Texas A&M.
Language: French (4) Wolof (3)
Specialization: Family planning services, childhood communicable illnesses and vector-borne infectious diseases.
World Area of Study: Africa (75%)
Relevant Experience: Executive Director, Strategic and Emerging Global Partnerships, UNC-Chapel Hill; Director, Division of International Relations, Fogarty International Center, National Institutes of Health, (2005-2014).
Distinctions: NIH Director's Awards (2012 & 2013); Director's Award, Eunice Kennedy Shriver National Institute of Child Health and Development (2013).
Relevant Courses Taught: N/A
Number of Publications: 4 in past 5 years. Selected Publications:
Forthcoming Ozawa S, Bessias S, Haynie D, Yemeke T, Herrington JE. "Review of economic evidence on the impact of substandard and falsified medicines in low and middle income countries." International Health Economics Association and International Society for Pharmacoeconomics and Outcomes meetings (abstract submitted).
Forthcoming Hoffmann KD, Lenette Christine Golding LC, Herrington JE. "Participatory Community Approaches for Social and Behavior Change." Co-editors of supplement of 5 original manuscripts. *Frontiers in Public Health* (pending).
2015 Herrington JE, Nayyar GML, Breman JG. "The Global Pandemic of Falsified Medicines: Laboratory and Field Innovations and Policy Implications." Co-editors of a Supplement with 17 original manuscripts. *American Journal of Tropical Medicine and Hygiene* 92 no. 6 (2015): 1-136.
2015 Nayyar GML, Attaran, A, Clark JP, Culzoni JM, Fernandez FM, Herrington JE, Megan Kendall M, Newton PN, Breman JG. "Responding to the Pandemic of Falsified Medicines." *American Journal of Tropical Medicine and Hygiene* 92 no. 6 (2015): 113-118.

Irving Hoffman

Professor, School of Medicine

Appointment: 1993, tenured
Education: MPH (1994) UNC-Chapel Hill; P.A. (1981) Duke University.
Specialization: STD therapy in developing countries; STD health care, administration and policy.
World Area of Study: Africa (100%)
Relevant Experience: International Director, UNC Project-Malawi; Director of International Operations, UNC Institute for Global Health and Infectious Diseases.
Relevant Courses Taught: N/A
Number of Publications: 91 in past 5 years. Selected Publications:
2017 Lancaster, Kathryn E., Thandie Lungu, Pearson Mmodzi, Mina C. Hosseinipour, Katy Chadwick, Kimberly A. Powers, Brian W. Pence, Vivian F. Go, Irving F. Hoffman, and William C. Miller. "The Association between Substance use and Sub-Optimal HIV Treatment Engagement among HIV-Infected Female Sex Workers in Lilongwe, Malawi." *AIDS Care* 29, no. 2 (2017): 197-203.
2017 Chagomerana, Maganizo B., William C. Miller, Brian W. Pence, Mina C. Hosseinipour, Irving F. Hoffman, Robert J. Flick, Hannock Tweya, Soyapi Mumba, Frank Chimbwandira, and Kimberly A. Powers. "PMTCT Option B+ does Not Increase Preterm Birth Risk and may Prevent Extreme Prematurity: A Retrospective Cohort Study in Malawi." *JAIDS Journal of Acquired Immune Deficiency Syndromes* 74, no. 4 (2017): 367-374.
2016 Lancaster, Kathryn E., Vivian F. Go, Thandie Lungu, Pearson Mmodzi, Mina C. Hosseinipour, Katy Chadwick, Kimberly A. Powers, Brian W. Pence, Irving F. Hoffman, and William C. Miller. "Substance use and HIV Infection Awareness among HIV-Infected Female Sex Workers in Lilongwe, Malawi." *International Journal of Drug Policy* 30, (2016): 124-131.
2016 Lancaster, Kathryn Elizabeth, Kimberly A. Powers, Thandie Lungu, Pearson Mmodzi, Mina C. Hosseinipour, Katy Chadwick, Vivian F. Go, Brian W. Pence, Irving F. Hoffman, and William C. Miller. "The HIV Care Continuum among Female Sex Workers: A Key Population in Lilongwe, Malawi: E0147662." *PLoS One* 11, no. 1 (2016).

African Studies Center, UNC-Chapel Hill

Donald Hornstein

Aubrey L. Brooks Professor of Law, School of Law

Appointment: 1987, tenured
Education: Juris Doctor (1981) University of Oregon.
Specialization: Environmental law, administrative law, insurance law, natural resources law, international rivers.
World Area of Study: Africa (20%)
Distinctions: UNC Law School McCall Award for Teaching Excellence.
Relevant Courses Taught: N/A
Number of Publications: 5 in past 5 years. Selected Publications:
2016 Hornstein, Donald T., *Lessons From U.S. Coastal Wind Pools About Climate Finance and Politics*, 43 Boston College Environmental Affairs Law Review. 345 (2016).
2014 Hornstein, Donald T. "Insurance at the Energy-Water Nexus." *University of Richmond Law Review* 48, no. 3 (2014).
2014 Hornstein, Donald T., *Insurance as Policy in the Water-Energy Nexus*, University of Richmond Law Review, 1033 (2014).
2013 Hornstein, D.T., *Environmental Law and Policy*, Chapel Hill: UNC Press, 2013.
2013 *The Balkanization of CAT Property Insurance: Financing and Fragmentation in Storm Risks*, Rutgers Journal of Law & Public Policy, 9 (Fall 2013).

Mina Hosseinipour

Professor, School of Medicine

Appointment: 2002, tenured
Education: MD (1995) Northwestern University; MPH (2004) UNC-CH; BS (1991) Univ. of Kentucky
Specialization: Management of HIV disease in developing countries including prevention, interactions with endemic diseases, treatment of opportunistic infections including malignancies and monitoring strategies for antiretroviral therapy.
World Area of Study: Africa (100%)
Relevant Experience: Scientific Director, UNC Project Malawi; Works closely with the Malawi Ministry of Health, the University of Malawi College of Medicine, and the Kamuzu Central Hospital; Investigator of record for the NIH AIDS Clinical Trials Group and HIV Prevention Trials Unit.
Relevant Courses Taught: N/A
Number of Publications: 152 in past 5 years. Selected Publications:
2017 Flick, RJ, A. Munthali, K. Simon, M. Hosseinipour, MH Kim, L. Mlauzi, PN Kazembe, and S. Ahmed. "Assessing Infection Control Practices to Protect Health Care Workers and Patients in Malawi from Nosocomial Transmission of Mycobacterium Tuberculosis." *Plos One* 12, no. 12 (2017): e0189140.
2017 Sims Sanyahumbi, Amy E., Mina C. Hosseinipour, Danielle Guffey, Irving Hoffman, Peter N. Kazembe, Madeline McCrary, Charles G. Minard, Charles van der Horst, and Craig A. Sable. "HIV-Infected Children in Malawi have Decreased Performance on the 6-Minute Walk Test with Preserved Cardiac Mechanics Regardless of Antiretroviral Treatment Status." *The Pediatric Infectious Disease Journal* 36, no. 7 (2017): 659-664.
2017 Kohler, Racquel E., Jared Tomlinson, Tiyamike Eletima Chilunjika, Sven Young, Mina Hosseinipour, and Clara N. Lee. "'Life is at a Standstill' Quality of Life After Lower Extremity Trauma in Malawi." *Quality of Life Research* 26, no. 4 (2017): 1027-1035.
2017 Hosseinipour, Mina, Julie A. E. Nelson, Clement Trapence, Sarah E. Rutstein, Florence Kasende, Virginia Kayoyo, Blessings Kaunda-Khangamwa, et al. "Viral Suppression and HIV Drug Resistance at 6 Months among Women in Malawi's Option B+ Program: Results from the PURE Malawi Study." *JAIDS Journal of Acquired Immune Deficiency Syndromes* 75 Suppl 2, (2017): S149-S155.

African Studies Center, UNC-Chapel Hill

Pamela Jagger

Associate Professor, Public Policy

Appointment: 2010, tenured
Education: PhD (2009) Indiana University; M.Sc. University of Alberta; BA University of Alberta.
Language: French (1) Swahili (1)
Specialization: Role of environmental income in poverty reduction and societal inequality; household level outcomes of forest sector decentralization; natural resource institutions and poverty reduction.
World Area of Study: Africa (90%)
Relevant Experience: Director of the FUEL Lab (Forest Use Energy and Livelihoods); PI, NSF and PIRE: Confronting Energy Poverty: Building an Interdisciplinary Evidence Base, Network, and Capacity for Transformative Change (2017-2022); PI, NSF, Dynamics of Coupled Natural Human Systems Program, CNH-L: Energy Transitions and Environmental Change in East and Southern Africa's Coupled Human, Terrestrial, and Atmospheric Systems (2017); PI, NIH Population, Environment and Health Dynamics of Biomass Fuel Use in Sub-Saharan Africa (2012-2017); UNC African Studies Center Advisory Board (2015-2018).
Distinctions Faculty Fellow, Carolina Population Center; NSF Political Science Young Scholar's Award (2012); Convener, Carolina Seminar on Global Climate Change (2011).
Relevant Courses Taught: Number of courses – 3. PLCY 89, First Year Seminar: Energy Poverty; PLCY 520/ENEC 520, Environment and Development; PLCY 799, Collaborative Research on Reducing Emissions from Deforestation and Forest Degradation.
Number of Publications: 19 in past 5 years. Selected publications:
2017 Call, M. and P. Jagger. "Social Capital, Collective Action, and Communal Grazing Lands in Uganda." *International Journal of the Commons* 11, no. 2 (2017): 854-876.
2017 Duchelle, A.E., C. de Sassi, P. Jagger, M. et al. "Balancing carrots and sticks in REDD+ implementation: Implications for social safeguards." *Ecology and Society*. 23 no. 1 (2017): 2.
2017 Das, I., P. Jagger, and K. Yeatts. "Biomass Cooking Fuels and Health Outcomes for Women in Malawi." *Ecohealth* 14, no. 1 (2017): 7-19.
2017 Jagger, P. and N. Kittner. "Deforestation and Biomass Fuel Dynamics in Uganda." *Biomass and Bioenergy*. 105, (2017): 1-9.
2016 Jagger, Pamela and Carolina Perez-Heydrich. "Land use and Household Energy Dynamics in Malawi." *Environmental Research Letters* 11, no. 12 (2016).

Lauren Jarvis

Assistant Professor, History

Appointment: 2015, on tenure track
Education: PhD (2012) Stanford; BA (2005) Duke University.
Language: Zulu (4)
Specialization: History of religion in sub-Saharan Africa, with an emphasis on twentieth-century South Africa; Nazareth Baptist Church in South Africa.
World Area of Study: Africa (100%)
Distinctions: Mellon-ACLS Dissertation Completion Fellowship (2011-12); Hart Fellow, South Africa (2005)
Relevant Experience: Research in South Africa: Nazareth Baptist Church, land reform; Dissertation: "In a Time of Prophets: State, Gender, and the Nazareth Baptist Church in South Africa, ca.1870-1939"
Relevant Courses Taught: Number of courses – 5. HIST 130, Modern African History; HIST 279, Modern South Africa; HIST 340, Ethics and Business in Africa; HIST 534, The African Diaspora; HIST 815, Topics in African History.
Number of Publications: 2 in past 5 years. Selected publications/presentations:
2015 Jarvis, LV. "A Chief is a Chief by the Women? The Nazaretha Church, Gender, and Traditional Authority in Mtunzini, South Africa, 1900-48." *Journal of African History* 56, no. 1: 57-75.
2015 "'An Oath Before God:' Vaccination Resistance among the Nazaretha Church in Segregationist South Africa," African Studies Association meeting (San Diego, CA), November 2015.
2014 "Gender, Violence, and Home in the Nazareth Baptist Church, 1906-1939" in Ekhaya: The Politics of Home in KwaZulu-Natal, eds. Meghan Elisabeth Healy and Jason Hickel (University of KwaZulu-Natal Press, 2014), 107-30.

African Studies Center, UNC-Chapel Hill

Robert Jenkins

Senior Lecturer, Political Science

Appointment: 1999, not on tenure track
Education: PhD (1987) University of Wisconsin-Madison.
Specialization: Post-Communist state and society; ethnic conflict; international intervention; state building.
World Area of Study: Africa (10%)
Relevant Experience: Led UNC Study Abroad in Cape Town (2013 and 2016).
Relevant Courses Taught: N/A
Number of Publications: None in past 5 years. Selected Publications/Presentations:
2012 "Facing Roadblocks: the Contradictions of External Approaches in the Western Balkans." Pres. at the World Convention of the Association for the Study of Nationalities, NY, April 20, 2012.
2011 Conflict, Vision, and Capacity: Evaluating International Activities in the former Yugoslavia," Paper presented at the World Convention of the Association for the Study of Nationalities, New York, April 14, 2011.

Joseph Jordan

Director, Sonja Haynes Stone Center for Black Culture and History

Appointment: 2001, not tenured
Education: PhD (1983) Howard; MS (1978) Ohio State; MA (1974) Ohio State; BA (1973) Norfolk State.
Language: French (1) Portuguese (1) Spanish (1)
Specialization: Cultural politics of race, identity and artistic production in the African diaspora, explored through representations in visual and other creative arts.
World Area of Study: Africa (40%)
Relevant Experience: Authored policy papers for Library of Congress, the National Institute for Public Management, TransAfrica Forum, The DC Humanities Council, and The North Carolina Humanities Council; UNC African Studies Center Advisory Board (2012-2019).
Relevant Courses Taught: Number of courses – 2. AAAD 284, Contemporary Perspectives on the African Diaspora in the Americas; AAAD 340, Diaspora Art and Cultural Politics.
Number of Publications: 1 in past 5 years. Selected Publications:
2013 Jordan, J. (2013) Can the Artist Speak? Hamid Kachmar's Subversive Redemptive Art of Resistance. *Bodies of Knowledge: Interviews, African Art, and Scholarly Narratives*. Joanna Grabski and Carol Magee, eds., Indiana University Press. 2013.
2012 Flores-Rodriguez, F., Jordan, J., guest editors, "The Continuing Relevance of Fanonian Thought: Remembering the Life and Work of Frantz Fanon" *The Black Scholar*, Fall-Win, 2012, volume 42.

William Kamkwamba

Youth Program Designer/Coordinator, WiderNet Project

Appointment: 2016, not on tenure track
Education: BA (2016) Dartmouth.
Language: Chichewa (5)
Specialization: Environmental science, solar and wind powered energy and water purification systems; eGranary digital systems.
World Area of Study: Africa (100%)
Relevant Experience: Maker Faire Africa (2009) TED Global (2007).
Distinctions: *Time Magazine* "30 People Under 30 Changing the World" (2013).
Relevant Courses Taught: Chichewa Workshop, UNC-Chapel Hill
Number of Publications: None in past 5 years. Selected Publications/Presentations:
2017 Plenary Session: "From the Boy Who Harnessed the Wind to Bridging the Know-Do Gap" World View Africa Seminar, UNC-Chapel Hill, 2017.
2010 Kamkwamba, William. *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope*. New York: Harper Perennial, 2010.

African Studies Center, UNC-Chapel Hill

Mark Katz

Ruel W. Tyson, Jr. Distinguished Professor of Humanities, Music; Director, Institute for the Arts and Humanities

Appointment: 2006, tenured

Education: PhD (1999) University of Michigan; BA (1992) William and Mary.

Specialization: Music and technology, contemporary popular music, musical diplomacy.

World Area of Study: Africa (10%)

Relevant Experience: U.S. Department of State funded program, *Next Level*, which sends American hip-hop artists abroad to foster cultural exchange, conflict prevention, and entrepreneurship. Next Level will travel to Azerbaijan, Egypt, Morocco, Myanmar, and Vietnam in 2017-18.

Distinctions: Royal Musical Association's Dent Medal (2016); University Diversity Award (2017).

Relevant Courses Taught: N/A.

Number of Publications: 5 in past 5 years. Selected Publications:

2017 Katz, Mark. "The Case for Hip-Hop Diplomacy." *American Music Review* XLVI, no. 2 (2017).

2015 Katz, Mark, and VanderHamm, David. "Preserving Heritage, Fostering Change: Accidental Archives in Country Music and Hip-Hop," *Public Historian* 37 (2015): 32-46.

2015 Katz, Mark, "The Persistence of Analogue." In *Musical Listening in the Age of Technological Reproduction*, ed. Gianmario Borio, 275-87. Surrey, England: Ashgate, 2015.

2014 Katz, Mark. "What Does it Mean to Study Popular Music? A Musicologist's Perspective," *Journal of Popular Music Studies* 26, no. 1 (2014): 22-27.

2013 Katz, Mark and Jones, Brian. "Music Technology" In *Oxford Bibliographies In Music*. Ed. Bruce Gustafson. New York: Oxford University Press, 2013.

2012 Katz, Mark. *Groove Music: The Art and Culture of the Hip-Hop DJ*. New York: Oxford University Press, 2012.

2012 Grajeda, Tony and Katz, Mark, eds. *Music, Sound, and Technology in America : a Documentary History of Early Phonograph, Cinema, and Radio*. Durham; London: Duke University Press, 2012.

Alan (Bud) Kauffman

Lecturer in Arabic, Asian Studies

Appointment: 2014, not on tenure track

Education: MA (2013) UT-Austin; (2002) Defense Language Institute.

Language: Arabic (5)

Specialization: The effects of non-traditional grammar sequencing on students' written output; incorporation of culture in Arabic courses via films, authentic texts, music; student engagement.

World Area of Study: Africa (10%)

Relevant Experience: Faculty Advisor for INJAZ refugee outreach group; Marine Corps, taught Survival Arabic at Camp LeJeune.

Distinctions: Chair, Cultures and Languages Across the Curriculum Consortium (2013-present).

Relevant Courses Taught: Number of courses – 9. ARAB 101-102, Elementary Arabic; ARAB 203-204 Intermediate Arabic; ARAB 305-306, Advanced Arabic; ARAB 308, Arabic LAC; ARAB 407-408, Readings in Arabic.

Number of Publications: None in past 5 years.

African Studies Center, UNC-Chapel Hill

Thomas Kelley

Paul B. Eaton Distinguished Professor, School of Law

Appointment: 1999, tenured
Education: JD (1991) Northeastern University; AB (1984) Harvard.
Language: French (3) German (1) Zarma (2)
Specialization: African customary law; law and development; comparative law; law of emerging nations; law of nonprofit organizations and philanthropy; and community development law.
World Area of Study: Africa (30%)
Relevant Experience: Research in Niger, Ghana, Benin, South Africa, and Mozambique; led study abroad programs (Rwanda- Summers 2013 and 2015, South Africa- Fall 2015); Faculty Supervisor for Community Development Law Clinic at UNC; UNC African Studies Center Advisory Board (2012-2019).
Distinctions: Fulbright Scholar and Visiting Professor at University of Niamey, Niger (2003-2004); Chadbourn Award of UNC Law for excellence in academic scholarship (2009).
Relevant Courses Taught: Number of courses – 1. LAW 457, African Law and Development.
Number of Publications: 3 in past 5 years. Selected Publications:
2017 Kelley, Thomas. "Maintaining Power by Manipulating Memory in Rwanda." *Fordham International Law Journal* 41, no. 1 (2017): 79.
2015 Kelley, Thomas A., III. "North Carolina Charter Schools." *North Carolina Law Review* 93, no. 6 (2015): 1790.
2014 "Apples to Oranges: Epistemological Dissonance in the Human Rights Case *adjatou Mani v. Niger*," 32 *QUINNIPIAC Law Journal* 311 (2014).
2012 "Corruption as Institution Among Small Businesses in Africa," 24 *Florida Journal of International Law* 1 (2012).
2011 "Wait! That's Not What We Meant by Civil Society!: Questioning the NGO Orthodoxy in West Africa," 36 *Brooklyn Journal of International Law* 993 (2011).

Jason Kinnear

Deputy Director/Interim Associate Dean, UNC Study Abroad

Appointment: 2016
Education: ABD (estimated completion Fall 2018) Colorado State University; MA (1999) University of Northern Colorado; BA (1996) Rolla (now Missouri University of Science and Technology).
Specialization: Education abroad, service-learning and community engagement, program development and administration.
World Area of Study: Africa (10%)
Relevant Experience: Associate Director, Office of Service-Learning, University of Missouri (2013-2016) Assistant Director, Study Abroad, University of Missouri (2007-2013); Assistant Director/Acting Director, Study Abroad, Colorado State University(2006-2007); Instructor, Missouri Community Engagement Project – Global Service Pre-departure Course (2010-2016); Instructor, Peace Corps Prep Course (2015-2016); Instructor, Civic Leaders Internship Program (2013-2016).
Selected Presentations:
2018 Co-facilitator, "The Big Think" session. Presented at *Forum on Education Abroad*, Boston, MA, March 2018.
2018 Co-presenter, "Ethical engagement in host communities: Partners, participants, privilege" session. Presented at *Forum on Education Abroad*, Boston, MA, March 2018.
2017 Co-presenter, "Making a difference: Ethical considerations in service-learning programming." Presented at *NAFSA National Conference*, Los Angeles, CA, May 2017.
2017 Co-facilitator, "The Big Think" session. Presented at *Forum on Education Abroad*, Seattle, WA, April 2017.

African Studies Center, UNC-Chapel Hill

Beth-Ann Kutchma

Evaluation Consultant

Appointment: N/A
Education: BS (1995) University of Pittsburgh; EVaP Evaluation Institute Training Certificate (2004).
Relevant Experience: Evaluation Consultant, Carolina Center for the Study of the Middle East and Muslim Civilizations, Department of Public Policy, and Curriculum in Peace, War, and Defense (on-going); Evaluation Consultant, Duke Middle East Studies Center (2017); Senior Program Officer, Center for Global Initiatives served as Fulbright US Student Program Advisor, FLAS Coordinator and Doctoral Dissertation Research Abroad Fellowship Coordinator, UNC-CH (2002-2016); 20 years of experience as evaluator, administrator, and educator.

Selected Presentations:

2015 "Opening Access to Global Opportunities - UNC NRCs' Collaborative Evaluation Approach," International and Foreign Language Education (IFLE) Title VI Project Directors' Meeting.

2015 "Unblocking the View for Minorities in International Education," NAFSA Annual Conference, Boston, Massachusetts.

2014 "Increasing Access and Breaking Barriers: Using Data Collection to Guide Programming," Diversity Abroad Conference, New Orleans, Louisiana.

2014 B Kutchma (Producer). T Tuttle (Designer). *CGI 2014: Opening Access + Breaking Barriers* [Promotional Calendar, Annual Report]. UNC Center for Global Initiatives.

Michael Lambert

Associate Professor, African, African American, and Diaspora Studies
1996, tenured

Appointment: 1996, tenured
Education: PhD (1994) Harvard; A.M. (1991) Harvard; BA (1981) William and Mary.
Language: French (4) Fulfulde, Pulaar (2) Jola-Fogny (3) Wolof (3)
Specialization: Political anthropology, warfare, nationalism, migration, and urbanization.
World Area of Study: Africa (100%)
Relevant Experience: Research in Senegal (1996,1997, 1998, 2000, 2002, 2004, 2008, 2010); Honor's Study Abroad Program Director, South Africa (2004, 2011); Fulbright-Hays Fellowship, Senegal (1987-1990); Peace Corps volunteer, Mauritania, West Africa (1981-1983); PI: Department of Education National Resource Center (NRC) grant (2010-2014) and Foreign Language and Area Studies (FLAS) grant (2010-2014); UNC African Studies Center Advisory Board (2015-2018).

Distinctions: Faculty Fellow of the Institute for Arts and Humanities; Blackwell Fellow, Institute for Arts and Humanities.

Relevant Courses Taught: Number of courses – 6. AAAD 089, First Year Seminar; AAAD 101, Introduction to Africa; AAAD 214, Ethnography of Africa; AAAD 315, Political Protest and Conflict in Africa; AAAD 412, Regional Seminar in African Studies; AAAD 487, Intellectual Currents in African and African Diaspora Studies.

Number of Publications: 5 in past 5 years. Selected Publications:

2016 Lambert, Michael C. "Changes: Reflections on Senegalese Youth Political Engagement, 1988–2012." *Africa Today* 63, no. 2 (2016): 33-51.

2016 Lambert, Michael. "Freedom Time: Negritude, Decolonization, and the Future of the World by Gary Wilder (Review)." *Anthropological Quarterly* 89, no. 2 (2016): 627-632.

2015 Review of *Migrants, Credit, and Climate: The Gambian Groundnut Trade, 1834-1934*. By Kenneth Swindell & Alieu Jeng. Leiden: Brill, 2006. *Environmental History*, vol. 20, July 2015, pp. 550-551.

2014 Lambert, Valerie and Michael Lambert. "Teach our Children Well." *American Indian Quarterly* 38, no. 4 (2014): 524.

2014 "Economic Community of West African States." *Oxford Companion to International Relations*, edited by Joel Krieger (New York: Oxford University Press, 2014).

2012 "Who is Ansar Dine?" With Jason Warner. *Fareed Zakaria Global Public Square*. Published online. <http://globalpublicsquare.blogs.cnn.com/2012/08/14/who-are-ansar-dine/>.

African Studies Center, UNC-Chapel Hill

Valerie Lambert

Associate Professor, Anthropology

Appointment: 2001, tenured
Education: PhD (1999) Harvard; A.M. (1994) Harvard; A.B. (1987) Smith College.
Language: French (2) Spanish (2)
Specialization: Indigenous peoples.
World Area of Study: Africa (10%)
Relevant Experience: Comparative research in South Africa on issues of indigeneity and relationships to natural resources. (2011); Nama and Khoi San Tribes. Ethnographic field research in South Africa on tribal nation building, federal-tribal relations, and conflicts over natural resources. (2004).
Distinctions: Board Member, Association of Indigenous Anthropologists (2012-2014); President, Association of Indigenous Anthropologists (2010-2012); UNC Center for Global Initiatives Course Development Grant (2012); Departmental Diversity Liaison, University of North Carolina at Chapel Hill (2012-present).
Relevant Courses Taught: Number of courses – 2. ANTH 102, Introduction to Cultural Anthropology; ANTH 306, Water and Inequality.
Number of Publications: 5 in past 5 years. Selected Publications:
2017 Lambert, V. "Negotiating American Indian Inclusion: Sovereignty, Same-Sex Marriage, and Sexual Minorities in Indian Country." *American Indian Culture and Research Journal* 41, no. 2 (2017): 1-21.
2016 Lambert, Valerie. "The Big Black Box of Indian Country: the BIA and the Federal-Indian Relationship." *American Indian Quarterly* 40.4, 2016.
2016 Lambert, Valerie. "Rethinking American Indian and Non-Indian Relations in the United States and Exploring Tribal Sovereignty: Perspectives from Indian Country and from Inside the Bureau of Indian Affairs." *PoLAR: Political and Legal Anthropology Review* 40, no. 2 (2017): 278-294.

Paul Leslie

Professor, Anthropology

Appointment: 1991, tenured
Education: PhD (1977) Pennsylvania State University; MA (1972) Pennsylvania State University.
Language: French (2) Swahili (2)
Specialization: Demography and reproduction, population biology/population genetics, and Sub-Saharan African pastoralism.
World Area of Study: Africa (85%)
Relevant Experience: NSF Collaborative Research, Multi-level Response Diversity: Land Use, Livelihood Diversification, and Resilience in Northern Tanzania (2011-2014); Dynamics of Parks as Agents of Change in Eastern and Southern Africa, (2006-2010); Consequences of Parks for Land Use, Livelihood Diversification, and Biodiversity in East Africa (2004-2006); comparative study of protected areas for livelihoods, land use, and biodiversity and conservation programs in Eastern and Southern Africa (2003-present), focus on the Maasai in Northern Tanzania (1998-present).
Distinctions: Elected Fellow, American Association for the Advancement of Science (2011-present).
Diss./Theses Supervised: 5
Relevant Courses Taught: N/A.
Number of Publications: 3 in past 5 years. Selected Publications:
2014 McCabe, JT, N Smith, PW Leslie, and A Telligman (2014) Livelihood diversification through migration among a pastoral people: Contrasting case studies of Maasai in northern Tanzania. *Human Organization* 73(4):389-400.
2014 Miller, BW, PW Leslie, and JT McCabe. (2014) Coping with natural hazards in a conservation context: Resource use decisions of Maasai households during recent and historical droughts. *Human Ecology* 42(5):753-768.
2014 Beall, CM and PW Leslie (2014) Collecting women's reproductive histories. *American Journal of Human Biology* 26(5):577-589.

African Studies Center, UNC-Chapel Hill

Lisa Lindsay

Bowman and Gordon Gray Distinguished Term Professor and Chair, History

Appointment: 1999, tenured
Education: PhD (1996) University of Michigan; MA (1992) University of Michigan.
Language: French (2) Spanish (2) Yoruba (1)
Specialization: Social history of Africa; the Atlantic slave trade; the African Diaspora; Nigeria.
World Area of Study: Africa (100%)
Relevant Experience: Research in Liberia, Southwestern Nigeria; director UNC Study Abroad, South Africa (2008).
Distinctions: Awarded Bowman and Gordon Gray Distinguished Term Professorship for outstanding undergraduate teaching (2015-2020); Abby Fellow, UNC College of Arts and Sciences (2014-2017); Advisory Editorial Board member, *Journal of African History* (2014-2019); National Endowment for the Humanities research fellowship (2000 & 2013); Guggenheim Memorial Foundation fellowship (2012-2013); UNC Institute for Arts and Humanities fellows (2012).
Relevant Courses Taught: Number of courses – 9. HIST 83, First Year Seminar: African History through Popular Music; HIST 130, Modern African History; HIST 243, The United States and Africa; HIST 278, The Trans-Atlantic Slave Trade; HIST 390, Topics in History; HIST 534: The African Diaspora; HIST 535, Women and Gender in African History; HIST 815, Topics in African History; HIST 890, Topics in History, Section: History of the Atlantic Slave Trade.
Number of Publications: 7 in past 5 years. Selected Publications:
2017 Lindsay, Lisa A. "Male Daughters, Female Husbands at Thirty." *Journal of West African History* 3, no. 2 (2017): 93-101.
2017 Lindsay, Lisa A. *Atlantic Bonds: a Nineteenth-century Odyssey from America to Africa*. Chapel Hill: The University of North Carolina Press, 2017.
2017 Lindsay, Lisa A. "Biography in African History." *History in Africa* 44, (2017): 11-26.
2016 Lindsay, Lisa A. "The Autobiography of Jacob Von Brunn, from African Captive to Liberian Missionary." *Slavery & Abolition* 37, no. 2 (2016): 446-471.
2013 Lindsay L. A. and John Wood Sweet (2013), eds., *Biography and the Black Atlantic*. Philadelphia: University of Pennsylvania Press.

Winfred (Winnie) Luseno

Adjunct Assistant Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2014, not on tenure track
Education: PhD (2012) UNC-CH; MS (1996) Wisconsin-Madison; BS (1992) Egerton University, Kenya.
Language: Swahili (5)
Specialization: Adolescents, school-age children and vulnerable women at-risk of HIV infection or already infected with HIV, HIV prevention, HIV health services utilization, and health policy.
World Area of Study: Africa (100%)
Relevant Experience: Research Scientist, Pacific Institute for Research and Evaluation (2010-present); Principal Investigator, NIH, Ethics of HIV-Related Research Involving Adolescents in Kenya (2014-2019); Principal Investigator, NIH, Promoting Engagement in HIV Services among Adolescents in Kenya (2013-2016); Associate Editor, *Journal of Primary Prevention* (2014-present).
Relevant Courses Taught: N/A.
Number of Publications: 16 in past 5 years. Selected Publications:
2015 Luseno, Winnie, Lei Zhang, Simbarashe Rusakaniko, Hyunsan Cho, and Denise Hallfors. "HIV Infection and Related Risk Behaviors: Does School Support Level the Playing Field between Orphans and Nonorphans in Zimbabwe?" *AIDS Care* 27, no. 9 (2015): 1191-1195.
2015 Hallfors, D. D., Cho, H., Mbai, I. I., Millimo, B. W., Atieno, C., Okumu, D., Luseno, W. K., et al. (2015) Disclosure of HSV-2 serological test results in the context of an adolescent HIV prevention trial in Kenya. *Sexually transmitted infections*, 91(6):395-400.
2015 Cho, H., Luseno, W., Halpern, C., Zhang, L., Mbai, I., Milimo, B., & Hallfors, D. D. (2015). Discordance of HIV and HSV-2 biomarkers and self-reported sexual behaviour among orphan adolescents in Western Kenya. *Sexually transmitted infections*, 91(4):260-5.
2015 Hallfors, D., Cho, H., Rusakaniko, S., Mapfumo, J., Iritani, B., Zhang, L., Luseno, W., Miller, T. (2015) Impact of school subsidies on Zimbabwe adolescent female orphan HIV-related outcomes. *J Adolesc Health*, 56(1):79-84.

African Studies Center, UNC-Chapel Hill

Scott Madry

Research Associate Professor, Anthropology

Appointment: 1998, tenured
Education: PhD (1986) UNC-CH; MA (1983) UNC-CH; BA (1978) UNC-CH.
Language: French (3)
Specialization: Applications of remote sensing, GIS, GPS, and spatial analysis for cultural and environmental studies; disaster response and planning; and archaeological predictive modeling.
World Area of Study: Africa (10%)
Relevant Experience: Fulbright Specialist Grant to South Africa, technical expertise, mapping and analysis at the University of Cape Town's (UCT) SpaceLab (2017); Research Laboratories of Archaeology, UNC-Chapel Hill; Kenya Wildlife Service; tracking mountain gorillas in Rwanda, using geomatics technologies in research designed to preserve the gorillas and protect their habitat.
Distinctions: GISCorps Volunteer President's Volunteer Service Award (2012); Fulbright Senior Specialist Award (2010).
Relevant Courses Taught: N/A.
Number of Publications: 5 in past 5 years. Selected Publications:
2018 Madry, Scott, Peter Martinez, and Rene Laufer. *Innovative Design, Manufacturing and Testing of Small Satellites*. Cham: Springer International Publishing, 2018.
2015 Madry, Scott. *Global Navigation Satellite Systems and their Applications*. 2015th ed. New York, NY: Springer Verlag, 2015.
2015 "Innovative Methods for the Benefit of Public Health Using Space technologies for Disaster Response". Dinas, P., Madry, S. et. al. *Journal of Disaster Medicine and Public Health Preparedness*, Cambridge University Press.

Carol Magee

Associate Professor and Chair, Art and Art History

Appointment: 2006, tenured
Education: PhD (2001) UC-Santa Barbara; MA (1995) UC-Santa-Barbara; BA (1991) San Francisco State.
Language: French (1)
Specialization: History of contemporary and traditional African art; how Americans come to know and understand Africa through US culture; African photography, Cityscapes.
World Area of Study: Africa (100%)
Relevant Experience: Co-Convener, Carolina Seminar for Global African Humanities; Co-PI, Institute of Museum and Library Services Grant "Learning from Artists Archives;" Current project: *Being in Place: Cityscapes in Contemporary African Photography*; UNC African Studies Center Advisory Board (2015-2018).
Distinctions: William S. Credle Faculty Development Award (2013)
Diss./Theses Supervised: 12
Relevant Courses Taught: Number of courses – 9. ARTH 155, African Art Survey; ARTH 255, African Art and Culture; ARTH 280, Picture That: History of Photography from Tintypes to Instagram; ARTH 300, Art of African Independence; ARTH 353/AAAD 319/ANTH 343, Africa and Masks; ARTH 453/AAAD 486, Africa in the American Imagination; ARTH 488/AAAD 405, Contemporary African Art; ARTH 555, Urban Africa and Global Mobility; ARTH 957, Graduate Sem: African Modernisms.
Number of Publications: 9 in past 5 years. Selected Publications:
2017 Homann, Lisa, Carol Magee, and Victoria L. Rovine. 2017. Future thinking: Propositions and Possibilities for African Art History. *African Arts* 50 (4): 1-5.
2014 Magee, Carol. "Earth Matters: Land as Material and Metaphor in the Arts of Africa National Museum of African Art, Smithsonian Institution April 22, 2013–February 23, 2014." *African Arts* 47, no. 1 (2014): 82-84.
2014 Magee, C. "There is a there there: Place in African Cityscapes" *Photography & Culture* 7,1:41-62.
2014 Magee, Carol and Emeka Ogboh. "Lagos is Everywhere: Digital Sound Art and Ever-Expanding Possibilities." *Critical Interventions* 8, no. 3 (2014): 342-347.
2013 Magee, Carol with Joanna Grabski, eds. *African Art, Interviews, Narratives: Bodies of Knowledge at Work*. Bloomington: Indiana University Press, 2013.

African Studies Center, UNC-Chapel Hill

Arvind Malhotra

H. Allen Andrew Professor of Entrepreneurial Education, Kenan-Flagler Business School

Appointment: 1999, tenured
Education: PhD (1999) University of Southern California; MS (1994) University of Southern California; BE (1991) Delhi Institute of Technology
Specialization: The impact of digital innovations, knowledge management, virtual teams and inter-organizational partnerships; adoption of innovative technologies.
World Area of Study: (Africa 10%)
Relevant Experience: Leads UNC MBA Global Immersion Capstone.
Distinctions: 2016 Weatherspoon Award for Excellence in MBA Teaching.
Relevant Courses Taught: N/A.
Number of Publications: 6 in past 5 years. Selected Publications:
2017 Malhotra, Arvind, Ann Majchrzak, Lale Kесеbi, and Sean Looram. "Developing Innovative Solutions through Internal Crowdsourcing." *MIT Sloan Management Review* 58, no. 4 (2017): 73.
2017 Malhotra, A., A. Majchrzak, and RM Niemiec. "Using Public Crowds for Open Strategy Formulation: Mitigating the Risks of Knowledge Gaps." *Long Range Planning* 50, no. 3 (2017): 397-410.
2016 Malhotra, Claudia Kubowicz and Arvind Malhotra. "How CEOs can Leverage Twitter." *MIT Sloan Management Review* 57, no. 2 (2016): 72-79.
2016 Majchrzak, A. and A. Malhotra. "Effect of Knowledge-Sharing Trajectories on Innovative Outcomes in Temporary Online Crowds." *Information Systems Research* 27, no. 4 (2016): 685-703.

Suzanne Maman

Professor, Health Behavior, Gillings School of Global Public Health

Appointment: 2005, tenured
Education: PhD (2000) Johns Hopkins; MHS (1995) Johns Hopkins; BS (1992) Cornell.
Language: French (1), Swahili (1)
Specialization: Public Health, HIV/AIDS, Sub-Saharan Africa.
World Area of Study: Africa (75%)
Relevant Experience: NIH: A dyad approach to combination HIV prevention in pregnancy for Zambia and Malawi (2016-2020); NSF: Expanding our theoretical understanding of youth violence by examining neighborhood and peer network influences (2017-2019); NIH: Secondary distribution of HIV self-tests by female sex workers (2016-2021).
Diss./Theses Supervised: 17
Distinctions: 2017 Bernard G. Greenberg Endowment Award for Excellence in Teaching, Research & Service.
Relevant Courses Taught: N/A.
Number of Publications: 76 in past 5 years. Selected Publications:
2018 Rosenberg, Nora E., Lauren A. Graybill, Austin Wesevich, Nuala McGrath, Carol E. Golin, Suzanne Maman, Mercy Tsidya, et al. "Individual, Partner, and Couple Predictors of HIV Infection among Pregnant Women in Malawi: A Case-Control Study." *AIDS and Behavior* 22, no. 6 (2018): 1775-1786.
2017 Flax, Valerie L., Gloria Hamela, Innocent Mofolo, Mina C. Hosseinipour, Irving F. Hoffman, and Suzanne Maman. "Factors Influencing Postnatal Option B+ Participation and Breastfeeding Duration among HIV-Positive Women in Lilongwe District, Malawi: A Qualitative Study." *PLoS One* 12, no. 4 (2017).
2017 Hill, Lauren M., Suzanne Maman, Mrema Noel Kilonzo, and Lusajo Joel Kajula. "Anxiety and Depression Strongly Associated with Sexual Risk Behaviors among Networks of Young Men in Dar Es Salaam, Tanzania." *AIDS Care* 29, no. 2 (2017): 252-258.
2016 Maman, Suzanne, Lusajo Kajula, Peter Balvanz, Mrema Kilonzo, Marta Mulawa, and Thespina Yamanis. "Leveraging Strong Social Ties among Young Men in Dar Es Salaam: A Pilot Intervention of Microfinance and Peer Leadership for HIV and Gender-Based Violence Prevention." *Global Public Health* 11, no. 10 (2016): 1202-1215.

African Studies Center, UNC-Chapel Hill

Evyatar Marienberg

Associate Professor, Religious Studies

Appointment: 2009, tenured
Education: PhD (2002) Ecole des Hautes Etudes en Sciences Sociales; D.E.A. (1999) Ecole Pratique des Hautes Etudes en Sorbonne; Licence de Théologie (1998) Institut Catholique de Paris.
Language: French (5)
Specialization: Rabbinics; contemporary Catholicism; social history of Jews and Christians.
World Area of Study: Africa (10%)
Relevant Experience: Advisory Committee for the Program in The Humanities and Human Values; Scientific advisor for "Living in the Holy Land: Knowing and Respecting Differences."
Diss./Theses Supervised: 3
Relevant Courses Taught: N/A.
Number of Publications: 5 in past 5 years. Selected Publications:
Forthcoming "Bible, Religion, and Catholicism in Sting's album and musical The Last Ship" (*Studies in Musical Theatre*, 2018).
2016 "Women's 'Synagogues': Depictions of Jewish ritual baths in 18th-century Europe" (Hebrew), *Mo'ed* 22 (2016), 100-113.
2016 "Jews, Jesus, and Menstrual Blood," *Transversal: Journal for Jewish Studies* 14 (2016), 1-10.
2014 Marienberg, Evyatar. *Catholicism Today: An Introduction to the Contemporary Catholic Church*, Routledge, New York 2014.

Lucy Martin

Assistant Professor, Political Science

Appointment: 2015, on tenure track
Education: PhD (2015) Yale; MA (2011) Yale; M.Phil (2011) Yale; BA (2004) Kenyon College.
Specialization: Taxation, development, & accountability in sub-Saharan Africa.
World Area of Study: Africa (75%)
Relevant Experience: Principal Investigator, Governance Project-Innovations for Poverty Action Uganda (ongoing)
Distinctions: Niehaus Regional Political Economy Fellow, Princeton University (2015-16).
Relevant Courses Taught: Number of courses – 1. POLI 431, African Politics and Societies
Number of Publications: 6 in past 5 years. Selected Publications:
2016 Ballard-Rosa, C., L. Martin, and K. Scheve. "The Structure of American Income Tax Policy Preferences." *Journal of Politics* 79, no. 1 (2016): 1-16.
2015 Martin, Lucy Elizabeth Semple. "Taxation and Accountability in Sub-Saharan Africa." ProQuest Dissertations Publishing, 2015.

African Studies Center, UNC-Chapel Hill

Rainier Masa

Assistant Professor, School of Social Work

Appointment: 2016, on tenure track
Education: PhD (2016) UNC Chapel Hill; MSW (2008) Washington University, St. Louis; BA (2002) University of Santo Tomas, Manila, Philippines
Specialization: Economic and social aspects of health in low-resource communities; HIV Prevention and treatment; social protection and assets; international social development.
World Area of Study: Africa (100%)
Relevant Experience: Co-Principal Investigator: Pathways to Youth Assets and Employability in South Africa, Ford Foundation (2014-2016); Co-Principal Investigator: Impacts of Early Savings on Youth Economic Opportunities in Ghana, A Longitudinal Study, MasterCard Foundation (2015-2016); Co-Principal Investigator: Segmentation Analysis of Youth in Intervention Schools in the Ghana YouthSave Experiment (2016); Lead Researcher for Social Protection and Health Cores, Global Social Development Innovations Center, UNC-Chapel Hill (2016 – present).
Distinctions: IBM Junior Faculty Development Award, UNC-Chapel Hill (2016).
Relevant Courses Taught: Number of courses – 2. SOWO 835, Poverty Policy; SOWO 881, Community Practice: Global Perspectives Development Practice in International Settings.
Number of Publications: 18 in past 5 years. Selected Publications:
2017 Masa, R. and G. Chowa. "A Multilevel Conceptual Framework to Understand the Role of Food Insecurity on Antiretroviral Therapy Adherence in Low-Resource Settings: From Theory to Practice." *Social Work in Public Health* 32, no. 5 (2017): 324-338.
2017 Masa, R., G. Chowa, and V. Nyirenda. "Prevalence and Predictors of Food Insecurity among People Living with HIV Enrolled in Antiretroviral Therapy and Livelihood Programs in Two Rural Zambian Hospitals." *Ecology of Food and Nutrition* 56, no. 3 (2017): 256-276.
2015 Chowa, Gina A. and Rainier D. Masa. "Asset Ownership and Future Orientation of Youth and their Parents: Evidence from Ghana." *Child & Youth Services* 36, no. 2 (2015): 173-200.
2015 Chowa, Gina A. N., Rainier D. Masa, Yalitzia Ramos, and David Ansong. "How do Student and School Characteristics Influence Youth Academic Achievement in Ghana? A Hierarchical Linear Modeling of Ghana YouthSave Baseline Data." *International Journal of Educational Development* 45, (2015): 129-140.

Joseph Megel

Senior Lecturer / Artist in Residence, Communication Studies

Appointment: 2006, not on tenure track
Education: MFA (1982) University of Southern California; MA (1980) University of Cincinnati; BS (1978) Northwestern University.
Specialization: Direction and development of new works for theatre, film, and video.
World Area of Study: Africa (15%)
Relevant Experience: Director, New Works Process Series; UNC Institute for the Arts and Humanities Innovation Grant (2012-2014); HERE Arts Center, New York City, three-year HARP residency (2011-2013); Ensemble Studio Theatre/Alfred P. Sloan Foundation Grant (2013); Edit Lutyens & Norman Bel Geddes Enhancement Fund (2013); RHE Charitable Foundation (2013).
Distinctions: *Independent* Best of Theater, Special Achievement in the Humanities (2012); Special Achievement in Ensemble (2012); *Independent* Best of Theatre, Best Direction (2012).
Relevant Courses Taught: Number of courses – 1. AAAD 290, Special Topics: Performing the Politics of Water.
Number of Publications: 1 in past 5 years. Selected Publications/Presentations:
2014 Corley, Elisabeth Lewis and Joseph Megel. "White Space: An Approach to the Practice of Screenwriting as Poetry." In *Screenwriters and Screenwriting Putting Practice into Context*, Ed. Craig Batty, School of Media and Communication, RMIT University, Australia 2014.
2012 Megel, Joseph, "New Works in Development" Harvard Playwrighting Festival.

African Studies Center, UNC-Chapel Hill

Benjamin Meier

Associate Professor of Global Health Policy; Zachary Taylor Smith Distinguished Professor, Public Policy

Appointment: 2009, tenured
Education: PhD (2009) Columbia; LLM (2001) Université de Paris I and Cornell Law School; JD (2001) Cornell Law School; BA (1998) Cornell University.
Language: French (2)
Specialization: Global health policy; Health services and systems regulation; law and ethics of public health research; international and comparative public health law; public policy for health.
World Area of Study: Africa (10%)
Relevant Experience: Technical Lead: CDC, Assessing Foreign Public Health Legal Landscape to Facilitate Achievement of U.S. Global Health Security Goals (2015-2016).
Distinctions: William C. Friday Award for Excellence in Teaching, (2011); Professor of the Year, Department of Public Policy, University of North Carolina, (2011, 2012, 2013, 2014, 2015, 2016); Outstanding Alumni Award, Columbia University Mailman School of Public Health (2017); Brocher Foundation Visiting Researcher (2017); Zachary Taylor Smith Distinguished Term Professorship.
Diss./Theses Supervised: 14
Relevant Courses Taught: Number of courses – 2. PLCY 565/HPM 565, Global Health Policy; PLCY 570/HPM 571 Health and Human Rights.
Number of Publications: 22 in past 5 years. Selected Publications:
Forthcoming Mason Meier & Lawrence O. Gostin, eds., *Human Rights in Global Health: Rights-Based Governance for a Globalizing World*, Benjamin Oxford University Press, in press.
Forthcoming Lawrence O. Gostin, Oscar Cabrera and Benjamin Meier, *Global Health and Human Rights*, University of California Press, in press.
2017 Benjamin Mason Meier, Ryan Cronk, Jeanne Luh, Catarina de Albuquerque & Jamie Bartram, Monitoring the Progressive Realization of Human Rights to Water and Sanitation: Frontier Analysis as a Basis for Human Rights Accountability, *Oxford Handbook of Water Politics and Policy*, Ken Conca & Erika Weinthal, eds., Oxford University Press, 2017.
2017 Ana S. Ayala & Benjamin Mason Meier, A Human Rights Approach to the Health Implications of Food and Nutrition Insecurity, *Public Health Reviews*, 38:1-22 (2017).
2016 Benjamin Mason Meier & Averi Chakrabarti, The Paradox of Happiness: Health & Human Rights in the Kingdom of Bhutan, *Health and Human Rights*, 18:193-207 (2016).
2016 Y. Tony Yang, Julia E. Painter & Benjamin Mason Meier, Coordinated Regulatory Efforts Needed to Strengthen Travel Related Immunization Requirements Against Importation of Infectious Diseases, *Vaccine*, 34:3921- 3922 (2016).

Hassan Melehy

Professor of French, Romance Studies

Appointment: 2004, tenured
Education: PhD (1993) University of Minnesota; MA, French (1990) and MA, Comparative Literature (1987) University of Minnesota; BA (1983) UC-Santa Cruz.
Specialization: Early modern French and comparative literary studies.
World Area of Study: Africa (10%)
Diss./Theses Supervised: 5
Relevant Courses Taught: Number of courses – 1. FREN 260, Literature and the French-Speaking World
Number of Publications: 21 in past 5 years. Selected Publications:
2017 Melehy, Hassan. *Modest Apocalypse*. Eyewear Publishing, 2017.
2016 “Deleuze, Kerouac, Fascism, and Death.” In *Dead Theory: Derrida, Death, and the Afterlife of Theory*. Edited by Jeffrey DiLeo. New York: Bloomsbury, 2016. 191–204.
2014 “Critiques of Early Modern Criticism: Poetics, Historicism, and the Pitfalls of Periodization.” In *Criticism After Critique*. Ed. Jeffrey DiLeo. New York: Palgrave Macmillan, 2014. 127–40.
2013 Catherine Gimelli Martin and Hassan Melehy, eds. *French Connections in the English Renaissance*. Farnham: Ashgate Publishing Limited, 2013.
2010 Melehy, Hassan. *The Poetics of Literary Transfer in Early Modern France and England*. London: Routledge Ltd, 2010.

African Studies Center, UNC-Chapel Hill

Steven Meshnick

Professor and Associate Chair, Epidemiology, Gillings School of Global Public Health

Appointment: 2001, tenured
Education: PhD (1978) Rockefeller University; MD (1979) Cornell; AB (1972) Columbia.
Specialization: Malaria; Mother-to-child transmission of HIV; African trypanosomiasis, surveillance; AIDS-associated opportunistic infections.
World Area of Study: Africa (25%)
Relevant Experience: Visiting Professor, University of Malawi College of Medicine, Blantyre, Malawi (2003- present); Principal Investigator: Epidemiological and Spatial Models of Malaria Transmission (2014-2019); Principal Investigator: Sulfadoxine-Pyrimethamine IPTp [antimalarial] in Malawi: Effects on the gut and vaginal microbiomes (2016-18); on-site in Malawi 10-20% of the year.
Diss./Theses Supervised: 12
Relevant Courses Taught: Number of courses – 1. EPID 756, Control of Infectious Diseases in Developing Countries.
Number of Publications: 90 in past 5 years. Selected Publications:
2018 Bowman, Natalie M., Kristin Akialis, Grayson Cave, Roberto Barrera, Charles S. Apperson, and Steven R. Meshnick. 2018. Pyrethroid insecticides maintain repellent effect on knock-down resistant populations of aedes aegypti mosquitoes. *PLoS One* 13 (5): e0196410.
2018 Cates, Jordan E., Holger W. Unger, Stephen R. Cole, Stephen J. Rogerson, Daniel Westreich, Linda Adair, Steven Meshnick, and Melissa Bauserman. 2018. Intermittent preventive therapy in pregnancy and incidence of low birth weight in malaria-endemic countries. *The American Journal of Public Health* 108 (3): 399.
2018 Parr, JB, EK Lodge, V. Holzmayer, J. Pepin, EH Frost, MW Fried, DR McGivern, et al. "An Efficient, Large-Scale Survey of Hepatitis C Viremia in the Democratic Republic of the Congo using Dried Blood Spots." *Clinical Infectious Diseases* 66, no. 2 (2018): 254-260.
2017 Watson, OJ, HC Slater, R. Verity, JB Parr, MK Mwandagarlirwa, A. Tshefu, SR Meshnick, and AC Ghani. "Modelling the Drivers of the Spread of Plasmodium Falciparum hrp2 Gene Deletions in Sub-Saharan Africa." *Elife* 6, (2017).
2017 Parr, JB, R. Verity, SM Doctor, M. Janko, K. Carey-Ewend, BJ Turman, C. Keeler, et al. "Pfhpr2-Deleted Plasmodium Falciparum Parasites in the Democratic Republic of the Congo: A National Cross-Sectional Survey." *Journal of Infectious Diseases* 216, no. 1 (2017;2016): 36-44.

William Miller

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 1999, tenured
Education: MD (1985) Johns Hopkins; PhD (1989) Johns Hopkins; MPH (1997) UNC-CH.
Language: Swahili (1)
Specialization: International health; sexually transmitted diseases; women's health.
World Area of Study: Africa (20%)
Diss./Theses Supervised: 14
Relevant Courses Taught: N/A.
Number of Publications: 49 in past 5 years. Selected Publications:
2017 Briët, Olivier J. T., Joshua O. Yukich, Constanze Pfeiffer, William Miller, et al. "The Effect of Small Solar Powered 'Bókoo' Net Fans on Mosquito Net use: Results from a Randomized Controlled Cross-Over Trial in Southern Ghana." *Malaria Journal* 16, no. 1 (2017): 1-11.
2017 Wesevich, Austin, Tiwonge Mtande, Friday Saidi, Elizabeth Cromwell, Hanoock Tweya, Mina C Hosseinipour, Irving Hoffman, William C. Miller, and Nora E. Rosenberg. "Role of Male Partner Involvement in ART Retention and Adherence in Malawi's Option B+ Program." *AIDS Care* 29, no. 11 (2017): 1417.
2016 Rutstein SE, Pettifor AE, Phiri S, Kamanga G, Hoffman IF, Hosseinipour MC, Rosenberg NE, Nsona D, Pasquale D, Tegha G, Powers K, Phiri M, Tembo B, Chege W, Miller WC. Incorporating acute HIV screening into routine HIV testing at sexually transmitted infection clinics and HIV testing and counseling centers in Lilongwe, Malawi. *J Acquir Immune Defic Syndr*. 2016; 71:272-80.

African Studies Center, UNC-Chapel Hill

Cliff Missen

Clinical Associate Professor, School of Information and Library Science

Appointment: 2013, not tenured

Education: MA (1992) University of Iowa; BA (1985) Evergreen State.

Specialization: E-Resources and digital library projects in Africa.

World Area of Study: Africa (50%)

Relevant Experience: Director: WiderNet Project, UNC-Chapel Hill: Develop and promote appropriate information and communications technologies for developing countries; Conduct training and on-site consulting across Africa; Develop eGranary Digital Library (2000 to present).

Relevant Courses Taught: Number of courses – 1. INLS 539, Going the Last Mile: Information Services for Underserved Populations

Number of Presentations: 1 in past 5 years. Selected Publications/Presentations:

2014 "Lo-Fi to Hi-Fi": A New Metadata Approach in the Third World with the eGranary Digital Library. Proceedings of the International Conference on Dublin Core and Metadata Applications. Published by the Dublin Core Metadata Initiative. December, 2014.

2014 SCESCAL XXI Conference in Malawi. Conducted pre-conference workshop on Course Digitization. Standing Conference of Eastern, Central and Southern African Library and Information Associations. June, 2014

2012 Global Disability Rights Library (GDRL) Project, Final Monitoring and Evaluation Report, including the results of four subscriber surveys. World Learning and USAID. Dec. 2012.

2012 SCANNUL and SCESCAL conferences in Nairobi, Kenya. Provided presentation and workshop. "Five Hundred Libraries Later: Evaluating the eGranary Digital Library and Off-line Information Delivery in Education in Africa." June 1-2, 2012.

2011 Nigerian Human Rights Commission, International Persons with Disabilities Day. Public lecture, "Enhanced Options in a Digital World." December 5, 2011.

2007 "Delivering the Goods: How Internet-Centric Projects can Stress African Universities." *Innovation Journal of Appropriate Librarianship and Information Work in Southern Africa*. No. 34 Jun 2007.

Alphonse Mutima

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 1996, not on tenure track

Education: EdD (1996) Northern Illinois; MA (1986) Indiana (French); MA (1983) Indiana (Applied Linguistics); BA (1975) National University of Zaire.

Language: French (4), Lingala (5), Swahili (5)

Specialization: Kiswahili curriculum development; pedagogy; second language acquisition; language variation.

World Area of Study: Africa (100%)

Relevant Experience: Developed the Kiswahili Curriculum at UNC-Chapel Hill; development of SWAH 401 Self-Paced course for the UNC-CH Friday Center; Membership: African Language Teachers Association (ALTA).

Relevant Courses Taught: Number of courses – 13. SWAH 112, Intensive Kiswahili 1-2; SWAH 234, Intensive Kiswahili 3-4; SWAH 401-402, Beginning Kiswahili; SWAH 403-404, Intermediate Kiswahili; SWAH 405-406, Advanced Kiswahili; SWAH 408, Kiswahili LAC; LGLA 401-402, Beginning Lingala; LGLA 403-404, Intermediate Lingala.

Number of Publications: None in past 5 years.

African Studies Center, UNC-Chapel Hill

Mohamed Mwamzandi

Lecturer, African, African American, and Diaspora Studies

Appointment: 2015, not on tenure track
Education: PhD (2014) UT-Arlington; MA (2002) Egerton University, Kenya; BA (1996) Egerton University.
Language: Swahili (5), Digo (5), Arabic (3)
Specialization: Pragmatics, morpho-syntax, corpus linguistics, computational linguistics, language documentation and preservation.
World Area of Study: Africa (100%)
Relevant Experience: Certificate in African Language Pedagogy, National African Language Resource Center (2015); Research in Kenya on the role of Swahili Language in countering violent extremism (2016-2017); Membership: African Language Teachers Association (ALTA).
Relevant Courses Taught: Number of courses – 8. AAAD 421, Introduction to the Languages of Africa; SWAH 401-402, Beginning Kiswahili; SWAH 403-404, Intermediate Kiswahili; SWAH 405-406, Advanced Kiswahili; SWAH 408, Kiswahili LAC.
Number of Publications: 5 in past 5 years. Selected Publications/Presentations:
2017 A Corpus Study of Swahili Conditional Constructions. *Studies in African Linguistics*, Volume 46, 2017.
2017 The Pragmatics of Swahili Demonstrative Position. In Kandybowicz, Jason; Travis Major & Harold, Torrence (eds.). African linguistics on the prairie: Selected papers from the 45th Annual Conference on African Linguistics. *Language Science Press*, 2017.
2017 A corpus analysis of Swahili relative clauses. Presented at the 48th Annual Conference in African Linguistics at the Indiana University, Bloomington March 31- April 02, 2017
2016 The role of Swahili language in the Kenya government counter terrorism efforts. Proceedings of the 8th meeting of the South East African Languages and Literatures Forum (SEALLF), September 30 - October 1 2016.

Chérie Rivers Ndaliko

Assistant Professor, Music

Appointment: 2012, on tenure track
Education: PhD (2012) Harvard; MA (2008) Harvard; BA (2005) Berklee College of Music.
Language: French (2), Swahili (2)
Specialization: Creative culture in conflict regions/DRC; artistic radicalism and domination; media and socio-political action; aesthetics of humanitarian aid; radical arts interventions in conflict regions.
World Area of Study: Africa (100%)
Relevant Experience: Executive Director of the Yole! Africa Cultural Center and the Congo International Film Festival, both located in Goma, Democratic Republic of the Congo.
Distinctions: Society for Ethnomusicology's Alan Merriam Prize for *Necessary Noise: Music, Film and Charitable Imperialism in the East of Congo*.
Relevant Courses Taught: Number of courses – 6. MUSC 89, Making and Marketing Music in the Digital Age; MUSC 148, Introduction to Black Music; MUSC 286, Music as Culture; MUSC 291, Music and Politics; MUSC 292, Media and Social Change in Africa; MUSC 970, Seminar in Ethnomusicology.
Number of Publications: 6 in past 5 years. Selected Publications:
Forthcoming *The Art of Emergency: Aesthetics and Aid in Africa Crises*. Co-edited with Samuel Mark Anderson. New York, Oxford University Press, forthcoming.
Forthcoming "Parsing Protest Music in Congo: A Mixtape." In *The Oxford Handbook of Protest Music*; eds. Noriko Manabe and Eric Drott. Oxford University Press, forthcoming.
2018 Ndaliko, Chérie Rivers. "What Remains: Reviving Lumumba's Legacy in Music Video." *Journal of African Cultural Studies* (2018): 1-18.
2017 "Hip-hop in the Democratic Republic of the Congo." In *Bloomsbury Encyclopedia of Popular Music of the World, African Genres Volume*, edited by John Shepherd and Heidi Feldman. Forthcoming with Bloomsbury Academic, 2017.
2016 *Necessary Noise: Music, Film, and Charitable Imperialism*. New York: Oxford University Press, 2016.
2014 "Yole! Africa: Negotiating Art and War in the East of Congo." *Critical Interventions* 8, no. 2 (2014): 201-220.

African Studies Center, UNC-Chapel Hill

Georges Nzongola-Ntalaja

Professor, African, African American and Diaspora Studies

Appointment: 2007, tenured
Education: PhD (1975) Univ. of Wisconsin-Madison; MA (1968) Univ. of Kentucky; BA (1967) Davidson.
Language: French (4) Luba-Kasai (4)
Specialization: African politics; governance; development policy and administration.
World Area of Study: Africa (100%)
Relevant Experience: United Nations Devel. Program (2000-2007); Facilitator for the Africa Governance Institute; Board Member, Africa Governance Institute (2007-Present); 20 years international consulting experience (OAU, IDEA, USAID, UNDP, UN); UNC ASC Advisory Board (2011-2019).
Distinctions: Best African Politics Books Award, 2004, by the African Politics Conference Group; ASA President (1987-88); AASP President (1995-97).
Relevant Courses Taught: Number of courses – 8. AAAD 101, Introduction to Africa; AAAD 212, Africa in the Global System; AAAD 290, Topics in African, African American, and Diaspora Studies; AAAD 307, 21st Century Scramble for Africa; AAAD 396, Independent Study; AAAD 400, The Challenges of Democratic Governance in Africa; AAAD 412, Regional Seminar in African Studies; AAAD 487, Intellectual Currents in African and African Diaspora Studies.
Number of Publications: 8 in past 5 years. Selected Publications:
2017 African Arguments London Georges Nzongola-Ntalaja. "The Best Way to Honour Tshisekedi is to Take on the Fight for Democracy in DR Congo [Analysis]." AllAfrica.com, 2017.
2015 Nzongola, G., The Fragile State and Crisis in Eastern Congo *African Journal of Democracy and Governance*, Vol. 2, No. 1-2 (2015), pp. 15-37.
2015 Nzongola, G., Review of Death in the Congo: *Murdering Patrice Lumumba*, by Emmanuel Gerard & Bruce Kuklick, in *Journal of American History*, 12/2015, 102: no. 3.
2015 "L'accord-cadre du 24 fevrier 2013 a Addis Abeba, son apport, ses chances et difficulties d'application," in Fweley Diangitukwa (ed.), *Les Congolais rejettent le regime Kabila* (Vevey, Switzerland: Editions Monde Nouveau/Afrique Nouvelle, 2015), pp. 167-186.

Rita O'Sullivan

Executive Director, Evaluation, Assessment, and Policy Connections (EvAP), School of Education;

Associate Professor, School of Education; Director of Evaluation, NC Translational Research Science Center (NC TraCS)

Appointment: 1999, tenured
Education: EdD (1984) Auburn; MA (1976) California Polytechnic; BA (1971) UC-Berkeley.
Specialization: Educational program evaluation; research design; qualitative measurement; collaborative evaluation techniques; case study methods; program evaluation assistance and training for local, state, national and international organizations.
World Area of Study: Africa (10%)
Relevant Experience: Developed and leads EvAP Evaluation Institute; evaluation consultant for numerous secondary and post-secondary institutions – recent evaluations include: UNC Area Studies Centers (2014-2018); Evaluation of the Career Award for Science and Mathematics Teacher Program, Burroughs-Welch Foundation (2010-15); UNC Next Level People to People Hip Hop Ambassadorships Evaluation (2013-14); UNC Undergraduate Research Project (2010-14).
Distinctions: Graduate Education Diversity Internship Program, Internship Supervisor (2009-2012); Ingle Distinguished Service Award, American Evaluation Association (2002); Lifetime Achievement Award, North Carolina Association for Research in Education (2001).
Relevant Courses Taught: N/A.
Number of Publications: 6 in past 5 years. Selected Publications:
2017 "Case Study in Collaborative Evaluation." In D. Fetterman (Ed.) *Collaborative, Participatory, & Empowerment Evaluation* (pp. 31-47). New York, NY: Guilford Press.
2016 *Using Collaborative Evaluation Strategies to Transcend Monitoring with U.S. Federally-Funded International Area Studies Centers*. Paper presented at the annual meeting of the American Evaluation Association, Atlanta, GA with F. Salas Villalobos.
2014 "Collaborative, participatory, and empowerment evaluation: Building a strong conceptual foundation for stakeholder involvement to evaluation," with D. Fetterman, L. Rodríguez-Campos and L. Wandersman in *American Journal of Evaluation*, 35, 144-8.

African Studies Center, UNC-Chapel Hill

Roberta A. (Bobbi) Owen

Michael R. McVaugh Distinguished Professor, Dramatic Art

Appointment: 1974, tenured
Education: MFA (1974) University of Wisconsin-Madison.
Language: French (1)
Specialization: Costume and clothing history; traditional dress (garments) in Africa and Asia; theatrical design and designers.
World Area of Study: Africa (10%)
Distinctions: Fellow of USITT (United States Institute for Theatre Technology).
Relevant Courses Taught: Number of courses – 1. DRAM 475, Costume History: Africa, Asia, and Arabia.
Number of Publications: 4 in past 5 years. Selected Publications:
2016 Review of *The Designs of Ann Roth* by Holly Poe Durbin and Bonnie Kruger; New York: United States Institute for Theatre Technology, in conjunction with Broadway Press, 2014. *Theatre Design and Technology Journal*, Spring 2016.
2014 Review of *Liberace Extravaganza!* by Connie Furr Soloman and Jan Jewett. Harper Design, 2013. *Theatre Design & Technology Journal*, Winter 2014, P. 62-63.
2013 Owen, Bobbi, Hollywood Costume at the V&A. New York: United States Institute Theatre Technology. *TD&T: Theatre Design & Technology*, p. 52-61.
2013 Owen, Bobbi, Rev. *Hollywood Sketchbook: A Century of Costume Illustration* by Deborah Nadoolman Landis. Harper Design, New York, 2012. *TD&T: Theatre Design & Technology*, p. 65-68.

Maximilian Owre

Lecturer, History; Executive Director, Carolina Public Humanities

Appointment: 2009, not on tenure track
Education: PhD (2009) UNC-CH.
Specialization: Early 19th century French politics.
World Area of Study: Africa (30%)
Relevant Experience: Carolina Public Humanities is responsible for Outreach for the College of Arts and Sciences, organizing public seminars, lectures, discussion forums, and special events.
Diss./Theses Supervised: 1
Relevant Courses Taught: Number of courses – 3. HIST 130, Modern African History; HIST 312, History of France and Algeria; HIST 390, Topics in History.
Number of Publications: None in past 5 years.

Alicia Peña

Program Director for Africa, Latin America, and the Middle East, UNC Study Abroad

Appointment: 2018
Education: MS (2016) University of San Diego; BA (2004) Texas A&M
Specialization: Establish, manage, and promote all study abroad programs in Latin America, the Middle East and Africa.
World Area of Study: Africa (30%)
Relevant Experience: Study Abroad Coordinator, University of San Diego (2013-2017); International Studies Abroad, oversee operations in 7 countries (2009-2012).

African Studies Center, UNC-Chapel Hill

Susan Pennybacker

Chalmers W. Poston Distinguished Professor of European History

Appointment: 2010, tenured
Education: PhD (1994) University of Cambridge; MA (1977) University of Pennsylvania; BA (1976) Columbia University
Specialization: The political culture of modern Britain and the former British empire, including archival research and ethnographic study in the UK, New Delhi, Port of Spain, Cape Town and Johannesburg.
World Area of Study: Africa (10%)
Relevant Experience: Led UNC Study Abroad in Cape Town (2017); Visiting Associate Professor, Department of History, University of the Western Cape, Cape Town, South Africa (2005); Member Southern Africa and Contemporary History Seminar (University of the Western Cape, South Africa).
Distinctions: President, North American Conference on British Studies (2015-17).
Diss./Theses Supervised: 5
Relevant Courses Taught: N/A.
Number of Publications: 2 in past 5 years. Selected Publications/Presentations:
Forthcoming "South African anti-apartheid exile and refuge in postwar London, 1945-61," in Nathaniel Carpenter and Benjamin Lawrance, eds., *Africans in Exile: Mobility, Law, and Identity*, Indiana University Press.
2015 "South African Anti-Apartheid Exile and Refuge in London, 1945-94," in *A Vision of Revolution: exile and deportation in global perspective*, talk given at Conable African Studies Symposium, Rochester Institute of Technology, April, 2015.
2013 "Anti-apartheid testimony: unmaking the histories of South African Jewish communists," in Caroline Gould, Jacob Golomb, Simone Gigliotti, eds., *Ethics, Art and Representations of the Holocaust, essays in honor of Berel Lang*. (Lexington Books, Rowman and Littlefield), 2013.
2012 "Afterword" to Eve Rosenhaft and Robbie Aitken (eds), *Africa in Europe. Studies in Transnational Practice in the Long Twentieth Century*. Liverpool U. Press (U. Chicago Press, US)

Audrey Pettifor

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2008, tenured
Education: PhD (2004) UC-Berkeley; MPH (2000) UC-Berkeley; BA (1996) University of Virginia.
Specialization: HIV prevention among young women in South Africa; structural interventions for HIV prevention; behaviors of individuals with Acute HIV Infection and behavioral interventions.
World Area of Study: Africa (50%)
Relevant Experience: NIH collaboration/training grant to create a new Masters of Science with a concentration in epidemiology at Witwatersrand (Wits) in Johannesburg (2014-2019); Principal Investigator, NIH, Multilevel mechanisms of HIV acquisition in young South African women (2016-2017); Member of the Youth Prevention Research Working Group, NIH Office of HIV/AIDS Network Coordination (HANC) February 2012-present; Co-Chair from April 2013-present
Diss./Theses Supervised: 19
Relevant Courses Taught: Number of courses – 2. EPID 755, Introduction to Infectious Disease Epidemiology; EPID 756, Control of Infectious Diseases in Developing Countries.
Number of Publications: 85 in past 5 years. Selected Publications:
2017 Handa, Sudhanshu, Tia Palermo, Molly Rosenberg, Audrey Pettifor, Carolyn Tucker Halpern, and Harsha Thirumurthy. "How does a National Poverty Programme Influence Sexual Debut among Kenyan Adolescents?" *Global Public Health* 12, no. 5 (2017): 617-638.
2017 Treves-Kagan, S., El Ayadi, A.M., Pettifor, A., MacPhail, C., et al. "Gender, HIV Testing and Stigma: The Association of HIV Testing Behaviors and Community-Level and Individual-Level Stigma in Rural South Africa Differ for Men and Women." *AIDS and Behavior* (2017): 1-10.
2017 Jennings, L., A. Pettifor, E. Hamilton, TD Ritchwood, FX Gomez-Olive, C. MacPhail, J. Hughes, et al. "Economic Resources and HIV Preventive Behaviors among School-Enrolled Young Women in Rural South Africa (HPTN 068)." *Aids and Behavior* 21, no. 3 (2017): 665-677.

African Studies Center, UNC-Chapel Hill

John Pickles

Earl N. Phillips Distinguished Professor, Geography

Appointment: 2002, tenured
Education: PhD (1983) Pennsylvania State; PhD (1979) University of Natal; MA, Oxford, UK.
Specialization: Regional development; post-socialism; economic geographies and industrial change; apparel industry; migration and borders in Euro-Med; research and teaching focus primarily on issues of geographical and social change.

World Area of Study: Africa (10%)
Relevant Experience: NSF, The Question of Common Access Lands and Sustainable Rural development in S. Africa.
Distinctions: Visiting Distinguished Professor, Queen Mary University of London (2014); Institute for Arts and Humanities Leadership program Fellowship.

Diss./Theses Supervised: 5
Relevant Courses Taught: Number of courses – 1. GEOG 805, Research Seminar in International Area Studies, Development, and Globalization.

Number of Publications: 12 in past 5 years. Selected Publications:
2017 Pickles, John; Shengjun, Zhu; He, Canfei. *Geographical Dynamics and Firm Strategy in China*. Berlin: Springer, 2017
2016 Pickles, John. *Articulations of Capital : Global Production Networks and Regional Transformations*. Chichester, West Sussex, UK ; Malden, MA: John Wiley & Sons, Ltd., 2016.
2016 Zhu, Shengjun and John Pickles. "Institutional Embeddedness and Regional Adaptability and Rigidity in a Chinese Apparel Cluster." *Human Geography* 98, no. 2 (2016): 127-143.
2015 Zhu, Shengjun and John Pickles. "Turkishization of a Chinese Apparel Firm: Fast Fashion, Regionalisation and the Shift from Global Supplier to New End Markets: Figure 1." *Cambridge Journal of Regions, Economy and Society* 8, no. 3 (2015): 537-553.
2015 Casas-Cortes, Maribel, Sebastian Cobarrubias, and John Pickles. "Riding Routes and Itinerant Borders: Autonomy of Migration and Border Externalization: Riding Routes and Itinerant Borders." *Antipode* 47, no. 4 (2015): 894-914.
2015 Müller, Martin and John Pickles. "Global Games, Local Rules: Mega-Events in the Post-Socialist World." *European Urban and Regional Studies* 22, no. 2 (2015): 121-127.

David Pier

Associate Professor, African, African American, and Diaspora Studies

Appointment: 2010, tenured
Education: PhD (2009) Graduate Center, CUNY; MA (2005) Brooklyn College, CUNY; BA/B.Mus. (1997) Oberlin College/Oberlin Conservatory.
Specialization: African music, politics of cultural production in Africa, ethnomusicology, music and dance in Uganda.
World Area of Study: Africa (100%)
Distinctions: UNC Junior Faculty Development Award (2014); Editorial board member, *African Arts*, Advisory Board member, UNC Process Series.

Relevant Courses Taught: Number of courses – 5. AAAD 101, Introduction to Africa; AAAD 290, Topics in African, African American, and Diaspora Studies; AAAD 318, Politics of Cultural Production in Africa; AAAD 320, Music of Africa; AAAD 487, Intellectual Currents in African and African Diaspora Studies.

Number of Publications: 4 in past 5 years. Selected Publications:
2017 Pier, David. "Song for a King's Exile: Royalism and Popular Music in Postcolonial Uganda." *Popular Music and Society* 40, no. 1 (2017): 5-21.
2016 Pier, David G. "Dance, Discipline, and the Liberal Self at a Ugandan Catholic Boarding School." *African Studies Review* 59, no. 3 (2016): 33.
2016 Pier, David. "Language Ideology and Kadongo Kamu Flow." *Popular Music* 35, no. 3 (2016): 360-360.
2015 Pier, David G. *Ugandan Music in the Marketing Era : the Branded Arena*. New York, NY: Palgrave Macmillan, 2015.

African Studies Center, UNC-Chapel Hill

Barry Popkin

W.R. Kenan, Jr. Distinguished Professor, Nutrition, Gillings School of Global Public Health

Appointment: 1977, tenured
Education: PhD (1974) Cornell; MS (1969) Wisconsin-Madison; BS (1967) Wisconsin-Madison.
Language: French (1)
Specialization: Economic and epidemiological analysis of trends in dietary intake, physical activity and body composition around the world; obesity economics and epidemiology.
World Area of Study: Africa (10%)
Relevant Experience: Principal Investigator, NICHD, Health, Reproduction, Aging (2014-2019); NIH, race-ethnic disparities in dietary intake (2013-2018); Bloomberg Philanthropic program grant (2016-2020).
Distinctions: World Obesity Federation Population Science & Public Health Award (2016).
Diss./Theses Supervised: 21
Relevant Courses Taught: Number of courses – 1. NUTR 745, International Nutrition.
Number of Publications: 145 in past 5 years. Selected Publications:
Forthcoming Popkin, Barry M. (In Press) The nutrition transition and obesity. In: *Social Science of Obesity*. John Cawley, ed. New York, Oxford University Press.
2017 Popkin, Barry M. "Relationship between Shifts in Food System Dynamics and Acceleration of the Global Nutrition Transition." *Nutrition Reviews* 75, no. 2 (2017): 73-82.
2016 Doak, Colleen and B.M. Popkin (2016). Obesity in developing countries In: *Nutrition and Health in Developing Countries*. R. Semba and M. Bloem, eds. Totowa NJ: Humana Press 3rd edition. n Nutrition (PKN), edited by John Erdman, Ian Macdonald and Steven Zeisel, pp 1151-64.
2016 Miller, V., S. Yusuf, C. K. Chow, M. Dehghan, D. J. Corsi, K. Lock, B. Popkin, et al (2016). Availability, affordability, and consumption of fruits and vegetables in 18 countries across income levels: findings from the Prospective Urban Rural Epidemiology (PURE) study. *The Lancet Global Health* 4(10):e695-703.

Rohit Ramaswamy

Director, Center for Global Learning; Clinical Associate Professor, Public Health Leadership Program; Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2008, not on tenure track
Education: Graduate Diploma in Biostatistics (2010) University of Sydney; MPH (2007) UNC-CH; PhD (1989) MIT; MS (1983) MIT; BA (1981) Indian Institute of Technology.
Specialization: Program process management, statistical analysis, and organizational development.
World Area of Study: Africa (25%)
Relevant Experience: PI: Children's International Foundation, Centers of Excellence for Newborn Care in Ghana (2013-2018); Applied Public Health Informatics, University of Zambia (2017); Continuous Quality Improvement Program, Ghana, Ethiopia and Burkina Faso (2014-2016); Faculty Director, Global Online MPH (2015-pres); Assoc. Director, Global Practice, Gillings Global Gateway (2016-pres).
Diss./Theses Supervised: 4
Relevant Courses Taught: Number of courses – 3. PUBH 711, Critical Issues in Global Public Health; PUBH 714, Introduction to Monitoring and Evaluation of Global Health Programs; PUBH 718, Designing Systems for Global Health Implementation.
Number of Publications: 20 in past 5 years. Selected Publications:
2018 Floyd, Liz, Fiona Bryce, Rohit Ramaswamy, Adeyemi Olufolabi, Emmanuel Srofenyoh, David Goodman, Nancy Pearson, et al. "The Introduction of a Midwife-Led Obstetric Triage System into a Regional Referral Hospital in Ghana." *Midwifery* 61, (2018): 45-52.
2017 Goodman, DM, R. Ramaswamy, M. Jeuland, EK Srofenyoh, CM Engmann, AJ Olufolabi, and MD Owen. "The Cost Effectiveness of a Quality Improvement Program to Reduce Maternal and Fetal Mortality in a Regional Referral Hospital in Accra, Ghana." *Plos One* 12, no. 7: e0180929.
2016 Ramaswamy, R., Kallam, B., Kopic, D., Pujic, B., & Owen, M. D. (2016). Global health partnerships: building multi-national collaborations to achieve lasting improvements in maternal and neonatal health. *Globalization and Health*, 12(1).
2016 Ramaswamy, R., Kallam, B., Srofenyoh, E.K., & Owen, M. (2016). Multi-tiered quality improvement strategy to reduce maternal and neonatal death in complex delivery systems in Ghana. *The Lancet Global Health*, 4, S24.

African Studies Center, UNC-Chapel Hill

Peter Redfield

Professor, Anthropology

Appointment: 1999, tenured
Education: PhD (1995) UC-Berkeley; MA (1989) UC-Berkeley; AB (1987) Harvard.
Language: French (3), Portuguese (1)
Specialization: Anthropology of science, technology and medicine; humanitarianism and human rights; ethics, French Guiana; Uganda; South Africa.
World Area of Study: Africa (25%)
Relevant Experience: UNC Anthropology, Health, Medicine and Humanity Coordinator (2014-present).
Distinctions: Academic Excellence Award, UNC Institute for the Arts and Humanities (2014).
Diss./Theses Supervised: 12
Relevant Courses Taught: Number of courses – 3. ANTH 147, Comparative Healing Systems; ANTH 280 /PWAD 280, Anthropology of War & Peace; ANTH 422, Anthropology & Human Rights.
Number of Publications: 11 in past 5 years. Selected Publications:
2017 Redfield, Peter. "Metrics: What Counts in Global Health. Vincanne Adams, Ed., Durham: Duke University Press, 2016, 258 Pp: Book Review." *Medical Anthropology Quarterly* (2017).
2016 Redfield, Peter. "Fluid Technologies: The Bush Pump, the LifeStraw® and Microworlds of Humanitarian Design." *Social Studies of Science* 46, no. 2 (2016): 159-183.
2016 Redfield, Peter. "Clinic in Crisis Response: Imagined Immunities." *Culture, Medicine, and Psychiatry* 40, no. 2 (2016): 263-267.
2016 Redfield, P. and S. Robins. "An Index of Waste: Humanitarian Design, "Dignified Living" and the Politics of Infrastructure in Cape Town." *Anthropology Southern Africa* 39, no. 2 (2016): 145-162.
2013 Redfield, Peter. *Life in Crisis : the Ethical Journey of Doctors Without Borders*. Berkeley: University of California Press, 2013.

Stuart Rennie

Associate Professor, Social Medicine, School of Medicine

Appointment: 2004, tenured
Education: PhD (2001) University of Leuven, Belgium; MA (1997) University of Leuven, Belgium.
Language: French (3)
Specialization: Research ethics and bioethics in the developing world.
World Area of Study: Africa (25%)
Relevant Experience: NIH/Fogarty Awards: Strengthening Bioethics Capacity and Justice in Health (2014-2017); Advancing Research Ethics in Southern Africa (ARESA) (2011-2015); Unintended and intended implications of HIV cure research (2013-2018); and Ethics of HIV-Related Research Involving Adolescents in Kenya (2014-2017); Ethics consultant, Save the Children USA (2014-present).
Diss./Theses Supervised: 3
Relevant Courses Taught: N/A.
Number of Publications: 44 in past 5 years. Selected Publications:
2018 Henderson, Gail E., Holly L. Peay, Eugene Kroon, Rosemary Jean Cadigan, Stuart Rennie, et al. "Ethics of Treatment Interruption Trials in HIV Cure Research: Addressing the Conundrum of risk/benefit Assessment." *Journal of Medical Ethics* 44, no. 4 (2018): 270-276.
2017 Rennie, Stuart, Allison K. Groves, Denise Dion Hallfors, Bonita J. Iritani, Fredrick S. Odongo, and Winnie K. Luseno. "The Significance of Benefit Perceptions for the Ethics of HIV Research Involving Adolescents in Kenya." *Journal of Empirical Research on Human Research Ethics* 12, no. 4 (2017): 269-279.
2016 Rennie, Stuart. "The Infrastructure Effect: Scientific Conjecture Or Wishful Thinking?" *The American Journal of Bioethics* 16, no. 6 (2016): 12-13.
2016 Kamalo, PD, L. Manda-Taylor, and S. Rennie. "Appropriateness of no-Fault Compensation for Research-Related Injuries from an African Perspective: An Appeal for Action by African Countries." *Journal of Medical Ethics* 42, no. 8 (2016): 528-533.
2015 Rennie, Stuart, Brian Perry, Amy Corneli, Abdullah Chilungo, and Eric Umar. "Perceptions of Voluntary Medical Male Circumcision among Circumcising and Non-Circumcising Communities in Malawi." *Global Public Health* 10, no. 5-6 (2015): 679-691.

African Studies Center, UNC-Chapel Hill

Andrew Reynolds

Professor, Political Science

Appointment: 2001, tenured
Education: PhD (1996) UC-San Diego; MA (1992) University of Cape Town, SA.
Specialization: Democratic design; ethnic conflict; plural societies; Africa.
World Area of Study: Africa (25%)
Relevant Experience: International Institute for Democracy and Electoral Assistance (IDEA), the National Democratic Institute (NDI), the International Republican Institute (IRI), and the Organization for Security and Cooperation in Europe (OSCE); consultant on issues of electoral and constitutional design in Libya, Egypt, Angola, Liberia, Sierra Leone, the Sudan, South Africa, and Zimbabwe.
Distinctions: Tanner Award for Excellence in Undergraduate Teaching UNC-Chapel Hill (2013).
Diss./Theses Supervised: 6
Relevant Courses Taught: Number of courses – 2. POLI 67, Designing Democracy; POLI 431, African Politics and Society.
Number of Publications: 9 in past 5 years. Selected Publications:
Forthcoming Reynolds, Andrews. *The Children of Harvey Milk: How LGBTQ Politicians Changed the World*. Oxford, Oxford University Press (forthcoming).
2015 Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. *The Arab Spring: Pathways of Repression and Reform*. First ed. GB: Oxford University Press, 2015.
2015 Reynolds, Andrew, Jason Brownlee, and Tarek Masoud. "From Dynamic Events to Deep Causes: Outcomes and Explanations of the Arab Spring." *Middle East Law and Governance* 7, no. 1 (2015): 3-15a.
2015 "How Robert Mugabe Made a Truly Non-Racial Nation: A case study of Zimbabwe," in *Constitutional Design and Conflict Management in Africa: Preventing Civil War Through Institutional Design* ed. Alan Kuperman. (Philadelphia, University of Pennsylvania Press, 2015)
2014 "When do elections fail? Developing better indicators," (with Jørgen Elklit and Pippa Norris) in *Advancing Electoral Integrity* eds. Pippa Norris, Rich Frank and Ferran Martinez I Coma (Oxford, Oxford University Press, 2014)

Paul Roberge

Professor, Germanic Languages and Linguistics

Appointment: 1985, tenured
Education: PhD (1980) University of Michigan; MA (1975) University of Michigan; MA (1973) University of Michigan; BA (1972) University of Dayton.
Language: Afrikaans (5), Dutch (Flemish) (3), French (3)
Specialization: Historical linguistics; pidgin and creole languages; language and society; Germanic languages; Afrikaans.
World Area of Study: Africa (50%)
Relevant Experience: Research in South Africa (1982-2012).
Distinctions: Professor Extraordinary of General Linguistics, University of Stellenbosch (South Africa).
Relevant Courses Taught: Number of courses – 4. GERM 125, Afrikaans I; GERM 240, Afrikaans II; GERM 252, South Africa in Literary Perspective; LING 542 /ANTH 542, Pidgins and Creoles.
Number of Publications: 2 in past 5 years. Selected Publications:
2013 Roberge, Paul T. Op die keper beskou: Oor die ontstaan van Afrikaans, by H. P. Grebe. Book review. *Werkwinkel: Tijdschrift voor Nederlandse en Zuid-Afrikaanse Studies* 8(2) (2013), 143-50.
2012 Roberge, Paul, "Foundations of a 'sane creology'." *Diachronica* 29, 359-76.
2012 Roberge, Paul, "Afrikaans: Might it be a bit more 'South Africa'?" In *Roots of Afrikaans: Selected Writings of Hans den Besten*, ed. by Ton van der Wouden, 389-97.
2011 Roberge, Paul T. "Philip Durkin, the Oxford Guide to Etymology. Oxford: Oxford University Press, 2009. Book review." *English Language and Linguistics* 15, no. 1 (2011): 183-188.

African Studies Center, UNC-Chapel Hill

Kevin Robertson

Professor of Neurology, School of Medicine; Director, AIDS Neurological Center

Appointment: 1988, tenured
Education: PhD (1989) Oklahoma State; MA (1984) Western Carolina; BS (1982) Western Carolina.
Specialization: HIV associated neurocognitive disorders and the neurology of AIDS.
World Area of Study: Africa (50%)
Relevant Experience: Director of Neuropsychology, UNC-CH; member of the AIDS Clinical Trials Group, Division of AIDS, NIH - current Chair of the Neurology committee; PI of the International Neurological Study, ACTG 5199; Research initiatives in Uganda, S. Africa, Malawi, Nigeria, and Zimbabwe.
Distinctions: Distinguished Leader in Psychology & AIDS Award, American Psychological Association (2016).
Relevant Courses Taught: N/A.
Number of Publications: 8 in past 5 years. Selected Publications:
2018 Wright, Edwina J., Birgit Grund, Kevin R. Robertson, et al. "No Neurocognitive Advantage for Immediate Antiretroviral Treatment in Adults with Greater than 500 CD4+ T-Cell Counts." *Aids* 32, no. 8 (2018): 985-997.
2017 Saylor, Deanna, Gertrude Nakigozi, Noeline Nakasujja, Kevin Robertson, Ronald H. Gray, Maria J. Wawer, and Ned Sacktor. "Peripheral Neuropathy in HIV-Infected and Uninfected Patients in Rakai, Uganda." *Neurology* 89, no. 5 (2017): 485-491.
2017 Coban, Hamza, Kevin Robertson, Marlene Smurzynski, Supriya Krishnan, et al. "Impact of Aging on Neurocognitive Performance in Previously Antiretroviral-Naive HIV-Infected Individuals on their First Suppressive Regimen." *Aids* 31, no. 11 (2017): 1565-1571.
2016 Yechoor, Nirupama, Sheri L. Towe, Kevin R. Robertson, Daniel Westreich, Noeline Nakasujja, and Christina S. Meade. "Utility of a Brief Computerized Battery to Assess HIV-Associated Neurocognitive Impairment in a Resource-Limited Setting." *Journal of NeuroVirology* 22, 6 (2016).

Victoria L. Rovine

Professor, Art and Art History

Appointment: 2014, tenured
Education: PhD (1998) Indiana University; MA (1991) Indiana University; BA (1986) Grinnell.
Language: French (5) Bamana (1)
Specialization: African fashion design, textiles, and contemporary arts in Africa.
World Area of Study: Africa (100%)
Relevant Experience: Fine Arts Scholarship Enhancement Grant for research, Senegal (2012); Humanities Scholarship Enhancement Grant for research, Mali (2011); Curator of numerous exhibits of African Art.
Distinctions: Millard Meiss Publication Fund Award for publication of *African Fashion Global Style* (2013); College of Fine Arts, Teacher of the Year, University of Florida (2013).
Diss./Theses Supervised: 7
Relevant Courses Taught: Number of courses – 8. ARTH 155, African Art Survey; ARTH 200/CLAR 200, Art and Fashion from Rome to Timbuktu; ARTH 297, Clothing and Textiles in Africa; ARTH 299, Arts of West Africa; ARTH 303, France in Africa/Africa in France; ARTH 488/AAAD 405, Contemporary African Art; ARTH 750, Topics in the History of Art; ARTH 957, Seminar in African Art.
Number of Publications: 22 in past 5 years. Selected Publications:
2017 Rovine, Victoria L. "Fashion Cities Africa." *African Studies Quarterly* 17, no. 1 (2017): 146.
2016 Rovine, Victoria L. "STEAMed Up: Or, A Defense of the Humanities through African Art History." *African Arts* 49, no. 4 (2016): 1-4.
2015 Rovine, Victoria. *African Fashion, Global Style: Histories, Innovations, and Ideas You Can Wear*. Bloomington ; Indianapolis: Indiana University Press, 2015.
2015 Rovine, Victoria. "History, Art, and Plastic Bags: Viewing South Africa through Fashion," in *Modern Fashion Traditions*. Edited by Angela Jansen and Jennifer Craik. Pp. 165-183. London: Bloomsbury Press, 2015.
2014 Rovine, Victoria. "Africa = recycling: Continuities and Discontinuities in the Reception of Contemporary African Art," in *Indigenous Contemporary: Negotiating intercultural differences*. Edited by Ian McLean. Pp. 116-124. Newcastle upon Tyne, UK: Cambridge Scholars (2014).
2014 Rovine, Victoria. "African Artists—Modern Movements" *Grove Art Online*. New York: Oxford University Press. (2014).

African Studies Center, UNC-Chapel Hill

Eunice Sahle

Associate Professor and Chair, African, African American, and Diaspora Studies

Appointment: 2002, tenured
Education: PhD, Queen's University; MA, University of Toronto; BA, University of Toronto.
Language: Chewa (3), French (3), Gikuyu (4), Swahili (4)
Specialization: International political economy; international relations; comparative political economy of development.
World Area of Study: Africa (100%)
Relevant Experience: Research on urban governance, citizenship and justice in Durban, South Africa; ongoing research centers on themes of immigration and African diaspora formations and the political economy of violence and memory; UNC African Studies Center Advisory Board (2012-2020).
Distinctions: C. Knox Massey Distinguished Service Award (2013).
Diss./Theses Supervised: 12
Relevant Courses Taught: Number of courses – 9. AAAD 101, Introduction to Africa; AAAD 212, Africa in the Global System; AAAD 318, Politics of Cultural Production in Africa; AAAD 386, Comparative Studies in Culture, Gender and Global Forces; AAAD 403, Human Rights: Theories and Practices in Africa; AAAD 412, Regional Seminar in African Studies; AAAD 485, Black Atlantic Crosscurrents; AAAD 691H, Honors Research I; AAAD 692H, Honors Research II.
Number of Publications: 3 in past 5 years. Selected Publications:
2015 Sahle, Eunice Njeri. *Globalization and Socio-cultural Processes in Contemporary Africa*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2015.
2014 Sahle, Eunice N. "Intellectuals, Oppression, and Anti-Racist Movements in South Africa." In *Theorizing Anti-Racism: Linkages in Marxism and Critical Race Theories*, Bakan, Abigail and Enakshi Dua, eds., Toronto: University of Toronto Press, 2014.
2014 Sahle, Eunice N. "Spaces of Freedom, Citizenship and State in the Context of Globalization: South Africa and Bolivia." In *Freedom and Democracy in an Imperial Context*, Nichols, Robert and Singh, Jakeet, eds. London: Routledge, 2014.
2012 Sahle, Eunice N. "Fanon and Geographies of Political Violence in the Context of Democracy in Kenya." *The Black Scholar* 42, no. 3-4 (2012): 45-57.
2010 Sahle, Eunice Njeri. *World Orders, Development and Transformation*. Houndmills, Basingstoke, Hampshire ; New York: Palgrave Macmillan, 2010.

Fabiola Salas Villalobos **Evaluation Consultant**

Appointment: N/A
Education: PhD (2018) UNC-Chapel Hill.
Specialization: Educational program evaluation; collaborative evaluation techniques, and culturally responsive evaluation; bilingual education.
Relevant Experience: Prior and Current Evaluation Projects: Senior Research Associate, Dual Language Programs at Chapel Hill/Carrboro School System (2017-Present); Program Evaluator, anti-racist organization "we are" (2016-Present); Research assistant for Title VI Centers (Africa, Middle East, Asia, Europe, Latin America, Center for Global Initiatives) UNC-Chapel Hill (2015-2016); Program Evaluator, Czech and Slovak School of North Carolina (2015-2017); Evaluator, Telling Our Stories of Home-Exploring and Celebrating Changing African and African-Diaspora Communities, UNC-Chapel Hill (2016).
Number of Publications: None in past 5 years. Selected Presentations:
2018 "Collaborative Evaluation and Culturally Responsive Evaluation: Dual Language Programs." Paper presented to Emergent Voices in Evaluations (EviE) Conference.
2017 "Collaborative evaluation strategies that enhance the usefulness of evaluations for stakeholders: Evaluation of three dual language program in a school district." Paper presented to the annual meeting of the American Evaluation Association.

African Studies Center, UNC-Chapel Hill

Brigitte Seim

Assistant Professor, Public Policy

Appointment: 2015, on tenure track
Education: PhD (2014) UC-San Diego; BA (2005) Stanford.
Language: Chichewa (1)
Specialization: Accountability in consolidating democracies; strategic responses of political officials to anti-corruption interventions.
World Area of Study: Africa (75%)
Relevant Experience: Co-PI, USAID, Impact Evaluation of Local Government Accountability Program (LGAP) in Malawi (2016); Co-PI, Department for International Development (DfID) Impact Assessment of the Law Enforcement Response to Cashgate (2016); Co-PI, AidData (2016) Malawi Country Lead, The British Academy-DfID Anti-Corruption Evidence (ACE) Programme (2016).
Distinctions: UNC Undergraduate Teaching Award (2016); Co-winner, Lijphart/Przeworski/Verba Dataset Award of the Comparative Politics Section of the American Political Science Association for the Varieties of Democracy Dataset (2016); Varieties of Democracy Post-Doctoral Research Fellowship, University of Gothenburg (2014).
Relevant Courses Taught: Number of courses – 4. GLBL 88/89H, First-Year Seminar: Beg, Borrow, and Steal: The Political Economy of Aid, FDI, and Corruption; PLCY 110, Global Policy Issues; PLCY 581, Research Design for Public Policy; GLBL 701, Political Economy of Development.
Number of Publications: 10 in past 5 years. Selected Publications:
2018 van Ham, Carolien and Brigitte Seim. "Strong States, Weak Elections? how State Capacity in Authoritarian Regimes Conditions the Democratizing Power of Elections." *International Political Science Review* 39, no. 1 (2018): 49-66.
2017 Jablonski, R. and B. Seim. 2017. "How Transparency Affects Distributional Politics: A Field Experiment Among Elected Incumbents in Malawi." *AidData Working Paper No. 45*.
2017 Marquardt, Kyle L., Daniel Pemstein, Constanza Sanhueza Petrarca, Brigitte Seim, Steven Wilson, Michael Bernhard, Michael Coppedge, Staffan I. Lindberg. 2017. "Experts, Coders, and Crowds: An Analysis of Substitutability." *Varieties of Democracy Institute Working Paper No. 53*.
2016 Obradovich, Nick and Brigitte Zimmerman. "African Voters Indicate Lack of Support for Climate Change Policies." *Environmental Science and Policy* 66, (2016): 292-298.
2016 Enemark, D., CC Gibson, MD McCubbins, and B. Seim. "Effect of Holding Office on the Behavior of Politicians." *Proceedings of the National Academy of Sciences of the United States of America* 113, no. 48 (2016): 13690-13695.
2015 Zimmerman, Brigitte. "Information and Power: Ethical Considerations of Political Information Experiments." In *Ethics and Experiments: Problems and Solutions for Social Scientists and Policy Professionals*. Edited by Scott Desposato, Taylor and Francis, 2015.
2015 Gibson, Clark and Brigitte Zimmerman. *Democratization in Africa* Oxford University Press, 2015.

Stacey Sewall

Assistant Director/FLAS Coordinator, African Studies Center

Appointment: 2001
Education: MS (1994) UNC-CH; BA (1989) Earlham College.
World Area of Study: Africa (100%)
Relevant Experience: 17 years NRC/FLAS experience; Computer Programming Certificate, North Carolina State University.

African Studies Center, UNC-Chapel Hill

Khalid Shahu

Lecturer, Asian Studies

Appointment: 2012, not on tenure track
Education: PhD (2014) City University of New York; MA (2011) City University of New York; MA (1995) Univ. Mohamed V, Rabat, Morocco; BA (1994) Univ. Mohamed Ben Abdellah, Fez, Morocco.
Language: Arabic (5), French (5)
Specialization: Arabic instruction, Morocco
World Area of Study: Africa (75%)
Relevant Experience: Arabic Language Placement Test Coordinator and Co-Founder of the Arabic Club, UNC Chapel Hill (2012-present); Imam, Apex Mosque.
Distinctions: Merrill Fund for Faculty Excellence, UNC-Chapel Hill, Dissertation Research Award, 2014.
Relevant Courses Taught: Number of courses – 8. ARAB 101-102, Elementary Arabic; ARAB 203-204 Intermediate Arabic; ARAB 305-306, Advanced Arabic; ARAB 407-408, Readings in Arabic.
Number of Publications: 2 in past 5 years. Selected Publications/Presentations:
2015 On Imagining the reminders of Mohamed in the wake of terror (News and Observer Newspaper, December 2015).
2014 The Status of Language Policy in Post-Independent Morocco: Moroccan National Policy and Spanish Cultural Action, PhD Dissertation, Graduate School of CUNY, June 2014.
2014 "Cultural Diplomacy in a Global Era: Spanish Cultural Action in Post-independent Morocco as a Model", ASELS, Nov. 2014.

Daniel Sherman

Lineberger Distinguished Professor of Art and History, History and Art History

Appointment: 2008, tenured.
Education: PhD (1985) Yale University.
Language: French (5)
Specialization: Museums, monuments and commemorative practices; the connections between archaeology, empire, and the media.
World Area of Study: Africa (10%)
Relevant Experience: Research in Senegal.
Distinctions: Bernstein Fellowship, Institute for the Arts and Humanities, UNC (2017).
Diss./Theses Supervised: 1
Relevant Courses Taught: N/A.
Number of Publications: 4 in past 5 years. Selected Publications:
2018 Reid, Donald and Daniel J. Sherman. "Introduction." *French Historical Studies* 41, no. 2 (2018): 181-192.
2017 Sherman, Daniel J. "Commemoration." In *The French Republic*, edited by Edward Berenson, 324-333. Ithaca, NY: Cornell University Press, 2017.
2017 Sherman, D. Realism in the Age of Impressionism: Painting and the Politics of Time. *Journal of Modern History*, Vol. 89. Chicago, University of Chicago Press, 2017.
2011 Sherman, Daniel J. *French Primitivism and the Ends of Empire, 1945-1975*. Chicago: University of Chicago Press, 2011.

African Studies Center, UNC-Chapel Hill

Sarah Shields

Bowman and Gordon Gray Distinguished Term Professor, History

Appointment: 1993, tenured
Education: PhD (1986) University Of Chicago.
Language: Arabic, North Levantine (1), French (3)
Specialization: Nationalism in the Middle East; economic and social history of the Ottoman Arab provinces.
World Area of Study: Africa (25%)
Diss./Theses Supervised: 3
Relevant Courses Taught: Number of courses – 5. HIST 138/ASIA 138, History of Muslim Societies to 1500; HIST 139/ASIA 139, History of Muslim Societies since 1500; HIST 202, Borders and Crossings; HIST 276/ASIA 276, The Modern Middle East; HIST 890, Graduate Seminar- Section Title: Diversity and Conformity in Muslim Societies.
Number of Publications: 3 in past 5 years. Selected Publications:
2017 Shields, Sarah. "Correcting for the Problems of the Survey Course." *Review of Middle East Studies* 51, no. 1 (2017): 35.
2016 Shields, Sarah. "Forced Migration as Nation-Building: The League of Nations, Minority Protection, and the Greek-Turkish Population Exchange." *Journal of the History of International Law* 18, no. 1 (2016): 120-145.
2013 Shields, Sarah. "The Greek-Turkish Population Exchange: Internationally Administered Ethnic Cleansing." *Middle East Report* 43, no. 2(267) (2013): 4-6.
2011 Shields, Sarah D. *Fezzes in the River : Identity Politics and European Diplomacy in the Middle East on the Eve of World War II*. Oxford ; New York: Oxford University Press, 2011.

Kavita Singh-Ongechi

Research Associate Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2005, not on tenure track
Education: PhD (2002) Johns Hopkins; MPH (1997) George Washington; BA (1996) Cornell.
Specialization: Program evaluation of maternal and child health and HIV prevention programs; reaching vulnerable groups with interventions.
World Area of Study: Africa (100%)
Relevant Experience: PI, FHI 360, Alive and Thrive Impact Evaluation in Nigeria (2016-2019); PI, Understanding the Impact of Stigma on Female Survivors of Ebola (2016-2017); PI, Bill and Melinda Gates Foundation, Evaluation of a Maternal and Newborn Quality Improvement Project in Ethiopia (2016-2018); PI, Cargill Foundation, Evaluation of a Maternal and Newborn Quality Improvement Project in Pastoral Ethiopia (2016-2018); Senior Technical Advisor for Maternal and Child Health, MEASURE Evaluation, Carolina Population Center (2011-present); research in Ghana, Kenya, South Sudan, Tanzania, Uganda, Zambia, and Zimbabwe.
Distinctions: Carolina Women's Center Faculty Scholar (2016-2017).
Diss./Theses Supervised: 14
Relevant Courses Taught: Number of courses – 1. MHCH 722, Global Maternal and Child Health.
Number of Publications: 24 in past 5 years. Selected Publications:
2017 Huang C, Singh K, Handa S, Halpern C, Pettifor A, Thirumurthy H. Investments in children's health and the Kenyan Cash Transfer for Orphans and Vulnerable Children. Evidence from an Unconditional Cash Transfer Scheme. *Health Policy and Planning*. 2017 (forthcoming).
2017 Molla YB, Rawlins B, Makanga T, Cunningham M, Hernández-Ávila JA, Ruktanonchai C, Singh K, Alford S, Thompson M, Dwivedi V, Moran AC, Matthews Z. Geographic information system for improving for maternal and newborn health: Recommendations for policy and programs. *BMC Pregnancy and Childbirth*. 2017 Jan 11;17(1):26.
2017 Singh K, Speizer I, Kim ET, Lemani C, Phoya A. Reaching vulnerable women through maternity waiting homes in Malawi. *International Journal of Gynecology and Obstetrics*. 2017 136(1):91-7.
2016 Khan S, Singh K. The association between health insurance coverage and skilled birth attendance in Ghana: A national study. *Maternal and Child Health Journal*. 2016 Mar;20(3):534-41.
2016 Jaff D*, Singh K, Margolis L. Targeting health care in armed conflict and emergencies: Is it underestimated? *Medicine, Conflict and Survival*. 2016 Jan-Mar;32(1):21-9.

African Studies Center, UNC-Chapel Hill

Jennifer S. Smith

Associate Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 2004, tenured
Education: PhD (2000) Johns Hopkins; MPH (1995) Johns Hopkins; BA (1991) Amherst.
Language: French (4)
Specialization: Infectious disease and reproductive health epidemiology, with a particular focus on human papillomavirus and herpes simplex virus type-2; studies of HPV in less-developed countries.
World Area of Study: Africa (30%)
Relevant Experience: PI, NIH, Effect of HPV Self-Collection on Cervical Cancer Screening in High Risk Women (2015-2020); Co-Investigator, NIH, Evaluating a community-driven cervical cancer prevention model in western Kenya (2015-2019); Co-PI, Cancer Center Core-Enhancing Cervical Cancer Pathology Capacity in Kenya (2015-2016); PI, CDC, Strengthening and Implementing Cervical Cancer Control and Public Health Research in Kenya (2016-2021).
Distinctions: John E. Larsh, Jr. Student Mentorship Award (2015).
Relevant Courses Taught: Number of courses – 1. EPID 760, Vaccine Epidemiology.
Number of Publications: 79 in past 5 years. Selected Publications:
2017 Goeieman, BJ, CS Firnhaber, E. Jong, P. Michelow, P. Kegorilwe, A. Swarts, AL Williamson, B. Allan, JS Smith, and TJ Wilkin. "Prevalence of Anal HPV and Anal Dysplasia in HIV-Infected Women from Johannesburg, South Africa." *Journal of Acquired Immune Deficiency Syndromes* 75, no. 3 (2017): E59-E64.
2017 Mbulawa, Zizipho Z. A., Timothy Wilkin, Bridgette J. Goeieman, Eefje Jong, Pamela Michelow, Avril Swarts, Jennifer S. Smith, et al. "Prevalence of Anal Human Papillomavirus (HPV) and Performance of Cepheid Xpert and Hybrid Capture 2 (hc2) HPV Assays in South African HIV-Infected Women." *American Journal of Clinical Pathology* 148, no. 2 (2017): 148-153.
2016 Pamela Michelow Amanda Sherrin, Louise Rossouw, Samson Mohaleamolla, Denise Evans, Avril Swarts, Ntombiyenkosi Rakhombe, Jennifer S. Smith, and Cynthia Firnhaber. "Performance of the Cellslide® Automated Liquid-Based Cytology System Amongst HIV-Positive Women." *African Journal of Laboratory Medicine* 5, no. 1 (2016): 1.
2016 Musselwhite, Laura W., Cristina M. Oliveira, Tendai Kwaramba, Naitielle De Paula Pantano, Jennifer S. Smith, et al. "Racial/Ethnic Disparities in Cervical Cancer Screening and Outcomes." *Acta Cytologica* 60, no. 6 (2016): 518-526.

Jacqueline Solis

Director of Research and Instructional Services, UNC Libraries; Adjunct Professor, Information and Library Science

Appointment: 2006
Education: MLS (2000) Emporia State University; BA (1992) University of Oregon.
Specialization: Provide vision and strategic direction for research and instructional services in the humanities, social sciences, global and area studies, and the arts.
World Area of Study: Africa (10%)
Relevant Experience: Africa and Middle East library acquisitions; Global Engagement at HSL Working Group/Health Sciences Library Global Initiatives Advisory Committee (2012-2016); UNC African Studies Center Advisory Board (2017-2020).
Number of Publications: 2 in past 5 years. Selected Publications/Presentations:
2017 King, N. & Solis, J. (2017). Liaisons as Sales Force: Using Sales Techniques to Engage Academic Library Users. *In the Library with a Lead Pipe*.
2015 Solis, J. (2015). IRRT partners with International Librarians Network to offer global peer mentoring opportunities. *International Leads: A Publication of the International Relations Round Table of the American Library Association*, 29(4), 1.
2015 "Pitch perfect: Using Sales Skills to Engage with Library Users." A webinar sponsored by the American Library Association RUSA Reference Services Section. 24 July 2015. Co-presented with Nathaniel King.

African Studies Center, UNC-Chapel Hill

Ilene Speizer

Research Professor, Maternal and Child Health, Gillings School of Global Public Health

Appointment: 2005, tenured
Education: PhD (1994) Johns Hopkins; MHS (1991) Johns Hopkins; BA (1987) Washington University.
Specialization: Research and evaluation studies on family planning, HIV prevention, intimate partner violence and adolescent reproductive health programs.
World Area of Study: Africa (50%)
Relevant Experience: Co-Principal Investigator and Technical Deputy Director for the Bill & Melinda Gates Foundation-funded Measurement, Learning and Evaluation for the Urban Reproductive Health Initiative project; PI, NURHI Sustainability Study, Nigeria (2016-2018); MEASURE Evaluation Phase IV-Global Monitoring and Evaluation Project, Role: Investigator (leading evaluation in South Africa), Principal Investigator: James Thomas, Total funding: \$180 million (2014-2019). RTI University Scholar (2016-17); Carolina Population Center, Faculty Fellow (2006-present).
Distinctions:
Diss./Theses Supervised: 11
Relevant Courses Taught: Number of courses – 1. MHCH 723, Introduction to Monitoring and Evaluation of Maternal and Child Health Programs.
Number of Publications: 71 in past 5 years. Selected Publications:
2017 Speizer, IS, D. Guilkey, LM Calhoun, M. Corroon, and R. O'Hara. "Examination of Youth Sexual and Reproductive Health Transitions in Nigeria and Kenya using Longitudinal Data." *Bmc Public Health* 17, no. 1 (2017): 1-16.
2017 Escamilla, Veronica, Lisa Calhoun, Jennifer Winston, and Ilene S. Speizer. "The Role of Distance and Quality on Facility Selection for Maternal and Child Health Services in Urban Kenya." *Journal of Urban Health* (2017): 1-12.
2017 Calhoun, Lisa M., Ilene S. Speizer, David Guilkey, and Elizabeth Bukusi. "The Effect of the Removal of User Fees for Delivery at Public Health Facilities on Institutional Delivery in Urban Kenya." *Maternal and Child Health Journal* (2017): 1-10.
2017 Khan, SM, IS Speizer, K. Singh, G. Angeles, NAY Twum-Danso, and P. Barker. "Does Postnatal Care have a Role in Improving Newborn Feeding? A Study in 15 Sub-Saharan African Countries." *Journal of Global Health* 7, no. 2 (2017).

David Steeb

Director of Global Engagement and Clinical Assistant Professor, UNC Eshelman School of Pharmacy

Appointment: 2015, on tenure track
Education: MPH (2017) UNC-Chapel Hill; Pharm.D. (2013) UNC-Chapel Hill Eshelman School of Pharmacy; BS (2009) University of Miami.
Specialization: Global pharmacy education and training, curriculum development in pharmacy and global health.
World Area of Study: Africa (25%)
Relevant Experience: Directs the UNC Global Pharmacy Scholars program, which provides pharmacy students with the opportunity to do an international rotation in Australia, England, Japan, Malawi, and Moldova; UNC African Studies Center Advisory Board (2017-2020).
Distinctions: Global Engagement Fellow, UNC Eshelman School of Pharmacy (2013-2015); former national president of the American Pharmacists Association Academy of Student Pharmacists.
Relevant Courses Taught: N/A.
Number of Publications: 5 in past 5 years. Selected Publications:
2017 Law, Miranda G., Prosper Maposa, David R. Steeb, and Gregory Duncan. "Addressing the Global Need for Public Health Clinical Pharmacists through Student Pharmacist Education: A Focus on Developing Nations." *International Journal of Clinical Pharmacy* 39, no. 6 (2017): 1141-1144.
2016 Steeb, David R., Robert A. Overman, Betsy L. Sleath, and Pamela U. Joyner. "Global Experiential and Didactic Education Opportunities at US Colleges and Schools of Pharmacy." *American Journal of Pharmaceutical Education* 80, no. 1 (2016): 7.
2014 Steeb, David R., PharmD, Joyner, Pamela U., EdD, MSPharm, and Dhiren R. Thakker PhD. "Exploring the Role of the Pharmacist in Global Health." *Journal of the American Pharmacists Association* 54, no. 5 (2014): 552-555.

African Studies Center, UNC-Chapel Hill

Ronald Strauss

Executive Vice Provost; Chief International Officer; Professor, Social Medicine, School of Medicine;
Dental Friends Distinguished Professor of Dental Ecology, School of Dentistry

Appointment: 1974, tenured
Education: PhD (1979) Univ. of Pennsylvania; MA (1973) Univ. of Pennsylvania; DMD (1972) Univ. of Pennsylvania; BA (1968) Queens College City University of New York.
Specialization: Social and psychological impacts of facial differences and craniofacial conditions; stigmatization; cleft palate and craniofacial prosthetics; ethical issues in research; Malawi Dental Project.
World Area of Study: Africa (25%)
Relevant Experience: Faculty Advisor to the UNC Malawi Dental Project. PI of numerous grants including NIH, NIMH, CDC, NIAID; Chief International Officer, global programs and partnerships at UNC.
Distinctions: Former President, American Cleft Palate-Craniofacial Association; Lead Faculty member on the Faculty Engaged Scholars Program of the Carolina Center for Public Service (Present); Chief International Officer, UNC-CH (2009-Present).
Relevant Courses Taught: Number of courses – 2. PUBH 420, AIDS: Principles and Practices; PUBH 720, The AIDS Course.
Number of Publications: 1 in past 5 years. Selected Publications:
2013 Strauss R.P. (2013) Social, Ethical, and Health Policy Issues in the Care of Children with Major Craniofacial Conditions. In: Berkowitz S. (eds) *Cleft Lip and Palate*. Springer, Berlin, Heidelberg.
2010 Strauss, Ronald P., Margot B. Stein, Jeffrey Edwards, and Kevin C. Nies. "The Impact of Community-Based Dental Education on Students." *Journal of Dental Education* 74, 10: S42-S55.
2010 Wells, Pamela L., Daniel J. Caplan, Ronald P. Strauss, Danny Bell, and Mary George. "An Oral Health Survey of the Lumbee Tribe in Southeastern North Carolina." *Journal of Dental Hygiene* 84, no. 3 (2010): 137-144.

Jeffrey Stringer

Professor, Obstetrics and Gynecology, School of Medicine; Director, Division of Global Women's Health

Appointment: 2012, tenured
Education: MD (1995) Columbia University; BA (1991) University of Nebraska
Specialization: Prevention of mother-to-child HIV transmission, HIV/AIDS clinical trials and epidemiology.
World Area of Study: Africa (100%)
Relevant Experience: Founded the Centre for Infectious Disease Research in Zambia (CIDRZ), a 600-person non-profit company with an annual budget exceeding \$30 million. PI of multiple grants (> \$190 million as PI) and cooperative agreements, including CIDRZ's large CDC PEPFAR award and HIV/AIDS Clinical Trials Unit funded by NIAID. Bill and Melinda Gates Foundation, Rotavirus vaccine introduction in Zambia (2011-2014); Doris Duke Foundation, African Health Initiative (2009-15).
Distinctions: MTCT Working Group, Zambian Ministry of Health; NIH Office of AIDS Research; Editorial Board Member, *Journal of Acquired Immunodeficiency Syndromes and Human Retrovirology*; Constance B. Wofsy Women's Health Investigator Award, AIDS Clinical Trials Group (2011).
Relevant Courses Taught: N/A.
Number of Publications: 159 in past 5 years. Selected Publications:
2017 Howard, LM, I. Mwape, M. Siwingwa, M. Simuyandi, MB Guffey, JSA Stringer, BH Chi, KM Edwards, and R. Chilengi. "Norovirus Infections in Young Children in Lusaka Province, Zambia: Clinical Characteristics and Molecular Epidemiology." *Bmc Infectious Diseases* 17, no. 1 (2017).
2017 Smid, Marcela C., Yusuf Ahmed, Marie C. D. Stoner, Bellington Vwalika, Elizabeth M. Stringer, and Jeffrey S. A. Stringer. "Association of Previous Severe Low Birth Weight with Adverse Perinatal Outcomes in a Subsequent Pregnancy among HIV-prevalent Urban African Women." *International Journal of Gynecology & Obstetrics* 136, no. 2 (2017): 188-194.
2017 Chung, Neo Christopher, Carolyn Bolton-Moore, Roma Chilengi, Margaret P. Kasaro, Jeffrey S. A. Stringer, and Benjamin H. Chi. "Patient Engagement in HIV Care and Treatment in Zambia, 2004–2014." *Tropical Medicine & International Health* 22, no. 3 (2017): 332-339.
2016 Chibwasha, Carla J., Catherine E. Ford, Katie R. Mollan, and Jeffrey S. A. Stringer. "Point-of-Care Virologic Testing to Improve Outcomes of HIV-Infected Children in Zambia: A Clinical Trial Protocol." *Journal of Acquired Immune Deficiency Syndromes* 72, (2016): S197-S201.

African Studies Center, UNC-Chapel Hill

Gretchen Stuart

Professor, UNC School of Medicine; Chief, Division of Family Planning, UNC School of Medicine

Appointment: 2006, tenured
Education: MD (1994) Tulane University; MPH (1994) Tulane University; BS (1985) University of Vermont
Language: Swahili (1)
Specialization: Sexually transmitted infection, HIV/AIDS and contraception, family planning.
World Area of Study: (Africa 10%)
Relevant Experience: UNC Malawi research team; Technical Consultant, World Health Organization (2015).
Distinctions: Golden Tar Heel Award for Excellence in Medical Student Teaching (2015).
Relevant Courses Taught: N/A.
Number of Publications: 67 in past 5 years. Selected Publications:
2017 Zerden ML, Stuart GS, Charm S, Bryant A, Garrett J, Morse J. Two-week postpartum intrauterine contraception insertion: a study of feasibility, patient acceptability and short-term outcomes. *Contraception*. Volume 95, Issue 1, January 2017, Pages 65–70.
2017 Bryant AG, Bauer AE, Stuart GS, Levi EE, Zerden ML, Danvers A, Garrett JM. Etonogestrel-releasing contraceptive implant for postpartum adolescents: a randomized controlled trial. *Journal of Pediatric and Adolescent Gynecology*. 2017 Jun;30(3):389-394.
2017 Kopp DM, Tang JH, Stuart GS, Miller WC, O'Sheah MS, Hosseinipour MC, Bonongwe P, Mwale M, Rosenberg NE. Dual Method Use among Postpartum HIV-Infected and HIV-Uninfected Malawian Women: A Prospective Cohort Study. *Infectious Diseases in Obstetrics and Gynecology*. Epub 2017 Jul 18.
2017 2017 Kopp D, Rosenberg NE, Stuart, GS, Miller WC, Hosseinipour MC, Bonongwe P, Mwale M, Tang JH. Patterns of contraceptive adoption, continuation, and switching after delivery among Malawian women. *PLOS ONE*. 2017 Jan 20;12(1).

Angela Stuesse

Assistant Professor, Anthropology

Appointment: 2016, on tenure track
Education: PhD (2008) University of Texas-Austin; MA (2001) University of Texas-Austin
Language: Portuguese (2)
Specialization: Neoliberal globalization; race, ethnicity, and identity; migration and immigration; human rights and labor in the U.S. Southwest, Latin America; Equatorial Guinea, and Central West Africa.
World Area of Study: Africa (10%)
Relevant Experience: Fieldwork, Equatorial Guinea
Distinctions: Awards for *Scratching out a living : Latinos, race, and work in the Deep South*: Society for Latin American and Caribbean Anthropology Book Prize (2017); Working-Class Studies Association C.L.R. James Award (2017); Society for the Anthropology of Work Book Prize (2016).
Relevant Courses Taught: Number of courses – 1. GLBL 703, Global Migration and Labor Rights
Number of Publications: 9 in past 5 years. Selected Publications:
2017 Stuesse, A., C. Staats, and A. Grant-Thomas. "As Others Pluck Fruit off the Tree of Opportunity: Immigration, Racial Hierarchies, and Intergroup Relations Efforts in the United States." *Du Bois Review-Social Science Research on Race* 14, no. 1 (2017): 245-271.
2017 Gray, Maggie, Sarah Horton, Vanesa Ribas, and Angela Stuesse, "Immigrant Labor, Food Politics: A Dialogue between the Authors of Four Recent Books about the Food System," *Gastronomica: The Journal of Critical Food Studies* (2017) 17(1):1-14.
2017 Guevara, Juan Carlos, Angela Stuesse, and Mathew Coleman, "I Used to Believe in Justice." In *Forced Out and Fenced In: Immigration Tales from the Field*. T. Golash-Boza, ed. Pp. 185-192. New York: Oxford University Press, 2017.
2016 Stuesse, Angela, *Scratching out a living : Latinos, race, and work in the Deep South*, University of California Press: Oakland, California, 2016.
2016 Coleman, Mathew and Stuesse, Angela. "The 'Disappearing State' and the Quasi-Event of Immigration Control." *Antipode* (2016) 48(3): 524-543.

African Studies Center, UNC-Chapel Hill

Kristine Taylor

Teaching Assistant Professor of Portuguese, Romance Studies

Appointment: 2009, not on tenure track
Education: MA (2001) University of Copenhagen, Denmark.
Specialization: Foreign language teaching techniques, translation, cinema and Mozambican cultural production.
World Area of Study: Africa (20%)
Relevant Courses Taught: Number of courses – 2. PORT 203, Intermediate Portuguese I; PORT 388, Portuguese, Brazilian, and African Identity in Film.
Number of Publications: None in past 5 years.

James Thomas

Associate Professor, Epidemiology, Gillings School of Global Public Health;
Director, MEASURE Evaluation Project, Carolina Population Center

Appointment: 1989, tenured
Education: PhD (1987) UCLA; MPH (1982) UCLA; BS (1977) UC-Davis.
Language: French (2), Lingala (1)
Specialization: Social Epidemiology of HIV/AIDS, evaluation of structural interventions, public health ethics.
World Area of Study: Africa (45%)
Relevant Experience: Director, MEASURE Evaluation Project, Carolina Population Center; PI, USAID, MEASURE Evaluation Phase IV \$180,000,000 (2014-2019); MEASURE Evaluation Phase III, Kenya Project \$35,000,000 (2012-2017); NIH Study Section on Mobile Health: Technology and Outcomes in Low and Middle Income Countries (2015).
Distinctions: Principal author of the American Public Health Association's Code of Ethics; Global Health Expert in Residence, Duke University, 2016.
Relevant Courses Taught: N/A.
Number of Publications: 17 in past 5 years. Selected Publications:
2017 Watson-Grant, Stephanie, Khou Xiong, and James C. Thomas. "Achieving Sustainability in Health Information Systems: A Field Tested Measure of Country Ownership." *Globalization and Health* 13, (2017).
2016 Thomas, James C. "Contextual Factors Affecting Health Information System Strengthening." *Global Public Health* (2016): 1-11.
2016 Thomas, JC, E. Silvestre, S. Salentine, H. Reynolds, and J. Smith. "What Systems are Essential to Achieving the Sustainable Development Goals and what Will it Take to Marshal them?" *Health Policy and Planning* 31, no. 10 (2016): 1445-1447.
2016 Thomas, JC, HW Reynolds, X. Alterescu, C. Bevc, and A. Tsegaye. "Improving Referrals and Integrating Family Planning and HIV Services through Organizational Network Strengthening." *Health Policy and Planning* 31, no. 3 (2016): 302-308.

African Studies Center, UNC-Chapel Hill

Silvia Tomášková

Professor of Anthropology, Professor and Chair of Women's & Gender Studies

Appointment: 2001, tenured
Education: PhD (1995) UC-Berkeley; MA (1990) UC-Berkeley; MA (1988) Yale; BA (1986) McGill.
Language: French (3)
Specialization: Archaeological method and theory; Social and gender archaeology; Old World prehistory, Paleolithic archaeology; Prehistoric imagery, theories of symbolic representation; South Africa.
World Area of Study: Africa (30%)
Relevant Experience: Leading UNC Cape Town Study Abroad (Fall 2018); National Geographic Society, Research Award (2016-2018).
Diss./Theses Supervised: 5
Distinctions: Chair, Council of Chairs, UNC-Chapel Hill (2017-present); Leadership Fellow, Institute of Arts and Humanities, UNC-Chapel Hill (2015-2016).
Relevant Courses Taught: Number of courses – 1. ANTH 222/WMST 222, Prehistoric Art
Number of Publications: 3 in past 5 years. Selected Publications:
Forthcoming
2018 *Prehistoric Art: A Global Journey*. Oxford University Press.
Skills and traces: Imagining differences in engravings, Northern Cape, South Africa. In Jan Magne Gjerde and Mari Strifeldt Arntzen (eds.) *Perspectives on Differences in Rock Art*. Sheffield, UK: Equinox Publishing, 2018.
2015 Digital technologies in context: Prehistoric engravings in the Northern Cape, South Africa, in *Digital Applications in Archaeology and Cultural Heritage 2: 222-232*, Elsevier Publishers, 2015.
2013 Tomášková, Silvia. *Wayward Shamans: The Prehistory of an Idea* University of California Press, 2013.

Annelies Van Rie

Professor, Epidemiology, Gillings School of Global Public Health; Professor, Social Medicine, School of Medicine

Appointment: 2001, tenured
Education: PhD (2000) Stellenbosch University, South Africa; MD (1996) Catholic University, Belgium.
Language: Afrikaans (2), Dutch (Flemish) (5), French (3)
Specialization: International health; tuberculosis and HIV; pediatric HIV care.
World Area of Study: Africa (75%)
Relevant Experience: Co-PI, NIH, Combining Xpert and GIS to Identify Areas with High TB Transmission (2014-2019); Co-PI, USAID, Innovative approaches to integrated primary care for marginalized, at-risk populations in informal settlements in urban South Africa (2012-2016); PI, NIH, Optimizing the impact of Xpert MTB/RIF on treatment outcomes of drug resistant TB in S. Africa (2012-2016).
Diss./Theses Supervised: 4
Relevant Courses Taught: N/A.
Number of Publications: 68 in past 5 years. Selected Publications:
2017 Hanrahan, Colleen F. and Annelies Van Rie. "A Proposed Novel Framework for Monitoring and Evaluation of the Cascade of HIV-Associated TB Care at the Health Facility Level." *Journal of the International AIDS Society* 20, no. 1 (2017): 1-7.
2017 Schwartz, Sheree R., Jean Bassett, Charles B. Holmes, Nompumelelo Yende, Rebecca Phofa, Ian Sanne, and Annelies Van Rie. "Client Uptake of Safer Conception Strategies: Implementation Outcomes from the Sakh'umndeni Safer Conception Clinic in South Africa." *Journal of the International AIDS Society* 19, no. 1 (2017): 1-10.
2017 Sheahan, Anna, Lydia Feinstein, Queen Dube, Andrew Edmonds, Chawanangwa Mahebere Chirambo, Emily Smith, Frieda Behets, Robert Heyderman, and Annelies Van Rie. "Early Antiretroviral Therapy Initiation and Mortality among Infants Diagnosed with HIV in the First 12 Weeks of Life: Experiences from Kinshasa, DR Congo and Blantyre, Malawi." *The Pediatric Infectious Disease Journal* 36, no. 7 (2017): 654-658.
2016 M.G. Whitfield, R.M. Warren, E.M. Streicher, T. Dolby, J.A Simpson, S.L. Sampson, P.D. Van Helden, A. Van Rie Prevalence of pyrazinamide resistance across the spectrum of drug resistant phenotypes of Mycobacterium tuberculosis. *Tuberculosis* 2016; 99: 128-130.

African Studies Center, UNC-Chapel Hill

Gretchen Van Vliet

Adjunct Assistant Professor, Public Health Leadership Program, Gillings School of Global Public Health

Appointment: 2007, not tenured
Education: MPH (2006) UNC-CH; Certificate in Nonprofit Management (2003) Duke University; BA (1991) Denison University.
Language: French (1)
Specialization: Global health, health communication, public health leadership.
World Area of Study: Africa (50%)
Relevant Experience: Director, Business Development, FHI 360 (2012-present); Director of the UNC Office of Global Health (2007-2011).
Relevant Courses Taught: Number of courses – 1. PUBH 711, Critical Issues in Global Public Health.
Number of Publications: None in past 5 years. Selected Publications:
2010 Bentley, Margaret E. and Gretchen Van Vliet. "Global Health is (Local) Public Health." *North Carolina Medical Journal* 71, no. 5 (2010): 448-451.
2010 "Globalizing the core curricula in the UNC Gillings School of Global Public Health." Abstract accepted for poster presentation at American Public Health Association 138th 2010 Annual Meeting with Bruce Fried, Associate Professor, Health Policy and Administration and Margaret Bentley, Associate Dean for Global Health, UNC Gillings School of Global Public Health.
2010 "Development of an online global health certificate for healthcare professionals". Abstract accepted for oral presentation at American Public Health Association 138th 2010 Annual Meeting with Rohit Ramaswamy, Adjunct Assistant Professor, and Hollie Pavlica, Assistant Professor, Public Health Leadership Program, UNC Gillings School of Global Public Health.

Richard Vernon

Teaching Associate Professor of Portuguese, Romance Studies

Appointment: 2003, not on tenure track
Education: PhD (2001) UC-Santa Barbara; MA (1996) UC-Santa Barbara; BA (1994) Brigham Young.
Language: Portuguese (5)
Specialization: Street literature/Children's literature, Portuguese and Spanish language instruction.
World Area of Study: Africa (20%)
Relevant Experience: Portuguese language program.
Relevant Courses Taught: Number of courses – 3. PORT 203, Intermediate Portuguese I; PORT 323, Cultures of Brazil, Portugal, and Portuguese Africa; PORT 385, Lusophone Africa in Literature: Discovery to the Present.
Number of Publications: 5 in past 5 years. Selected Publications:
2015 Romo, Anadelia. "Luis Nicolau Parés.the Formation of Candomblé: Vodun History and Ritual in Brazil. Translated by Richard Vernon and Luis Nicolau Parés." *The American Historical Review* 120, no. 4 (2015): 1533-1534.
2015 Ramos, Ana Margarida and Richard Vernon. "Das Dores De Crescimento à Dor De Existir: Representações Literárias De Adolescências Feridas." *Acta Scientiarum Language and Culture* 37, no. 3 (2015): 287-295.
2013 Parés, Luis Nicolau, and Richard Vernon (Translation). *The Formation of Candomblé: Vodun History and Ritual in Brazil*. University of North Carolina Press, 2013.
2012 *The Dictionary of Literary Biography: Lusophone African Writers*. Monica Rector and Richard Vernon eds. Detroit: Thomson Gale, 2012.

African Studies Center, UNC-Chapel Hill

Sharon Weir

Research Assistant Professor, Epidemiology, Gillings School of Global Public Health

Appointment: 1999, not on tenure track
Education: PhD (1997) UNC-CH; MPH (1985) UNC-CH.
Specialization: Social aspects of HIV transmission in developing countries.
World Area of Study: Africa (25%)
Relevant Experience: Senior Measurement and Evaluation Specialist, MEASURE Evaluation Project, UNC; Co-Chair, Technical Working Group of Monitoring and Evaluation of Prevention for Most at Risk Populations, Monitoring and Evaluation Reference Group, UNAIDS; HIV-Prevalence Study in Malawi (DFID); Ghana PLACE Study (USAID/Ghana); Co-Principal Investigator: Ongoing Research through MEASURE: Zimbabwe PLACE Study: Focus on Orphans (UNICEF & USAID/Washington); Prevention Technical Working Group for the General Population and Most at Risk Populations, the President's Emergency Program for AIDS Relief.

Relevant Courses Taught: Number of courses – 1. EPID 757, Epidemiology of HIV/AIDS in Developing Countries.

Number of Publications: 11 in past 5 years. Selected Publications:

2018 Drumright, LN, SS Weir, and SDW Frost. "The Role of Venues in Structuring HIV, Sexually Transmitted Infections, and Risk Networks among Men Who have Sex with Men." *Bmc Public Health* 18, (2018).

2017 Miller, William M., William C. Miller, Clare Barrington, Sharon S. Weir, Sanny Y. Chen, Michael E. Emch, Audrey E. Pettifor, and Gabriela Paz-Bailey. "The Where and how for Reaching Transgender Women and Men Who have Sex with Men with HIV Prevention Services in Guatemala." *AIDS and Behavior* 21, no. 12 (2017): 3279-3286.

2017 Cheng, Weibin, Huifang Xu, Sharon Stucker Weir, Stephen Pan, Fei Zhong, Joseph D. Tucker, Weiming Tang, and Jinkou Zhao. "HIV Testing Programme Data for Surveillance Purposes: A Case Study in Guangzhou, China." *The Lancet* 390, (2017): S77-S77.

Colin West

Associate Professor, Anthropology

Appointment: 2009, tenured
Education: PhD (2006) Univ. of Arizona; MA (2002) Univ. of Arizona; BA (1993) Univ. of Chicago.
Language: French (3)
Specialization: Human ecology of global change; societal adaptation to the twin processes of global environmental and social change.

World Area of Study: Africa (75%)
Relevant Experience: PI, International Maize and Wheat Improvement Center Borlaug Leadership Enhancement in Agriculture Program, Identifying Sustainable Pathways to Climate Change Adaptation in African Drylands (2016-2017); PI, Wenner-Gren Foundation, Cooperation and Conflict over Water in Southern Burkina Faso (2013-2016); University Research Council, Explaining Vegetation Trends in Sahelian West Africa: Remote Sensing, Ethnography, and GIS (2015-2017).

Distinctions: Carolina Populations Center Fellow (2012-present); Center for Urban and Regional Studies Fellow (2012-present); American Anthropological Association Junior Scholar Award, 2010.

Diss./Theses Supervised: 2

Relevant Courses Taught: Number of courses – 4. ANTH 238 /ENEC 238,, Human Ecology of Africa; ANTH 419, Anthropological Applications of GIS; ANTH 459 /ENEC 459, Ecological Anthropology; ENEC 567, Ecological Analyses and Application.

Number of Publications: 22 in past 5 years. Selected Publications:

2017 West, CT, A. Moody, EK Nebie, and O. Sanon. "Ground-Truthing Sahelian Greening: Ethnographic and Spatial Evidence from Burkina Faso." *Human Ecology* 45, no. 1 (2017): 89-101.

2016 West, Colin Thor, Carla Roncoli, and Pascal Yaka. "Climate Variability in West Africa: A Case Study in Vulnerability and Adaptation on the Northern Central Plateau, Burkina Faso." *Research in Economic Anthropology* 36, (2016): 57-76.

2016 Roncoli, Carla, Brian Dowd-Urube, Ben Orlove, Colin Thor West, and Moussa Sanon. "Who Counts, what Counts: Representation and Accountability in Water Governance in the Upper Comoé Sub-Basin, Burkina Faso: Carla Roncoli Et Al. / Natural Resources Forum." *Natural Resources Forum* 40, no. 1-2 (2016): 6-20.

African Studies Center, UNC-Chapel Hill

Dale Whittington

Professor, Environmental Sciences and Engineering Gillings School of Global Public Health;
Professor, City and Regional Planning

Appointment: 1981, tenured
Education: PhD (1980) University of Texas-Austin; M.Sc. (1978) London School of Economics and Political Science, UK; MPA (1976) University of Texas; A.B. (1972) Brown University.
Specialization: Water and sanitation planning in developing countries; environmental policy.
World Area of Study: Africa (50%)
Relevant Experience: Valuation studies in Nigeria, Ghana, Liberia, Kenya, Uganda, Ethiopia, Mozambique, and Tanzania; Design of municipal water tariffs in developing countries.
Diss./Theses Supervised: 5
Relevant Courses Taught: Number of courses – 1. PLAN 685/ENVR 685, Water and Sanitation Planning and Policy in Lesser Developed Countries.
Number of Publications: 34 in past 5 years. Selected Publications:
2017 Nauges, C. and D. Whittington. "Evaluating the Performance of Alternative Municipal Water Tariff Designs: Quantifying the Tradeoffs between Equity, Economic Efficiency, and Cost Recovery." *World Development* 91, (2017): 125-143.
2017 Jeuland, M., X. Wu, and D. Whittington. "Infrastructure Development and the Economics of Cooperation in the Eastern Nile." *Water International* 42, no. 2 (2017): 121-141.
2016 Cook, Joseph, Peter Kimuyu, and Dale Whittington. "The Costs of Coping with Poor Water Supply in Rural Kenya" *Water Resources Research* 52, no. 2 (2016): 841-859.
2016 Ozdemir, Semra, F. Reed Johnson, and Dale Whittington. "Process, Ideology, and Willingness to Pay for Reducing Childhood Poverty." *Journal of Benefit-Cost Analysis* 7, no. 3 (2016): 373-399.
2016 Whittington, Dale. "Policy Note: "Ancient Instincts — Implications for Water Policy in the 21st Century"." *Water Economics and Policy* 2, no. 2 (2016).

Ronald Williams

Assistant Professor, African, African American, and Diaspora Studies

Appointment: 2013, on tenure track
Education: PhD (2011) University of California-Berkeley; MA (2007) University of California-Berkeley; MA (2005) Howard University; BA (2003) San Diego State University.
Specialization: African American political thought; race and public policy; African Diaspora politics; race and U.S. foreign relations; and 20th Century African American history.
World Area of Study: Africa (10%)
Relevant Courses Taught: Number of courses – 1. AAAD 130, Introduction to African American and Diaspora Studies.
Number of Publications: None in past 5 years. Selected Publications/Presentations:
2014 "Adversarial Diplomacy: How African Americans Changed U.S. Foreign Policy Toward Apartheid South Africa." San Diego State University. February 27, 2014.
2011 "The New Negro in African American Politics: Barack Obama and the Politics of Racial Representation." In *The Obama Phenomenon: Toward a Multiracial Democracy*. Charles P. Henry, Robert L. Allen, and Robert Chrisman, eds. Urbana: University of Illinois Press, 2011.
2010 "From Anti-Colonialism to Anti-Apartheid: African American Political Organizations and African Liberation, 1957-1993." In *African Americans and Global Affairs: Contemporary Perspectives*. Michael Clemons, ed. Boston: Northeastern University Press, 2010.

African Studies Center, UNC-Chapel Hill

Nadia Yaqub

Associate Professor and Chair, Asian Studies

Appointment: 2000, tenured
Education: PhD (1999) UC- Berkeley.
Language: Arabic (5) French (3)
Specialization: Oral Arabic poetry; Modern Arabic literature and film.
World Area of Study: Africa (25%)
Relevant Experience: Development of Arabic language program; Arab cultural texts ranging from oral poetry to modern prose fiction and contemporary visual culture; gender and identity.
Distinctions: Institute for the Arts and Humanities Faculty Fellow (2016); Institute for the Arts and Humanities Academic Leadership Fellow (2013).
Relevant Courses Taught: Number of courses – 12. ASIA 64, First Year Seminar: Arab World Photography; ARAB 101-102, Elementary Arabic; ARAB 150, Introduction to Arab Culture; ARAB 151, Arabic Literature through the Ages; ARAB 203-204 Intermediate Arabic; ARAB 305-306, Advanced Arabic; ARAB 337, Borders and Walls in the Arab World; ARAB 407-408, Readings in Arabic.
Number of Publications: 9 in past 5 years. Selected Publications:
2017 Yaqub, Nadia. "Teaching with Film and Photography in Introductory Middle East Courses." *Review of Middle East Studies* 51, no. 1 (2017): 50.
2016 Yaqub, Nadia. "Working with Grassroots Digital Humanities Projects: The Case of the Tall Al-za`tar Facebook Groups." In *Digital Humanities and Islamic & Middle East Studies* edited by Elias Muhanna. De Gruyter 2016, pp. 103-116.
2015 Yaqub, Nadia. "The Afterlives of Violent Images: Reading Photographs from the Tal al-Za`tar Refugee Camp on Facebook." *Middle East Journal of Culture & Communication*, 8, 2/3: 327-54.
2014 Yaqub, Nadia. "Refracted Filmmaking in Muhammad Malas's the Dream and Kamal Aljafari's the Roof." *Middle East Journal of Culture and Communication* 7, no. 2 (2014): 152-168.

Chifundo Zimba

Research Associate, UNC- Malawi Project, Global Health and Infectious Diseases; Global Health and Malawian Language and Culture Workshop Facilitator, African Studies Center and Global Health and Infectious Diseases

Appointment: 2010, not on tenure track
Education: PhD (2016) UNC-Chapel Hill; B.Sc. (2007) University of Malawi.
Language: Chichewa (5)
Specialization: Global health nursing; prevention of mother to child transmission of HIV in Malawi; Malawian culture and language.
World Area of Study: Africa (100%)
Relevant Experience: Global Health and Malawian Language and Culture workshop facilitator, UNC-Chapel Hill (2010-2018); TA/Recruiter, UNC School of Nursing (2012-16); Coordinator of Community Activities, UNC Malawi Project (2008-10); implementation study: incorporating traditional birth attendants in prevention-of-mother-to-child-transmission of HIV program, UNC Malawi Project (2007-08).
Distinctions: UJMT Fogarty Global Health Fellowship Grant, National Institute of Health (2017).
Relevant Courses Taught: Malawian Language and Culture workshop, Chichewa Instruction.
Number of Publications: 4 in past 5 years. Selected Publications/Presentations:
2018 Chi, BH, NE Rosenberg, O. Mweemba, KA Powers, C. Zimba, S. Maman, M. Kasaro, KR Mollan, JSA Stringer, and W. Mutale. "Involving both Parents in HIV Prevention during Pregnancy and Breastfeeding." *Bulletin of the World Health Organization* 96, no. 1 (2018): 69-71.
2017 Zadrozny, Sabrina, Daniel Westreich, Michael G. Hudgens, Charles Chasela, Denise J. Jamieson, Francis Martinson, Chifundo Zimba, et al. "Effect of Postnatal HIV Treatment on Clinical Mastitis and Breast Inflammation in HIV-Infected Breast-feeding Women." *Paediatric and Perinatal Epidemiology* 31, no. 2 (2017): 134-143.
2016 Zimba, C.C (2016). Supporting the Implementation of Guidelines to Prevent Mother-to-child Transmission of HIV in Malawi. Under supervision of Jennifer Leeman, DrPH, Mdiv.
2014 Hamela, G., Kabondo, C., Tembo, T., Zimba, C., et al. Evaluating the benefits of incorporating traditional birth attendants in HIV prevention of mother to child transmission service delivery in Lilongwe, Malawi. *African Journal of Reproductive Health*, 18(1), 27-34.

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
AAAD	052	3	First-Year Seminar: Kings, Presidents, and Generals: Africa's Bumpy Road to Democracy	100	Taught Spr 17 Selassie	Staff		X		25			
AAAD	089	3	First Year Seminar (Topics Vary)	100		Lambert, Staff		X		22		X	
AAAD	101	3	Introduction to Africa*	100		B. Anderson, Boyd, Camara, M. Lambert, Nzongola, Pier, Sahle, Staff	X	X		474		X	X
AAAD	130	3	Introduction to African American and Diaspora Studies	25		B. Anderson, Clegg, Williams, Staff	X	X		301		X	X
AAAD	200	3	Gender and Sexuality in Africa	100	WGST 200	Boyd, Fhunsu, Staff	X	X		33		X	X
AAAD	201	3	The Literature of Africa	100		Camara, Fhunsu, Staff	X	X	X	60		X	X
AAAD	202	3	West Africa through Visual Art, Literature, and Film	100	New course	Camara		X					X
AAAD	210	3	African Belief Systems: Religion and Philosophy in Sub-Saharan Africa	100		Boyd, Staff		X					X
AAAD	212	3	Africa in the Global System	100		Nzongola, Sahle, Staff	X			29	1	X	X
AAAD	214	3	Ethnography of Africa	100		M. Lambert, Staff	X			39			X
AAAD	259		Black Influences on Popular Culture	50		Camara, Staff	X	X		77		X	X
AAAD	284	3	Contemporary Perspectives on the African Diaspora in the Americas	25	New course	Jordan	X			28		X	X
AAAD	286	3	The African Diaspora in the Colonial Americas	25		B. Anderson		X		39			X
AAAD	290	3	Topics in African, African American, and Diaspora Studies	100		B. Anderson, Megel, Nzongola, Pier	X	X					X
AAAD	300	3	Cultures of Health and Healing in Africa	100		Boyd, Staff	X			38		X	X
AAAD	307	3	21st Century Scramble for Africa	100		Nzongola, Staff		X				X	
AAAD	315	3	Political Protest and Conflict in Africa	100		M. Lambert, Staff	X	X		34		X	X
AAAD	318	3	Politics of Cultural Production in Africa	100		Pier, Sahle, Staff		X		10		X	X

* Classroom based and Online/Distance learning sections available for this course AAAD: African, African American, and Diaspora Studies

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
AAAD	320	3	Music of Africa	100		Pier, Staff	X					X	
AAAD	340	3	Diaspora Art and Cultural Politics	25	New course	Jordan		X		15		X	X
AAAD	386	3	Comparative Studies in Culture, Gender and Global Forces	100	WGST 386	Sahle, Staff		X					X
AAAD	387	3	HIV/AIDS in Africa and the Diaspora	50		Boyd, Staff		X		26		X	X
AAAD	396	1-6	Independent Study	100		Staff	X	X	X				X
AAAD	400	3	The Challenges of Democratic Governance in Africa	100		Nzongola , Staff	X			5	1	X	X
AAAD	403	3	Human Rights: Theories and Practices in Africa	100	New course	Sahle, Staff		X		17			X
AAAD	412	3	Regional Seminar in African Studies	100		M. Lambert, Nzongola, Sahle, Staff	X	X		11		X	X
AAAD	414	3	Senegalese Society and Culture	100		Camara, Staff	X					X	
AAAD	421	3	Introduction to the Languages of Africa	100		Fhunsu, Mwamzandi, Staff	X	X				X	
AAAD	485	3	Black Atlantic Crosscurrents	50		Sahle, Staff	X	X					X
AAAD	487	3	Intellectual Currents in African and African Diaspora Studies	50		Clegg, M. Lambert, Nzongola, Pier, Staff		X		13	1	X	X
AAAD	489	3	African Diaspora Theory and History	35	New course	Clegg	X			10		X	X
AAAD	691	H	Honors Research I	100		Nzongola, Sahle, Staff	X					X	X
AAAD	692	3	Honors Research II	100		Nzongola, Sahle, Staff		X				X	X
ANTH	102	3	Introduction to Cultural Anthropology*	35		V. Lambert, Staff	X	X	X	199	2	X	X
ANTH	123	3	Habitat and Humanity	25	Includes Dogon architecture	Staff	X			101		X	X
ANTH	142	3	Local Cultures, Global Forces*	25		Staff	X	X	X	196			X

AAAD: African, African American, and Diaspora Studies; ANTH: Anthropology

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
ANTH	145	3	Introduction to World Prehistory	25		Staff	X			163		X	X
ANTH	147	3	Comparative Healing Systems	25		Redfield, Staff	X	X	X	241	1	X	X
ANTH	151	3	Anthropological Perspectives on Food and Culture	25		Staff		X	X	102		X	X
ANTH	222	3	Prehistoric Art	30	New course WGST 222	Tomášková		X		84		X	X
ANTH	226	3	The Peoples of Africa	100		Staff	X						
ANTH	238	3	Human Ecology of Africa	100	ENEC 238	West, Staff	X						X
ANTH	280	3	Anthropology of War and Peace	25	PWAD 280	Redfield, Staff	X					X	
ANTH	306	3	Water and Inequality	35		V. Lambert		X					X
ANTH	319	3	Global Health	25		Staff		X	X	301	1	X	X
ANTH	320	3	Anthropology of Development	25		Staff		X		55			X
ANTH	419	3	Anthropological Application of GIS	50	New course	West	X	X		6	15	X	X
ANTH	422	3	Anthropology and Human Rights	25		Redfield, Staff		X				X	
ANTH	454	3	The Archaeology of African Diasporas			Staff		X		7			X
ANTH	459	3	Ecological Anthropology	75	ENEC 459 New course	West		X					X
ANTH	461	3	Colonialism and Post-Colonialism	25		Staff		X				X	
ARAB	150	3	Introduction to Arab Culture	25		Yaqub, Staff	X					X	
ARAB	151	3	Arabic Literature through the Ages	25		Yaqub, Staff	X			29			X
ARAB	308	1	Arabic LAC	50		Kauffman, Staff	X			4		X	X
ARAB	337	3	Borders and Walls in the Arab World	25		Yaqub	X					X	
ARTH	154	3	Introduction to Art and Architecture of Islamic Lands	30	ASIA 154	G. Anderson, Staff	X					X	
ARTH	155	3	African Art Survey	100		Magee, Rovine, Staff		X		77		X	X
ARTH	200	3	Art and Fashion from Rome to Timbuktu	50	CLAR 200	Rovine, Staff		X				X	
ARTH	255	3	African Art and Culture	100		Magee, Staff	X						X
* Classroom based and Online/Distance learning sections available for this course ANTH: Anthropology; ARAB: Arabic; ARTH: Art History													

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
ARTH	280	3	Picture That: History of Photography from Tintypes to Instagram	25	New course	Magee		X					X
ARTH	291		Art, Culture, and Power in Africa	100	New course	Rovine							X
ARTH	294		Arts of Southern Africa	100	New course	Rovine							
ARTH	297	3	Clothing and Textiles in Africa	100	New course	Rovine, Staff	X						X
ARTH	299	3	Arts of West Africa	100	New course	Rovine, Staff	X			31			
ARTH	300	3	Art of African Independence	100	New course	Magee, Staff	X						X
ARTH	303	3	Art and Colonialism: France in Africa/Africa in France	70	New course	Rovine, Staff		X		17			X
ARTH	353	3	Africa and Masks	100	AAAD 319, ANTH 343	Magee, Staff		X					X
ARTH	450	3	The City as Monument: Cities and Society in the Medieval Islamic Lands	25		G. Anderson, Staff	X	X		2		X	
ARTH	453	3	Africa in the American Imagination	50		Magee, Staff	X						
ARTH	488	3	Contemporary African Art	100	AAAD 405	Magee, Rovine, Staff	X						X
ARTH	555	3	Urban Africa and Global Mobility	100	New course	Magee, Staff	X	X					X
ARTH	561	3	Arts of the Islamic Mediterranean	50	ASIA 561	G. Anderson, Staff		X					X
ARTH	750	3	Advanced Readings			Rovine	X	X					
ARTH	957	3	Seminar in African Art	100		Magee, Rovine, Staff	X	X		7		X	X
ASIA	64	3	First-Year Seminar: Arab World Photography	25	New course	Yaqub		X				X	
ASIA	435	3	The Cinemas of the Middle East and North Africa	50		Staff	X			16			X
ASIA	785	3	Critical Genealogies of Middle East and North Africa Studies	30	New course	Staff	X			6		X	X
BIOL	062	3	First Year Seminar: Mountains Beyond Mountains: The Biology of Infectious Disease in the Developing World	30		Staff	X			24			X
BIOL	402	3	Infectious Disease in the Developing World	30		Staff		X				X	
BUSI	206	Var	Business in Africa	100	Study Abroad	Staff		X	X	27		X	X

ARTH: Art History; ASIA: Asian Studies; BIOL: Biology; BUSI: Business

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
BUSI	611	3	International Development			Staff		X		44		X	X
BUSI	623	1.5	Global Entrepreneurship I			Staff	X			47		X	X
BUSI	624	1.5	Global Entrepreneurship II			Staff		X		47		X	X
COMM	625	3	Communication and Non-profits in the Global Context	25		Dempsey	X			22			X
DRAM	117	3	Perspectives in World Drama	25		Staff		X		25			
DRAM	475	3	Costume History: Africa, Asia, and Arabia	30		Owen, Staff		X		20		X	X
DRAM	489	3	Carnivals and Festivals of the African Diaspora	50		Staff		X		6			
ECON	460	3	International Economics	25	PWAD 460, EURO 460	Conway, Staff	X	X	X	163		X	X
ECON	560	3	Advanced International Economics	30		Conway, Staff	X	X		55		X	X
EDUC	505	3	Leadership in Educational/Nonprofit Settings	25	T6 course dev award	Staff		X		25	16	X	X
EDUC	526	3	Ethics and Education: From Global Problems to Classroom Dilemmas	25	T6 course dev award	Gulledge			X	16	2	X	X
EDUC	739	3	Global Child: Development and Education	25		Staff	X				23	X	X
ENEC	204	3	Environmental Seminar. Cooke's section: Environmental Film Seminar.	30		Cooke	X						
ENEC	266	3	Contemporary Africa: Issues in Health, Population, and the Environment	100		Cooke, Staff	X						X
ENEC	325	3-4	Water Resource Management and Human Rights	25		Gangi, Cooke		X		77		X	X
ENEC	370	3	Agriculture and the Environment	25		Cooke	X			57		X	X
ENEC	490	3	Special Topics in Envir. Science and Studies.	100		Cooke, Gangi, Gray, Jagger		X	X	58		X	X
ENEC	567	3	Ecological Analyses and Application	25		West, Staff	X			1	12	X	X

BUSI: Business; COMM: Communications; DRAM: Drama; ECON: Economics; EDUC: Education; ENEC: Environment and Ecology

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
ENEC	698		Capstone: Analysis and Solution of Environmental Problems	25		Cooke	X	X		17		X	X
ENVR	475		Global Climate Change: Interdisciplinary Perspectives	25	ENVR 775	West, Staff	X			49	6	X	X
ENVR	575		Global Climate Change: Science, Impacts, Solutions	25		West, Staff		X				X	X
ENVR	610	3	Global Perspectives on Environmental Health Inequalities	25		Staff	X	X		9	3	X	X
ENVR	682	3	Water, Sanitation, Hygiene, and Global Health	25		Bartram		X		5	1	X	X
EPID	690	1-6	HIV in Developing Countries	30		Weir		X					
EPID	755		Introduction to Infectious Disease Epidemiology	25		Pettifor		X			17		X
EPID	756	3	Control of Infectious Diseases in Developing Countries	75		Meshnick, Pettifor, Staff		X					X
EPID	757	3	Epidemiology of HIV/AIDS in Developing	75		Weir		X			10		X
EPID	760	3	Vaccine Epidemiology	25		Smith		X			14	X	X
FREN	260	3	Introduction to French Literature			Melehy, Staff	X	X		12		X	X
FREN	382	3	Visual Francophone Studies			Staff		X				X	
GEOG	056	3	First-Year Seminar: Local Places in a Globalizing World	25		Cravey, Staff		X		24		X	X
GEOG	130	3	Geographical Issues in the Developing World	25		Cravey, Staff	X	X	X	177		X	X
GEOG	268	3	Geography of Africa	100		Staff		X					X
GEOG	437	3	Social Vulnerability to Climate Change	50	New course ENEC 437	Gray	X						X
GEOG	445	3	Medical Geography	40		Emch, Staff	X					X	
GEOG	452	3	Mobile Geographies: The Political Economy of Migration	50		Cravey		X		42	1		X
GEOG	805	3	Research Seminar: Migration and Borders	25	New course	Pickles	X	X		2	13	X	X

ENEC: Environmental and Ecology; ENVR: Environmental Studies; EPID: Epidemiology; FREN: French; GEOG: Geography

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
GERM	252	3	South Africa in Literary Perspective	100		Roberge, Staff	X						
GLBL	88	3	First-Year Seminar: Beg, Borrow, and Steal: The Political Economy of Aid, FDI, and Corruption	30	New course	Seim		X		16		X	X
GLBL	701	3	Political Economy of Development	30	New course	Seim		X		1	9		X
GLBL	703	3	Global Migration and Labor Rights	25	New course	Stuesse		X			7	X	X
HIST	083	3	First Year Seminar: African History through Popular Music	100		Lindsay		X					X
HIST	130	3	Africa in the Twentieth Century: Transformations in Culture and Power	100		Jarvis, Lindsay, Owre (online section), Staff	X	X		100		X	X
HIST	138	3	Introduction to Islamic Civilization	25	ASIA 138	Shields, Staff	X						X
HIST	139	3	Later Islamic Civilization and the Modern Muslim World	30	ASIA 139	Shields, Staff	X					X	
HIST	202	3	Borders and Crossings	25		Shields, Staff							X
HIST	243	3	The United States and Africa	50		Lindsay, Staff		X		30			X
HIST	276	3	The Modern Middle East	25	ASIA 276	Shields, Staff	X	X	X	128		X	X
HIST	278	3	The Trans-Atlantic Slave Trade	75		Lindsay, Staff	X	X		168		X	X
HIST	279	3	Modern South Africa	100		Jarvis, Staff		X		50		X	X
HIST	312	3	History of France and Algeria	100	New course	Owre, Staff	X			23		X	X
HIST	340	3	Ethics and Business in Africa	100	New course	Jarvis, Staff	X			13			X
HIST	390	3	Special Topics in History	100		Owre, Lindsay	X						
HIST	534	3	The African Diaspora	50		Jarvis, Lindsay, Staff		X		7	1		X
HIST	535	3	Women and Gender in African History	100		Burrill, Lindsay, Staff							X
HIST	719	3	Readings in African History	100	New course	Burrill, Staff	X						X
HIST	722	3	Readings in Contemporary Global History			Staff		X			5	X	X
HIST	815		Topics in African History	100		Burrill, Jarvis, Lindsay, Staff	X	X					X

* Classroom based and Online/Distance learning sections available for this course GERM: Germanic Languages and Literatures; GLBL: Global Studies; HIST: History

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
HIST	890	3	Topics in History for Graduates			Shields, Lindsay	X	X					
INLS	539	3	The Last Mile: Information Access for Underserved Populations	75		Missen	X			5	16	X	X
LAW	457	3	African Law and Development	100		Kelley							X
LING	542	3	Pidgins and Creoles	25	ANTH 542	Roberge	X			18	3		X
MBA	807 E	6	Sustainability Leadership Capstone	100		Staff		X					
MHCH	664		Globalization and Health	25		Staff		X		2	5	X	X
MHCH	680	1	Global Sexual and Reproductive Health	25		Curtis, Staff		X		34	15	X	X
MHCH	716	3	International Family Planning and Reproductive Health	30		Bloom, Curtis, Staff		X			23	X	X
MHCH	722	3	Issues in International Maternal and Child Health	30		Singh-Ongechi, Staff	X			1	19	X	X
MHCH	723		Introduction to Monitoring and Evaluation of MCH Programs	25		Speizer	X						X
MHCH	730	3	Reproductive Health Policy	30		Staff	X			2	13	X	X
MUSC	089	3	Making and Marketing Music in the Digital Age	100		Ndaliko	X					X	
MUSC	146	3	Introduction to World Musics*	25		Staff	X	X		190		X	X
MUSC	148	3	Introduction to Black Music	50	New course	Ndaliko	X			56			X
MUSC	286	3	Music as Culture	100	New course	Ndaliko		X					X
MUSC	291	3	Music and Politics	50	New course	Ndaliko	X					X	
MUSC	292	3	Media and Social Change in Africa	100	New course	Ndaliko, Staff		X					X
MUSC	970	3	Seminar in Ethnomusicology	90	New course	Ndaliko	X				11		X
NUTR	745	3	International Nutrition	40		Bentley, Adair, Popkin	X				17		X
NUTR	747		Issues in Global Nutrition	25		Staff		X			7	X	
NUTR	808		Global Cardiometabolic Disease Seminar	30	New course	Adair	X	X				X	X
PLAN	685	3	Water and Sanitation Planning and Policy in Lesser Developed Countries	50	ENVR 685	Whittington, Staff		X		2	11	X	X

* Classroom based and Online/Distance learning sections available for this course
 HIST: History; INLS: Information and Library Science; LING: Linguistics;
 MBA: Master's in Business Administration; MHCH: Maternal and Child Health; MUSC: Music; NUTR: Nutrition; PLAN: City and Regional Planning

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
PLCY	076	3	First-Year Seminar: Global Health Policy	30	New course	Meier		X				X	X
PLCY	089	3	First-Year Seminar: Energy Poverty	25	New course	Jagger		X				X	X
PLCY	110	3	Global Policy Issues	25	New course	Seim	X			154			
PLCY	520	3	Environment and Development	25	ENEC 520	Jagger, Staff		X					X
PLCY	565	3	Global Health Policy	35	HPM 565	Meier		X				X	
PLCY	570	3	Health and Human Rights	35	HPM 571	Meier	X					X	
PLCY	581	3	Research Design for Public Policy	30		Seim	X			13	9		X
PLCY	799	3	Collaborative Research on Reducing Emissions from Deforestation and Forest Degradation	35		Jagger		X					
PLCY	895	3	Poverty and Human Resources	40		Handa	X						X
POLI	067	3	First Year Seminar: Designing Democracy	35		Reynolds	X	X		23		X	X
POLI	431	3	African Politics and Society	100		Reynolds, Staff	X	X		27	1	X	X
POLI	444	3	Seminar on Terrorism	30	PWAD 444 New course	Bapat	X	X		26		X	X
POLI	452	3	Africa and International Conflict	100		Bapat, Staff			X				X
PORT	323	3	Cultures of Brazil, Portugal, and Portuguese Africa	30		Vernon, Staff							X
PORT	385	3	Luso-African Literature in Translation	100		R. Anderson, Vernon, Staff		X				X	
PORT	388	3	Portuguese, Brazilian, and African Identities in Film	30		Taylor, Staff		X		20			X
PUBH	420	1	AIDS: Principles and Practices	25		Strauss, Staff		X		253		X	X
PUBH	500	.5	Global Health Discussion Series	40		Staff	X	X			25	X	X
PUBH	510	3	Interdisciplinary Perspectives in Global Health	40		Bentley, Staff	X						
PUBH	704	2-3	Foundations of Global Health	25		Carlough		X			9	X	X

* Classroom based and Online/Distance learning sections available for this course PLCY: Public Policy; POLI: Political Science; PORT: Portuguese Languages and Literatures; PUBH: Public Health

African Studies Center, UNC-CH International/Area Studies Course List

Subject	#	CR	Course Title	Africa	Cross Listings-Comments	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019
PUBH	711	3	Critical Issues in Global Public Health*	25		Dubé, Ramaswamy, Van Vliet, Staff	X				31	X	X
PUBH	712	3	Global Health Ethics	25	New course	Dubé		X					X
PUBH	718		Designing Systems for Global Health Implementation	25	New course	Ramaswamy	X				8	X	X
PUBH	720	1	The AIDS Course	50		Strauss		X			22	X	X
PWAD	364	3	Post-Conflict and Peacebuilding	25	New course	Hazen	X					X	X
PWAD	673	3	Post-Conflict Security Challenges	25	New course	Hazen		X				X	X
RELI	180	3	Introduction to Islamic Civilization*	25	ASIA 180	Ernst	X			118		X	X
RELI	181	3	Modern Muslim Societies	30	ASIA 181	Staff		X				X	
RELI	581	3	Sufism	30	ASIA 581	Ernst		X					X
SOCI	419	3	Sociology of the Islamic World	25		Staff		X				X	
SOWO	570	3	Social Work Practice (Zambia project)	100		Chowa	X						X
SOWO	793	1.5	Asset Development Practice and Policy	25	New course	Chowa		X				X	
SOWO	835	1.5	Poverty Policy	25	New course	Masa		X			14	X	X
SOWO	881	3	Development Theory and Practice in Global Settings	70	New course	Chowa, Staff	X				12	X	
SPHG	700	3	Introduction to Global Public Health	25	New course	Dubé	X				20	X	X
SWAH	408	1	Swahili LAC	100		Mutima, Mwamzandi, Staff		X		1	1	X	X
WGST	281		Gender and Global Change	25		Burrill, Staff	X	X				X	X
WGST	313	3	Women and the Law in Africa and the Middle East	75	HIST 313	Burrill, Staff		X				X	
WGST	337	3	African Gender History	100		Burrill, Staff	X						X
WGST	388	3	The International Politics of Sexual and Reproductive Health	50		Booth, Staff		X		23		X	X
WGST	583	3	Gender and Imperialism	65		Booth, Burrill, Staff		X		17	2		
WGST	610	3	Feminism, Sexuality, and Human Rights	25		Booth							X

PUBH: Public Health; PWAD: Peace, War, and Defense; RELI: Religious Studies; SOCI: Sociology; SOWO: Social Work; SPHG: School of Public Health General Courses; SWAH: Swahili; WGST: Women's and Gender Studies

African Studies Center, UNC-CH Language Course List

Subject	Course #	CR	Course Title	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019	
ARAB	101	4	Elementary Arabic I	Badr, Kauffman, Shahu	X		X	98	12	X	X	
ARAB	102	4	Elementary Arabic II	Badr, El-Kerdany, Kauffman, Shahu		X	X	54	8	X	X	
ARAB	203	4	Intermediate Arabic I	Badr, El Kerdany	X		X	60	4	X	X	
ARAB	204	4	Intermediate Arabic II	El Kerdany, Shahu		X	X	31	3	X	X	
ARAB	300	3	Arabic Grammar and Composition	Badr		X		8		X	X	
ARAB	305	3	Advanced Arabic I	Kauffman	X			32	5	X	X	
ARAB	306	3	Advanced Arabic II	Kauffman		X		26	5	X	X	
ARAB	407	3	Readings in Arabic I	El Kerdany, Yaqub, Staff	X			2	1	X	X	
ARAB	408	3	Readings in Arabic II	El Kerdany, Yaqub, Staff		X				X	X	
CHWA	401	3	Elementary Chichewa I	Taught currently as non-credit workshop.								
CHWA	402	3	Elementary Chichewa 2									
CHWA	403	3	Intermediate Chichewa 3									
GERM	125	3	Afrikaans 1	Roberge								
GERM	240	3	Afrikaans 2	Roberge								
LGLA	401	3	Elementary Lingala 1	Mutima	X			6	1	X	X	
LGLA	402	3	Elementary Lingala 2	Mutima		X		4		X	X	
LGLA	403	3	Intermediate Lingala 3	Mutima	X			7		X	X	
LGLA	404	3	Intermediate Lingala 4	Mutima		X		3		X	X	
<p>ARAB: Arabic; CHWA: Chichewa; GERM: Germanic Languages; LGLA: Lingala</p>												

African Studies Center, UNC-CH Language Course List

Subject	Course #	CR	Course Title	Instructor	Fall	Spr	Sum	2016-2017 UG	2016-2017 Grad	2017-2018	2018-2019	
PORT	203	3	Intermediate Portuguese I	R. Anderson, Gomez, Taylor, Vernon, Staff	X			80		X	X	
SWAH	401	3	Elementary Kiswahili 1	Lianza, Mutima, Mwamzandi	X			39	3	X	X	
SWAH	112	3	Intensive Kiswahili 1-2 (on demand)	Mutima			X			X	X	
SWAH	402	3	Elementary Kiswahili 2	Lianza, Mutima, Mwamzandi		X		30	4	X	X	
SWAH	403	3	Intermediate Kiswahili 3	Mwamzandi	X			18	2	X	X	
SWAH	234	3	Intensive Kiswahili 3-4 (on demand)	Mutima			X					
SWAH	404	3	Intermediate Kiswahili 4	Mwamzandi		X		6	2	X	X	
SWAH	405	3	Advanced Kiswahili 5	Mwamzandi	X			7		X	X	
SWAH	406	3	Advanced Kiswahili 6	Mwamzandi		X		4		X	X	
WOLO	401	3	Elementary Wolof I	Camara	X					X	X	
WOLO	402	3	Elementary Wolof II	Camara		X				X	X	
WOLO	403	3	Intermediate Wolof III	Camara, Staff	X	X		1		X	X	
WOLO	404	3	Intermediate Wolof IV	Camara		X				X	X	
WOLO	405	3	Advanced Wolof V	Camara	X						X	
WOLO	406	3	Advanced Wolof VI	Camara		X					X	

PORT: Portuguese; SWAH: Swahili; WOLO: Wolof

Project Goal 1: Internationalize the curriculum and increase faculty and student involvement in global issues, activities and dialogue, including African Studies, through the implementation of the NC Global Distinction program in at least 22 community colleges over the grant cycle

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 4 the number of community colleges that participate in the NC Global distinction program over the grant cycle	Recruit new colleges for the NC Global Distinction initiative and engage faculty at the participating colleges in the initiative Help community colleges gain approval from college administrations to join the initiative	# of community colleges that participate in the NC distinction program	Annual	World View Reports	16	17	18	19	20
B. Increase by 4 the number of colleges that institutionalize the NC Global Distinction program ¹ by offering internationalized courses and global activities over the grant cycle	1 Create curriculum development teams at each participating community colleges and provide professional development for faculty at participating colleges 2 Provide funding, technical support and university research visits for community college curriculum teams to create globally intensive courses 3 Support international activities and dialogue at community colleges through speakers, films, webinars, webcasts about key issues	# of courses and activities that integrate or update global/Africa content # of activities/events with global/Africa content at the participating CCs	Annual	World View Reports	18	19	20	21	22

- ¹ NC Global Distinction Program includes the following: 1) students complete at least 15 credit hours of globally intensive courses, 2) students participate in 8 international activities and dialogue; 3) students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience; 4) students give a capstone presentation related to their global learning participation; 5) students completing this program have “Graduated with Global Distinction” on their transcript.

Project Goal 2: Strengthen UNC’s capacity to teach African languages and produce knowledge on Arts, Humanities, and Social Science engagement with STEM issues by the end of the grant cycle through UNC activities and collaborative activities with our partner MSIs (WSSU, FSU, DTCC, and others)

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Expand capacity of UNC and/or MSI partner faculty by creating 6 new courses that connect STEM and Arts approaches	<ol style="list-style-type: none"> 1. Provide course development grants to faculty at both UNC and at partner MSIs 2. Conference and research travel for faculty at both institutions. 	# of courses created or revised	Annual	Registrar	0	NA	2	4	6
Develop 4 new courses in Yoruba for UNC students, offered by faculty at partner MSI, FSU, through UNC System’s Language Exchange ⁱ	<ol style="list-style-type: none"> 1. UNC Language/LAC coordinator will meet with FSU and other faculty to adapt Yoruba to the distance format, Y1 2. Generate 4 semesters of UNC syllabi in elementary and intermediate Yoruba for Registrar approval, Y2 3. ASC and other students will take Yoruba courses with FSU or other UNC system university, Y3-4 	# of courses created	Annual	UNC LAC coordinator records, Registrars @ participating NC universities	0	NA	0	2	4
4 events/year related to “Africa steAAm”	Provide annual events such as lectures, conferences, roundtables, & symposia; 3/year at UNC, 1/year at partner MSI.	# of events/year	Annual	African Studies Center records	0	NA	4	4	4

ⁱ UNC Language Exchange is a state-wide distance language program that allows students at one institution to take courses at another institution through teleconferencing. Currently more than 12 languages are offered in the exchange, including Arabic, and Yoruba has been requested. The FLTA program, the new Digital Arts and Collaboration Lab (see Cr. G.4), and careful oversight from UNC Language Coordinator will make this an effective activity.

Project Goal 3: Expand the integration of African Studies and African Languages into teacher education programs in UNC System Schools of Education by the end of grant cycle.

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Strengthen the institutional capacity of UNC System Schools of Ed to include language pedagogy related to African Studies at 3 Schools of Education in the UNC system, particularly with regard to the LAC ¹ model and as developed through the LTL ² program.	<p>1. Each fall, faculty and preservice teachers from at least one SoE will participate in annual LTL pedagogy webinar.</p> <p>2. Each fall, SoE and preservice teachers will participate as judges and/or observers in LTL research symposium.</p> <p>3. Each spring, SoE faculty and preservice teachers will participate in LAC workshop</p>	Number of participating UNC System Schools of Education	<p>Annual</p> <p>Annual</p> <p>Annual</p>	NRC Records	0	NA	1	2	3
Increase by 10% the number of SoE courses that include African Studies content over the grant cycle.	Provide 1 course development grant/year to School of Education faculty to revise courses to include area studies content, in consultation with NRC faculty, Y1-4	Number of SoE courses with area studies content	Annual	School of Education Records	33	NA	34	35	36

¹ Languages Across the Curriculum, a UNC NRC collaboration for teaching Area Studies content in targeted languages (Arabic, French, Portuguese, & Swahili).

² Together with all UNC NRCs, ASC hosts an annual Learning Through Languages research symposium for NC high school students (priority given to Title 1 schools). H.S. students present on a research topic in their foreign language (Arabic, French, German, Japanese, Russian, and Spanish). In 2016, topics included: “La Désertification au Maghreb” and “La política-economía del siglo veintiuno entre Europa y el norte de África: enfoque en Marruecos y España.”

Project Goal 4: Open access to global/African Studies opportunities, for traditionally underserved students¹

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase by 20% the number of underserved students applying for UNC global opportunities, including FLAS, the CGI Award, Global Take Off, and Passport to Go! by the end of the grant cycle.	1. Conduct information sessions on global funding opportunities to first-year and transfer students at New Student and Family Orientation 2. Develop social media messaging targeting underserved groups 3. Survey all incoming students (via Admissions Office) about whether they have a passport and invite those who do not to apply for Passport to Go!	Number of underserved students who apply for global funding opportunities offered by UNC	Annual	Center for Global Initiatives program applications & UNC NRC FLAS Common Application	404	424	444	464	485
B. Increase by 10% the number of underserved students receiving UNC global opportunities, including FLAS, the CGI Award, Global Take Off, and Passport to Go! by the end of the grant cycle.	1. Conduct application writing workshops targeting underserved students 2. Provide passports to incoming and transfer students from underserved groups 3. Organize a passport drive on campus with the US Department of State	Number of underserved students who receive global funding offered by UNC	Annual	Center for Global Initiatives program applications & UNC NRC FLAS Common Application	165	169	173	177	182
C. Increase by 10% the number of underserved students enrolling in foreign language courses beyond the UNC requirement by the end of the grant cycle.	1. Support upper level foreign language course offerings and scholarships 2. Develop marketing materials, such as videos and flyers, targeting underserved groups and conduct outreach with the Office of Diversity and Inclusion, Covenant Scholars, and other relevant groups	Number of underserved students who enroll in upper level language courses	Annual	Office of Institutional Research and Assessment	9,337	9,570	9,803	10,036	10,270

¹To ensure consistent data collection, we define “underserved” students as students with financial need, first-generation college students, students of color, LGBTQ students, transfer students, male students, and students with disabilities. Students interested in African Studs are mentored by ASC faculty and staff.

University of North Carolina at Chapel Hill—supplemental GEPA statement

University Policy Statement on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University's policy not to discriminate on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University's Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

<https://unc.policystat.com/policy/4467906/latest/>

The Equal Opportunity and Compliance Office (EOC) is UNC-Chapel Hill's central office for addressing issues related to discrimination and harassment, as well as compliance with relevant education and employment laws and regulations.

<https://eoc.unc.edu/>



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

CAROL L. FOLT
Chancellor

103 SOUTH BUILDING
200 EAST CAMERON AVENUE
CAMPUS BOX 9100
CHAPEL HILL, NC 27599-9100

T 919.962.1365
F 919.962.1647

June 20, 2018

Dear Review Committee,

On behalf of the University of North Carolina at Chapel Hill, I am pleased to submit this endorsement of the "Proposal to Establish a Comprehensive National Resource Center with FLAS in African Studies at the University of North Carolina at Chapel Hill." This Center will enhance our research into African societies, languages and issues; expand pedagogical activities while exploring new educational materials and delivery models; and extend the benefits of this research through new collaborative opportunities. This enhanced focus on African Studies will benefit students, faculty and people far removed from our campus.

This award would build on decades of scholarly excellence in this field led by the University's African Studies Center, which offers instruction in five African languages and supports more than 100 Africa-focused faculty in the College of Arts and Sciences and throughout our professional schools. Dr. Emily Burrill, an award-winning scholar of African History who holds joint appointments in the Departments of History and Women's and Gender Studies, leads the work of the Center. She was instrumental in creating the new African History Ph.D program, and is very active in the African Studies Association and helped found the Triangle African Studies Hub. Under her direction, the Center has demonstrated an unwavering commitment to fiscal responsibility, program accomplishment and fulfillment of every proposed activity in each NRC grant. The Center's management of Foreign Language and Area Studies funds has attracted an increased number of highly qualified graduate students to African Studies.

The Center is a vital contributor to Carolina's activities as a leading global public research university, supporting more than 100 Africa-focused faculty in the College of Arts and Sciences and throughout our professional schools. In addition to comprehensive Area Studies instruction, Carolina offers instruction in five African languages, and plans to develop Yoruba instruction through the UNC System's

distance-based Language Exchange. The center has also developed an exciting new initiative, "Africa steAAm @ UNC: Connecting science, technology, engineering, ACCESS, ARTS, and mathematics to Better Understand African Societies," which will enhance our Opening Access and Breaking Down Barriers initiative. With the goal of expanding global opportunities for traditionally underrepresented students, this new initiative builds on strengths among Carolina's Africanist faculty in the arts, humanities and social sciences who are engaged in critical approaches to the study of the continent by expanding their existing connections with, and contributions to, STEM research. The activities proposed in "Africa steAAm @ UNC" will create an increased pool of experts in African studies who can better address pressing national needs through government service, work in education fields and international business career opportunities.

This award would also expand the scope of the Center's African languages instruction by making languages accessible to STEM students and faculty. This will create opportunities to develop new courses that connect STEM and humanities approaches to critical issues in African Studies. The award would also encourage and support faculty research through additional conference and research travel and development of collaborative faculty working groups.

I am pleased to endorse this proposal and the groundbreaking work of our African Studies Center. The University is committed to supporting the Center as it works to achieve its goals that will advance opportunities across our Campus and make an impact across our state, nation and world.

Sincerely,

A handwritten signature in black ink that reads "Carol L. Folt". The signature is written in a cursive, flowing style.

Carol L. Folt

June 4, 2018

To the Interested Reader:

With this letter, I extend Durham Technical Community College's wholehearted endorsement for the University of North Carolina at Chapel Hill's request for continued support for its Area Studies Centers. The University's request for Title VI funding to develop and strengthen international education programs aligns with Durham Tech's vision to empower learners to enrich the local and global communities.

Durham Tech's historical partnership with UNC Chapel Hill has been further strengthened with our collaboration with university's Area Studies Centers. This partnership has enabled Durham Tech to provide our students with the opportunity to become Global Distinctions Scholars by offering a variety of events and activities on a range of global topics. With support from the Area Studies Centers, Durham Tech has hosted nearly two dozen such events in the past two years and has strengthened our library collections, provided faculty development opportunities, and enhanced our curricular offerings to include focus on global issues.

Continued Title VI funding support will enable Durham Tech to further refine our existing curriculum with content focused on **Africa, Asia, Europe, East Europe, Eurasia, Latin America, the Middle East and Russia**, as well as to continue offering courses in area studies. Ongoing support will also enable us to update our library collections as needed to support these endeavors and plan related events on global topics for the campus community.

Durham Tech serves vibrant and diverse communities and it is essential that our students are exposed to and develop an understanding about diverse cultures and nationalities. Our work with UNC Chapel Hill's Area Centers has given us a pathway for creating experiences both inside and outside the classroom to provide that exposure. We highly value the expertise and support from the Area Centers in helping us foster global competence across campus and sincerely hope this work can continue in the future. It is for that reason that we offer our full endorsement for the University's request for continued Title VI support.

Sincerely,



William G. Ingram
President

C: Dr. David Long



UNIVERSITY of NORTH CAROLINA WILMINGTON

May 10, 2018

Dear Review Committee,

I am writing to express support to continue and expand collaborations with Area Studies Centers at the University of North Carolina at Chapel Hill. Faculty in the Watson College of Education believes that in the age of globalization, an intimate understanding of a foreign culture is both a valuable academic asset and an enriching personal experience. As a leader in education, faculty at UNCW-WCE is dedicated to providing education students with the opportunity to work and study in schools throughout the world, and our curriculum is increasingly infused with international content. Support for faculty to implement these goals is crucial.

Combined funding from our institution and Title VI grants will support our faculty in their effort to embed information about a world region in an existing course or to create a new course. This project supports the development of global scholars within the faculty for the purposes of embedding global concepts in their courses and encouraging them to act as mentors to other faculty. With this funding we plan to identify six global scholars within the faculty of Watson College of Education representing the following continents: **Middle East, Africa, Asia, Europe, East Europe, and Latin America**. The faculty in this project will work together to coordinate their efforts and offer students the opportunity to focus on various parts of the world, comparing and contrasting culture, environments, language, education, politics, and history, while preparing to be teachers in the United States.

In the past three years, our collaborations with UNC-CH have allowed faculty to conduct research abroad, collect authentic teaching materials, and lead study groups for pre-service teachers. Building on our institution's initiatives, this complementary funding has had a remarkable and significant impact on our ability to prepare North Carolina teachers for the globalized classrooms they will be entering. More than 2,000 pre-service and in-service PreK-12 teachers, faculty, and children have been impacted by this important funding.

Sincerely,

Susan Catapano, E.D.

Professor and International Coordinator

EARLY CHILDHOOD, ELEMENTARY, MIDDLE, LITERACY, AND SPECIAL EDUCATION
DONALD R. WATSON COLLEGE OF EDUCATION



June 14, 2018

To Whom it May Concern,

As the Director for International Programs at Winston Salem State University (WSSU), I write to express support for the NRC proposals from the University of North Carolina at Chapel Hill. The NRC grant is extremely valuable for a minority serving institution such as Winston-Salem State University. It allows us to develop programs that would not be possible otherwise.

For the past four years WSSU has been in partnership with the Area Studies Centers there, and our faculty and students have benefitted enormously. In this partnership WSSU faculty members have created new language and non-language courses, and developed partnerships and linkages with institutions abroad. In addition, we have collaborated to host visiting scholars and co-curricular cultural events that have had a strong impact on our institution and our capacity to improve the global competencies and expertise of our students.

In the coming four years, WSSU looks forward to building on these collaborations, and expanding programs for world regions such as Africa, Asia, Europe, Latin America, the Middle East, and Russia. New courses, support for faculty research and conference travel, students who may apply for FLAS fellowships to study languages, and international linkages will greatly enhance our ability to meet our institution's global objectives in our 2016-21 strategic plan.

Thank you for your support.

Sincerely,

Joti Sekhon, Ph.D.
Director of International Programs
Professor of Sociology

A constituent institution of the University of North Carolina.

Winston-Salem State University is dedicated to providing equal opportunity in admissions and employment based on merit, and without discrimination based on race, color, creed, religion, gender, national origin, age, disability or veteran status, according to state and federal laws.

PR/Award # P015A180067



June 4, 2018

Dr. Emily Burrill
Director, African Studies Center
University of North Carolina at Chapel Hill

Dear Dr. Burrill,

As the Senior Associate Dean for Global Programs in the College of Arts and Sciences, I express the College's support for your NRC and FLAS proposal. The activities in your proposal will significantly enhance our institution's capacity to address national needs from diverse perspectives and to prepare graduate and undergraduate students to make future professional contributions in government, business and education. Because of the excellence that characterizes your fine leadership and the high standards of project management and financial responsibility of the African Studies Center, the College confirms that it will provide the following funding to your Center:

In addition to annual support to the African Studies Center for many of its conferences, speakers, and travel, the College will continue to cover all of your salary and your Director stipend, course release, and research funds, the Associate Director's salary (.5FTE), and the salary of the Business Manager.

Specifically related to this grant proposal, the College commits to provide 50% of the Program Associate salary, 67% of the position in West African Languages and Literature, 67% of the Swahili position, and \$6000 for STEM Outreach Projects.

The College is particularly impressed by the themes in your proposal of Access and Arts in Africa-focused STEM projects at UNC. Africanist faculty in Arts, Humanities, and Social Sciences have a distinguished record of critical and engaged inquiry at UNC. The proposal's plans to connect these inquiries more fully with projects such as the NSF PIRE project, UNC Project Malawi, and the Global Social Development Innovations institute, and making the work of the Center more accessible to, and inclusive of, diverse students and participants, are very much in line with the goals and directions of the College and the university as a whole.

I welcome the opportunity to support "Africa steAAm @UNC: Connecting science, technology, engineering, ACCESS, ARTS, and mathematics to Better Understand African Societies."

Sincerely,

Rudi Colloredo-Mansfeld, PhD
Senior Associate Dean for Social Science and Global Programs
Professor of Anthropology

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

	A	B	C	D	E	F	G	H
1			ASC NRC	ASC NRC	ASC NRC	ASC NRC		
2			YR 1	YR 2	YR3	YR 4		
3			2018-2019	2019-2020	2020-2021	2021-2022	Priority	
4			NRC	NRC	NRC	NRC		
5	A. PERSONNEL							
6	A.1. Administrative							
7		Associate Director (1 FTE - 50% T6) <i>Anderson</i>	32,500	33,475	34,479	35,514		135,968
8		Program Associate (.8 FTE - 50% T6) <i>Sewall</i>	14,846	15,291	15,750	16,223		62,110
9	Africa steAAm @UNC	Opening Access Coordinator (1 FTE-.05% T6) <i>Arellano</i>	1,000	1,000	1,000	1,000		4,000
10		Subtotal Administrative Salaries	48,346	49,766	51,229	52,736		202,078
11	A.2 Language							
12		Teaching Assistant Professor of West African Language and Literature (\$68K: 33% NRC; 67% UNC) <i>Camara</i>	22,400	23,072	23,764	24,477		93,713
13		Teaching Assistant Professor of Swahili (\$50K; 33% NRC; 67% UNC) <i>Mwamzandi</i>	16,500	16,995	17,505	18,030		69,030
14		Intermediate/Advanced Swahili and Wolof Instruction augmentation (3 courses @ \$3K)	9,000	9,000	9,000	9,000		36,000
15	Africa steAAm @UNC	STEM Language Projects Coordinator (PIRE) <i>Mwamzandi</i>	8,000	8,240	8,487	8,742		33,469
16	Africa steAAm @UNC	Chichewa Instruction	4,000	4,000	4,000	4,000		16,000
17	Africa steAAm @UNC	LAC/Language Coordinator (incl. Yoruba dev. in the NC Language Exchange) <i>R. Anderson</i>	2,000	2,000	2,000	2,000	CPP 1/2	8,000
18		Subtotal Language Salaries:	61,900	63,307	64,756	66,249		256,212
19	A.3 Non-Language							
20	Africa steAAm @UNC	Languages Across the Curriculum; UNC NRC collaboration in all languages and area studies						
21		LAC Instr: Swahili (E. Africa Health content)	4,000	4,000	4,000	4,000		16,000
22		LAC Instr: Arabic (N. Africa Migration content)	1,000	1,000	1,000	1,000		4,000
23		LAC Instr: French (Senegal/Islam content)		1,000		1,000		2,000

	A	B	C	D	E	F	G	H	
24	B. FRINGE BENEFITS	LAC Instr: Portuguese (Angola/resources content)	1,000		1,000			2,000	
25		Subtotal Area Studies Instruction	6,000	6,000	6,000	6,000		24,000	
26									
27			SUBTOTAL PERSONNEL	116,246	119,073	121,986	124,985		482,290
28									
29			Associate Director	10,701	10,934	11,174	11,421		44,230
30			Program Associate	6,482	6,589	6,698	6,811		26,580
31			Open Access Coordinator	415	415	415	415		1,660
32			West African language and literature Assistant Professor (33% NRC)	7,290	7,450	7,616	7,786		30,142
33			STEM Language Projects Coordinator (PIRE)	2,088	2,145	2,204	2,265		8,702
34			Swahili instructor (33% NRC)	5,880	5,998	6,120	6,245		24,243
35			Intermediate and Advanced language/linguistics y7ygjyy7gfCourse augmentation	2,327	2,327	2,327	2,327		9,307
36			Swahili (LAC)	1,191	1,191	1,191	1,191		4,763
37			Arabic (LAC)	474	474	474	474		1,895
38			French (LAC)		474		474		947
39			Portuguese (LAC)	474		474			947
40			Chichewa Instruction	1,191	1,191	1,191	1,191		4,763
41			LAC/Language Coordinator	713	713	713	713		2,851
42			SUBTOTAL FRINGES	39,224	39,900	40,595	41,312		161,031
43		C. TRAVEL							
44			<i>Note: all travel at federal per diem rates and regulations; estimates based on airfare, lodging, mileage, and per diem</i>						
45			Director, Assoc. Director to ASA, AASP, T6 Burrill, Anderson 2-3/year @1K	2,000	2,000	1,000	1,000		6,000
46		Africa steAAm @UNC	Foreign travel research grants for faculty members, including Language Faculty. 1/year	2,000	2,000	2,000	2,000		8,000
47			Domestic travel for language faculty to attend conferences; 2-4/year @ \$1K	4,000	4,000	2,000	2,000		12,000
48			Outreach coordinator travel to state & national conferences and professional associations	1,000	1,000	1,000	1,000		4,000

	A	B	C	D	E	F	G	H
49	Africa steAAm @UNC	Study Abroad program development/linkage travel priority Malawi & Senegal	1,000	1,000				2,000
50		LAC coordinator travel to SoEs in UNC System	200	100	100	300		700
51		Librarian Travel to MSIs and CCs to enhance and support their Africa collections	200				CPP 1	200
52		SUBTOTAL TRAVEL	10,400	10,100	6,100	6,300		32,900
53	D. EQUIPMENT							
54		SUBTOTAL EQUIPMENT	0	0	0	0		
55	E. SUPPLIES							
56		Library Purchases	5,000	5,000	5,000	5,000		20,000
57		CAMP ASA Librarian collaboration, incl. ALMA	2,000	2,000	2,000	2,000		8,000
58		Outreach Culture Kits ASC & Carolina Navig.	1,000	1,000	1,000	1,000		4,000
59		Office supplies, memberships, subscriptions and books (WARA, CASA, etc.)	2,000	2,000	2,000	2,000		8,000
60		Diversity Abroad Network membership	200	200	200	200		800
61		Study Abroad materials	100					100
62		SUBTOTAL SUPPLIES	10,300	10,200	10,200	10,200		40,900
63								
64	F. CONTRACTUAL							
65		SUBTOTAL CONTRACTUAL	0	0	0	0		
66								
67	G. CONSTRUCTION							
68		SUBTOTAL CONSTRUCTION	0	0	0	0		
69								
70	H. OTHER	<i>(expenses include travel, materials, speaker fees)</i>						
71	H.1.Outreach							
72	H.1.a. K-12 Outreach	<i>K-12 teacher training and enhancement</i>						
73		World View annual support	3,000	3,000	3,000	3,000	AP2	12,000
74		World View Africa Seminar, March; Study Abroad in Malawi, June; Trip Follow-up workshop, August	0	0	2,000	0		2,000
76	Africa steAAm @UNC	STEM Outreach support for WV; planning Malawi trip	2,000					2,000

	A	B	C	D	E	F	G	H
77		ASOC NCSS conference table, annual mtg in locations around U.S	400	400	400	400		1,600
78		ASOC Annual ASA Teacher Workshop	400	400	400	400		1,600
79		ASOC Children's Africana Book Award	400	400	400	400		1,600
80	Africa steAAm @UNC	Learning thru Languages Africa materials development; UNC NRC collaboration	200	200	200	200	CPP 2	800
81	H.1.b. Post-secondary Outreach	<i>Post-Secondary Outreach</i>						
82	Africa steAAm @UNC	World View CC Global Distinction project	2,000	2,000	2,000	2,000	CPP1	8,000
83	Africa steAAm @UNC	STEM Outreach to support PIRE project, Health Affairs, GSDI; 1-2 programs/year to connect CC faculty with ongoing UNC STEM projects	3,000	3,000	2,000	2,000		10,000
84	Africa steAAm @UNC	SERSAS/SEAN collaboration with UF	2,000	1,000	2,000	1,000		6,000
85	Africa steAAm @UNC	SEALLF meetings collaboration with UF	1,000	2,000	1,000	2,000	CPP 1	6,000
86	H.1.c. Business, Public Outreach	<i>Business/professional/public Outreach</i>						
87		Collaborations with Ft. Bragg Civil Battalion	1,000	1,000	1,000	1,000	AP 1	4,000
88		UNC-Public Humanities Weekend Seminars; "			500	500		1,000
89								
90		Subtotal Outreach	15,400	13,400	14,900	12,900		56,600
91	H.2 Faculty Research and Teaching Enhancement							
92	Africa steAAm @UNC	Curriculum Development for "Africa steAAm"; 3 advanced UG or Grad-level courses & 1 First Year Seminar; 1/year	2,000	2,000	2,000	2,000		8,000
93		African Arts Journal	15,000	15,000	15,000	15,000		60,000
94	Africa steAAm @UNC	Faculty Seminar in African Ecology and Social Processes	2,000	2,000	2,000	1,000		7,000
95		Global African Humanities working group	1,500	1,500	500	500		4,000
96		Medical Economies of Medicine working group	1,500	500	500	500		3,000
97	Africa steAAm @UNC	Human rights and development speakers	1,000	1,000	1,000	1,000		4,000
98		Visiting Scholar to support steAAm initiative	2000	2000	1500	1000		6500
99	Africa steAAm @UNC	MSI collaborations with various MSIs in UNC System (\$5200/yr total for all projects)						

	A	B	C	D	E	F	G	H	
100	Africa steAAm @UNC	MSI Faculty Research Fellow Program	200	200	200	200	CPP 1	800	
101		MSI Faculty Conference Travel	2,000	2,000	2,000	2,000	CPP 1	8,000	
102		MSI curriculum development; preference for Yoruba Y1&2 & STEM/ARTS Y3&4 2/year	3,000	3,000	3,000	3,000	CPP 1	12,000	
103		Schools of Education collaborations, (\$4200 for all projects, including LAC, LTL, and course development funds)							
104		Schools of Education curriculum development; 1/year	2,000	2,000	2,000	2,000	CPP 2	8,000	
105		Subtotal Research and Teaching Enhancement	32,200	31,200	29,700	28,200		121,300	
106		H.3 Evaluation							
107		Africa steAAm @UNC	Evaluation of Opening Access, CCs, MSI, and Sch of ED activities, including focus groups, surveys, data analysis (UNC NRC collaboration)	1,000	1,000	1,000	1,000		4,000
108			Annual Outreach Advisory Board mtg for NC K12 educators to assess needs and evaluate programs (UNC NRC collaboration)	100	100	100	100		400
109			Subtotal Evaluation	1,100	1,100	1,100	1,100		4,400
110		SUBTOTAL OTHER	48,700	45,700	45,700	42,200		182,300	
111									
112		I. TOTAL DIRECT COSTS	224,870	224,973	224,581	224,997		899,421	
113		J. INDIRECT COSTS (8%)	17,990	17,998	17,966	18,000		71,954	
114									
115		K. TOTAL COSTS	242,859	242,971	242,548	242,997		971,375	
116									
117		TOTAL INVITATIONAL PRIORITIES	12,600	13,400	12,400	13,400		51,800	
118									
119		l. Training Stipends							
120		Academic Year							
121		Graduate Student Fellowships							
122		Tuition/Health Insurance	108,000	108,000	108,000	108,000		432,000	

	A	B	C	D	E	F	G	H
123		Stipend	90,000	90,000	90,000	90,000		360,000
124		FLAS Academic Year Subtotal	198,000	198,000	198,000	198,000		792,000
125		Summer						
126		<i>Graduate and Undergraduate Student Fellowships</i>						
127		Tuition/Health Insurance	20,000	20,000	20,000	20,000		80,000
128		Stipend	10,000	10,000	10,000	10,000		40,000
129		FLAS Summer Subtotal	30,000	30,000	30,000	30,000		120,000
130		Annual FLAS Fellowship Request	228,000	228,000	228,000	228,000		912,000
131		FLAS Fellowship Request TOTAL						912,000