

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 # P015A180104

Grants.gov Tracking#: GRANT12659797

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180104

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/25/2018"/>	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"/>
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8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Kansas Center for Research, Inc."/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="48-0680117"/>	* c. Organizational DUNS: <input type="text" value="0762486160000"/>

d. Address:

* Street1: <input type="text" value="2385 Irving Hill Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Lawrence"/>
County/Parish: <input type="text" value="Douglas"/>
* State: <input type="text" value="KS: Kansas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="66045-7568"/>

e. Organizational Unit:

Department Name: <input type="text" value="Kansas African Studies Center"/>	Division Name: <input type="text" value="College of Liberal Arts & Sci."/>
---	--

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Alicia"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Reed"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Research Administration"/>

Organizational Affiliation: <input type="text" value="University of Kansas Center for Research, Inc."/>

* Telephone Number: <input type="text" value="785-864-3441"/>	Fax Number: <input type="text" value="785-864-5025"/>
---	---

* Email: <input type="text" value="kucrpropmgmt@ku.edu"/>

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Univ.-affil. non-profit corp.

*** 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:**

Cultivating Global Citizenship in the Heartland: The Kansas African Studies Center

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="561,083.00"/>
* 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="561,083.00"/>

*** 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

University of Kansas Center for Research, Inc.

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	88,600.00	126,264.00	112,702.00	104,120.00		431,686.00
2. Fringe Benefits	12,322.00	31,301.00	33,339.00	30,213.00		107,175.00
3. Travel	39,168.00	21,244.00	30,914.00	24,994.00		116,320.00
4. Equipment						
5. Supplies	7,800.00	6,600.00	12,800.00	10,200.00		37,400.00
6. Contractual						
7. Construction						
8. Other	79,965.00	42,430.00	38,080.00	58,406.00		218,881.00
9. Total Direct Costs (lines 1-8)	227,855.00	227,839.00	227,835.00	227,933.00		911,462.00
10. Indirect Costs*	18,228.00	18,227.00	18,227.00	18,235.00		72,917.00
11. Training Stipends	315,000.00	315,000.00	315,000.00	315,000.00		1,260,000.00
12. Total Costs (lines 9-11)	561,083.00	561,066.00	561,062.00	561,168.00		2,244,379.00

***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: 07/01/2015 To: 06/30/2019 (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 # P015A180104

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Alicia M Reed</p>	<p>TITLE</p> <p>Director, Research Administration</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Kansas Center for Research, Inc.</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</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 type="checkbox"/> a. bid/offer/application <input checked="" 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
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name 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:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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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.

1236-KASC-GEPA_Form.pdf

Add Attachment

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GEPA Section 427 STATEMENT

The Kansas African Studies Center (KASC) fully complies with the provisions, policies, and procedures that are in place at the University of Kansas to ensure compliance with the Department of Education's General Education Provision Act (Section 427 of GEPA), which recognizes six types of barriers that can impede equitable access or participation in a program: gender, race, national origin, color, disability, and age. The University of Kansas follows federal guidelines for affirmative action and all federal rules and regulations concerning equal access and treatment for all students, faculty, and staff. These policies also govern all units within KU, including KASC.

KU has detailed guidelines for ensuring nondiscrimination, equal opportunity, and affirmative action to all University of Kansas employees, students, volunteers, and affiliates and in its hiring practices. For example, the University's Non Discrimination, Equal Opportunity, and Affirmative Action policy helps to ensure Section 427 of GEPA is met. The policy states: "In accordance with Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Executive Order 11246, Title IX of the Education Amendments of 1972, Section 503 and 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, the Vietnam Veterans Readjustment Assistance Act of 1974, the Jobs for Veterans Act of 2002, the Kansas Acts Against Discrimination and all other applicable civil rights and nondiscrimination statutes, the University of Kansas prohibits discrimination. Specifically, the University of Kansas prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, and genetic information in the University's programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of the Office of Institutional Opportunity and Access, IOA@ku.edu, 1246 W. Campus Road, Room 153A, Lawrence, KS, 66045, (785)864-6414, 1049 Miller Building, 3901 Rainbow Blvd. Kansas City, Kansas, 66160 (913)588-5048, 711 TTY."

For details regarding how the Kansas African Studies Center (KASC), specifically, plans to address Section 427 of GEPA for purposes of the activities described in this grant application, please see Sections B.3 and C.3 of the narrative. KASC strives for a balance in hiring that favors members of groups that have been historically underrepresented, including women and members of the African diaspora. A woman and a scholar of color are the Center's two faculty leaders. Of KASC's 32 core faculty members, 14 (or 44%) identify as female, an increase from 38% four years ago, and 15 (or 47%) identify as scholars of color. When considering KASC's 74 affiliated faculty, lecturers, and staff, 37 (or 50%) are women and 29 (or 39%) are racial or ethnic minorities. The composition of KASC's Executive Committee also reflects a commitment to equal representation, with 8 (or 57%) women and 6 (or 42%) scholars of color on the 14-member committee in 2018. KASC also values the knowledge and institutional expertise of its elderly faculty, maintaining close relations with four Emeritus Professors, two of whom are former directors of the Center.

The NRC/FLAS activities proposed in this application fall within the rubric of KU's general policy on making its facilities and programs accessible to all and overcoming barriers for students with special needs. The University supports the participation of persons with disabilities by providing needed accommodations (e.g., interpreter, Braille materials, sign language assistants for the deaf). All KASC staff members share a commitment to ensuring equal access

and treatment for eligible participants. The buildings in which KASC and the other NRC centers are housed are all handicap accessible, including parking set aside for the handicapped adjacent to the buildings and elevator access. Likewise, all classrooms and meeting rooms in which KASC and the other NRC Centers hold meetings, events, or classes are accessible to those using wheelchairs. All interior signage in all campus buildings in which the events, meetings, and classes associated with KASC and the other NRC centers are held are posted in Braille. Students with learning disabilities, or who are hearing or visually impaired, have access to the University's Student Access Services (SAS), which has as its mission "...to facilitate appropriate resources, services and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at the University of Kansas." Components of SAS include staff members with expertise in the areas of Learning Disabilities/Attention Deficit Hyperactivity Disorders, Physical Disabilities, Psychological, Deafness & Hard of Hearing and Blindness & Visual Impairment. SAS is just one of the many resources available to students at KU. Qualified students are encouraged to utilize services available throughout the campus (e.g., Academic Achievement and Access Center, <http://achievement.drupal.ku.edu>, Writing Center, <http://writing.ku.edu>, Math Help Rooms, <http://www.math.ku.edu/academics/kap/help-room/tutoring.html>, as well as services through SAS. For details, please see <https://achievement.drupal.ku.edu> and <http://disability.ku.edu>. The University's policy regarding compliance with The Americans with Disabilities Act can be found at <http://disability.ku.edu/ada>.

The University of Kansas has a strong commitment to serving traditionally underserved minority populations and strives to increase the ethnic and cultural diversity of its student population, which is 20.6% minority overall and 23.6% minority for entering first-year students. The KU Chancellor, Provost, and Dean of the College of Liberal Arts and Sciences have a comprehensive sense of diversity that means having faculty, staff, and students from diverse backgrounds and experiences. This includes encouraging a wide range of intellectual, cultural, and religious perspectives to be expressed and celebrated across campus. The KASC director and staff are committed to fostering diversity within African Studies at KU and work closely with the Department of African and African-American Studies to do so.

Further, KU encourages and supports non-traditional students through on-campus daycare, late-afternoon and evening courses, online courses through KU Continuing Education (KUCE), articulation agreements with community colleges, and a mini-College program for adults. Additionally, Kansas residents who are 60 years of age or older (senior citizens) may request a waiver of tuition and Lawrence/Medical Center required campus fees. From 2008 to 2013, KU was selected by the Army for the US Army Wounded Warrior Education Initiative and 14 veterans received scholarships for KU. After the Army program ended in 2013, KU established the KU Wounded Warrior Scholarship in order to continue funding higher education for veterans.

Signature of Authorized Representative: _____



Typed name of Authorized Representative: Alicia M. Reed, Director, Research Administration

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 University of Kansas Center for Research, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Alicia Middle Name: M.
* Last Name: Reed	Suffix:
* Title: Director, Research Administration	
* SIGNATURE: Alicia M Reed	* DATE: 06/25/2018

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.	Elizabeth		MacGonagle	

Address:

Street1:	KU Kansas African Studies Center
Street2:	1440 Jayhawk Blvd., 201 Bailey Hall
City:	Lawrence
County:	Douglas
State:	KS: Kansas
Zip Code:	66045-7574
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
785-864-9452	

Email Address:

kasc@ku.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

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:

ABSTRACT

Overview

The Kansas African Studies Center (KASC) is the primary site in the American Heartland for the production and dissemination of knowledge about Africa. KASC coordinates interdisciplinary activities of Africanists at the University of Kansas (KU) and meets education needs—for intellectual work, graduate training, undergraduate education, language instruction, K-16 education, and public awareness—across a wide service area. Through its emphasis on African language instruction, curriculum enhancement, library acquisition, training workshops, conferences, public lectures, and K-16 outreach, KASC is an important resource for *cultivating global citizenship* in the region and the broader world. To accomplish this challenging mission, KASC will work with its 100+ affiliated faculty and staff on targeted initiatives for 2018-2022 that center around African Studies education, African language instruction, and education outreach.

Goals and Outcomes

A central focus of our mission is African Studies education, with the explicit goal of preparing students to become competent global citizens with knowledge and interest in Africa. Resonating with the vision of KU's innovative Core curriculum, KASC extends education and assessment efforts beyond information transfer to emphasize not only broad competencies of global citizenship (e.g., critical thinking, social responsibility, global awareness, and cultural competence), but also enduring changes in self-understanding (e.g., identification and motivation). To achieve this goal, KASC will use NRC funds to support the development of experiential learning opportunities (e.g., student participation as *Global Awareness Ambassadors*) and the nomination of African Studies courses for inclusion in the KU Core. In addition, KASC will seed a faculty position in Digital Humanities in African Studies to enhance scholarly digital initiatives alongside the Institute for Digital Research in the Humanities on campus. KASC will launch a variety of projects—including collaborative courses, joint seminars, and conference participation stipends—to build on successful initiatives within the College of Liberal Arts and Sciences and forge deeper links with KU's seven professional schools, especially the School of Education, and regional community colleges (CCs) and Minority-Serving Institutions (MSIs).

A second focus of the KASC mission is African language instruction, with an ongoing goal of increasing the number of students who reach advanced level proficiency in an African language. KASC will continue individual instruction in languages that enhance students' research activities and expand its portfolio of instruction in 4-year languages by adding Somali and Amharic to existing courses in Arabic, Kiswahili, and Wolof. To sustain our language program, KASC will expand the number of FLAS awards and continue to diversify the pool of language learners by giving preference in the award process to qualified applicants from traditionally underrepresented groups, or who demonstrate financial need. KASC will further support African language study by enhancing our KU Summer African Language Institute (SALI) to enable local students to achieve advanced proficiency in a timely fashion and by introducing educators from high schools, CCs, and MSIs to an African language in the summer. KASC will expand our international affiliations for associated communities of the languages we

offer—in Tanzania for Kiswahili, Kenya for Somali, Ethiopia for Amharic, and Senegal for Wolof—to follow KU’s recent success with a popular Arabic program in Ifrane, Morocco.

A third focus of the KASC mission is educational outreach, with the priority goal of promoting diverse perspectives, generating debate, and increasing global competencies (including identification and motivation) among K-16 students and educators. To achieve this goal in our service region, KASC will collaborate with our other KU Area Studies Centers (ASCs) to design international events such as an annual *World Languages Fair* and *Global Studies Symposium* for middle and high school, CC, and MSI students. This will generate a pipeline for further foreign language learning and area studies training. KASC’s full-time outreach coordinator will develop initiatives that reach additional populations in both rural and urban communities across Kansas and the Kansas City metro region. In addition, KASC will continue its foundational support for the Mid-America Alliance for African Studies (MAAAS), an organization of regional Africanists. We will also facilitate African Studies training for faculty and students at regional elementary, secondary, and postsecondary institutions (including MSIs and CCs), and will continue to provide additional high-quality programming commensurate with the role of a regional center for intellectual work in African Studies.

In all of these activities, KASC takes seriously program mandates for efficiency and accountability. The Center makes extensive use of faculty expertise and technology, integrates programs into larger KU initiatives, coordinates activities with four sibling KU ASCs, and gives priority to mutually reinforcing activities (e.g., experiential learning in support of African language and area studies training) that address multiple program goals. Similarly, KASC emphasizes a process of evidence-based assessment that resonates with its broad educational philosophy to inform decisions and ensure high quality programs.

Through its mission and structure, KASC embodies the absolute priority of the NRC and FLAS programs to reflect diverse perspectives and a wide range of views and generate debate on issues related to Africa. We will continue to encourage government service in areas of national need, as well as in the education, business, and non-profit sectors. KASC also places a priority on teacher training activities that promote a deeper understanding of African languages and the global dimensions of studying about Africa. KASC initiatives for 2018-22 build on the excellence of our programs—for African studies curriculum development and education, African language instruction, and global education outreach—and expand them to better serve both our heartland region and national needs.

Competitive Preference Priorities

KASC enthusiastically shares all Competitive Preference Priorities of the NRC and FLAS programs. We address *NRC Competitive Preference Priority 1* through a variety of collaborative activities with MSIs and community colleges and meet *Competitive Preference Priority 2* through extensive activities with KU’s School of Education. For *FLAS Competitive Preference Priority 1*, KASC will continue to give preference in the fellowship award process to both undergraduate and graduate students who demonstrate financial need. Finally, KASC meets *FLAS Competitive Preference Priority 2* by continuing to award all of our academic year and summer FLAS fellowships in African LCTLs critical to our national needs.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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***Cultivating Global Citizenship
in the Heartland***

KASC

KANSAS AFRICAN
STUDIES CENTER
UNIVERSITY OF KANSAS

www.kasc.ku.edu

***Comprehensive NRC/FLAS
Application 2018***

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: \$246,083 Year 2: \$246,066 Year 3: \$246,061 Year 4: \$246,168

FLAS Request

Year 1: \$315,000 Year 2: \$315,000 Year 3: \$315,000 Year 4: \$315,000

Type of Applicant

- Single institution The University of Kansas, Kansas African Studies Center
- 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, Amharic, Kiswahili, Somali, and Wolof

ACRONYMS GUIDE

AAAS: African and African-American Studies	IT: Information Technologies
ACTFL: American Council on the Teaching of Foreign Languages	JCCC: Johnson County Community College
ALMA: African Language Materials Archive	K-12: Kindergarten - 12 th Grade
ALTA: African Language Teachers Association	KASC: Kansas African Studies Center
ASCs: Area Studies Centers	KCKCC: Kansas City, KS Community College
AY: Academic Year	KS: Kansas
BA/BS: Bachelor of Arts/Bachelor of Science	KU: University of Kansas
CABA: Children's Africana Book Awards	KUCR: KU Center for Research
CC: Community College	KUL: The University of Kansas Libraries
CGSC: Command and General Staff College	KUSW: KU Scholar Works
CIEE: Council on International Educational Exchange	LCTL: Less Commonly Taught Language
CoLLAB: Humanities Collaborative	MA: Master of Arts
CTE: Center for Teaching Excellence	MAAAS: Mid-America Alliance for African Studies
EFC: Expected Family Contribution	MSI: Minority Serving Institution
EGARC: Ermal Garinger Academic Resource Center	NALRC: National African Language Resource Center
EEO/AE: Equal Employment Opportunity/Affirmative Action Employer	NEH: National Endowment for the Humanities
ETI: Educator Training Initiative	NRC: National Resource Center
FAO: Foreign Area Officer	OIP: Office of International Programs
FLAS: Foreign Language and Area Studies	OPI: Oral Proficiency Interview
FREN: French, Italian, and Francophone Studies	OPIc: Oral Proficiency Interview Testing via Computer
GCCC: Garden City Community College	OOE: Other Operating Expenses
GRW: Graduate Research Workshop	OSA: Office of Study Abroad
GTA: Graduate Teaching Assistant	PhD: Doctor of Philosophy
HBCU: Historically Black Colleges and Universities	ROTC: Reserve Officers' Training Corps
HCH: Hall Center for the Humanities	SALI: Summer African Language Institute at KU
HR: Human Resources	SLLC: School of Languages, Literatures, and Cultures
ILL/DD: InterLibrary Loan and Document Delivery	STEM: Science, Technology, Engineering, and Mathematics
	UG: Undergraduate

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Project Narrative



Cultivating Global Citizenship in the Heartland: The Kansas African Studies Center

Founded in 1992, the Kansas African Studies Center (KASC) has served as the premier resource for African Studies in the Mid-America region for over 25 years. KASC is a leading national voice in African studies with a reputation for regional excellence in its mission of language instruction, cultural outreach, teacher training, graduate education, university teaching, and faculty research. **Table A1** provides a snapshot of how KASC’s recent impact fulfills the objectives and purpose of the NRC and FLAS Programs.

Table A1: Recent Impact of the Kansas African Studies Center in the Heartland
Promoting diverse perspectives about shifting demographics in the Midwest to close to 600 community members at 20 school and public events through our <i>Migration Stories</i> initiative, a project funded by the National Endowment for the Humanities that gathers stories about migration from communities who host African refugees.
Offering regular instruction in three African languages (Arabic, Kiswahili, and Wolof) to 426 students (72 in advanced classes) in 2016-18, with plans to launch Somali and Amharic in fall 2018; Supporting the KU Summer African Language Institute (SALI) to serve the region; Implementing program-wide oral proficiency assessments .
Awarding 85 FLAS fellowships since 2014, with 40 (47%) at the advanced level , to 67 different students for study in critical African LCTLs to serve national needs.
Graduating 230 undergraduates (41% growth) in the African Studies major and minor , providing more than 1,229 BA/BS earners with 15+ hours of African Studies courses; Training 37 graduate students with a MA degree in African Studies and awarding graduate certificates in African Studies to students from 13+ disciplines in the College of Liberal Arts and Sciences, School of Education, and School of Health Professions from 2013-2017.
Encouraging careers in federal and state government with more than 40 events in 2014-2018, including information sessions on employment for the CIA, Peace Corps, and Department of State, frequent “coffee conversations” with diplomats, and panel discussions on student internship opportunities in Washington DC.
Delivering African Studies outreach content to 18,000 participants in our communities and on K-12 and post-secondary campuses, including MSIs and CCs, with free film screenings, music performances, storytelling, and prominent speakers such as Zadie Smith, Aminatta Forna, Chris Abani, and Michael Gomez in 2014-2017.
Strengthening strategic collaboration with the US Armed Forces through academic advising with KU's Wounded Warriors program, training for officers pursuing an MA or graduate certificate in African Studies; Providing Arabic instruction for 59 ROTC students through Project GO since 2013, including 40 studying in Ifrane, Morocco with KU’s summer program.
Hosting two recent conferences of the Mid-America Alliance for African Studies (MAAAS) in 2014 and 2017, bringing 122 regional faculty and graduate students together for research and teaching exchanges.
Facilitating study abroad opportunities in Africa and internships for students from our professional schools with 264 participants since 2012, including popular KU programs in Morocco, Tanzania, South Africa, Uganda, Senegal, and Malawi.
Building new formal African university linkages in Ghana, Kenya, Nigeria, Mozambique, South Africa, and Zimbabwe over the past four years and hosting visiting delegations at KU.
Providing nearly 200 teachers Global Studies knowledge and pedagogical training between 2014-2018 in Annual Educator Workshops, in collaboration with 4 other Area Studies Centers at KU, on topics such as global grasslands, children in peace and conflict, engaging students with international issues, and global competency in teacher education.

A. Program Planning and Budget

A.1. KASC requests annually \$246,061 in NRC funding and \$315,000 for FLAS fellowships to extend this high-quality work through activities that resonate strongly with the substance and spirit of NRC priorities for 2018-2022. KASC programs consolidate successful developments supported by previous federal funds and focus on achieving excellence in African Studies as the sole comprehensive NRC for Africa in the Heartland. We make efficient use of limited resources by proposing a coordinated program of activities to serve multiple goals through complimentary methods such as experiential learning activities that serve our outreach mission, and enhancement of our less commonly taught languages (LCTLs) while featuring them in teacher training activities. **Table A2** lists the target initiatives we will launch at reasonable costs with this support.

Table A2: KASC Heartland Initiatives for 2018-2022
Increase 4-yr languages to a total of 5 by adding courses in 1 st -4 th year Somali and Amharic to existing portfolio of 4-yr instruction in Arabic, Kiswahili, and Wolof . Generate a pipeline of middle and high school learners with World Languages Fair.
Expand the number of FLAS awards to 10 AY and 10 Summer; broaden participation by continuing to give preference to students who demonstrate financial need and come from underrepresented groups. Extend the reach of our language training to high school, community college, and MSI teachers with stipends for intensive language study at KU’s Summer African Language Institute (SALI).
Weave KASC courses into the KU Core: a curriculum innovation that emphasizes broad competencies to generate debate (e.g., critical thinking, communication skills, global awareness, and social responsibility). Develop experiential learning opportunities in introductory KASC courses to promote these competencies.
Use NRC funding to seed a faculty position for a scholar of Digital Humanities in African Studies who will bring Africa expertise to KU’s Institute for Digital Research in the Humanities.
Coordinate the development of team-taught seminars in the Schools of Education, Social Welfare, Engineering, and Medicine. Increase existing internship opportunities in Africa for students in KU professional schools .
Expand our role as a regional center for African Studies education with a variety of initiatives—including support for attendance at the Mid-America Alliance for African Studies (MAAAS) annual conference and a Global Studies Symposium for students and teachers at secondary schools, MSIs, and community colleges.
Reach out to culturally diverse communities and the non-profit sector by developing a <i>Global Learning Collaborative</i> with affiliated faculty in KU’s Professional Schools and partners in community health coalitions.
Build and maintain sustained collaborations with our regional MSI and CC partners to develop internationalized curriculum by hosting annual <i>Educator Training Initiatives</i> (ETIs) and providing faculty development grants for participation in KASC’s Tanzania and Senegal field schools as well as research at KU.
Invest in quality K-16 education with teacher workshops on global themes of health and medical care, healthy communities, energy, environment and sustainability, and information technologies and access.
Evaluate the quality of our initiatives by developing evidence-based assessment of KASC programming and creating an evaluation database.

For non-language instruction, our enduring goal has been to cultivate students who are prepared to take on roles as competent global citizens with knowledge and interest in Africa, as is shown by our broad range of courses in **Appendix 2**. To achieve this objective in the 2018-2022 cycle, we propose to integrate KASC programming into broader University of Kansas (KU) educational initiatives that strive to cultivate global citizens in the Heartland. At the introductory UG level, KASC requests funds for GTA support (Year 1, Year 2) to develop experiential learning activities (research, service, and educational outreach) in large introductory classes, not only as a mechanism to enhance learning, but also to motivate interest in the African Studies minor and African language courses. At the upper UG level, KASC will fund competitive grants (Y1-Y4) to support pedagogical material collection and the development of African Studies units for inclusion in a course menu that students across KU can take to fulfill broad learning objectives (including global awareness and civic responsibility) of the KU Core curriculum. At the upper UG and graduate level, KASC will fund course development grants to support targeted, **team-taught seminars** that pair faculty from the College of Liberal Arts and Sciences (CLAS) **with faculty in 4 different professional schools:** Education, Social Welfare, Engineering and Medicine. (**Section F.1**). The resulting seminars will foster interdisciplinary pedagogical collaboration, promote deeper integration of the professional schools' perspectives and methods into the African Studies curriculum, and recruit professional students to the African Studies minor, graduate certificate, and programs for language training and study abroad. We will expand the successful KASC Graduate Research Workshop (GRW) by facilitating participation of graduate students from outside KU to make the workshop a regional event annually.

Besides these training innovations, KASC seeks funds to seed a tenure-track faculty position for *Digital Humanities in African Studies* in the Department of African and African-American

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Studies (AAAS). This position adds intellectual and African area studies strength to an established partnership between the Institute for Digital Research in the Humanities (IDRH) in KU Libraries (KUL) and academic faculty that work to use computing technology to advance humanistic scholarship across disciplines.

For language instruction, our goal is to increase the number of students who reach advanced level proficiency in an African Language (**Section G** and **Appendix 2**). KASC will strengthen our language instruction with NRC support for faculty-supervised lecturers to provide advanced language instruction in Arabic, Kiswahili, and Wolof; and to extend our language program by launching Amharic and Somali. Beyond this, the African Language Coordinator and an appropriate faculty expert will supervise individual instruction by native speakers in other African LCTLs. To help local language learners achieve proficiency in a timely fashion, we will continue to offer the KASC Summer African Language Institute (SALI), now in its fifth year, to provide the equivalent of one-year of language instruction over two intensive months (Y1-Y4). In addition, we request funds to use proficiency examiners for our individual language instruction program, to support oral proficiency interview testing efficiently via computer (OPIc) for language students in regular courses, to purchase language instructional materials (especially in Somali and Amharic), to support the African Language Materials Archive (ALMA), along with other Africa NRCs, and for faculty and lecturer attendance at training workshops for pedagogy and proficiency testing.

KASC's goals for the language program depend not only on high quality instruction, but also a pipeline of interested learners. To strengthen that pipeline, we will provide fellowships to encourage participation of instructors from K-12 institutions, Minority Serving Institutions (MSIs), and community colleges (CCs) in SALI, our Humanities Collaborative (CollAB) in Tanzania

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and Senegal, teacher workshops, and annual meetings of MAAAS. KASC will continue to develop **exchanges, study abroad programs, and library resources** that emphasize communities associated with the languages we teach. To build on existing institutional links, we request funds for KASC leaders to visit potential collaborating institutions in Senegal (to develop Wolof and enhance a new KU Francophone Studies Certificate), Ethiopia (for Amharic), Tanzania (for Kiswahili), and Kenya (for Somali and to further develop Kiswahili). Similarly, KASC requests NRC funds to complement regular university allocations **to Africana library collections** in areas of special priority, to support Somali-proficient and Amharic-proficient Library Assistants (Y1), and enable a book-purchasing trip by the Africana Librarian (Y3). Along with other African Studies programs across the nation, we request support for a new initiative that brings African theorists from the continent to the US for scholarly exchange, institutional dues for the West Africa Research Association, and the Title VI Librarians collaborative projects that facilitate research, teaching, and instruction in African Studies by expanding access to critical source material (such as archives and African journals) and promoting linkages to African institutions.

A core component of our mission to cultivate responsible global citizenship in the Heartland is **outreach to support Africanists at regional post-secondary institutions**. We propose to continue our annual foundational support for MAAAS with funds for speaker and travel support to the annual conference (including hosting at KU in October 2019). In addition, KASC requests funds to launch the **Mid-America Outreach Fellowship**, which will provide funds to sponsor attendance of high school, community college, or MSI faculty at the annual MAAAS meeting where they will receive broader access to important African content (Y1-Y4).

A particular focus of our proposed activities is to cultivate competent global citizenship through education outreach at the K-16 level. To support **outreach to K-16 educators**, KASC

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requests funds for workshops and associated travel to efficiently deliver the **absolute priority #2 of teacher training** in an accessible fashion. We will conduct educator workshops at the annual KU World Languages Fair (and an “on the road” version) and the annual meeting of MAAAS modeled after similar workshops held by Africa NRCs at the annual meeting of the African Studies Association. KASC will launch new Educator Training Initiatives (ETI) with K-12, CC, and MSI faculty on their campuses, including Johnson County Community College, Donnelly College, Pratt Community College, and Garden City Community College, to support their efforts to internationalize their curriculum (See **Appendix 4**). As a follow-up to a joint conference in Y3 with the other KU ASCs on reassessing global legacies from the “long 1960s,” we will host an educator workshop at KU in Y4 on this theme.

Besides outreach to educators, KASC will promote African languages and cultures to K-12 students through an annual **World Languages Fair** and **Global Studies Symposium**. KASC will also work with public libraries on two initiatives, “Let’s Speak African Languages” and “Let’s Read about Africa,” to target underserved populations in the Kansas City metropolitan area and rural communities in southwest Kansas where a recent influx of African refugees has led to shifting demographics (**Section I.1a**). Relevant materials for curriculum development and energetic participation will come from KASC students in language and area studies classes serving as Global Awareness Ambassadors in this outreach. KU faculty and graduate students will add their expertise to community sessions that feature KASC’s language offerings.

Collaboration with KU ASCs and professional schools is also key to KASC's success. This is particularly evident in **outreach to business, media, and the general public**. Together the ASCs will seek funds to continue our production of *Postcards from Abroad*: a program of 60-second radio spots that air twice weekly on Kansas Public Radio. These radio spots (and web

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posts on audioboom) draw on the knowledge and experience of KU faculty and students to provide roughly 75,000 listeners weekly with engaging glimpses of the world beyond our borders. KASC will also work with the Schools of Social Welfare, Pharmacy, and Medicine to convene *Global Learning Collaboratives* with health care professional in the region who work with African-born populations, many of whom are refugees. KU ASCs will jointly host a conference on the global legacies of the “long 1960s” and request travel awards to facilitate HBCU, MSI, and CC faculty participation (Y3).

Table A3: Seminar Themes for Fall and Spring 2018-2022

Year	KU Strategic Initiative	Partners	Seminar
1	Promoting Well-Being	Schools of Education, Medicine, Pharmacy, Social Welfare	Ethics of Medical Research in Africa; Youth, Conflict, and Human Development
2	Building Communities	Schools of Education, Law, Public Administration	Human Rights, Human Trafficking; Protest, Democracy, and Governance
3	Sustaining the Planet	School of Business, Biodiversity Institute	The Resource Curse: Oil and Development; Biodiversity and Climate Change in Africa
4	Multiplying Knowledge	Schools of Education, Engineering	Disability Studies and African Studies; Engineering without Borders

Finally, KASC requests funds for a seminar series in partnership with KU professional schools to bring experts on topics of pressing importance to give a public lecture, interact with students, and record an interview for our website. The activities for each year emphasize a different thematic strength at KU developed through a recent, campus-wide strategic plan (**Table A3**).

A.2. KASC has carefully planned the use of resources and personnel to achieve proposed objectives effectively and efficiently to achieve maximum benefit. KASC uses technology (e.g., teleconferencing, online videos, and modules) to adeptly distribute our educational outreach products across our broad service region. Centralized coordination of programming and evaluation with other KU ASCs capitalizes on economies of scale and avoids costly duplication of parallel activities across units. We will collaborate with the ASCs to efficiently conduct educational outreach such as the Languages Fair, Global Studies Symposium; *Postcards from Abroad*, joint conferences and teacher workshops, and assessment of programming effectiveness.

Table A4: Overview of Activities for Year 1	
Academic Programs	<ul style="list-style-type: none"> • <i>Support GTA to develop experiential learning activities in service of project learning goals, Y1-Y2</i> • Search for AAAS tenure-track professor of Digital Humanities in African Studies • Collaborate with KU ASCs to develop assessment tools • <i>Course development grants to encourage faculty to nominate KASC courses for KU Core</i> • <i>Host Graduate Research Workshop (with stipend for students from regional institutions)</i> • External evaluation of KU ASCs (Y1)
Language Instruction	<ul style="list-style-type: none"> • Develop interest via teaching collaborations with Schools of Education and Social Welfare • <i>Generate interest via experiential learning initiatives and K-12 outreach</i> • <i>Support launch of Somali and Amharic with purchases of instructional and library materials and funds for one Somali-proficient and one Amharic-proficient library assistant</i> • <i>Award 10 Academic Year (AY) and 10 Summer FLAS fellowships; support KASC SALI (including stipends for high school, MSI, and community college instructors), collaborate with Africa NRCs to fund ALMA, library projects, Children's Africana Book Awards (CABA)</i> • <i>Support best practices in language instruction with funding and training for instructors</i> • <i>Continuously monitor enrollment and OPI results to inform recruitment and training</i> • <i>Continuously monitor assessments for features of programs that generate interest</i> • <i>Administrator travel to create links with African universities in support of language program</i> • <i>Fund MSI and CC faculty development to attend summer Field School of Humanities ColLAB</i> • External evaluation of KU ASCs (Y1)
Outreach	<ul style="list-style-type: none"> • <i>Launch African Theory from the Continent Scholar Visits with other NRCs</i> • <i>Hold Global Studies Symposium and World Languages Fair (and related "on the road" events)</i> • <i>Plan Global Learning Collaboratives, Launch in Y2</i> • <i>Launch Educator Training Initiatives (ETIs) on partner CC campuses</i> • <i>Launch the Great Plains Faculty Development Fellowship (for CC and MSIs) for Y1, Y4</i> • External evaluation of KU ASCs (Y1) • <i>Collaborate with KU ASCs to plan "The Long 1960s" conference, Y3, and educator workshop, Y4</i> • <i>Support KASC seminars and MAAAS conference (host in Y1); support participation of high school, MSI, and CC instructors</i> • <i>Fund outreach graduate assistant's salary and travel to help accomplish project goals.</i> • <i>Award KU Faculty Travel Grants to enhance outreach (via dissemination of research)</i> • <i>Collaborate with KU ASCs on teacher workshops and "Postcards from Abroad" radio broadcasts</i> • <i>Collaborate with KU ASCs to develop assessment tools; fund evaluation database and manager</i>
<p>Note: Entries in italics indicate ongoing activities that continue in Y2-Y4.</p>	

KASC further ensures efficient use of resources and personnel by funding activities that enhance each other and address multiple goals. For example, KASC will invest in library materials *and* administrative travel by KASC leaders to Kenya in support of the new Somali language program. KASC requires that faculty who earn professional development awards (a) provide content and support for outreach programming, (b) conduct KASC business during their travel (e.g., investigating institutional affiliations or purchasing), and (c) contribute to the intellectual development of the KASC community upon their return (e.g., via seminar presentation, lunch talks, or mini-conference). Likewise, the explicit goal for KASC conferences is some tangible

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product such as an edited book, special journal issue, or web archive. Our *Global Learning Collaboratives* and *Educator Training Initiatives*, facilitated by our experienced Outreach Coordinator, address multiple goals by encouraging conversations around social well-being and cultivating thriving communities, particularly in the realm of public health, and nurturing ongoing knowledge production through teacher training (**Section I**). In these and other ways, KASC coordinates programming in synergistic fashion to multiply impact of scarce resources by capitalizing on our trained personnel (**Section B.1**).

An overview of **the development plan and timeline** for Y1 appears in **Table A4**. Our overarching objective for Y1 is to generate content and interest for our KU-based **instructional initiatives and outreach programming**. KASC will provide faculty with incentives to design courses for the KU Core and material for outreach modules; to initiate experiential learning activities for undergraduates in support of African language learning; and to support a wide variety of educational outreach activities that enhance our KU-based programs and outreach mission. Meanwhile, we will work with KU IT to build an evaluation database and collaborate with KU ASCs to develop tools to assess achievement of learning goals and global competence.

An overview of activities for Y2-Y4 of the project appears in **Table A5**. Students in KASC courses will be recruited as *Global Awareness Ambassadors* to engage in experiential learning

Table A5: Overview of Additional Activities for Years 2-4	
Academic Programs	<ul style="list-style-type: none"> • Seeded AAAS professor in Digital Humanities brings African Studies content and theory to the Institute for Digital Research in the Humanities in KU Libraries • Conduct evidence-based assessment to inform program design using tools developed in Y1; Begin data entry and analysis by evaluation database manager • Incorporate feedback from external evaluation of KU ASCs in Y1
Language Instruction	<ul style="list-style-type: none"> • Generate interest via teaching collaborations with Schools of Engineering (Y2), Medicine (Y4) • Africana Librarian travel to collect materials in support of KASC language instruction (Y3) • Incorporate feedback from external evaluation of KU ASCs in Y1
Outreach	<ul style="list-style-type: none"> • Conduct evidence-based assessment to inform program design using tools developed in Y1 • KU ASCs host conference to reassess global legacies of “The Long 1960s” with HBCU, MSI, and CC faculty supported through travel grants (Y3) • Educator Workshop on teaching about the global legacies of “The Long 1960s” (Y4) • Incorporate feedback from external evaluation of KU ASCs in Y1 • Support MAAAS conferences at regional institutions

through a wide variety of educational outreach activities. Evidence-based assessment of project goals using tools developed in Y1 will begin in Y2 and will operate continuously through Y4.

Section C.4 provides a detailed discussion of our assessment instruments and evaluation plan.

A.3. Costs of proposals are reasonable, leveraging institutional investments (Table D1) to achieve program objectives. Curriculum initiatives leverage investments not only in design and assessment priorities of the KU Core, but also in interdisciplinary and professional school collaborations at the upper-UG and graduate levels. Language program initiatives focus on teaching 5 languages at 4 levels; improving quality of proficiency testing and pedagogical training; expanding SALI offerings each summer; and assuring more study abroad niches for our languages. Library initiatives build on existing strengths (especially Islamic Studies) and focus on further development of KU as the premier Africana library for our large service area. Outreach proposals support successful programs (e.g., MAAAS activities) and work with KU ASC partners using shared, cost-effective strategies (e.g., World Languages Fair and Global Studies Symposium) to better perform KASC's mission to its large Heartland region.

A.4. Proposed activities will have significant, long-term impact on undergraduate, graduate, and professional program improvement. The new AAAS faculty member will enhance UG and graduate teaching and research in the emerging field of digital humanities. The addition of Somali and Amharic to the language program will strengthen KU's intellectual expertise in the Horn of Africa and the study of Islamic communities and will prepare UG and graduate students for work among Africans. The World Languages Fair, Global Studies Symposium, and other outreach activities will strengthen the pipeline of K-16 students into KASC academic and language programs. Collaboration with the professional schools will bring relevant African Studies content to their training programs.

B. Quality of Staff Resources

B.1. KASC faculty and staff are highly qualified for center activities and training programs and participate in teaching, supervising, and advising students (See Section H.2).

The KASC Director is Elizabeth MacGonagle, an historian of Africa with a PhD from Michigan State University and language training in Shona, Portuguese, French, and Kiswahili. She is an associate professor with a highly productive research program that draws on 25 years of extensive fieldwork in southern and eastern Africa. The Faculty Associate Director is Peter Ojiambo, an associate professor of AAAS and Director of the Kiswahili language program. His research focuses on issues of education and development in Kenya, as well as the creation of appropriate cultural and linguistic pedagogies in the classroom. He has deep research experience in East Africa and has also served as KU's African Language Coordinator for seven years. The KASC Assistant Director is Emily Riley, who holds a PhD in cultural anthropology with a focus on political anthropology and gender in Senegal. Fluent in Wolof and French, she has more than a decade of research experience in West Africa and extensive institutional partnerships that enhance KASC's linkages there. The KASC Coordinator for Outreach and Communications is Elene Cloete, who has a PhD in social anthropology and extensive experience in community development programs in South Africa, including working in both urban and rural music programs and coordinating community outreach. Fluent in Afrikaans and German, she has particular expertise in youth development initiatives and community arts programs. Office Manager Jessica Irving is an administrator experienced in graphic design and events management. She oversees an African Studies student assistant who works on special projects. Two accountants support KASC with efficient post-award assistance and day-to-day financial management.

KU provides an array of professional development opportunities for faculty and staff in-

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cluding research travel grants through the OIP, CLAS Travel Fund, Hall Center for the Humanities (HCH), Center for Migration Studies, the General Research Fund and the CLAS Research Excellence Initiative. Faculty receive up-to-the-minute external funding information (and email bulletins) from the KU Center for Research (KUCR). KU research centers—including KUCR, HCH, Institute for Policy and Social Research, and the Center for Research Methods and Data Analysis—provide grant development and management support. CTE supports professional development for faculty with course development grants, pedagogy training and support, workshops on course design, and presentations on evidence-based assessment of learning goals. KU staff have a professional development fund, full library privileges and IT access, as well as tuition assistance, fee waivers, and release time to take KU courses for credit.

B.2. Faculty from a variety of departments, professional schools, and the library oversee KASC activities via 4-6 meetings annually of the 14-member KASC Executive Committee comprised of the Director, Faculty Associate Director, Assistant Director, Language Coordinator, Africana Librarian, one faculty member from AAAS, and five at-large faculty representatives from the professional schools (including in the past: Schools of Business, Education, Journalism, and Law), and CLAS (humanities, social sciences, and natural sciences) elected by the African Studies Council (comprised of all Africanists at KU) for 2-year terms. One student is a non-voting member. Ex-officio members include the AAAS Chair, CLAS Dean, and OIP Associate Vice Provost. The African Studies Council meets each spring to discuss issues and elect the rotating members of the Executive Committee. This structure ensures a diverse representation of voices in KASC oversight and planning along with continuous feedback to the Center Director. The Director, Faculty Associate Director, and Assistant Director **oversee center staff, administration, and outreach**. The Director officially reports directly to the Dean of CLAS and meets

regularly with all ASC directors and the OIP Vice Provost. The Director supervises the duties of the Assistant Director and Coordinator for Outreach and Communications and completes an annual performance assessment based on formal procedures as mandated by Human Resources.

B.3. KU's non-discriminatory employment practices encourage applications for employment from persons who are members of groups that have been traditionally underrepresented, including members of racial or ethnic minority groups, women, persons with disabilities, and the elderly. Long a committed EEO/AAE institution, KU seeks to provide equal opportunity for all individuals to become aware of available positions, to apply for those positions, and to ensure equitable treatment of applicants throughout the hiring process and after they become KU employees. In faculty searches, KASC has increased its affiliates through a KU fund to hire candidates from underrepresented ethnic minorities. Each search conducted for a University position includes proactive initiatives for increasing diversity and providing equal employment opportunity for all potential applicants.

KASC leads by example in the hiring of faculty and staff who are members of traditionally underrepresented groups, particularly women and scholars of color. Potential applicants can see the richness of diversity in action within KASC. A woman and a scholar of color are the Center's two faculty leaders. Of KASC's 32 core faculty members, 14 (or 44%) identify as female and 15 (or 47%) identify as scholars of color. KASC also values the knowledge and institutional expertise of its elderly faculty, maintaining close relations with four Emeritus Professors, two of whom are former Directors of the Center. Members of underrepresented groups in KASC's core and affiliated faculty are in prominent positions as Department Chairs and in the university's higher administration serving as Vice Provost for Diversity and Equity within the Provost's office, Interim Dean of CLAS, and Associate Dean for Diversity, Equality, and Inclu-

sion in CLAS. These leaders are helping to ensure that KU recruits and hires a more diverse, equitable, and inclusive workforce by focusing on diversity and considering it at each stage of the search, recruitment, and hiring decision process. KU is holding itself accountable for how it looks as an institution to potential applicants, and the university is taking concrete steps such as developing an *Excellence in Diversity Handbook* to center diversity in all hires and become a workplace where excellence and innovation are grounded in the strengths of diversity.

C. Impact & Evaluation

To ensure quality programming with demonstrable impact, KASC will implement evidence-based assessment of program design using techniques developed during previous funding cycles.

C.1. Since its founding in the early 1990s, KASC has had a **significant impact on KU and the community, region, and nation**. One index of this impact is UG enrollment in African Studies courses; the number of students completing 15+ credit hours in African studies increased more than 5-fold from 45 in 2007 to 230 in 2013. In recent years, the enrollment average has been 340. Similarly, enrollment in African language courses continues to increase. Since 2014, we granted 85 FLAS awards, with nearly half (47%) at the advanced level, to 67 different students for study in African LCTLs that serve national needs. Based on a 2018 FLAS alumni survey, 18 of the 40 respondents either pursued or completed an additional degree with a foreign language and area component, with 12 alumni continuing to use the language of their FLAS award. 80% of respondents considered their area studies training as a requirement to their work, and 84% of respondents used their language skills when studying abroad. KASC graduates have pursued positions as faculty at liberal arts colleges and major research institutions, as well as officers in the US Armed Forces and U.S. Foreign Service. Six FLAS alumni currently work for the US government (2 for Education, 1 for Defense, 1 for the State Department, and 2 for the

Treasury). Another example of KASC’s impact is usage of center resources and event participation rates. KASC conferences, seminars, lecture series, and other global/international events with African content attract attention across the region with over 18,000 participants served between 2014-2017 (**Section I**). **Table C1** highlights KASC’s notable impacts.

Table C1: Highlights of KASC Impact on University, Community, Region, and Nation		
Activity	Impact	Indicators
Training undergraduates in African Studies	Increased awareness and knowledge of Africa among college-trained Americans	African Studies course enrollments have quadrupled to nearly 21,000 since 2005; In 2018, 21 students majored in AAAS. Curricular innovations include a student-designed art exhibit on decolonizing African art at the campus art museum
Training Africa specialists in graduate and professional programs	More Africa specialists prepared for government, academia, and professions	Between 2014-2018, 17 AAAS and 74 Global and International Studies students earned MA degrees; 44 graduate students received FLAS fellowships; and Graduate Research Workshops featured 37 student presentations spanning 15 distinct units
Training students in African languages	Increased African language expertise in America, at KU	Since 2006, nearly 1400 Fall enrollments in language courses; Awarded 74 FLAS fellowships at advanced levels, doubling that number from 34 (2006-2014) to 40 (2014-2018)
Internships and study abroad programs	Direct learning in context, in new and continuing programs	264 KU students have held internships or studied abroad in Africa since 2012
Outreach workshops & conferences	Forum for Africanists to network and collaborate; Public exposure to current African issues	MAAAS in 24 th year; National Endowment for the Humanities funding secured for <i>Migration Stories</i> project; Art exhibit on “When a Stranger Sojourns in Your Land”
Outreach events, speakers, performers	K-16 pupils in Kansas & the region exposed to African performers and issues	More than 18,000 teachers, faculty, students, and members of the public attended 219 KASC events between 2014-2017
Teacher training	Teachers trained to integrate Africa into K-16 curriculum	Nearly 200 teachers attended Educator Workshops hosted with KU’s ASCs since 2014
Support of library acquisitions	Enhanced growing Great Plains collection of Africana	KU Libraries rank 1 st in Great Plains/Rocky Mountain region in African imprints

C.2. KASC is an important Heartland resource for the dissemination of information for public and professional education in areas of national need. A particularly important KASC activity is **teacher training** with nearly 200 educators attending workshops over the past 4 years and transferring knowledge to colleagues and students at their home institutions. Our planned Educator Training Initiatives (ETIs), annual Global Studies Symposium (piloted in April 2018 with a MSI), and World Languages Fair will extend our impact even farther. Another important feature of KASC is its long-term relationship with the **CGSC at Fort Leavenworth** where

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KASC affiliates make presentations and provide information to US Armed Forces and security personnel (e.g., on cultural awareness regarding Islamic societies and African Islam). Our new Somali and Amharic language offerings and robust outreach staff will lead to further connections with **military communities** at Fort Riley and in the Kansas National Guard.

KASC will continue to disseminate information through public lectures, regular seminars, academic conferences, and published proceedings. We will endeavor to make these presentations available online as programming (edited for non-academic audiences when appropriate), as we have successfully done recently with our NEH-funded *Migration Stories* Project. KASC remains a critical resource for African Studies scholarship in the region (e.g., support for MAAAS), and has a significant national impact through affiliates' conference presentations and outreach activities (e.g., at the US Army CGSC).

C.3. KASC closely follows equal access provisions to ensure participation of under-represented groups. We follow KU policies on equal opportunity, and we take affirmative steps in our hiring and programming to actively seek candidates and project participants from traditionally underrepresented groups. In KASC, we wholly promote the notion that *all* belong by sponsoring open, accessible, free events in welcoming spaces that provide accommodations to those with disabilities. We strive to support students from traditionally underrepresented groups in a variety of ways, including in the design of relevant programming that speaks to their experiences and needs, hiring of student workers, and FLAS fellowship selection and advising process. Campus workshops on diversity issues are regularly held, such as one in March 2018 on gender diversity and inclusion in foreign language classrooms. Elder students avail themselves of the opportunity to take KASC courses for no credit, including language classes, through the Osher Lifelong Learning Institute situated within KU's Professional & Continuing Education. KASC is

also part of an initiative in CLAS that works with minority students including McNair Scholars, TRIO scholars, and STEM students such as those in the School of Engineering's Diversity and Women's Programs to promote the study of LCTLs and the benefits of smaller classroom environments. These programs reflect the university's commitment to increasing access to our growing language program.

To fully understand its environment and develop ways for the entire KU system to operate on a social and racial justice and equity framework, KU conducted a climate survey in 2016 that resulted in a 4-Year Equity and Inclusion Implementation Plan to guide KU's efforts in multidimensional education and actions. KU is working to better grow and retain members of groups that have been traditionally underrepresented so that the composition of the university is more representative of national demographic trends, provides stronger support networks, and enhances the experiences of all students, faculty, and staff.

C.4. KASC has developed and conducts rigorous evaluations of programming that produce quantifiable outcome data. A top priority throughout the next cycle is the coordinated assessment of language instruction, academic programs, and K-16 outreach with expanded tools and new components from the shared ASCs internal expertise oriented toward learning goals of the KU Core. In **language instruction**, KASC will continue the practice of oral proficiency assessment at all levels of all languages using ACTFL standards. In response to recommendations of external evaluators, we prioritized training of instructors to perform these assessments and collaborated with other institutions to develop tools for this purpose. We capitalize on the leadership and expertise of language faculty and staff with 5 PhDs collectively (3 for Kiswahili; 1 for Arabic; 1 for Wolof) to regularize evaluation practices across languages. The KASC Language

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Coordinator (Wawire) will continuously monitor enrollment levels and results of OPI assessments to inform decisions about language programming.

For **academic programs**, KASC will conduct evaluation and assessment in collaboration with the other ASCs and a dedicated manager of an evaluation database. We will track various indicators of success using multiple methods of evaluation that draw upon principles of backward design, evidence-based practice, and theory in cultural psychology. Resonating with the learning goals of the KU Core, our focus extends beyond mere knowledge acquisition to emphasize broader engagement and incorporation of African Studies into a student's self-concept, as measured by indicators of behavioral intention (e.g., subjective likelihood of pursuing Africa-related language, travel, or cultural activities), identification, and social issue awareness. Our procedures will enable tracking of individual student outcomes and longitudinal and comparative assessment of program effectiveness at increasing African Studies understanding and cultural competence. A feedback loop between adjustment, assessment, and re-adjustment will ensure a responsive academic program of enduring quality. KASC will also continue to collaborate with KU ASCs in **assessment and evaluation of outreach activities**. Beyond the typical measures of number of participants or teacher self-reports about intentions to use material in K-16 classrooms, we attempt to assess the impact of our outreach activities—whether directly on students or indirectly through teacher training—on students themselves. For this purpose, we will develop an assessment instrument that will include measures of knowledge, identification, and motivation to be administered to students in K-16 classes of teachers who participated in KASC teacher training. We will deliver the instrument via Internet survey and in collaboration with students in KASC classes to illustrate how the use of students as Global Awareness Ambassadors can serve project goals related to both K-16 outreach and non-language instructional programs.

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KASC has made specific **use of recent evaluations to improve its program** and another external evaluation will occur in Y1. In previous cycles, KASC invited external evaluators to assess its language program, curriculum, and overall program. Their recommendations prompted specific improvements, and internal assessments also guide changes to programming (**Table C2**).

Table C2: Evaluators' Recommendations and Resulting Improvements	
Recommendation	Action
Invest in a tenure-track, Kiswahili professor who is an expert in language coordination.	We hired Dr. Peter Ojiambo, previously a language coordinator for the Africa NRC at the University of Illinois.
Provide oral assessment proficiency training for language instructors.	We sent Kiswahili and Wolof lecturers for training at NALRC and ACTFL; Arabic professors trained lecturers.
Redefine KASC as a Comprehensive NRC rather than UG Center.	Since the 2010-2014 cycle, KASC has applied as Comprehensive NRC with FLAS rather than UG Center with FLAS.
Expand our graduate program's success by growing our FLAS program.	In the 2010-2014 cycle, KASC increased the number of FLAS awards to 37 (from 28 awards in 2006-10) and the reach across units to 12 (from 8 in 2006-10). Between 2014-2018, KASC increased the number of graduate awards to 48.
Refocus study abroad curriculum toward professional schools and internships beyond the successful Medical School program.	Developed inter-professional study abroad program in Malawi. Explored professional internships with African university partners. Enhanced FLAS recruitment with professional schools.

C.5. KASC has a strong record of placing students into postgraduate employment, education, and training in areas of national need. FLAS fellowships from KASC are instrumental in helping students pursue successful careers. In our survey of former FLAS fellows, responses revealed that 11 out of 40 used their advanced language competency to secure faculty positions at postsecondary institutions. Four more have gone on to work in international occupations, three are social scientists, three are instructors or private tutors, and others work as university administrators, engineers, lawyers, or in computer related occupations and health professions. Of the 40 respondents, 33 have completed or are working towards additional degrees or certificates. Of these 33, 18 indicated that the additional degree or certificate had a foreign language component. For 12 respondents, it was in their FLAS language. KASC will continue its promotion of Africa-focused career options for BA, MA, and PhD (or equivalent) student affiliates through the advising process, the KASC website, and outreach events.

C.6. Our increased number of specialists in African Studies leads to expanded placements

in a wide range of professions and significant progress toward success in graduate education.

KASC has earned strong increases in UG and graduate enrollments in African language and African Studies courses, as well as training for all students specializing in African Studies. Enrollments overall grew from less than 3,500 over three terms in 2008-09 to almost 23,000 during the most recent three terms from 2017-18. KASC provided 1,730 BA, MA, and PhD graduates with 15+ hours of coursework from 2013-2017. FLAS recipients have earned research grants to enhance their specialized training. KASC helps to launch undergraduates into African Studies careers in education, government, the US military, and the non-profit sector. Of 18 survey respondents who completed their MA degrees, 13 obtained PhDs and all continue to use advanced language expertise in their research. The majority of respondents reported ongoing professional use of their African language training from KASC in their current job or graduate program.

C.7. KASC makes efforts to increase the number of FLAS students who find placement in areas of national need. The 32 surveyed FLAS award recipients who completed graduate study employ advanced language competency in their positions. Our graduate training emphasizes professional development opportunities (e.g., the Graduate Research Workshop and presentations at MAAAS or African Studies Association conferences) that increase the likelihood of success in areas of national need. Our outreach efforts give visibility to KASC programs (including FLAS fellowships) and increase the pipeline of interested applicants among students who aspire to be officers in the Armed Forces, serve in the US government, or work internationally in the non-profit and private sectors.

D. Commitment to International Programs and African Studies

D.1. KU has the most extensive international education portfolio of any university between the Mississippi River and the west coast, including a Provost-level Office of International

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Programs (OIP) and 5 internationally-focused area studies programs that contribute to the University’s international mission. KU has more than 100 active programs of international study and cooperative research and more than 200 agreements with partner universities worldwide. All KU schools offer study abroad programs and **over 28% of KU undergraduates study abroad.**

KU supports KASC by providing essential infrastructure, including four offices and two meeting rooms in a central campus building that houses all of the area studies programs, and coordinated finance, post-award, and HR services from a Shared Service Center in CLAS. KASC staff includes a faculty director; faculty associate director; full-time, PhD-holding assistant director; full-time, PhD-holding coordinator of outreach and communications; and office manager. KASC is further supported in AAAS by seven African specialist faculty and a full-time African language coordinator with a PhD. African specialists in over 30 academic departments across the university, an Africana bibliographer in the KU Libraries; and a counselor in the Office of Study Abroad demonstrate a deep institutional commitment to African Studies.

Table D1 summarizes financial support of over \$15.4 million annually for African Studies.

Table D1: KU Institutional Support in 2017	
Activity/Item	Amount
KASC Faculty Admin Salaries	\$231,315.00
KASC Core & Affiliate Faculty Salaries	\$8,007,614.00
Distinguished Prof. Funds	\$233,700.00
Lecturer Salaries	\$346,433.00
GTA & GRA Salaries	\$253,931.00
KASC Staff Salaries	\$97,542.00
Lied Center African/Diaspora Events	\$115,912.00
African Studies Library, FY17	\$340,130.00
Spencer Art Museum (approx)	\$10,000.00
EGARC (Language Lab)	\$53,216.00
Study Abroad (approx)	\$68,000.00
KASC Admin & Staff Travel	\$9,000.00
KASC & AAAS Student Workers	\$22,954.00
GRF Faculty Research, FY18	\$26,940.00
Faculty Travel	\$43,100.00
Admin/Support Salaries	\$496,605.00
KASC OOE, IT, & Outreach Promotional Funds	\$18,604.00
External Grants	\$5,069,057.00
TOTAL	\$15,444,053.00

KU supports 95 Africanist faculty who are affiliated with KASC in 21 departments (CLAS) and 7 professional schools (**Appendix 1**). **Library resources in African Studies** at KU feature nearly 85,000 items. Funding in FY 2017 was \$340,130 for electronic resources, collections, supplies, IT, travel, and staff (**Section E**). **KU supports links with institutions abroad**

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via the provost-level OIP and an active Office of Study Abroad that encourages every student to gain international experience and ensures students who receive financial support to study on-campus receive that support when studying abroad. Approximately 75% of KU study abroad participants use financial aid—including loans, grants, and scholarships—to finance study abroad. 18.5% receive Pell grants, available only to students with high financial need. KU links with African universities include formal institutional arrangements, linkages with medical institutions, and continually expanding student and faculty research affiliations throughout the African continent (**Table D2**). KU's Medical Center (KUMC) has formal links to medical clinics in South Africa, Swaziland, Tanzania, and Zambia that host interns annually. KU is expanding its study abroad opportunities in Africa, including the CoLLAB humanities collaborative field school in Tanzania with 3 undergraduates and 4 graduate students in 2018. Since 2012, 264 KU students have held internships and studied abroad in 15 African countries, many with financial assistance.

Table D2: Links to African Universities and Research Centers	
Al-Akhawayn University (Ifrane, Morocco)	Universidade Eduardo Mondlane (Mozambique)
Rhodes University (Grahamstown, South Africa)	University of Fort Hare (South Africa)
Université Gaston-Berger (Saint-Louis, Senegal)	University of Development Studies (Tamale, Ghana)
University of Mogadishu (Somalia)	University of Ilorin (Nigeria)
University of Ghana (Legon)	Kisii University (Kenya)
Zanzibar University (Tanzania)	Great Zimbabwe University (Masvingo, Zimbabwe)
University of Maiduguri (Nigeria)	Nelson Mandela Univ. (Port Elizabeth, South Africa)
Université Cheikh Anta Diop (Dakar, Senegal)	West African Research Center (Dakar, Senegal)
<i>Additional KASC Student and Faculty Research Affiliations</i>	
Amadou Bello University (Zaria, Nigeria)	University of Buea (Cameroon)
Cape Coast University (Ghana)	University of Cape Town (South Africa)
Kenyatta University (Nairobi, Kenya)	University of Dar es Salaam (Tanzania)
Makerere University (Kampala, Uganda)	University of South Africa (UNISA)
State University of Zanzibar (Tanzania)	University of Ibadan (Nigeria)
Sokoine University of Agriculture (Tanzania)	University of the Free State (South Africa)
Lagos State University (Nigeria)	University of Namibia
Université Abdou Moumouni (Niamey, Niger)	University of Yaoundé (Cameroon)
ACI Baobab Center (Dakar, Senegal)	Saint Yarek Hospital, Addis Ababa

KU provides support for outreach through its Center for Service Learning and public education outlets such as the Spencer Museum of Art, Natural History Museum, and the Lied Center for the Performing Arts (hosting the Soweto Gospel Choir and Trevor Noah). KU provides sup-

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port for KASC outreach through a full-time Outreach coordinator who collaborates with counterparts from the other four area studies centers (ASCs) to organize joint teacher training workshops, programs for K-12 students, and other international education events.

KU supports KASC and FLAS students via the OIP's Global Scholars Program and pre-dissertation research awards, the KU Center for Undergraduate Research (with Undergraduate Research Awards of \$76,000 and Travel Awards of \$25,000 in 2016-17), and other academic year, semester, and summer fellowships. The College of Liberal Arts and Sciences features a FLAS fellow on their blog and social media platforms on a regular basis. **KU supports KASC graduate students** via fellowships, graduate teaching and research assistantships, and tuition credits. Graduate students receive support from the Graduate Scholarly Presentation Travel Fund and other travel awards to conduct research and attend professional meetings to share their work with regional, national, and international audiences.

E. Strength of the Library

E.1.a. KU Libraries (KUL) serves the Heartland with the **largest collection of Africana** in the Mountain-Plains region. KASC works closely with the Africana Librarian, a permanent member of the Center's Executive Committee, to strengthen African Studies at KU. KUL has provided considerable support (\$340,130 in FY 2017) for African studies (**Section D.1**); within the past 4 years, there has been a 22.6% increase in funds for staffing and a 22.7% increase in funds that were used to acquire non-electronic collections. KUL maintains an **extensive Africana collection** of 84,844 items in various print and electronic formats (**Table E1**). This is in addition to 21,000 streaming videos in diverse languages and topics related to Africa and over 1,000 Africa-related serial publications. A KASC priority is the continuing acquisition of imprints published in Africa with a book-buying trip in Y3 and funds to support acquisitions. KUL

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maintains approval plans with standard African suppliers and with the Library of Congress regional office in Nairobi. KUL provides **access to 21 databases** dedicated to African content. These include thousands of articles and citations in hundreds of journals for use by Africanist faculty and students. The African Studies Librarian, Musa Olaka, has a PhD in

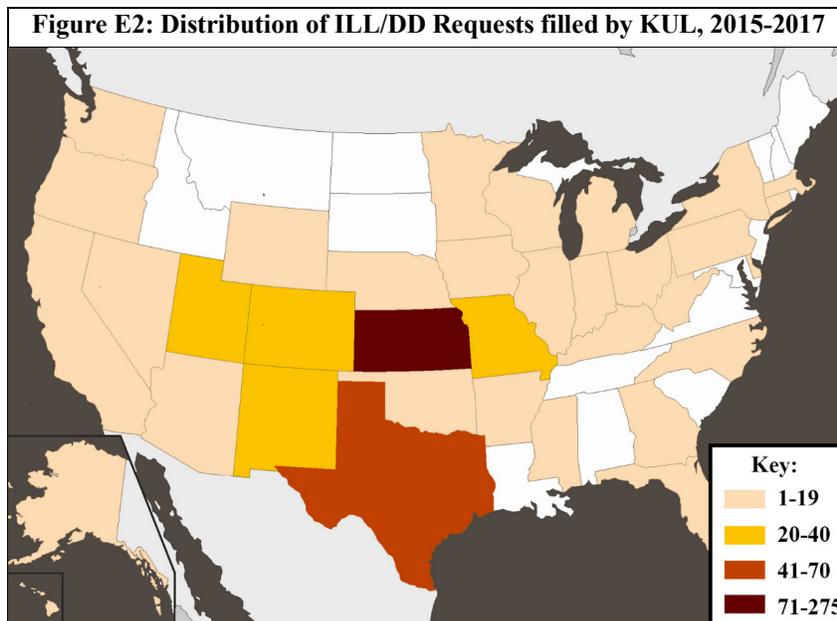
Table E1: Strength and Profile of KU Africana Library Holdings				
Language of Publication	Volumes	Maps, Atlases	Micro-forms	Total Items
English	51,753	5,275	10,675	66,613
French	8,155	798	50	9,043
Portuguese	1,795	135		1,969
Kiswahili	1,675	105		1,726
German	1,292		25	1,310
Russian	659			650
Arabic	414	126		669
Hausa	244	115		518
Wolof	157	156		310
Amharic	76			71
Somali	70			57
Other	1,094			1,120
Total	67,384	6,710	10,750	84,844

Information Science and Learning Technologies and is fluent in 6 African languages. The KUL Middle East Studies Librarian also provides bibliographic support and services.

E.1.b. KUL makes research materials available to other institutions through a variety of cooperative and online arrangements. KUL places a high priority on Interlibrary Loan and Document Delivery (ILL/DD) as a means to enhance access to content that is not available from the local institution. KU shares general library resources through several arrangements, especially the Greater Western Library Alliance, a consortium of 38 research libraries in the central and western United States that have adopted the latest technology to facilitate rapid interlibrary lending. **Teachers, students, and faculty from other institutions** are allowed to use KUL archives and special collections at no cost. KUL’s cooperative arrangements provide rapid and extended access to the many specialized resources frequently not available elsewhere. KUL lends approximately 33,138 information objects annually to other libraries through inter library loan and between 2015 and 2017, it lent out 898 items on African Studies to other libraries. **Figure E2** shows the distribution of ILL/DD requests throughout the United States and the vital importance of our Africana holdings to the vast region between the Mississippi River and the west

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coast. In 2009 KUL became the nation's first public institution to pass a faculty-initiated open access policy, making KU faculty's scholarly journal articles and research papers freely accessible online via the KU ScholarWorks (KUSW) platform.



KUSW is a fully searchable database with over 21,708 open access items of which 2,000 are on Africa by Africanist scholars at KU. The global impact of KASC among Africanist scholars worldwide is evident in 216,598 views of KASC faculty publications to date (**Table E3**).

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Downloads	1,770	1,095	1,250	6,195	10,622	16,489	17,363	20,726	20,894	14,471	15,855	126,730
Views	1,343	800	2,248	7,320	5,320	7,974	10,019	12,676	17,490	14,513	10,165	89,868

F. Quality of Non-Language Instructional Program

F.1. From a large menu of introductory courses to comprehensive offerings for graduate students, KU provides **high quality non-language instruction at all academic levels in a variety of disciplines and regions of Africa** as documented in **Appendix 2**. Our UG program features 156 regular courses with 50-100% Africa content, including 23 entry-level and 77 mid-level courses in 49 disciplines. Our graduate curriculum features 63 courses with 50-100% Africa content across 41 departments in CLAS. Another 322 UG and graduate courses (in 49 departments in CLAS plus professional schools of Architecture, Business, Education, Journalism, Law, and Music) contain 25-49% Africa content. The enrollments in all of these classes totaled nearly

21,000 for UGs and 1,777 for graduate students during the last 6 semesters. **KU professional schools with Africa-content courses** include the Schools of **Architecture** (*Theorizing Vernacular Architecture* with KASC affiliate Kapila Silva), **Business** (*International Finance* with KASC affiliate Babajide Wintoki), **Education** (*Critical Pedagogies* with KASC core faculty member Chris Kirchgasler) **Journalism** (*International Journalism*), **Law** (*Islamic Law* and *International Trade Law* with KASC affiliate Raj Bhala), and **Music** (*Music in World Cultures*). Initiatives for 2018-2022 include team-taught interdisciplinary seminars in collaboration with the Schools of Education (for a seminar in global disability studies with Special Education), Engineering (sustainable technology), Medicine (public health), and Social Welfare (community development).

F.2. KU offers interdisciplinary undergraduate and graduate courses at the introductory (e.g., AAAS 103: *Introduction to Africa*) and upper levels (e.g., AAAS 550: *Senior Seminar in African Social and Political Development*) and in the entire series of core courses for the African Studies MA (AAAS 802: *Introduction to African Studies*; AAAS 803: *Research Methods in Africana Studies*; and AAAS 804: *Seminar in Africana Studies*). Of our 219 courses with 50-100% Africa content, **61 courses across UG and graduate levels are cross-listed in at least two disciplines**. The Minor further shapes the interdisciplinary curriculum of African studies. Its clusters (See **Table H2**) form coherent streams, with interdisciplinary courses as anchor courses.

F.3. Faculty availability for teaching African Studies course work is extensive, with 95 core and affiliated faculty and full-time lecturers in 21 departments in CLAS and 7 professional schools housing 20 KASC affiliates in the School of Architecture and Design, Business, Education, Journalism and Mass Communication, Law, Music, and Pharmacy (**Appendix 1**). Within the College of Liberal Arts and Sciences, 67 KASC affiliates work in the Humanities (23), Social and Behavioral Sciences (14), Natural Sciences and Mathematics (6), International and Interdis-

ciplinary Studies (25), and the School of Arts (7). KU faculty teach 99 courses with 100% Africa content (**Appendix 2**). KASC takes seriously the necessity of **pedagogical training for instructional assistants**. All departments require and provide GTA training, mentoring, and formal review in consultation with the College of Graduate Affairs. KASC and AAAS rely on a review committee for all students working as GTAs in language or large introductory courses. Faculty instructors directly supervise and meet with GTAs weekly to review pedagogy. Some experienced graduate students offer African Studies courses as assistant instructors. They work closely with faculty mentors to develop and implement curriculum, providing critical training for the next generation of African studies teachers. All GTAs attend the university's fall pedagogy workshop run by the KU Center for Teaching Excellence (CTE), with follow-up sessions throughout the academic year, as well as individual departmental training programs. They may also take a credit-bearing course on pedagogy through CTE. Many faculty also use CTE resources.

F.4. Many disciplines offer **specialized or in-depth courses** on all regions of Africa with AAAS, Anthropology, English, French, Francophone & Italian Studies (FREN), Geography, History, History of Art, Linguistics, Political Science, Religious Studies, Sociology, Theatre, and WGSS all offering 5+ courses with 50-100% Africa content (**Appendix 2**). Multiple disciplines and professional schools offer entry-level courses with 25-49% African content. Course offerings demonstrate commitment to cover all areas of the continent and focus on such specialized topics as African dramatists; Africa's human geographies; gender and politics in Africa; sociology of African sport; women, health, and healing in Africa; and a First Year Seminar on Ebola.

G. Quality of Language Instructional Program

G.1. As a regional and national center for African studies, KU offers **instruction in a geographically diverse group of African languages** with particular attention to national needs in

Islamic areas of Africa from Senegal to the Horn of Africa. (**Appendix 2**). Fall term **enrollments in African languages** at KU during the past 4 grant cycles reached nearly 1375 students, including 272 students at advanced levels. In the past cycle, 138 students studied an African language abroad, often during the summer months (**See Figure H3**). Since 2014, 39 FLAS awards have supported study at the advanced level. **Table G1** lists recent enrollments for FLAS-supported languages. In the upcoming NRC cycle, KASC will strategically enhance our language program

by using NRC funds for lecturers to **introduce regular instruction in Amharic and Somali**, and to support our current **advanced level courses in Wolof, Kiswahili, and Arabic**. We also seek support for our **KU SALI**, an 8-week course

Level	Arabic	Kiswahili	Wolof	Total
Year 1	160	40	13	213
Year 2	93	32	16	141
Year 3, 4	44	16	12	72
Total	297	88	41	426

of intensive instruction in African languages to meet the needs of KU students and the wider community of language learners in the region, including ROTC students studying Arabic and Kiswahili. SALI has been successful over the last four years with students attaining the expected proficiency target. Besides regular instruction in Arabic, Kiswahili, and Wolof, we have also offered Hausa and provided faculty-supervised, individual instruction in Akan, Afrikaans, Chinyanja, Kikongo, Yoruba, and Shona during past NRC cycles. In the upcoming NRC cycle, KASC will continue to offer individual instruction in these and other African languages on demand with NRC funds for faculty supervision and assessment.

G.2. KASC regularly offers **instruction to the 3rd year level** in Arabic, Kiswahili, and Wolof, with opportunities at the 4-5th year levels available as faculty-supervised independent readings or study abroad language immersion programs. The Kiswahili and Arabic advanced readings courses (401/402/505) are literature courses, with enrollments of 12 in Arabic and 11 in Kiswahili over the past two years. KASC's Morocco program offers 4-level instruction in Arabic,

with FLAS recipients studying Arabic at the 3rd and 4th year levels every summer. Kiswahili and Wolof students participate annually in study abroad language immersion programs in Tanzania and Senegal. During the coming cycle, KASC seeks NRC funds to meet an increased demand for advanced courses and develop quality instructional and learning materials that align with current pedagogical practices.

KASC offers instruction in foreign languages via *Directed Readings in Arabic for Business Purposes* and plans to extend the same to our other African languages. In addition, students have exposure to African languages via courses in Theatre, Film & Media Studies, Geography, and History (**Appendix 2**). KASC has included Arabic in a new initiative, KU Language Across the Curriculum, which equips students with competency in a second language by using world languages as the medium of instruction for courses and discussion sections taught in fields such as business, history, political science, and environmental studies. KU also teaches African literature in English and French, and the Francophone Studies UG Certificate requires two years of language training in either Wolof, Arabic, or Haitian Creole.

G.3. African language faculty coordinate, teach (at all levels), and advise effective language instruction in collaboration with a full-time African Language Coordinator (Wawire) who supervises all language lecturers. There are tenured language faculty in AAAS for Arabic (Bousofara) and Kiswahili (Ojiambo). A Kiswahili Lecturer (Mwangi) has a PhD in Higher Education and Student Affairs (specializing in higher education and foreign language teaching), a MA in Applied Linguistics, a MEd in Educational Administration, and wide experience in STARTALK teaching, curriculum design material development, and assessment. Two Fulbright Foreign Language Teaching Assistants (FLTA) will also assist with the teaching of Arabic beginning in fall 2018. The Wolof Lecturer (Ba) has a PhD in Linguistics (with research emphasis on the syntax

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of Wolof and Pulaar) and extensive teaching and assessment experience. The Arabic lecturer (Ali) has a MA in Linguistics (research specializations in non-native speech assessment and linguistic cues). The African Language Coordinator (Wawire) has a PhD in Curriculum and Instruction (specializing in Foreign and Second Language Education) and a MA in Modern Languages. She has extensive experience in foreign language pedagogy teaching and assessment, curriculum design, and material development. In 2017, she was a Kiswahili curriculum developer for the STARTALK Kiswahili Infrastructure Project and plans to apply this year for STARTALK student program funding to support summer Kiswahili and Arabic training for regional middle and high school students.

KU instructors of African language courses use **performance-based teaching** that emphasizes functional and cultural competence targeting the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines. The courses reflect the world readiness standards for language learning with a contextual reference to grammar and an emphasis on integrating language and culture into the instructional content. Language faculty members regularly attend workshops designed to ensure compliance with the nationally-accredited world readiness standards for learning languages. All KASC language faculty, lecturers, and the language coordinator have attended ACTFL workshops. KASC's language faculty are active in the African Language Teachers' Association (ALTA), which works with the National African Language Resource Center (NALRC) to define and implement national standards for material production, curriculum development, teaching and assessment of LCTLs. NRC funds for ALTA conference attendance on proficiency-oriented teaching methods will enhance this extensive professional development. Biweekly professional development workshops in AAAS focus on topics such as principles of effective foreign language teaching and learning and their practical application in

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the classroom; using the target language to provide comprehensible input during instruction; World Readiness Standards for learning languages; use of authentic materials for instruction, and a backward curriculum design approach for syllabi and learning plan preparation, teaching, and assessment. Future internal workshops will address proficiency and performance-based assessment and best practices for the teaching of reading and writing.

The African Language Coordinator, in collaboration with KU's School of Languages and Literatures and Cultures (SLLC) and the Eralm Garinger Academic Center (EGARC), provide instructional support and regularly hold teaching seminars and pedagogy workshops in which language lecturers receive training and supervision in performance-based methods and the use of technology in foreign language classrooms. To bolster African languages pedagogy and ensure best practices of effective teaching, lecturers also benefit from peer observation of other language lecturers in the SLLC once a semester. We supplement this with direct classroom observation of teaching and regular bi-weekly meetings between the language coordinator and the lecturers. NRC funds will support local workshops on language pedagogy and assessment and oral proficiency testing for new language lecturers and teaching assistants.

To promote and grow LCTLs across campus, we collaborate with the SLLC and the Provost's Office of Diversity and Equity to reach out to minority students to encourage them to study African languages. Each month we participate in Teach-In workshops with various KU advising offices that serve students from underrepresented groups. During the workshops we reiterate the importance of studying a LCTL for career preparation and model excellent language teaching to both advisors and students through Arabic, Wolof, or Kiswahili lesson demonstrations. These efforts are critical to expanding student access to African language learning.

To provide **language instruction beyond KU**, we are developing standards based online elementary courses in Kiswahili and Arabic to be piloted in 2019. We are collaborating with EGARC in their initiatives to develop Open Education Resources and develop a Wolof Idiom Dictionary and an open access standards-based first-year Kiswahili textbook that follows two American students spending the year studying abroad in East Africa.

G.4. KU ensures the **high quality of its performance-based instruction in African languages** by measuring teaching outcomes according to nationally recognized standards (ACTFL Proficiency Guidelines). All language instructors conduct OPI assessments at the beginning and end of the year for all language students. Given program goals of functional competence, instructors base their assessment on performance in everyday language situations. Instruction in first-year language courses is intensive, with introductory courses of 5 classroom hours per week capped at 25 students. One-hour weekly Arabic, Kiswahili, and Wolof language tables enhance students' oral proficiency and develop cultural competency in African contexts. To showcase our students' oral proficiency, KASC initiated an annual, campus-wide African Language Festival in 2016 that attracted over 200 attendees this spring.

Other **high-quality resources facilitate African language teaching and learning** including new technologies such as online instructional resources and assessment tools that allow students to practice skills outside of the classroom. Classrooms are equipped for TV, video, computer, and smart board use. Students use language DVDs at home and work individually in EGARC, which contains three computer labs, a digital language classroom, a media-enhanced conference room, a soundproofed recording studio, and a Learning Commons designed to facilitate collaborative work. EGARC has an extensive library of interactive language-learning DVDs in Amharic, Arabic, Wolof, and Kiswahili; extensive holdings in multimedia instructional materials;

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and an extensive African film collection featuring 312 titles, with additional films available through KU Libraries. The Libraries also developed a Kiswahili language digital exhibit “Swahili Literature Through the Centuries” and produced Library Guides for Arabic in Africa, Kiswahili, and Wolof. NRC funds will support the development of this language collection.

African language instruction at KU emphasizes **high-quality, performance-based learning and oral proficiency requirements**. As a result of this performance-centered instruction, oral proficiency of KASC students has been consistently high across all levels of ACTFL measures. Teaching and testing methods help learners use language to achieve functional and intercultural competence. The new UG KU Core curriculum (**Section H**) emphasizes language learning, and the CLAS BA degree requires fourth semester proficiency in a foreign language or third semester proficiency with one additional semester in another foreign language; BA majors in the Africa track of AAAS must take an African language.

The African Studies Minor in “Advanced Study of an African Language” concentrates on proficiency in one language and general knowledge of the relationship of language to culture and history. Students in the minor are required to take eight semesters of an African language. MA students in African studies must attain end-of-2nd year competency in one of KU's African languages. KASC does not require Graduate Certificate students to take African languages, but they increasingly matriculate into our language courses at advanced levels. All doctoral students must pass KU's Foreign Language or Research Skill (FLORS) requirement; to date, many of KASC's PhD-level Graduate Certificate students have done so through fieldwork-level competency (as assessed via OPI) in Arabic, or Kiswahili, or Wolof, or with proficiency in Akan, Afrikaans, Chinyanja, Hausa, Karimojong, Kikongo, Somali, or Yoruba.

H. Quality of Curriculum Design

KASC instructional programs include the UG major and minor in African Studies, the Graduate Certificate in African Studies, and the Africa tracks of MA degree programs in Global and International Studies and AAAS. In the coming cycle, we focus on integrating KASC programming into the new, university-wide undergraduate **KU Core**: a KU curriculum initiative designed to transform education beyond mere information provision to promote not only (1) critical thinking, (2) communication skills, and (3) breadth of knowledge; but also (4) cultural diversity and global awareness; (5) social responsibility and ethics; and (6) creativity. KASC will promote development of courses for inclusion in the KU Core that serve our instruction program and place KASC in the vanguard of undergraduate education redesign at KU.

H.1. KU has incorporated African Studies training into a wide variety of BA and BS degree programs across the humanities, social and natural sciences, and professional schools. AAAS offers UGs both a Major (BA or Bachelor in General Studies) and Minor in African Studies (with 163 graduates since 2007). The BA in African Studies requires 2 years of African language study. The Minor offers a specialized **African Languages track** (14 graduates since 2007). This number will continue to grow with UG FLAS funding to support students wishing to pursue advanced language coursework. Students also gain competence in African Studies through Africa-focused courses across disciplines. In the past 5 years, 1,229 KU baccalaureate graduates took 15 or more hours in African Studies courses from 19 CLAS departments and 5 professional schools (**Table H1**).

KASC's **African Studies Minor** provides focused tracks with 18 hours of coursework in 6 interdisciplinary clusters. Students complete *Introduction to Africa* or *Introduction to African History*, a thematic cluster of 4 courses at intermediate or advanced levels, and a senior project

providing a capstone learning experience. This is typically a research paper in the capstone course for the student's cluster. However, it also can be an hon-

Divisions & Schools	2013	2014	2015	2016	2017	Total
Humanities	24	67	100	103	118	412
Social Sciences	153	93	127	114	97	584
Natural Sciences	16	16	17	12	8	69
Professional Schools	37	23	39	30	35	164
Totals	230	199	283	259	258	1,229

ors project, thesis, or independent study with Africanist faculty; a field experience; or study abroad. Each cluster has a designated faculty adviser who meets regularly with students directing them to KASC programs that strengthen interaction among the KU Africanist community.

The Africa track in the AAAS Major and the 6 clusters within the African Studies Minor provide an **appropriate and balanced array of requirements to demonstrate Africa expertise at the UG level**. Africa-track AAAS BA Majors and African Languages cluster students in the Minor must take 2 years of an African language. Other Minor students take an African language to fulfill their CLAS language requirement or obtain the Francophone Studies UG Certificate (**Section G.2**). The quality of KASC's UG curriculum shines through in a survey of 2007-09 Alumni. Among 20 respondents, 12 reported using the African languages they learned at KU in their current work, 11 continued in graduate training with an African Studies focus, and 17 initiated Africa-related careers. A 2018 FLAS Alumni Survey echoes the positive impact of high quality training in African Studies received by former KU students.

H.2. KASC teaching faculty and professional staff in more than 30 units **provide academic and career advising** to students that is specific to their disciplines and African regional expertise. Africanist faculty advise KASC undergraduate and graduate students in their disciplines and professional schools and designated faculty advise students in the African Studies Minor by cluster (**Table H2**). Africanist faculty in AAAS (all core faculty of KASC) advise African Studies

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majors. KASC Director MacGonagle is MA program co-director with core faculty member Shawn Alexander. MacGonagle and KASC Faculty Associate Director Ojiambo are advisers for the Graduate Certificate. A KASC and AAAS faculty committee reviews and mentors GTAs in African Studies courses each term. FLAS fellows meet regularly with Center faculty and staff and benefit from networking and professionalization sessions tailored to all KU FLAS fellows.

Advanced African Languages	Peter Ojiambo (AAAS, KASC Faculty Associate Director) Brenda Wawire (AAAS Language Coordinator)
Societies and Civilizations	Elizabeth MacGonagle (History/AAAS, KASC Director); Ebenezer Obadare (Sociology); Stacey Vanderhust (Women, Gender, and Sexuality Studies)
African Arts & Literature	Byron Santangelo (English/Environmental Studies); Peter Ukpokodu (Theatre/AAAS); Antje Ziethen (French, Francophone, and Italian Studies)
Political Economy of Health & Development	Abel Chikanda (Geography) Kathryn Rhine (Anthropology)
People and Space	Glenn Adams (Psychology) Hannah Britton (Political Science/Women, Gender, and Sexuality Studies)

KASC works with the University Career and Employment Services (UCES) to advise students on Africa-related career opportunities. KASC also participates in KU's annual International Careers workshop to highlight employment opportunities for Africa-oriented careers. The Global Awareness Program (GAP) in OIP advises students seeking certification of their international expertise; many of this program's 863 current advisees are Africa-focused. KASC staff and faculty have partnerships with other campus programs such as Multicultural Scholars, McNair Scholars, Wounded Warriors, Honors, and the Diversity and Women's Programs in the School of Engineering to advise students about academic and career opportunities in African Studies.

H.3. KASC offers extensive, appropriate, and high-quality training options for graduate students. The Center currently trains almost 40 continuing graduate student affiliates in 5 professional schools and 15 CLAS departments. KASC provides a second home to KU's nearly 50 African students from 19 countries, 26 of whom are studying for graduate degrees. Over 400 students earned Africa-focused MAs or PhDs in the last 28 years demonstrating excellence in

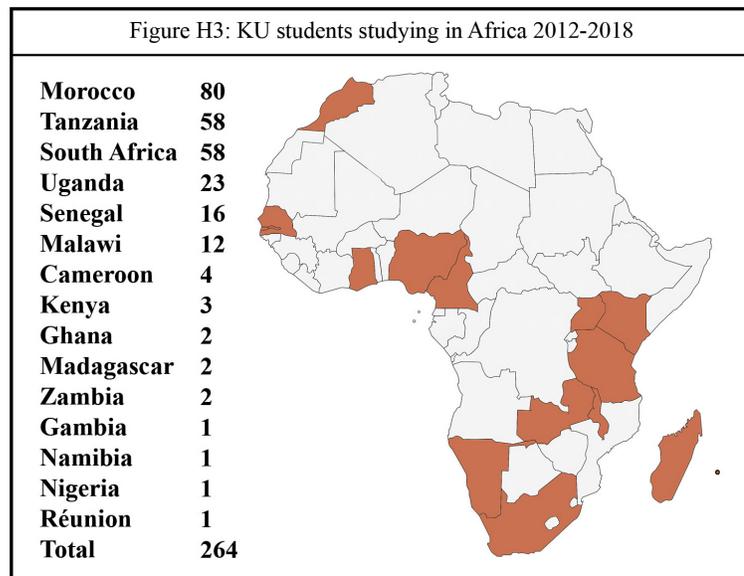
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African languages and success with publications, grant competitions, professional conference presentations, and job placements. KASC supports graduate students with various events including community-building Write-Ins and networking workshops each year. During past NRC cycles, KASC implemented 3 successful initiatives to formally recognize graduate students for coursework on Africa. One was an **MA in African Studies** (through AAAS) with an African language requirement. Since 2013, 25 students have earned an MA from AAAS. The second was a **Graduate Certificate in African Studies** for students across the university. To earn the certificate, students take 12+ hours of 100% Africa coursework, including a required interdisciplinary seminar, *AAAS 802: Introduction to African Studies* (taught by MacGonagle, Ojiambo, and Gerschultz). To date, 60 students from the School of Education (4), School of Architecture (1), School of Health Professions (1), and 14 CLAS units (AAAS; Anthropology; Communications, English; Fine Arts; FREN; Geography; History; History of Art; Global and International Studies; Linguistics; Museum Studies; Political Science; and Psychology) have earned KASC Graduate Certificates. The third was a **fast-track MA program for US Armed Forces Foreign Area Officers (FAOs)** in AAAS, with 1 of the 5 recent graduates since 2013 studying Kiswahili at our SALI this summer before serving in the Congo. Also new is the focus on Middle East and North African Studies for FAOs in the Global and International Studies MA Program. Besides formal coursework, KASC also initiated an annual **Graduate Research Workshop** in 2011 to provide an opportunity for graduate students to get feedback on their work in an interdisciplinary Africanist forum. Between 2014-2018 there were 37 student presentations representing 15 disciplines delivered to 175 attendees from KU and four regional institutions. More than 30 KU departments and programs train graduate students in African Studies. Students in over 1/3 of these units take language courses. Others come with African language skills, attracted to KU by high quality

graduate training. In addition to AY on-campus language training, opportunities include the KASC Summer African Language Institute, KU's summer intensive Arabic program in Morocco, intensive Wolof language training in Senegal, intensive language training on programs of other universities, or Fulbright Group Projects Abroad for Kiswahili. These advanced language programs benefit from and contribute to our overall excellence in graduate training.

H.4. Formal arrangements for student research and study abroad are integral to many Africa-related programs at KU and **providing access** to these international experiences is a shared mission for KASC and the Office of Study Abroad (OSA). Since 2012 a total of 264 KU students studied abroad in 15 African countries, including a significant number of students studying languages abroad with FLAS

support (**Figure H3**). The percentage of students studying abroad in Africa between 2013 and 2017 who were minority students was 21.5%, close to KU's overall minority population of 20.6%. The percentage of minority students studying abroad from



2014 to 2016 increased by 137% and continues to grow. OSA, with assistance from KASC, aims to increase student participation from underrepresented groups in African study abroad experiences by developing new access programs. These initiatives include the Airfare Assistance Program to help high-need students pay for their airfare, and a scholarship to help high-need students obtain a passport. As a top Gilman Scholar producer, OSA has a new initiative with CIEE to offer Go Gilman funds to any Pell-eligible student studying on a CIEE program. Additionally,

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CIEE will provide a Global Access Initiative Grant (GAIN) from \$750 - \$2000 to Pell-eligible students to purchase airfare. Many students have attended KU programs in Ghana, Malawi, Morocco, Senegal, South Africa, or Tanzania. Another 12 students participated in an Interprofessional Global Health Initiative and 34 students participated in KASC-initiated medical internships in hospitals and clinics in 4 countries. Since 2016, more than 45 students in the Business School have travelled to South Africa, and in 2017 the School of Pharmacy began an exchange in Kenya. A group of 7 students from 6 disciplines across the university, including the Law School and Medical Center, will attend a Field School in Tanzania this summer with 4 KASC faculty and staff for a CoLLAB medical humanities project.

Access to other study abroad and summer programs is extensive. KU facilitates study in Senegal, Morocco, Tanzania, and South Africa on programs run by the Council on International Education Exchange (CIEE), School for International Training (SIT), School for Field Studies, Michigan State University, University of Missouri School of Law, and Yale University. KU students conduct research in Egypt, Ghana, and Madagascar on programs through the American University in Cairo, University of Nevada-Reno, and SIT (respectively). KU study abroad advisers, including a dedicated Coordinator for African programs, provide a comprehensive range of student services for outbound students from recruitment, admissions, advising, and orientation to program assessment and alumni engagement. In addition, faculty members, international fairs, websites, and brochures provide information about these and other opportunities.

I. Outreach Activities

I.1 Located in the vast region of the American Heartland, KASC embraces an outreach mission to **serve the information and education** needs of elementary and secondary schools, post-secondary institutions, business, media, and the general public. **KASC's regional and national**

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impact in outreach is evident in its significant increase in events for K-16 students, educators, and staff, and the general public. Whereas KASC hosted on average 39 events annually in 2010-2013, this increased by almost 18 events per year to an annual average of 54 annual events in 2014-2017, reaching more than 18,000 individuals (Table II). Events included seminars, lunch talks, teacher institutes, workshops, conferences, and artistic performances, held at KU, regional K-12 schools, neighboring postsecondary institutions, and other community venues (Table II). KASC also hosted events about careers in government service, providing students with information about employment opportunities within federal and state institutions. Developed in close collaboration with other ASCs and the KU Career Center, these events included conversations with Council of Foreign Relations employees, US Diplomats, Peace Corps representatives, and employees from the Department of State.

Year	K-12	Post-Secondary	General Public	Total
2010 (32 events)	260	950	40	1,256
2011 (35 events)	82	1,154	647	1,883
2012 (34 events)	183	1,629	210	2,022
2013 (55 events)	1,229	1,362	238	2,829
Total (2010-2013)	1,754	5,101	1,135	7,990
2014 (67 events)	3,015	1,907	320	5,242
2015 (47 events)	1,516	1,626	769	3,911
2016 (44 events)	1,105	1,432	965	3,502
2017 (61 events)	1,347	2,859	1,212	5,418
Total (2014-2017)	6,893	7,824	3,266	18,073

per year to an annual average of 54 annual events in 2014-2017, reaching more than 18,000 individuals (Table II). Events included seminars, lunch talks, teacher institutes, workshops, conferences, and artistic performances, held at KU, regional K-12 schools, neighboring postsecondary institutions, and other community venues (Table II). KASC also hosted events about careers in government service, providing students with information about employment opportunities within federal and state institutions. Developed in close collaboration with other ASCs and the KU Career Center, these events included conversations with Council of Foreign Relations employees, US Diplomats, Peace Corps representatives, and employees from the Department of State.

2014	<ul style="list-style-type: none"> • Celebrated “South Africa Week” with events including public film screenings at a local MSI and the KU Lied Center for the Performing Arts. • Screened 18 films with free admission over 3 days at African World Documentary Film Festival to more than 250 people in attendance.
2015	<ul style="list-style-type: none"> • Hosted the International Association of African Educators (IAAE) Conference: “Erasing Invisibility: Equity, Social Justice and Educational Excellence of African in the Diaspora/Immigrants.” • Presented “African Literature in Rhythmic Cadence” to celebrate the 80th birthday of Nigerian Playwright Wole Soyinka.
2016	<ul style="list-style-type: none"> • Launched the <i>Migration Stories</i> project to promote diverse perspectives and consider shared life challenges despite different sociocultural backgrounds; events in urban and rural Kansas communities and at regional high schools and MSIs. • Held a public forum in Kansas City with more than 100 attendees to explore the power of migration stories.
2017	<ul style="list-style-type: none"> • Led discussions on Photography and Cinema in Senegal, facilitated by KASC faculty and Senegalese Filmmaker Mamadou Dia. • Hosted 55 Africanists faculty and graduate students from 12 Midwestern post-secondary institutions for the 22nd Mid-America Alliance for African Studies (MAAAS) Conference.
2018	<ul style="list-style-type: none"> • Shared African diversity through K-12 presentations, reaching more than 1,150 students and educators. • Showcased work in KU’s African language classes to over 200 attending 3rd Annual African Language Festival.

KASC faculty are integral participants in KASC outreach events. The Assistant Director and full-time KASC Outreach Coordinator direct outreach activities with contributions from faculty experts. Faculty affiliates make presentations at regional, national, and international conferences and frequently conduct outreach in K-12 schools, MSIs, and community colleges. Additionally, KASC affiliates continue to conduct outreach with business, non-profit organizations and the general public, as well as work closely with the US Army CGSC in Fort Leavenworth, KS to assist in cultural awareness training on Africa and African Islam.

I.1.a. KASC outreach to K-12 schools has engaged both the mass audience of national and state social science teachers and intensive audiences for K-12 teacher workshops on global themes with other ASCs at KU (**Table I3**). This includes efforts to increase students’ global competency, both through in school presentations and teacher education. Facilitators, often master teachers, apply multidisciplinary training techniques to expressed needs of K-12 teachers in consultation with KASC faculty. Participants create and test modules for K-12 classroom use, most recently about global grasslands. These modules continue to be accessed regularly on the KASC website. This will also be the case during the upcoming NRC cycle, following KASC and fellow ASC’s joined educator training workshops, including “Health and Medical Care in Africa” (Y1) and “The Long 1960s: Reassessing Global Legacies” Teacher workshop (Y4).

In addition to on-site teacher-training efforts that allow local teachers to pursue professional development, we will develop, with an outreach assistant supported by NRC funds, Internet-based delivery of training modules and content to reach a national audience. We will also offer

K-12 teachers a stipend to participate in the KU SALI (Y1-Y4); we will support

Table I3: Workshops, 2014-2018	
2014	“Children of Conflict/ Children of Peace”
2015	“The World Matters: Intensive Workshop on Adding Global Competence to Teacher Education in Kansas”
2016	“Story Lab Workshop” with Professional Storyteller Bob Tryanski
2017	“Grasslandia! World Grasslands Teacher Workshop”
2018	“Engaging Students in International Issues: The Choices Approach”

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teacher-training sessions of the African Studies Outreach Council and hold sessions at the MAAAS conference (Y1); and we will still collaborate with other KU ASCs on annual Teacher Training Workshops. Besides these enduring features of our K-12 outreach, our primary new development during the coming NRC cycle will be to further globalize K-12 educational spaces.

“Let’s Speak African Languages” is geared toward creating awareness of African societies and their languages. With this program, KASC will extend its regional impact, bringing greater awareness of Africa specifically to underserved urban populations in the Kansas City metropolitan area and rural southwest Kansas communities. For example, in Y2 and Y4, we will take the African languages featured during KU’s World Languages Fair (Y1-4) “on the road” to Garden City, KS. The program will also feature KASC staff and affiliated faculty working collaboratively with local schools, libraries, and native African language speakers within the region to host 1) mini language lessons and accompanying book readings and 2) informative sessions, hosted by community members and KU faculty underscoring the relationship between languages, society, and culture. A component, **“Let’s Read About Africa,”** will feature authors who write about African languages and societies. KASC will showcase their books, including recent winners of the Children’s Africana Book Awards (CABA). We envision these authors sharing their creative writing with the region’s K-12 students and educators (one annually, Y1-Y4). Drawing from existing teacher and community partnerships within targeted regions, KASC has identified local native speakers who can, alongside KASC language lectures, participate in events, present mini lessons, participate in book readings, and design programming around invited author visits. KASC seeks funding to finance the implementation of these events; provide honorariums to participating community speakers; cover travel expenses of KASC staff, faculty, and students travelling to local communities; and fund CABA authors’ visits to the Heartland.

I.1.b. KASC's impact on postsecondary institutions has involved events on both KU and neighboring institutions' campuses, reaching 7,824 students and post-secondary faculty in 2014-2017. KASC also continues to play a central role in the funding and operation of MAAAS, an organization founded at KU in 1995 to promote African Studies in the region. MAAAS and its annual conference have provided invaluable support for Africanist faculty and scholars at community colleges, smaller regional universities, and MSIs. Many KASC faculty affiliates have been MAAAS officers and served on the MAAAS Executive Board, including KASC graduate students. Eleven different universities and community colleges are hosts of MAAAS conferences in Texas, Oklahoma, Iowa, Illinois, Missouri, and Kansas. KASC has hosted the annual meeting seven times, most recently in 2017, and requests NRC support to host the annual meeting again in October 2019 (Y1).

In addition to events on KU campuses, KASC faculty and staff frequently participate in events on regional, MSI, and community college campuses. In the recent AY 2017-2018 alone, such participation included presentations from KU scholars at Wichita State University, Baker University, Sterling College, and Donnelly College, and collaboration with Garden City Community College and Kansas City Kansas Community College is planned for later in 2018. Together with KU's ASCs, KASC will also continue the Global Studies Symposium to showcase student research and faculty teaching at the region's MSIs. During the coming NRC cycle KASC plans to build on these efforts, focusing specifically on internationalized curriculum development.

KASC's K-16 Educator Training Initiatives (ETIs) will support educators' efforts to internationalize their curriculum on college campuses in the region. Drawing from interdisciplinary approaches to African Studies, KASC's ETIs will facilitate conversations on how best to incorporate global knowledge, international awareness, and cross-cultural competence into the college

curriculum. KASC will host its ETIs on partner campuses, and design these in collaboration with MSI and community college faculty to speak to their specific institutional and capacity needs. In addition to KASC faculty input, these initiatives will also feature faculty from KU's School of Education and other expert college and university educators familiar with internationalized curriculum and course design. KASC therefore seeks funding to host three ETIs (Y1-4) targeting two different regional educator populations: Johnson County Community College (JCCC) and neighboring partners in the Kansas City Metro such as Donnelly College (Y1-3) and Garden City Community College, Kansas, and neighboring colleges in Southwest Kansas (Y4). We are collaborating with JCCC on an initiative to internationalize their career/tech and STEM curriculum through a scaffolded series of workshops (Y1-Y2) focused on intercultural competency, course redesign, adding area studies content, and assessment. Following this two-year project, we will work with JCCC to host an "internationalizing the curriculum" workshop (Y3) for faculty from other community colleges to explore ways to replicate the model at their institutions. In Y4 we will take these models to southwest Kansas to facilitate further discussions around internationalized curriculum, this time considering rural Kansas contexts. KASC seeks funding for travel and honoraria for KASC staff and curriculum experts to facilitate these ETIs.

I.1.c. KASC designs outreach initiatives that impact business, media, and the general public. Through outreach events, the KASC website, social media, newsletters, and a listserv, KASC provides information and training to K-12 teachers, post-secondary educators, students, the media, the military, and businesses at regional, national, and international levels. KASC staff and faculty make frequent local and regional radio and TV news appearances and public presentations at the Lawrence Arts Center and the Lawrence and Kansas City public libraries. KASC is a partner in the Mid-America Consortium for International Education (MACIE) that includes re-

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gional universities, the International Relations Council of Greater Kansas City, Nelson-Atkins Art Museum, and KCPT public television. KASC's partnership with Humanities Kansas and KCUR public radio in Kansas City led to stronger, fruitful relationships with local media and statewide non-profits. University Relations at KU also often provides regional coverage of KASC initiatives and events.

Social media are increasingly important delivery mechanisms for our outreach to the general public. The KASC website provides links to and information about Africa resources available through KASC, KU libraries, and KU museums. The KASC website has seen an increase from 2,729 users in 2015 to 5,164 users in 2017. Of the 2017 users, 81.6%, or 4,555, were new users, signaling KASC's growing reach beyond its existing community. KASC also distributes weekly, quarterly, and yearly news. Since 2014, KASC's electronic semester calendars and yearly reports have reached more than 2,700 readers via the online platform Issuu. Using the electronic e-mail platform MailChimp, KASC's weekly electronic announcements are delivered to 270 subscribers. With an average of 35 e-mails distributed annually, and an average opening rate of 30%, KASC's e-mail reach is significantly higher than the industry average of 16.17%. Social media remains an important and growing avenue of outreach. For example, KASC's Facebook presence has doubled in size in four years from 518 "likes" in 2014 to 1,050 in 2018. On Twitter, KASC's following has increased from 700 in 2014 to 1,581 in 2018. KASC's LinkedIn presence is equally important, with the Center using this platform to maintain its network of 39 KASC FLAS alumni.

In the next NRC cycle, KASC will continue its steadfast commitment toward education in the heartland by cultivating public conversations regarding social well-being. Through its **Global Learning Collaboratives**, KASC will enable international, cross-disciplinary conversations on

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social well-being in the Midwest. These one-day **Global Learning Collaboratives** (Y1 and Y4) will bring together KASC affiliated faculty and staff, faculty and students from KU's School of Social Welfare, Medical Center, and School of Pharmacy, and state-wide community health care professionals from the non-profit sector and state institutions to speak to the diverse health care needs in the Midwest. In the process, these Collaboratives will assist health professionals in establishing culturally diverse practices and alternative approaches to social well-being. Central to these Learning Collaboratives will be Africa-specific content, including informational sessions on regions in Africa, a focus on African languages spoken in the Midwest, and culturally specific approaches to health care. As primary organizer, KASC seeks NRC support to host collaboratives in Garden City, KS (Y1) and Kansas City, KS (Y4), providing learning opportunities in both rural and urban communities. Funding will allow KASC to invite health care experts from both state and non-profit institutions to facilitate conversations at the respective collaboratives. Funding will also go toward travel stipends for 10 health care professionals from rural (Y1) and urban (Y4) communities each to participate in these sessions.

J. FLAS Awardee Selection Procedures

In the 2018-2022 cycle, KASC requests funding for a robust portfolio of 10 AY and 10 Summer FLAS awards to encourage continued advanced language study at the UG and graduate levels for our five African languages and others on demand. This funding will support for our expanding pool of students, both UG and graduate, in SALI and study abroad programs such as ColLAB: Humanities Collaborative (currently for Kiswahili and planned for Wolof) and the Morocco program (Arabic). (**Figure H3**).

J.1. KASC will select FLAS recipients through a competitive process that is advertised widely across the KU campus and the region. As in past years, we will **advertise FLAS awards**

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on the KASC website, social media, and listservs; in weekly and annual newsletters and center brochures; and by sending email notices to departments where Africanist faculty work, to KASC faculty affiliates, to African Studies graduate students and undergraduates, to their advisers of record, and to prospective graduate students. In addition, all four of the KU ASCs will collaborate to produce joint publicity materials that we send to professional schools, departments, and units for distribution to current students and inclusion in application packets for incoming students. Electronic signage in two main classroom buildings also reaches a large number of students daily. We recruit in area studies classes and in all levels of African language classes and in other language classes such as French, Portuguese, and Italian in coordination with the School of Languages, Literatures, and Cultures. We provide promotional materials to the Honors Program and the Office of First Year Experience, as well as to McNair and Multicultural Scholars, and STEM students such as those in the Diversity and Women's Programs in the School of Engineering to reach members of underrepresented groups. We work with KASC affiliate Ngondi Kamatuka to reach out to elementary and secondary students in the TRIO pipeline. We connect with incoming students during summer orientation, and the FLAS Coordinator attends Senior Day events to inform high school students about FLAS opportunities. The KU ASCs hold joint FLAS information sessions in the fall and winter to answer student questions about the program, and we send information about FLAS fellowships to instructors at high schools, community colleges, and MSIs throughout Kansas and the region. KU ASCs have a FLAS website, www.flas.ku.edu, that provides information about the program and requirements, application instructions, an online application portal, and answers to frequently asked questions. KASC and other KU ASCs share the same **timeline for selection**. We advertise from August through the February 15 application deadline for both summer and AY FLAS. A KASC selection committee

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reviews applicant files and makes recommendations by March 15. The Executive Committee reviews the recommendations and we inform applicants by March 30. We announce **competitive priorities for award selection** during our advertisement process. In the new funding cycle, we will prioritize applications from qualified students (1) at MSIs, (2) at community colleges, (3) from underrepresented groups, or (4) who demonstrate financial need (see K.2.a). To ensure we receive applications from these high-priority students, we advertise widely as described above.

Students apply through the online application portal for electronic submission beginning each October. Application materials include a standard application form, statement of purpose, curriculum vitae, transcripts, and 3 letters of recommendation (including an evaluation of proficiency from the most recent language instructor). Applicants also report financial need as indicated by the FAFSA EFC (confirmed through coordination with KU staff or the student's home institution); we will not modify this determination of financial need to reflect other aid.

The **FLAS award committee** is a standing sub-committee of the KASC Executive Committee that includes a faculty member of a professional school (currently School of Education), a faculty member in CLAS, the assistant director, the language coordinator, and the director as an ex-officio member. The FLAS award committee makes recommendations to the KASC Executive Committee which reviews recommendations and makes final selections. **The primary selection criterion** for AY and summer grants is intellectual merit, including both quality of the application and potential to diversify intellectual production (by broadening participation of students from underrepresented groups or those who demonstrate financial need). Students will provide application information through the secure, online application portal. The data reside on a password-protected site, which only KU ASC FLAS coordinators and FLAS committee members can access. The selection committee will rate undergraduate and graduate students on **po-**

tential contribution to the field (including GPA, goals of the student, likelihood of success; 40 points); **quality of application** (including statement of purpose and letters of recommendation; 30 points); **financial need** (20 points); and **membership in a traditionally underrepresented group** (including students at MSIs or community colleges; 10 points). The committee will use the resulting overall score to rank applicants and recommend awards. We make awards in compliance with Equal Opportunity guidelines, with no awards to native speakers or for European languages. Arabic awards are for study within African contexts only.

K. Competitive Preference Priorities

K.1.a. KASC addresses *NRC Competitive Preference Priority 1* through a variety of **collaborative activities with MSIs and community colleges**. We will collaborate with Garden City Community College to host a mini version of the World Languages Fair, to provide programming in Somali language and culture, and to convene Global Learning Collaboratives in Y1 and Y4. We will collaborate with Kansas City, KS Community College (KCKCC), Johnson County Community College, Pratt Community College, and Donnelly College, a MSI in Kansas City, to internationalize their curriculum through our Educator Training Initiatives. In collaboration with other ASCs, KASC will host the Global Studies Symposium for CC and MSI students and educators in the region. We will also work with KCKCC on a proposal to host an annual meeting of MAAAS in Y3 or Y4, and we will operate a fellowship to encourage attendance of MSI, community college, or high school teachers at MAAAS meetings. We will also launch the Great Plains Faculty Fellowship to support the library research and professional development of MSI and community college faculty during short trips to KU. Finally, each year we will fund MSI and CC faculty to attend our Summer African Language Institute and to join the two-week Summer Field School of our CollAB: Humanities Collaboratives in Tanzania and Senegal.

K.1.b. KASC addresses *NRC Competitive Preference Priority 2* through a variety of **collaborative activities with the KU School of Education**. We will award funds to encourage collaboration between KASC and School of Education faculty (particularly, the top-ranked program in Special Education) to conduct a team-taught seminar on global disability studies. We will consult with experts in the KU School of Education, including several KASC affiliates, to develop additional African Studies content for graduate courses such as “Internationalizing the Curriculum” and “Critical Pedagogies.” We will also work with faculty in the School of Education to design and implement our Educator Training Initiatives on partner campuses that will create curriculum sensitive to social injustices and institutional inequities.

K.2.a. KASC meets *FLAS Competitive Preference Priority 1* by continuing to give **preference in the fellowship award process to both undergraduate and graduate students who demonstrate financial need**. In particular, the financial need determination will contribute a significant 20% to an applicant’s overall score in our selection process.

K.2.b. Finally, KASC meets *FLAS Competitive Preference Priority 2* by continuing to **award 100% of our academic year and summer fellowships in African LCTLs**. Overall, KASC proposes a set of initiatives for 2018-2022 to invigorate African Studies in efficient ways that resonate strongly with the mission and priorities of the Title VI NRC competition.

Supplemental Information to Meet 602 (e) Statutory Requirements

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

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

The Kansas African Studies Center (KASC) will achieve diversity of outlook in many ways:

- KASC students, faculty, and staff come from many different backgrounds and encounter among each other, and with a diverse group of local, national, and international KASC visitors, numerous different viewpoints that encourage engagement and consideration.
- KU Libraries' African Studies holdings are the basis for education and research in the area. They contain over 84,000 sources expressing a vast range of perspectives and viewpoints. KU Libraries will continue to expand the collection with highly relevant materials.
- KASC will hire all NRC funded personnel (faculty position in Digital Humanities and African Studies; Outreach Student Assistant; Library Assistants; Graduate Teaching Assistant for Experiential Learning Course Development; Program Evaluation Assistant; and Language Lecturers) following KU's Affirmative Action guidelines, while continuing to make extensive efforts to ensure diversity in all its forms within the Center and its programs.
- Learning foreign languages and different cultural contexts inherently means, and will continue to mean, engagement with other mentalities and systems of value. Similarly, KASC-initiated student internships and study abroad experiences will bring engagement with and the airing of diverse views through cross-cultural engagement experiences. Speakers from a variety of world regions, career paths, and worldviews will present diverse perspectives, which then will undergo close scrutiny.
- The KASC foreign language and area studies curriculum, which is by its very character interdisciplinary, requires, and will continue to require, critical inquiry into and debates among an array of perspectives. KASC will further encourage such critical inquiry by seeking innovative ways of incorporating experiential learning into African Studies curricula.
- KASC will plan for well-attended forums, teacher workshops, summer language institutes, seminar talks, and conferences on topics of critical interest in which presenters will demonstrate diverse social, cultural, and political views. In the 2018-2022 cycle, these gatherings will focus on broad themes such as Ethics of Medical Research in Africa; Youth, Conflict, and Human Development; Human Rights and Human Trafficking; Protest, Democracy, and Governance; The Resource Curse: Oil and Development; Biodiversity and Climate Change in Africa; Disability Studies and African Studies; and Engineers without Borders. KASC will have diverse perspectives present in each of these events. KASC will also support a joint Africa NRC initiative, "African Theory from the Continent," to bring African theorists from the continent to the US for scholarly exchange. Taken as a whole, the variety of approaches present in the entire map of KASC programming is wide.

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

KASC's surveys of students and alumni/ae document a strong record in training students and teachers for careers in areas of national need. KASC will continue its strong tradition of training specialists and supporting government services in education, business, and nonprofit sectors through the following activities:

- As in the past, FLAS Fellowship competitions will give a high priority to students who list government service, education, business, and nonprofit work as their career goals. KASC will continue to award all of its FLAS fellowships (100%) in African languages identified as Less Commonly Taught Languages (LCTLs) in critical areas of national need (Amharic, Arabic, Somali, Kiswahili, and Wolof).
- KASC will continue its collaborative efforts to meet national needs for advanced language training in African LCTLs during its Summer African Language Institute by promoting regional language learning, and through support for the African Language Materials Archive Project.
- KASC will expand its collaboration with the US Armed Forces through educational outreach activities at the US Army Command and General Staff College (CGSC) at Fort Leavenworth, academic advising with KU's Wounded Warriors program, training for officers pursuing an MA or graduate certificate in African Studies, and KASC seminars on themes relevant to the military community.
- KASC will focus outreach efforts on international clubs at KU to generate interest among students in international careers in collaboration with other Area Studies Centers at KU and particularly in areas of national need. Similarly, KASC will work with KU's School of Education to develop internationalized curriculum and African Studies contexts for teacher education seminars and extend the reach of language training to high schools, community college, and MSI teachers with stipends for intensive summer language study.
- To strengthen its relationships with the non-profit sector, KASC will launch its Global Learning Collaboratives alongside KU's professional schools and regional community healthcare professionals.
- Center faculty affiliates will collaborate with faculty in the Schools of Education, Social Welfare, Engineering, and Medicine to develop team-taught seminars and study abroad visits to Tanzania and Senegal with the ColLAB field school.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The University of Kansas Center for Research, Inc.
Kansas African Studies Center

Name/Title of Authorized Representative (Printed): Alicia M. Reed

Title: Director of Research Administration Telephone: 785-864-3441

Signature:  /mrs E-mail: kucrproprgmt@ku.edu

Date: June 21, 2018

Other Attachment File(s)

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*Appendix 1. Curriculum Vitae
and Position Descriptions*



Core Faculty						
	Last Name, First Name	Title	School/Department	Status	% KASC	Pg.
1.	MacGonagle, Elizabeth	Associate Professor, Director of KASC	History/African & African-American Studies/KASC	Tenured	100	8
2.	Ojiambo, Peter	Associate Professor, Faculty Associate Director of KASC	African & African-American Studies/KASC	Tenured	100	9
3.	Accilien, Cécile	Associate Professor, Chair, African & African-American Studies, Director of the Institute of Haitian Studies	African & African-American Studies	Tenured	100	9
4.	Adams, Glenn	Professor, Former Faculty Associate Director of KASC	Psychology	Tenured	85	10
5.	Agadjanian, Victor	Foundation Distinguished Professor	Sociology	Tenured	85	10
6.	Ajayi-Soyinka, Omofolabo	Professor Emerita, Former Faculty Associate Director of KASC	Women, Gender & Sexuality Studies/Theatre	Retired	100	11
7.	Alexander, Shawn	Associate Professor, Director of the Langston Hughes Center, Director of Graduate Studies in AAAS (Professor as of July 2018)	African & African-American Studies	Tenured	100	11
8.	Asiedu, Elizabeth	Professor	Economics	Tenured	85	12
9.	Bhala, Raj	Brenneisen Distinguished Professor, Associate Dean of International & Comparative Law	School of Law	Tenured	50	12
10.	Bousofara, Naima	Associate Professor	African & African-American Studies	Tenured	100	13
11.	Brinton, Jacqueline	Associate Professor	Religious Studies	Tenured	100	13
12.	Britton, Hannah	Associate Professor, Director of the Center for the Study of Injustice	Political Science/Women, Gender & Sexuality Studies/Institute of Policy & Social Research	Tenured	100	14
13.	Brown, Marie Grace	Assistant Professor (Associate Professor as of July 2018)	History	Tenure-Track	100	14
14.	Chikanda, Abel	Assistant Professor	African & African-American Studies/Geography & Atmospheric Sciences	Tenure-Track	100	15
15.	Denning, Andrew	Assistant Professor	History	Tenure-Track	100	15
16.	El-Hodiri, Mohamed	Professor	Economics	Tenured	100	16

Core Faculty						
	Last Name, First Name	Title	School/Department	Status	% KASC	Pg.
17.	Gerschultz, Jessica	Assistant Professor	African & African-American Studies	Tenure-Track	100	16
18.	Gray, Sandra	Associate Professor	Anthropology	Tenured	100	17
19.	Hannoum, Majid	Associate Professor	Anthropology	Tenured	100	17
20.	Janzen, John	Professor Emeritus, Former Director of KASC	Anthropology/KASC	Retired	100	18
21.	Jelks, Randal	Professor	African & African-American Studies/American Studies	Tenured	75	18
22.	Kirchgasler, Christopher	Assistant Professor	School of Education – Curriculum & Teaching	Tenure-Track	85	19
23.	Kelly, Alton	Associate Professor	French, Francophone, & Italian Studies	Tenured	100	19
24.	Lang, Clarence	Professor, Interim Dean of the College of Liberal Arts and Sciences	African & African-American Studies/American Studies	Tenured	50	20
25.	Mack, Beverly	Professor Emerita, Former Director of KASC	African & African-American Studies/KASC	Retired	100	20
26.	Obadare, Ebenezer	Professor	Sociology	Tenured	100	21
27.	Olaka, Musa	Assistant Librarian for African Studies, Global & International Studies (Associate Librarian as of July 2018)	KU Libraries	Tenure-Track	100	21
28.	Rhine, Kathryn	Associate Professor	Anthropology	Tenured	100	22
29.	Santangelo, Byron	Professor	English/Environmental Studies	Tenured	100	22
30.	Ukpokodu, Peter	Professor	African & African-American Studies/Theatre	Tenured	100	23
31.	Vanderhurst, Stacey	Assistant Professor	Women, Gender, & Sexuality Studies	Tenure-Track	100	23
32.	Ziethen, Antje	Assistant Professor	French, Francophone, & Italian Studies	Tenure-Track	100	24

Affiliated Faculty						
	Last Name First Name	Title	School/Department	Status	% KASC	Pg.
33.	Anatol, Giselle	Professor	English	Tenured	50	25
34.	Annamma, Subini	Assistant Professor	School of Education – Special Education	Tenure-Track	25	25
35.	Barnett, Barbara	Associate Professor	School of Journalism and Mass Communications	Tenured	25	26

Affiliated Faculty						
	Last Name First Name	Title	School/Department	Status	% KASC	Pg.
36.	Beard, K. Christopher	Distinguished Foundation Professor, Senior Curator	Ecology & Evolutionary Biology/Natural History Museum and Biodiversity Institute	Tenured	75	26
37.	Birch, Melissa	Associate Professor, Director of the Center for International Business Education and Research	School of Business	Tenured	15	27
38.	Bolden, Anthony	Associate Professor, African and African- American Studies Honors Coordinator, and Director of Undergraduate Studies	African & African- American Studies	Tenured	50	27
39.	Brown, J. Christopher	Professor, Vice Provost for Faculty Development	Geography, Atmospheric Science, & Environmental Studies	Tenured	25	28
40.	Ceccagnoli, Patrizio	Assistant Professor	French, Francophone, & Italian Studies	Tenure- Track	25	28
41.	Dakon, Jacob	Associate Professor	School of Music - Music Education and Music Therapy	Tenured	15	29
42.	Daldorph, Brian	Senior Lecturer	English	(Non- Tenure)	15	29
43.	Egbert, Stephen	Professor	Geography & Atmospheric Sciences	Tenured	50	30
44.	Esch, Elizabeth	Associate Professor	American Studies	Tenured	50	30
45.	Fawcett, Stephen	Kansas Health Foundation Emeritus Distinguished Professor, Co-Director of the World Health Organization Collaborating Centre, Senior Advisor for the Center for Community Health and Development	Applied Behavioral Science/Center for Community Health and Development, University of Kansas	Tenured	75	31
46.	Fry, Mary	Associate Professor	School of Education - Health, Sports, & Exercise Science	Tenured	25	31
47.	Graham, Maryemma	Distinguished Professor	English	Tenured	50	32
48.	Gross, Sarah	Assistant Professor	School of the Arts - Visual Art	Tenure- track	15	32
49.	Hamer, Jennifer	Professor, Vice Provost for Diversity and Equity	African & African- American Studies/ American Studies	Tenured	50	33
50.	Hartman, Tanya	Professor	School of the Arts - Visual Art	Tenured	50	33
51.	Hardison, Ayesha	Associate Professor	English/Women, Gender, & Sexuality Studies	Tenured	25	34

Affiliated Faculty						
	Last Name First Name	Title	School/Department	Status	% KASC	Pg.
52.	Hines-Datiri, Dorothy	Assistant Professor	School of Education- Department of Curriculum & Teaching/African & African-American Studies	Tenure- Track	25	34
53.	Hodges Persley, Nicole	Associate Professor, Associate Dean for Diversity, Equity and Inclusion, College of Liberal Arts and Sciences	Theatre	Tenured	50	35
54.	Hurst, Robert	Associate Professor, Director of Graduate Studies	Film and Media Studies	Tenured	25	35
55.	Imber, Michael	Professor	School of Education- Department of Educational Leadership & Policy Studies	Tenured	75	36
56.	Jahanbani, Sheyda	Associate Professor	History	Tenured	25	36
57.	Jamieson, Margaret	Assistant Professor	Film and Media Studies	Tenure- Track	25	37
58.	Janzen, Marike	Assistant Professor (Associate Professor as of July 2018)	Humanities/Germanic Languages and Literatures	Tenure- Track	25	37
59.	Kamatuka, Ngondi	Director of the Center for Educational Opportunity Programs in the Achievement and Assessment Institute	School of Education – Education Administration	(Non- Tenure)	75	38
60.	Karuga, Gilbert	Associate Professor	School of Business	Tenured	50	38
61.	Kennedy, John James	Associate Professor, Incoming Director, Center for East Asian Studies	Political Science	Tenured	15	39
62.	King, Susan	Associate Professor	School of Education - Health Sport & Exercise Science	Tenured	25	39
63.	Krishtalka, Leonard	Professor, Director of Biodiversity Institute	Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute	Tenured	25	40
64.	Lewis, Adrian	Professor	History	Tenured	25	40
65.	L'Heureux, Marie- Alice	Associate Professor	School of Architecture- Design & Planning	Tenured	15	41
66.	McCrea, Judith Kay	Professor	School of the Arts - Visual Art	Tenured	25	41
67.	Mirecki, Paul	Associate Professor	Religious Studies	Tenured	25	42

Affiliated Faculty						
	Last Name First Name	Title	School/Department	Status	% KASC	Pg.
68.	Mort, Mark	Associate Professor, Associate Curator	Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute	Tenured	25	42
69.	Nagel, Joane	Distinguished Professor, Chair, Anthropology	Sociology/ Anthropology	Tenured	25	43
70.	Olsen, Sandra	Professor, Senior Curator	Museum Studies/Natural History Museum and Biodiversity Institute	Tenured	50	43
71.	Ottinger, Lisa	Senior Lecturer	School of Business	(Non- Tenure)	25	44
72.	Pennington, Dorthy	Associate Professor	African & African- American Studies/Communication Studies	Tenured	50	44
73.	Peterson, Andrew Townsend	Distinguished Professor	Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute	Tenured	50	45
74.	Roediger, David	Foundation Distinguished Professor	History/American Studies	Tenured	75	45
75.	Rosenthal, Anton	Associate Professor	History	Tenured	25	46
76.	Schwaller, Robert	Assistant Professor (Associate Professor as of July 2018)	History	Tenure- Track	50	46
77.	Silva, Kapila	Associate Professor	School of Architecture- Design & Planning	Tenured	25	47
78.	Smith, David	Professor	Sociology	Tenured	50	47
79.	Siahaan, Teruna	Aya and Takeru Higuchi Distinguished Professor	School of Pharmacy	Tenured	25	48
80.	Tidwell, John Edgar	Professor	English	Tenured	50	48
81.	Tosta, Antonio Luciano	Associate Professor	Spanish & Portuguese	Tenured	50	49
82.	Velasco, Francisca Maria	Associate Professor	School of the Arts – Visual Arts	Tenured	25	49
83.	Volek, Thomas	Associate Professor, Associate Dean for Undergraduate Studies	School of Journalism and Mass Communications	Tenured	25	50
84.	Warren, Kim	Associate Professor	History/Women, Gender, & Sexuality Studies	Tenured	75	50
85.	Wintoki, Modupe Jide	Associate Professor	School of Business	Tenured	75	51
86.	Zamora, Omaris Zunilda	Assistant Professor	Spanish & Portuguese	Tenure- Track	50	51

Lecturers						
	Last Name First Name	Title	Department	Status	% KASC	Pg.
87.	Ali, Mahmoud	Arabic Lecturer	African & African-American Studies	(Non-Tenure)	100	52
88.	Ba, Ibrahima	Wolof Lecturer	African & African-American Studies	(Non-Tenure)	100	52
89.	Bassett, Dylan	West African Drumming Lecturer	School of Music	(Non-Tenure)	100	53
90.	Bourgeois, Christine	Assistant Teaching Specialist	French, Francophone, and Italian Studies	(Non-Tenure)	25	53
91.	Ghazali, Marwa	African Studies Lecturer	African & African-American Studies	(Non-Tenure)	100	54
92.	Keathley, Tasha	African Studies Lecturer	African & African-American Studies	(Non-Tenure)	100	54
93.	Mwangi, Peter	Kiswahili Lecturer	African & African-American Studies	(Non-Tenure)	100	55
94.	Ochwada, Hannington Omwodo	African History Lecturer	History/African & African-American Studies	(Non-Tenure)	100	55
95.	Sagar, Dekow	Somali Lecturer	African & African-American Studies	(Non-Tenure)	100	56

Center Staff					
	Last Name First Name	Title	Department	% KASC	Pg.
96.	Riley, Emily	Assistant Director	KASC	100	57
97.	Cloete, Elene	Coordinator for Outreach and Communications	KASC	100	57
98.	Irving, Jessica	Office Manager	KASC/Center for Global and International Studies/Center for East Asian Studies	25	58

Affiliated Center Staff					
	Last Name, First Name	Title	Department	% KASC	Pg.
99.	Baker, Debra Lynn	Accounting Specialist	College and Professional Schools Shared Service Center	15	59
100.	Beer, Christian	Coordinator: Media, Outreach, Recruitment, and Development	School of Languages, Literatures, and Cultures	20	59
101.	Case, Cody	Program Coordinator, Office of Diversity, Equity, and Inclusion	College of Liberal Arts and Sciences	10	60
102.	Dixon, Tiphani	Study Abroad Coordinator for Africa, Belgium, France, Italy, Greece, and the Middle East	Office of Study Abroad	25	60
103.	Mesick-Braun, Cassandra	Curator of Global Indigenous Art	Spencer Museum of Art	25	61
104.	Straughn, Celka	Director of Academic Programs	Spencer Museum of Art	10	61

Affiliated Center Staff					
	Last Name, First Name	Title	Department	% KASC	Pg.
105.	Wawire, Brenda	Language Coordinator	African & African-American Studies/School of Languages, Literatures, and Cultures	100	62
106.	Yoon, Jessie	Grant Award Specialist	College and Professional Schools Shared Service Center	10	62

Kansas African Studies Center Position Descriptions			
Title	Department	% KASC	Pg.
Assistant Professor in Digital Humanities in African Studies	Kansas African Studies Center and African & African-American Studies	100	63
Outreach Assistant, Graduate Student Hourly	Kansas African Studies Center	100	63
<i>Five Positions for the African Language Program:</i> African Language Lecturers in Amharic, Arabic, Kiswahili, Somali, and Wolof	Kansas African Studies Center and African & African-American Studies	100	63
Graduate Teaching Assistant, Experiential Learning Course Development	Kansas African Studies Center and African & African-American Studies	100	64
Program Evaluation Assistant, Graduate Student Hourly	Kansas African Studies Center	100	64
<i>Two Positions to enrich the KU Africana Library Collection:</i> Library Assistant, Proficient in Somali, Student Hourly; Library Assistant, Proficient in Amharic, Student Hourly	Kansas African Studies Center and KU Libraries	100	64

Language Competence Based on a Ten-Point Scale		
10	Native	Ability to speak like an educated native speaker
9	Distinguished	Ability to speak with a great deal of fluency, grammatical accuracy, precision of vocabulary, and idiomaticity
8	Superior	Ability to speak with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
7	Advanced-Plus	Ability to satisfy most work requirements and show some ability to communicate on concrete topics
6	Advanced	Ability to satisfy routine social demands and limited work requirements
5	Intermediate-High	Ability to satisfy most survival needs and limited social demands
4	Intermediate-Mid	Ability to satisfy some survival needs and some limited social demands
3	Intermediate-Low	Ability to satisfy basic survival needs and minimum courtesy requirements
2	Novice-High	Ability to satisfy immediate needs with learned utterances
1	Novice-Mid	Ability to operate in only a very limited capacity
0	Novice-Low	Unable to function in the spoken language

FACULTY

1. MACGONAGLE, ELIZABETH, Associate Professor/Director of the Kansas African Studies Center/FLAS Project Director, History/African & African-American Studies/Kansas African Studies Center (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., History, 2002, Michigan State University; M.A., History, 1996, Michigan State University; B.A., History, 1990, Trinity College, Connecticut.

Academic Experience: University of Kansas, Associate Professor, 2008 – Present; Associate Chair, Department of History, 2009 - 2011; Assistant Professor, 2001 – 2008.

Overseas Experience: Mozambique, Zimbabwe, South Africa, Mauritius, Reunion, Namibia, Ghana, Togo, Senegal, Kenya, Swaziland, Tanzania, Portugal, France, Spain, England, Germany, Netherlands, Sweden, Norway, Iceland, Canada, Mexico

Language(s) and Language Proficiency (scale): Portuguese-8, Shona-6, Nda-6, French-5, Kiswahili-3

Area/International Studies Courses Taught: 11, including; Introduction to African History; Modern Africa; Liberation in Southern Africa; Sexuality and Gender in African History; Senior Seminar in African Social and Political Development; Honors Program-Global Scholars Seminar: Memory in Global Perspective; Historian's Craft; Graduate Seminar in African Studies; Graduate Seminar in African History in Global Perspective; Graduate Seminar in Comparative Women's History: Africa & Europe.

Research/Training Specializations: African history; comparative Black history; social and cultural history; gender issues in African Studies; Lusophone Africa; Southern Africa; history and memory.

Number of Recent Publications: 8, including: 1) "History and Memory in an African Context: The Case of Robben Island." In *An Introduction to Area Studies in the 21st Century*, edited by Edith Clowes and Ann Shelly Jarrett Bromberg, 53-64. Northern Illinois Press, 2016. **2)** *Crafting Identity in Zimbabwe and Mozambique*. Rochester Studies in African History and the Diaspora Series. Rochester, NY: University of Rochester Press, 2013 (paperback), 2007 (first published). **3)** "Mozambique." In *Oxford Bibliographies in African Studies*, edited by Thomas Spear. New York: Oxford University Press, 2013. **4)** "Imagining the Past at Great Zimbabwe." In *Remembering Africa and Its Diasporas*, edited by Audra Diptee and David V. Trotman, 85-100. Trenton: Africa World Press, 2012. **5)** With Kim Cary Warren. "How Much for Kunta Kinte?!": Sites of Memory and Diasporan Encounters in West Africa." In *African Hosts and their Guests: Cultural Dynamics of Tourism*, edited by Walter Van Beek and Annette Schmidt, 75-102. Rochester, NY: James Currey, 2012. **6)** "Living with a Tyrant: Nda- Memories and Identities in the Shadow of Ngungunyana." *International Journal of African Historical Studies* 41, no. 1 (2008): 29-53.

Dissertations and Theses Supervised (5 yrs): 9

Distinctions: Research in United Kingdom (2017), Mauritius (2016), Réunion (2016), Tanzania (2015), Senegal (2015), Mozambique (1994-1995, 1998, 1999, 2003, 2005, 2012, 2014), South Africa (1999, 2007, 2012, 2014), Portugal (1998, 1999, 2013), Ghana (2002-2003, 2006) and Zimbabwe (1995, 1998, 1999); Research Excellence Initiative, College of Liberal Arts and Sciences - Univ. of Kansas, "Bridging East Africa's Digital Health Divides," Co-PI with Kathryn Rhine and Peter Ojiambo, \$30,000 (2018); Research CoLABoratives, Hall Center for the Humanities - Univ. of Kansas, "Bridging East Africa's Digital Health Divides: A CoLABorative Analysis," Co-PI with Kathryn Rhine and Peter Ojiambo, \$90,000 (2017-2020); National Endowment for the Humanities – Humanities in the Public Square Program, "Engaging Communities for the Common Good: Stories about Migration in the Public Square," \$140,811 (2016-2017); Senior Administrative Fellow – Univ. of Kansas (2017); Humanities Research Fellowship, Hall Center for the Humanities – Univ. of Kansas (2016); General Research Fund Awards - Center for Research, University of Kansas, \$5,888 (2016); U.S. Department of Education, Title VI Foreign Language and Area Studies (FLAS) Program, \$990,000 (2014-2018); General Research Fund Awards - Center for Research, University of Kansas, \$5,888 (2012); Travel Grant to Southern Africa, International Programs, University of Kansas, \$3,000 (2012); ING Excellence in Teaching Award - Lawrence Campus, University of Kansas, \$1,000 (2007); Friends of the Hall Center Book Publication Award - University of Kansas, \$1,500 (2007); General Research Fund Awards - Center for Research, University of Kansas, \$5,888 (2007); Travel Grants to West Africa, International Programs, University of Kansas, \$2,500 (2006); Faculty Fellowships - Center for Teaching Excellence, University of Kansas, \$1,500 (2006, 2003); American Philosophical Society – Franklin Research Grant, \$5,000 (2005); General Research Fund Awards - Center for Research, University of Kansas, \$4,700 (2004); Fulbright Scholar Program, - University of Iceland, Reykjavik, \$9,900 (2004); General Research Fund Awards - Center for Research, University of Kansas, \$9,600 (2003); Digital Library Initiative Development Grant – Information Services, University of Kansas, \$7,100 (2003).

2. OJIAMBO, PETER, Associate Professor/Faculty Associate Director of the Kansas African Studies Center, African & African-American Studies/Kansas African Studies Center (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Educational Studies, 2007, Ohio University, OH; M.A., African Studies, 2004, Ohio University, OH; M.Phil., Sociology of Education, 1996, Moi University, Kenya; B.Ed., Kiswahili and Religious Studies, 1993, Moi University, Kenya.

Academic Experience: University of Kansas, Associate Professor, African & African-American Studies, 2015-Present; KU, Assistant Professor, African & African-American Studies, 2010-2015; KU, African Languages Coordinator, 2010-2016.

Overseas Experience: Tanzania, Kenya

Language(s) and Language Proficiency (scale): English-10, Luhya-10, Kiswahili-10

Language Pedagogy Background: 16 years language teaching experience; wide experience in summer language instruction; trained in: OPI testing, foreign language teaching, curriculum design and evaluation.

Area/International Studies Courses Taught: 6, including: Elementary, Intermediate, & Advanced Kiswahili; Readings in Kiswahili; Language and Society in Africa; Comparative Cultures and Education in Africa.

Research/Training Specializations: African Education; African Educational Biographies; Non-Western Educational Thought; Comparative Cultures and Education; Kiswahili Language; Kiswahili Literature.

Number of Recent Publications: 12, including: 1) “Education in Postcolonial Africa.” In the *Palgrave Handbook of African Colonial and Postcolonial History*, edited by Martin Shaghuhuiya and Toyin Falola, Palgrave Macmillan Publishers, 2018. **2)** *Kenyan Youth Education in Colonial and Post-Colonial Times: Joseph Kamiru Gikubu’s Impact*. Palgrave Macmillan Publishers, 2017. **3)** *Erasing Invisibility, Inequity and Social Injustice of Africans in the Diaspora and the Continent*, edited by Omiunota N. Ukpokodu and Peter Otiato Ojiambo, Cambridge Scholars Publishers, 2017.

Dissertations and Theses Supervised (5 yrs): 14

Distinctions & Awards: Research Excellence Initiative, College of Liberal Arts and Sciences - Univ. of Kansas, “Bridging East Africa’s Digital Health Divides,” Co-PI with Kathryn Rhine and Elizabeth MacGonagle (2018); Research CollABoratives, Hall Center for the Humanities - Univ. of Kansas, “Bridging East Africa’s Digital Health Divides: A CollABorative Analysis.” Co-PI with Kathryn Rhine and Elizabeth MacGonagle (2017-2020); KU Department of African & African-American Studies, Research Award, (2015); International Association of African Educators Outstanding Service Award (2015); KU Center for Teaching Excellence Award (2012).

3. ACCILIEN, CÉCILE, Associate Professor/Chair/Director of the Institute of Haitian Studies, African & African-American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., French Studies, 2002, Tulane University; M.A., Francophone Studies, 1997, University of Louisiana; B.A., French Literature & Civilization, 1995, Montclair State University.

Academic Experience: University of Kansas, Chairperson, African & African-American Studies, 2018 – present; KU, Associate Professor, African & African-American Studies, 2015-Present; KU, Director, Institute of Haitian Studies, 2015-Present; KU, Associate Director, Center for Latin American and Caribbean Studies, 2016-Present; KU, African Language Coordinator, 2016-2017.

Overseas Experience: Haiti, France, Burkina Faso, Martinique, Senegal, Guadeloupe, Belgium

Language(s) and Language Proficiency (scale): French-10, Haitian Creole-10, Spanish-7

Language Pedagogy Background: Academic background in French; 16 years of language teaching experience.

Area/International Studies Courses Taught: 9, including: Gender Identity: Africa & Diaspora; Haiti: Culture and Identity; Portrait Third World Nation: Haiti; Cuba in the Americas; Readings in African Studies; Special Topics in African Studies; Advanced Haitian I; Advanced Haitian II; Introduction to Africa.

Research/Training Specialization: Haitian Studies; Francophone Studies; Women’s Studies; African Diaspora; Film Studies.

Recent Scholarly Works: 3, including: 1) *With Nabil Boudraa. Francophone Cultures Through Films*. Focus Publishing, 2013. **2)** *With François, Anne “Islands Without Borders: Teaching the Caribbean across Languages and Cultures,” in Reimagining the Caribbean: Conversations among the Creole, English, French and Spanish Caribbean*, edited by Valérie K. Orlando & S. Messinger Cypess Lexington Books, 2014.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions and Awards: Fulbright Lecturer/Researcher, Université de Ouagadougou, Ouagadougou, Burkina Faso (2008 - 2009); Summer Research Fellowship, Portland State University (2004); Women’s Studies Grant, Tulane University (2001).

4. ADAMS, GLENN, Professor, Psychology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 85%

Education: Ph.D., Social Psychology, 2000, Stanford University; B.A., Psychology, 1989, Penn State University

Academic Experience: University of Kansas, Professor of Psychology, 2015-Present; KU, Associate Professor, Psychology, 2008-2015; KU, Assistant Professor, Psychology, 2001-2008.

Overseas Experience: Ghana, Sierra Leone (Peace Corps), Vietnam, Singapore, Costa Rica

Language(s) and Language Proficiency (scale): Krio-7, Spanish-6, French-1, Twi-1, Dagbani-1, Pulaar-1, Vietnamese-1

Area/International Studies Courses Taught: 8, including: Social Psychology; Culture and Psychology; Research Practicum in Cultural Psychology; Graduate Seminar in Cultural Psychology; Graduate Seminar in Ecological Psychology; Critical Psychology and Postcolonial Studies; Sociocultural Bases of Self and Identity; Graduate Seminar: Decolonizing Knowledge.

Research/Teaching Specialization: Cultural Psychology; Psychology in African Settings; Social Psychology; Independent Study; Research Lab; Ecological Psychology; Relationality in African Settings; Decolonizing Knowledge.

Recent Scholarly Works: 40, including: 1) *With* Tuğçe Kurtiş. “Decolonial Intersectionality: Implications for theory, research, and pedagogy.” In *Intersections of identity: Complicating identity and social justice*, edited by Kim A. Case, 45-58. Routledge, 2017. **2)** *With* Sara Estrada-Villalta. “Theory from the South: A Decolonial Approach to the Psychology of Global Inequality.” *Current Opinion in Psychology* 18, (2017): 37-42. **3)** *With* Luis Gómez Ordóñez, Tuğçe Kurtiş, Ludwin E. Molina and Ignacio Dobles. “Notes on decolonizing psychology: From one special issue to another.” *South African Journal of Psychology* 47, no. 4 (2017): 531-541.

Dissertations and Theses Supervised (5 yrs): 12

Distinctions and Awards: Gulbenkian Foundation and Volkswagen Foundation Knowledge for Tomorrow—Cooperative Research Projects in Sub-Saharan Africa Program, €127,900 (2015); MacGonagle, E. & Adams, G. Title VI Foreign Language and Area Studies Competition; U.S. Department of Education, \$990,000 (2014); Graduate Research Consultant Program, KU Center for Undergraduate Research (2014); Fall Faculty Colloquium Competition, Hall Center for the Humanities (2014).

5. AGADJANIAN, VICTOR, Foundation Distinguished Professor, Sociology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 85%

Education: Ph.D., Sociology, 1995, University of Southern California; M.S., Sociology-Applied Demography, 1992, University of Southern California; B.A., African Studies and Swahili, 1985, Moscow State University, USSR

Academic Experience: University of Kansas, Foundation Distinguished Professor, Department of Sociology, 2015 – Present; KU, Founding Co-Director, Center for Migration Research, 2016 – Present; Arizona State University, Professor, Sociology, T. Denny Sanford School of Social and Family Dynamics, 2009 – 2015.

Overseas Experience: Mozambique, Russia, France, Armenia

Language(s) and Language Proficiency (scale): Russian-10, Portuguese-10, French-10, Spanish-10, Kiswahili-5, Tsonga-5, Uzbek-5, German-3, Italian-3

Area/International Studies Courses Taught: 6, including: Urban Sociology; Sociology of Poverty and Development; Epidemics and Society; World Population Issues; Sociology of Global Health; Issues in Global Studies.

Research/Teaching Specialization: Social demography; migration; sex/reproductive health and behavior; religion

Recent Scholarly Works: 41, including: 1) *With* Zotova, N., “Gendered pathways: Central Asian migration through the lens of embodiment.” In *Revisiting Gender & Migration*, edited by M. Murat Yücesahin & P. Yazgan. London: Transnational Press, 2017. **2)** *With* Dodson, Z. M., & Driessen, J. “How to Allocate Limited Healthcare Resources: Lessons from The Introduction of Antiretroviral Therapy in Rural Mozambique.” *Applied Geography* 78, (2017): 45-54. **3)** *With* Hayford, S. R. “Determined to stop? Predictors of the Desire to Stop Childbearing in Rural Mozambique.” *Population Studies* 71, no. 3 (November 2017): 329-344.

4) *With* Kornienko, O., Menjívar, C., & Zotova, N. “Financial and Emotional Support in Close Personal Ties Among Central Asian migrant women in Russia.” *Social Networks* 53 (May 2017): 125-135.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions and Awards: Foundation Distinguished Professor, University of Kansas (2015 - Present); Poster session winner, Population Association of American annual meeting (2008); Poster session winner, Population Association of American annual meeting (2005); Poster session winner, Population Association of American annual meeting (2001).

6. AJAYI-SOYINKA, OMOFOLABO, Professor Emerita, Theatre/Women, Gender & Sexuality Studies

Percent of Time Dedicated to Area/International Studies Courses: 85%

Education: Ph.D., Literature in English, 1987, University of Ife, Nigeria; M.A., Theatre Arts, 1979, Leeds University, England; Post Graduate Diploma, Theatre Arts, 1975, University of Ibadan, Nigeria; B.A., French, 1973, University of Ife, Nigeria.

Academic Experience: University of Kansas, Professor Emerita Theatre/Women, Gender & Sexuality Studies, 2015-Present; KU, Professor of Theatre/ Women, Gender & Sexuality Studies, 2011-2015; KU, Associate Professor, Theatre/ Women, Gender & Sexuality Studies, 1995 – 2010.

Overseas Experience: Nigeria, England

Language(s) and Language Proficiency (scale): Yoruba-10, French-7, German-3.

Area/International Studies Courses Taught: 7, including: Race in the American Theatre; Graduate Seminar in African Theatre; Postcolonial Theatre and Drama; Women in Contemporary African Literature; Seminar in African Theatre; Body and Representation; Gender, Culture, and Migration.

Research/Teaching Specialization: Gender, Nationalism and Critical Theory in African Literature: Efua Sutherland; Relationship between African Immigrants in the U.S. and African Americans; Immigration; Exile and Writing; African Women Immigrants.

Recent Scholarly Works: 2, including: 1) *With Kalu, A., & Nfah-Abenyi, J. Eds. Reflections: An Anthology of New Work by African Women Poets.* Boulder, CO: Lynne Rienner Publishers, 2013. **2)** “The Code of Exile and My Christmas Wish List.” In *An Anthology of New Work by African Women Poets*, co-edited by Anthonia C. Kalu, Juliana M. Nfah-Abenyi, 126-128. Boulder, CO: Lynne Rienner Publishers, 2013.

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Glidden Visiting Professorship, Ohio University, Athens, OH (2011); Certificate of Recognition, Women in Africa and the African Diaspora (2010); President, *Kente Citation Certificate*, African Literature Association (2009 - 2010); Fulbright Scholar (2008 - 2009); Mayflower Old Student Association Award (2008); Certificate of Recognition, Women in Africa and the African Diaspora (2000).

7. ALEXANDER, SHAWN, Associate Professor/Director of the Langston Hughes Center/Director of Graduate Studies, African & African-American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Afro-American Studies, 2004, University of Massachusetts-Amherst; M.A., Afro-American Studies, 2001, University of Massachusetts-Amherst; M.A., African-American World Studies, 1995, University of Iowa; B.A., History, 1992, Loras College.

Academic Experience: University of Kansas, Director, Langston Hughes Center, 2012 – present; KU, Associate Professor, African & African-American Studies, 2012 - Present, courtesy appointment in the Department of History; KU, Assistant Professor, African & African-American Studies, 2007 - 2012, With courtesy appointment in the Department of History; KU, Interim Director, Langston Hughes Center, 2008 – 2012.

Overseas Experience: Japan

Language(s) and Language Proficiency (scale): French-4, Japanese-7

Area/International Studies Courses Taught: 10, including Race, Sports & Society; The History of the Black Power Movement; Black Experience in the Americas: From Slavery to Emancipation; Black Leadership; Topics and Problems in African & African-American Studies; Introduction to African and African-American Studies; Research Methods in African Studies; Readings in African Studies; The Life and Times of W.E.B Du Bois; Topics and Problems in African & African-American Studies.

Research/Teaching Specialization: African-American post-emancipation social/cultural history; racial ideologies and social movements, and organizational history.

Recent Scholarly Works: 15, including: 1) “T. Thomas Fortune Racial Violence of Reconstruction and the Struggle for Historical Memory.” In *Remembering Reconstruction: Struggles over the Meaning of America’s Most Turbulent Era*, edited by Emberton & B. Baker. Baton Rouge: Louisiana State University Press, 2017. **2)** *Reconstruction Violence and the Ku Klux Klan Hearings.* Boston: Bedford/St. Martins, 2015. **3)** *W.E.B. Du Bois: An American Intellectual and Activist.* Lanham, MD: Rowman & Littlefield Publishers, Inc., 2015.

Dissertations and Theses Supervised (5 yrs): 9

Distinctions and Awards: Docking Young Faculty Scholar Award, University of Kansas (2013 - 2018); Kansas Humanities Council Speaker’s Bureau, Kansas Humanities Council (2014 - 2017); Program Grant, National Endowment for the Humanities and the Gilder Lehrman Institute of American History (2013-2014).

8. ASIEDU, ELIZABETH, Professor, Economics (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 85%

Education: Ph.D., Economics, 1998, University of Illinois Champaign-Urbana; M.S., Economics, 1994, University of Illinois Champaign-Urbana; M.S., Mathematics, 1992, University of Illinois Champaign-Urbana; B.S., (Hon) Math & Computer Science, 1988, University of Ghana.

Academic Experience: University of Kansas, Professor, Department of Economics, May 2012 – Present; KU, Associate Professor, Department of Economics, 2004 – 2012; KU, Associate Chair/Director of Graduate Studies, Department of Economics, 2007 – 2009; KU, Oswald Assistant Professor, Department of Economics, 1998- 2004.

Overseas Experience: Ghana, Australia

Language(s) and Language Proficiency (scale): Akan-10

Area/International Studies Courses Taught: 3, including: Teaching Methods in Economics; International Finance; Special Problems in Economics.

Research/Teaching Specialization: International Economic; Development Economics; Economics of Africa

Recent Scholarly Works: 6, including: 1) “Foreign Direct Investment.” In *Handbook of Globalisation and Development*, Edward Elgar, edited by Kenneth A. Reinert, forthcoming. 2) *With* Isaac Kalonda-Kanyama and Yi Jin. “The impact of HIV/AIDS on Foreign Direct Investment: Evidence from Sub-Saharan Africa.” *Journal of African Trade* 2, no. 2 (2015): 1-17. 3) *With* Kwabena Gyimah-Brempong. “Remittances and Investment in Education: Evidence from Ghana” *The Journal of International Trade & Economic Development* 24, no. 2 (2015): 173-200. 4) *With* Komla Dzigbede and Akwasi Nti-Addae. “Foreign Direct Investment, Natural Resources and Employment in Sub-Saharan Africa” In *Africa at a Fork in the Road: Taking Off or Disappointment Once Again*, edited by Ernesto Zedillo and Olivier Cattaneo, 395-414. Yale Center for the Study of Globalization, 2015.

Dissertations and Theses Supervised (5 yrs): 3

Distinctions and Awards: President and Founder, Association for the Advancement of African Women Economists (AAWE) (2012 - Present); Fulbright Specialist Scholar List (2008 - Present); Big XII Fellowship (2008 - 2009); Byron Shutz Award for Excellence in Teaching, University of Kansas (2008); Kemper Teaching Award, University of Kansas (2008); Woman of Distinction Award, University of Kansas (2008).

9. BHALA, RAJ, Brenneisen Distinguished Professor/Associate Dean of International & Comparative Law, School of Law (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: J.D., 1989, Harvard Law School; M.Sc, Management, 1986, Oxford University; M.Sc., Economics, 1985, London School of Economics; B.A., Economics, 1984, Duke University.

Academic Experience: University of Kansas, Brenneisen Distinguished Professor, 2017-Present; KU, Rice Distinguished Professor, 2003 – 2017; KU, Associate Dean for International and Comparative Law, 2011 – Present; KU, Director, Two-Year J.D. Program for Foreign Lawyers, 2004 – Present; KU, Director, Doctoral (S.J.D.) Program, 2006 – Present.

Overseas Experience: Lived, traveled, and/or worked in 46 countries

Language(s) and Language Proficiency (scale): French-9, Chinese-9, Arabic-10, Farsi-10

Area/International Studies Courses Taught: 5, including; Topics in International Studies; International Law and Literature; Islamic Law; International Trade Law; Advanced International Trade Law.

: International Trade Law; Advanced International Trade Law; Islamic Law, Independent Research; S.J.D.

Research/Teaching Specialization: International trade; developing and Islamic countries; agriculture, national security, and remedies; Islamic Law (Sharī‘a); Classical Theory; Islamic finance; Shī‘ism.

Recent Scholarly Works: 35, including: 1) “Lessons About NAFTA Renegotiations from Shakespeare’s Othello: From the Three Amigo’s to America as Iago?” In *Maryland Journal of International Law*, 33, 2017-2018 (in press). 2) “TPP, American National Security, and Chinese SOEs.” In *World Trade Review*, 16(4) (October 2017): 665-671. 3) “Nine Dashes, Liberal Trade Interests, TPP, and Vietnam.” In *Brown Journal of World Affairs*, XXIII (2), 2017. 4) *With* Gantz, D., Keating, S. B., & Simões, B. G. “WTO Case Review 2016.” In *Arizona Journal of International and Comparative Law*, 34(2), (2017):281-460.

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Life Membership, Indian Society of International Law (ISIL) (2013 - Present); Chaired Professorship, University of Kansas (2003 - Present); George and Eleanor Woodyard International Educator Award, University of Kansas (2011); President’s Award for Excellence, Federal Reserve Bank of New York (1992); Letter of Commendation for Service at United Nations, U.S. Department of State (1991).

10. BOUSSOFARA, NAIMA, Associate Professor, African & African-American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Applied Linguistics, 1999, University of Texas; M.Ed., Education, 1991, University of Exeter; Diplôme de Fin d'Etudes Supérieures, Lettres Anglaises, Teaching English as a Foreign Language (TEFL) & Teaching English as a Second Language (TESL), 1976, Ecole Normale Supérieure, Tunis, Tunisia

Academic Experience: University of Kansas, Associate Professor, African & African-American Studies, 2007 – Present, KU, Assistant Professor, African and African-American Studies, 2000-2006.

Overseas Experience: Tunisia, Morocco

Language(s) and Language Proficiency (scale): Tunisian Arabic-10, Classical/Modern Arabic-10, French-10

Language Pedagogy Background: Ph.D. in Linguistics, TEFL and TESL certification, teaching languages since 1989 (at University of Kansas, Arabic since 2000).

Area/International Studies Courses Taught: 11, including: Elementary, Intermediate, and Advanced Arabic; Readings in Arabic; Intermediate Wolof; Qur'anic Arabic; Arabic Media; Arab Culture; Introduction to Arabic and Islamic Studies; Language & Culture in Arabic-Speaking Communities; Unveiling the Veil.

Research/Teaching Specialization: Sociolinguistics: Language Change and Language Variation in the Arab World; Arabic Diglossic Switching in Political Discourse and in the Media; Language Ideology and Linguistic Choices in Political Discourse in Tunisia; Translation; Applied Linguistics: Teaching Arabic as a Foreign Language; Arabic language pedagogy.

Recent Scholarly Works: 1, including: 1) “When the President Loses His Voice, the People Capture Speech.” In *Applied Linguistics in the Middle East and North Africa*, edited by Atta Gebril. John Benjamins e-platform.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: AIMS Research Fellowship for American Scholars, American Institute for Maghrebi Studies (\$10,500) (2007-2008); KASC affiliation travel to Tunisia for linkage development, language materials acquisition, and research (\$3,800) (2007); Big XII Faculty Fellowship, University of Kansas (\$2500) (2006).

11. BRINTON, JACQUELENE, Associate Professor (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Religious Studies, 2009, University of Virginia, Charlottesville, VA; M.A., Religious Studies, 2002, University of Virginia, Charlottesville, VA.

Academic Experience: University of Kansas, Assistant Professor, Department of Religion, 2010 – 2016; KU, Co-Director of Undergraduate Studies, Religious Studies Department, 2010 - 2011; KU, Coordinator for Study Abroad, Religious Studies Department, 2010 – Present; KU, Associate Professor, Department of Religion, 2016 – Present.

Overseas Experience: Egypt

Language(s) and Language Proficiency (scale): Arabic-9.

Area/International Studies Courses Taught: 5, including: Islam; Special Topics in Religion; Readings in Religious Studies; Modern Islamic Reform Movements; Gender Issues in Islam.

Research/Teaching Specialization: Islam; Modernity and Religion; Media and Religion; Introduction Judaism, Christianity, Islam; Religious Ethics; Comparative Ethics; Women/Gender in Islam; Islamic Reform Movements.

Recent Scholarly Works: 5, including: 1) “Television and the Extension of Religious Authority: Increasing Perceived Piety through Visual Presence.” In *Material Religion: The Journal of Objects, Art and Belief*. (in press)

2) “Rethinking the Distinction Between Popular and Reform Sufism in Egypt: An Examination of the Mawlid of Muhammad Mitwalli Sha'rawi.” In *Routledge. Sufi Politics and Performance in Africa*, 2016.

3) “Religion, National Identity and Nation Building: Muhammad Mitwalli Sha'rawi's Concept of Islam and It's Ties to Modern Egyptian Politics.” In *Comparative Islamic Studies*, 10.1 (2015) 61-87.)

4) *Preaching Islamic Renewal: Religious Authority and Media in Contemporary Egypt*. University of California Press, 2015.

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: Sabbatical (2017 - 2018); Dissertation Grant, University of Virginia, Department of Religious Studies (2008 - 2009); Summer Language Fellowship for study of Arabic, University of Virginia Graduate School of Arts and Sciences (2005 - 2008); Huskey Travel Fellowship (2007); Dupont Fellowship (2005 - 2006); Huskey Travel Fellowship (2004); Merchant Fellowship (2003 - 2004).

12. BRITTON, HANNAH, Associate Professor/Director of the Center for the Study of Injustice, Political Science/Women, Gender and Sexuality Studies/Institute of Policy & Social Research (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Political Science, 1999, Syracuse University, Maxwell School of Citizenship and Public Affairs; African Languages Institute, 1995, University of California, Berkeley, Cooperative African Languages Summer Institute, IsiXhosa; M.A., Political Science, 1995, Syracuse University, Maxwell School of Citizenship and Public Affairs; B.A., Politics and English, 1992, Wake Forest University.

Academic Experience: University of Kansas, Director, Center for International Political Analysis, Institute for Policy and Social Research, 2007-Present; Associate Professor, Political Science/Women, Gender and Sexuality Studies, 2007-Present; KU, Assistant Professor, Political Science/Women's Studies, 2005-2007.

Overseas Experience: South Africa, Ethiopia, Namibia

Language(s) and Language Proficiency (scale): IsiXhosa-5

Area/International Studies Courses Taught: 4, including: Women and Politics; Topics in Comparative Politics; Human Trafficking; Feminist Theory; Feminist Methodologies.

Research/Teaching Specialization: Comparative Politics; Gender and Politics; African Politics; Human Trafficking; Qualitative Methods; Feminist Theory.

Recent Scholarly Works: 8, including: 1) With Schwarz, C. and Kennedy, E. "Sliding Backwards': Structural Injustice, Sex Work, and Human Trafficking." *Feminist Formations*. Forthcoming.

2) With Schwarz, C. Unruh, E. Cronin, K. Evans-Simpson, S. & Ramaswamy, M. "Human Trafficking Identification and Service Provision in the Medical and Social Service Sectors." In *Health and Human Rights* 18, no. 1 (2016): 181-191. **3)** With Lindsey Shook. "I Need to Hurt You More': Namibia's Fight to End Gender-Based Violence." In *Signs: Journal of Women in Culture and Society* 40, no. 1 (2014): 153-175. **4)** With Schwarz, C. "Queering the Support for Trafficked Persons: LGBTQ Communities and Human Trafficking in the Heartland." *Social Inclusion* 3, no. 1 (2014): 63-75.

Dissertations and Theses Supervised (5 yrs): 13

Distinctions and Awards: Gene E. Budig Teaching Professor, University of Kansas (2014 - 2015); Fulbright Research Scholar to South Africa (2011 - 2012); Research Fellow, Idasa, an African Democracy Institute, Pretoria, South Africa (2011); Research Fellow, Centre for Human Rights, University of Pretoria, South Africa (2011); Kemper Fellow, University of Kansas (2008); Teaching Achievement Recognition, University of Kansas (2008); Honors Faculty Fellow, University Honors Program, University of Kansas (2006 - 2008); Ned N. Felming Trust Award, University of Kansas (2007).

13. BROWN, MARIE GRACE, Assistant Professor, History (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., History, 2012, University of Pennsylvania, Graduate School of Arts and Sciences; M.A., History, 2008, University of Pennsylvania, Graduate School of Arts and Sciences; B.A., History, 2004, Bryn Mawr College.

Academic Experience: University of Kansas, Assistant Professor, Department of History, 2012 – Present.

Overseas Experience: Sudan, United Kingdom

Language(s) and Language Proficiency (scale): Arabic- 4

Area/International Studies Courses Taught: 11, including: Travelers' Tales of the Middle East; Middle East after World War II; Directed Readings; First Year Seminar: A Century of Protest in Egypt; The Premodern Middle East; Harem to Street: Gender in the Middle East; Seminar in: Middle East and the World; Directed Readings; The Modern Middle East; Colloquium: Gender & Empire; Topics in: Popular Revolutions in the Middle East.

Research/Teaching Specialization: Middle East; Sudan; Gender; Empire; Consumption; Material Culture; Dress and Body Culture; Global History.

Recent Scholarly Works: 4, including: 1) *Khartoum at Night: Fashion and Body Politics in Imperial Sudan*. Stanford University Press, 2017. **2)** "Fashioning their Place: Dress and Global Imagination in Imperial Sudan, 1900-

1956." In *Gender & History*, edited by Stephan F Miescher, Michele Mitchell, and Naoko Shibusawa, 115-131. Blackwell Publishing Ltd, 2014. **3)** "In Touch: The Body and Sensibility as Historical Text." *International Journal of Middle East Studies* 48 (August 2016): 565-569.

Dissertations and Theses Supervised (5 yrs): 9

Distinctions and Awards: "AAUW American Publication Grant," American Association of University Women, (Refereed/Competitive) (\$6000) (2015); "Woodrow Wilson Career Enhancement Fellowship," Woodrow Wilson National Fellowship Foundation (Refereed/Competitive) (\$30,000) (2015-2016); New Faculty General Research Fund, University of Kansas (2012); School of Arts and Sciences Penfield Dissertation Research Fellowship, University of Pennsylvania (2010); Woodrow Wilson National Fellowship Foundation Travel Grant (2010).

14. CHIKANDA, ABEL, Assistant Professor, African & African-American Studies/Geography & Atmospheric Science (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Geography, 2010, University of Western Ontario, London, Ontario, Canada; M.Phil., Geography, 2004, University of Zimbabwe; B.A., Geography (Honors), 2000, University of Zimbabwe.

Academic Experience: University of Kansas, Assistant Professor, Geography, 2015 – Present.

Overseas Experience: South Africa, Zimbabwe, Canada

Language(s) and Language Proficiency (scale): Shona-10; French-5

Area/International Studies Courses Taught: 6, including: Africa's Human Geographies; Geographies of African Development; Introduction to Africa; Migration and Development in Africa; Migration, Diasporas, and Development in Africa.

Research/Teaching Specialization: Migration and development; Food security; Urban poverty; Informal sector; International development; Africa; Diasporas.

Recent Scholarly Works: 38, including: 1) *With* Crush, J. "Mutual Antagonisms: Why the South African Diaspora and the South African Government Are Not Engaged." In *African Histories and Modernities. Africa and its Global Diaspora: The Policy and Politics of Emigration*, edited by J. Mangala, 331-357. Cham: Palgrave Macmillan, 2017.

2) "An Analysis of Forced Migration from Zimbabwe." *Migration Studies* (2017): 1-24. **3)** *With* Crush, J. "South-South Cross-Border Medical Flows in Southern Africa." *Global Public Health* (2017). **4)** *With* Raimundo, I.

"Informal Entrepreneurship and Cross-Border Trade Between Mozambique and South Africa." *African Human Mobility Review* 3, no. 2 (2017): 943-974.

Dissertations and Theses Supervised (5 yrs): 3

Distinctions and Awards: SSHRC Postdoctoral Fellowship, Social Sciences and Humanities Research Council (SSHRC), Canada (2010 - 2012); Doctoral Supervision Internal Grant, \$2,000 (2010); Faculty of Social Science Alumni Award, \$2,000 (2010); Western Graduate Student Conference Travel Grant, \$300 (2010); Graduate Student Travel Grant, \$900, Canadian Association of Africa Studies (CAAS) (2007 - 2010); Western Graduate Student Scholarship, \$52,230 (2006 - 2010); Dean's Graduate Scholarship in Migration and Ethnic Relations (\$1,000) (2007); Faculty of Social Science Graduate Thesis Research Award (2007); Graduate Thesis Research Award, \$1,200, Univ. of Western Ontario (2007); International Doctoral Research Award, \$20,000, IDRC (2007).

15. DENNING, ANDREW, Assistant Professor, History (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., History, 2011, UC Davis; M.A., History, 2007, UC Davis; B.A., History, 2005, University of Nevada, Reno.

Academic Experience: University of Kansas, Assistant Professor, Modern European History & German Languages & Literature 2015-Present. University of British Columbia, Postdoctoral Fellow, History, 2013-2015. Western Washington University, Visiting Assistant Professor, History, 2011-2013.

Overseas Experience: Canada, France, Germany, Italy, Switzerland, Austria, United Kingdom

Language(s) and Language Proficiency (scale): German-10, French-10

Area/International Studies Courses Taught: 5, including: Modern European History; Europe in Crisis (1890-1945); France and its Empire; The Historian's Craft; Modern World, European Leisure and Consumption.

Research/Teaching Specialization: Technology, the environment, and mass culture in Europe; Europeans' relationships to nature, space, and mobility; Civilization through motorization: Vehicles and roads in Europe's African Empires; Organizing principles of colonial administration; Europeans view and experience of Africa; Connections among the Belgian, British, French, German, and Italian empires.

Recent Scholarly Works: 8, including: 1) "Going Downhill? The Industrialization of Skiing from the 1930s to the 1970s." In *Leisure Cultures and the Making of Modern Ski Resorts: A Transcultural Account*, edited by Philipp Strobl and Aneta Podkalicka, Palgrave Macmillan, 2018.

2) *Skiing into Modernity: A Cultural and Environmental History*. Berkeley: University of California Press (2015).

3) *Transports of Speed*. In *The Fin-de-siècle World*, edited by M. Saler, 380-391. New York: Routledge (2015).

Dissertations and Theses Supervised (5yrs): 3

Distinctions and Awards: Faculty Travel Grant, Hall Center for the Humanities, University of Kansas (2018); New Faculty General Research Fund Grant, University of Kansas (2017); Honorable Mention, Best Monograph, North American Society for Sport History Wolfsonian-FIU Residential Fellowship (Miami, FL) (2016); Book Publication Grant, Rachel Carson Center for Environment and Society (2014); Joel A. Tarr Envirotech Article Prize (2014); Postdoctoral Fellows Travel Award, University of British Columbia (2014); Postdoctoral Fellowship, Department of History, University of British Columbia (2013 - 2014)

16. EL-HODIRI, MOHAMED, Professor/Director of Honors Program, Economics (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Economics and Mathematical Statistics, 1966, University of Minnesota; M.A., Mathematics, 1966, University of Minnesota; M.A., Economics and Mathematical Statistics, 1961, University of Minnesota; No Degrees, Aspirant (Dynamical Systems and Probability Theory), 1959, Moscow Government University, Soviet Union; Bachelor of Commerce, Economics, 1958, Cairo University.

Academic Experience: University of Kansas, Professor, Department of Economics, 1973 – Present; KU, Associate Professor, Economics Department, 1969 – 1972; KU, Visiting Associate Professor, Economics Department, 1968 – 1969.

Overseas Experience: Kazakhstan, Russia, Egypt

Language(s) and Language Proficiency (scale): Arabic-10; Russian-10; English-10; French-7; Hebrew-5; Syriac-4

Area/International Studies Courses Taught: 11, including: Topics and Problems in African & African-American Studies; Appreciation for Pre-Islamic Arab Poetry; Western Civilization II; Intro to Economics, Honors; History of Economic Analysis; Income Distribution and Inequality, Honors; Development of Economic Thought; Economic Seminar Workshop; Special Problems in Economics; Honors Directed Study; Culture of the Arabs.

Research/Teaching Specialization: Structural Economic Dynamics; Heterodox economics; Neuroeconomics; Transition economies in post-communist states; micro-economic theory.

Recent Scholarly Works: 4, including: 1) With M. A., Kudasheva, T., & Kunitsa, S. "Methods of Measurement of Socio-Geographical Inequality in Kazakhstan, A consequence to the distribution of Oil Development?" *Journal of Economic Sociology* 3, no. 1 (2015): 7 - 23. **2)** With M. A., & Mukhmadiyev, B. "Monetary Policy Rules in Some Transition Economies." *Eurasian Journal of Economics and Finance* 2 no. 3 (2014): 26 - 44.

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: Fulbright Senior Specialist (2007-present); Fulbright Senior Expert, American University in Cairo, Egypt (2012); Chancellor's Club Distinguished Career Teaching Award, University of Kansas (2007).

17. GERSCHULTZ, JESSICA, Assistant Professor, African & African-American Studies (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Art History, 2012, Emory University; M.A., Art Education, 2004, The University of New Mexico; B.A., Art History, 1998, James Madison University

Academic Experience: University of Kansas, Assistant Professor, African & African-American Studies, 2012 – Present.

Overseas Experience: Tunisia, Oman, Kenya, Senegal

Language(s) and Language Proficiency (scale): Modern Arabic and Tunisian Dialect-8; French-6; German-4

Area/International Studies Courses Taught: 8, including: Islamic Art and Architecture in Africa; Special Study in African Art; Modern and Contemporary African Art; Investigation and Conference in Africa; Special Topics in Africana Studies; Intro to Africa; Topics and Problems in African & African-American Studies; African Design.

Research/Teaching Specialization: African and Arab modernisms; modern tapestry; gender and materiality; postcolonial nationalism; artists' professional and creative networks; African art (historical); Islamic art in Africa.

Recent Scholarly Works: 9, including: 1) "A Bourguibist Mural in the New Monastir? Zoubeir Turki's Play on Knowledge, Power, and Audience Perception." Republished in *Expertise and Architecture in the Modern Islamic World: A Critical Anthology*, edited by Peter Christensen. Bristol: Intellect and University of Exeter Press, series *Critical Studies in Architecture of the Middle East*, forthcoming. **2)** "Mutable Form and Materiality: Toward a Critical History of New Tapestry Networks." *ARTMargins* 5, no. 1 (February 2016): 3-29. **3)** "A Bourguibist Mural in the New Monastir? Zoubeir Turki's Play on Knowledge, Power, and Audience Perception." *The International Journal of Islamic Architecture* 4, no. 2 (July 2015): 315-341.

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Max Weber Foundation, Hans Robert Roemer Fellowship for Visiting Scholars (2017); Orient-Institut Beirut and Sursock Museum (2016-present); American Council of Learned Societies (ACLS) Research Fellowship (2016); Office of International Programs, International Humanities Research Award, University of Kansas (2016); American Philosophical Society Franklin Research Grant (2014); University of Kansas General Research Fund (2014)- *Summer Research in Tunisia*; Critical Language Scholarship Alumni Development Fund, Council of Overseas Research Centers and the Bureau of Educational and Cultural Affairs of the U.S. Department of State (2012); Fulbright Fellowship, Université de Tunis, Institut Supérieur des Beaux-Arts de Tunis (2009-2010); Fulbright Critical Language Enhancement Award (2009).

18. GRAY, SANDRA, Associate Professor, Anthropology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Anthropology, 1992, The State University of New York at Binghamton; M.A., Anthropology, 1988, The State University of New York at Binghamton; B.F.A., Theatre, 1974, The Goodman School of Drama of the Art Institute of Chicago.

Academic Experience: University of Kansas, Associate Professor, Anthropology, 1998 – Present, KU, Assistant Professor, Anthropology, 1992 – 1998.

Overseas Experience: Uganda, Kenya

Language(s) and Language Proficiency (scale): French-10, Karimojong-7

Area/International Studies Courses Taught: 17, including: Contemporary Health Issues in Africa; Human Adaptation; Reading and Research; Fundamentals of Physical Anthropology; General Anthropology; Nutritional Anthropology: Methods and Theory; Graduate Research; Anthropology of Sex; Anthropology of Food and Nutrition; Ecology and Biology of African Peoples; African Pastoralists; Senior Seminar in Human Biology; Readings in Evolutionary Theory; The Biology of Human Nutrition; Nutrition through the Life Cycle.

Research/Teaching Specializations: Biocultural and medical anthropology; Life history theory; human biology of conflict and structural violence; psychosocial stress on maternal strategies/child outcomes; violence and conflict in African pastoralist societies; East Africa.

Recent Scholarly Works: 4, including: 1) *With Sundal, M.B.* ““Milk has gone”: Dietary change in Karamoja, Uganda.” In *American Anthropologist*, 119, No. 4 (2017): 662–683. **2)** “Karimojong Politics Revisited.” In *Disasters in field research: Preparing for and coping with unexpected events*, edited by G. Ice, D. Dufour and N. Stevens. Boulder, CO: Rowan & Littlefield (2015): 17-19.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions and Awards: General Research Fund, University of Kansas, \$14,800 (2013); The Legal Aid Basket Fund (2010); General Research Fund, University of Kansas, \$8,000 (2006); The Harry Frank Guggenheim Foundation, \$25,996 (2005); Wenner-Gren Foundation, \$25,000 (2003); General Research Fund, University of Kansas, \$9,145 (2003); Jewish Community Foundation of Greater Kansas City (2000).

19. HANNOUM, MAJID, Associate Professor, Anthropology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Near Eastern Studies/Anthropology, 1996, Princeton University; M.A. Near Eastern Studies/Anthropology, 1993, Princeton University; Ph.D. Arabic and Comparative Literature, 1991, University of Sorbonne, Paris III; Graduate Studies Degree (*Diplôme d'études approfondies*), *Histoire et Civilisations*, 1989, Ecole des Hautes Etudes en Sciences Sociales, Paris; Graduate Studies Degree (*Diplôme D'études Approfondies*) Languages and Civilizations of the Middle East, 1986, University of Sorbonne; *Maîtrise*, Arabic Literature, 1985, University of Fez, Morocco; B.A., Arabic Literature, 1983, University of Fez, Morocco.

Academic Experience: University of Kansas, Associate Professor, Anthropology/African & African-American Studies, 2011 - Present; KU, Assistant Professor, Anthropology/African & African-American Studies, 2006 – 2011.

Overseas Experience: France, Morocco, Algeria

Language(s) and Language Proficiency (scale): Arabic-10, French-10

Area/International Studies Courses Taught: 11, including: Arabic and Islamic Studies; Intro to Urban Anthropology; Anthropology of Islam; Islam, Colonialism, and Nationalism in Africa; Current Cultural Anthropology; Anthropology of Violence; Post-War French Social Theory; Peoples and Cultures of North Africa and the Middle East; Special Topics in Africana Studies: Magic, Science, and Religion; Special Topics Africana Studies: Religion, Power, and Sexuality in Arab Societies; Current Cultural Anthropology.

Research/Teaching Specialization: Anthropology and history; religion and politics; cultural identity; expressive culture; political modernity; nationalism, memory, violence and state; comparative historiography.

Recent Scholarly Works: 11, including: 1) “Archiving Algeria: Archives, Violence, and Secrecy.” In *Sources and Methods in Histories of Colonialism: Approaching the Imperial Archive*, edited by K. Reid & F. Paisley, London: Routledge, 2017. **2)** “Semiotics of Sufism; or How to become a Saint.” In *Routledge (Series in Sufism). Practicing Sufism: Sufi Politics and Performance in Africa*, 2016. **3)** “Introduction.” In *Routledge Sufi Series. Practicing Sufism: Sufi Politics and Performance in Africa*, 2016. **4)** “Cartoons, Secularism, and Inequality.” *Anthropology Today*, 31(5), (2015): 21-24.

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Excellence in Research Award, Center for African Studies, University of Kansas (2012); Craig Anthony Arnold Faculty Research Award, University of Kansas (2011); US Fulbright Senior Scholar (2010 - 2011).

20. JANZEN, JOHN, Professor Emeritus/Former Director of the Kansas African Studies Center, Anthropology/Kansas African Studies Center

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Anthropology, 1967, University of Chicago; M.A., Anthropology, 1964, University of Chicago; Certificate in African Studies, 1963, University of Paris (Sorbonne); B.A., Social Science & Philosophy, 1961, Bethel College.

Academic Experience: University of Kansas, Professor Emeritus, 2015-present; KU, Professor, Anthropology, 1977-2015; KU, Associate Professor, Anthropology, 1972-1975.

Overseas Experience: Congo, Burundi, South Africa, Swaziland, Tanzania, Rwanda

Language(s) and Language Proficiency (scale): German-10; French-10, KiKongo-7

Area/International Studies Courses Taught: 6, including: Peoples of Africa; Kongo-Transatlantic; Introduction to Medical Anthropology; History of Anthropology; Advanced Medical Anthropology; Anthropology in Museums.

Research/Teaching Specialization: Health, healing, and related religious/societal issues; Central Africa; African healing and biomedicine; perception of crises, historical trends in social formations, and organized political, economic, therapeutic and religious responses; the nature of knowledge, problem solving, adaptation to environment; Kongo society of the Lower Congo; New World diaspora.

Recent Scholarly Works: 6, including: 1) "The Anthropology of Violence: Context, Consequences, Conflict Resolution, Healing, and Peace-Building in Central and Southern Africa." *Journal of Public Health Policy* 37 Supplement 1(2016): 122-132. **2)** "Ethnography in the Service of Understanding Human Conflict," *Psychological Issues in Human Resource Management* 4, no. 2 (2016): 75-103. **3)** with Larry Graber, *Crossing the Loange: Congo Pax Service and the Journey Home*. Newton, KS. Mennonite Press, 2015.

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: CIES-Fulbright, Senior Research Fellowship: for research in Central Africa (2013); Byron Alexander Award for Excellence in Graduate Advising, College of Liberal Arts & Sciences, University of Kansas (2012); Visiting Lecturer, Harvard University & Medizinische Universitaet Vienna (2004).

21. JELKS, RANDAL, Professor, African & African-American Studies/American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., History, Michigan State University, 1999; M. Div., McCormick Theological Seminary (Chicago, IL) 1983; B.A., History, 1981, University of Michigan.

Academic Experience: University of Kansas, Professor, American Studies/African & African-American Studies, 2014-present, KU, Associate Professor, American Studies/African & African-American Studies, 2008 – 2014.

Overseas Experience: England, France, South Africa, Nigeria, Ghana, Senegal, Liberia, Togo, Benin

Language(s) and Language Proficiency (scale): French-8; Twi-4

Area/International Studies Courses Taught: 9, including: American Identities; Black Experience since Emancipation; Case Study on Black Experience; United States in a Global Context; Public Service in American Studies; Ministries and Magicians: Black Religion Slave Practices; The Civil Rights Movement; Intro to American Studies.

Research/Teaching Specializations: American Religion; American Social Movements; African Studies; African American Studies; Religions in the African Diaspora; American Pluralism: Race Religion, and Ethnicity.

Recent Scholarly Works: 1, including: 1)"Masculinity, Religion, and Modernism: A Consideration of Benjamin Elijah Mays and Richard Wright." *Women, Gender, and Families of Color* (Champaign-Urbana Illinois: University of Illinois) 2, no. 1 (1 April 2014): 57-78.

Dissertations and Theses Supervised (5 yrs): 8

Distinctions and Awards: 2013 Lillian Smith Book Award, University of Georgia Libraries; Georgia Center for the Book/Dekalb Public Library; Southern Regional Council; 2013 BCALA Literary Award for Nonfiction from the Black Caucus of the American Library Association, University of North Carolina Press; 2006 State History Award, University and Commercial Press, Historical Society of Michigan, University of Illinois Press.

22. KIRCHGASLER, CHRISTOPHER, Assistant Professor, School of Education - Curriculum and Teaching (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 85%

Education: Ph.D., Curriculum & Instruction, 2017, University of Wisconsin-Madison; B.A., French, 2007, University of Utah; B.A., English, 2002, University of Utah.

Academic Experience: University of Kansas, Assistant Professor, Curriculum & Teaching, 2017 – Present.

Overseas Experience: Kenya, Guinea, France, Switzerland

Language(s) and Language Proficiency (scale): French-8; Kiswahili-6

Area/International Studies Courses Taught: 3, including: Foundations of Curriculum Development; Critical Pedagogies; Curriculum and the Learner in the Middle and High School.

Research/Teaching Specialization: Post-foundational approaches to comparative, historical, and ethnographic methods; educational research, policy, and practice; strategies and tactics that make particular peoples and spaces as educational "problems" towards which school reforms are directed.

Recent Scholarly Works: 7, including: 1) "True Grit? Making a Scientific Object and Pedagogical Tool."

American Educational Research Journal, (Spring 2018): 1-28. (Refereed)

2) With Popkewitz, T. S. and Diaz, J. (Eds.). *A Political Sociology of Educational Knowledge: Studies of Exclusion and Difference*. New York: Routledge, 2017.

3) "The Perils of 'Actionable Insights': Educational Research and the Making of Difference." In *A Political Sociology of Educational Knowledge: Studies of Exclusion and Difference*, edited by T. S. Popkewitz, J. Diaz, & C. Kirchgasser, 228-24. New York: Routledge, 2017.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Graduate Student Travel Award, Dept. of Curriculum & Instruction (2016 -2017); Travel Grant, Vilas Student Conference (2016 - 2017); Scholarship Travel Award, AERA Division B Preconference (2016); Travel Grant, Open Society Foundations Conference (2016); Fulbright IIE Study Grant Finalist (2015); Graduate Student Paper Award (1st Runner Up), Journal of Curriculum Theorizing & Bergamo Conference (2015); Travel Grant, Vilas Student Research (2015); Tashia Morgridge Wisconsin Distinguished Graduate Fellowship, Department of Curriculum & Instruction, University of Wisconsin-Madison (2014 - 2015); Graduate Student Travel Award, Dept. of Curriculum & Instruction (2014); Scott Kloeck-Jenson International Pre-Dissertation Fellowship, Global Studies Program, University of Wisconsin-Madison (2014); Scholarship Travel Award, AERA Division B Preconference (2013 - 2014); Foreign Language & Area Studies Fellowship, Swahili, African Studies Program, University of Wisconsin-Madison (2012 - 2014).

23. KELLY, ALTON (Van), Associate Professor, French, Francophone & Italian Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., French Literature, 1982, University of North Carolina-Chapel Hill; M.A., French Literature, 1976, University of North Carolina-Chapel Hill; B.A., French and Italian, 1974, Vanderbilt University.

Academic Experience: University of Kansas, Associate Professor, French, Francophone & Italian Studies, 1992 – Present; KU, Assistant Professor, French and Italian, 1989 – 1992.

Overseas Experience: Senegal, France, Belgium

Language(s) and Language Proficiency (scale): French-10, Wolof-5

Area/International Studies Courses Taught: 7, including: French Classic Film; French Culture Through Film; Studies in 20th-Century French Lit; French Film Inside & Outside France; World Regional Geography; Paris, City of Lights and Legends; French Culture Theater Film, 1950-Present.

Research/Teaching Specialization: 20th/21st Century French-Francophone Literature/Film Ideologies; Paris; sub-Saharan Africa; Senegal; African Cities; Postcolonial Francophone Film.

Recent Scholarly Works: 8, including: 1) "La Poésie de Jude Stefan Entre le Lisible et le Scriptible." Edited by Bénédicte Gorillot and Alain Lescart. *Liberté, Licence et Illisibilité Poétique* (Lyon: Presses de l'Ecole Normale Supérieure de Lyon) (May 2014): 15. **2)** "Difficile Traversée: Dakar, Gorée et les Passeurs Dans « Barsa, ou barsaq » de J.-M. G. Le Clézio." Edited by Isabelle Gillet-Roussel and Sabrinelle Bedrane. *Romans 20-50* (Preese Universitaires du Septentrion) 55, (June 2013): 51-65. **3)** "Tentation du Minimalisme et Puissance du Bricolage: Jean Echenoz vs. Agnès Varda." In *Romanciers Minimalistes 1979-2003*, edited by Marc Dambre and Bruno Blanckeman, 271-281. Colloque de Cerisy. Paris: Presses de la Sorbonne Nouvelle, 2012.

Dissertations and Theses Supervised (5 yrs): 3

Distinctions and Awards: Cramer Award for French Teaching & Research (2012); Sabbatical, KU (2011); Graduate Teaching Achievement Recognition, Center for Teaching Excellence (2009); Cramer Award for French Teaching & Research (2004).

24. LANG, CLARENCE, Professor/Interim Dean of the College of Liberal Arts and Sciences, African & African-American Studies/American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., History, 2004, University of Illinois, Urbana-Champaign; M.A., History, 1997, Southern Illinois University; B.A., Journalism, 1995, University of Missouri-Columbia.

Academic Experience: University of Kansas, Interim Dean, College of Liberal Arts and Sciences, 2018 – Present; KU, Professor/Chairperson, African & African-American Studies, 2016 - 2018; KU, Associate Professor, African & African-American Studies/American Studies, 2012 – 2016.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): Spanish-4

Area/International Studies Courses Taught: 12, including: The Black Experience in the Americas; The Black Experience in the United States Since Emancipation; Black Urban Community and Class; The Modern Black Freedom Struggle, 1955-1975; The Civil Rights Movement; Black Leadership; History of the Black Power Movement; Intro to African American Studies; Research Methods in Africana Studies; American Identities; The Black Power Movement; African American Urban Community and Class in the Midwest.

Research/Teaching Specialization: Black social movements in the twentieth-century United States; African American labor and working-class history; Black communities in the urban Midwest.

Recent Scholarly Works: 20, including: 1) *Black America in the shadow of the Sixties*. Ann Arbor: University of Michigan Press, 2015. 2) *Black America in the shadow of the Sixties*. Ann Arbor: University of Michigan Press, 2015. With Jennifer Hamer. "Race, Structural Violence, and the Neoliberal University: The Challenges of Inhabitation," *Critical Sociology*, no. 41 (2015):897-912.3) With Jennifer Hamer, "Race, Structural Violence, and the Neoliberal University: The Challenges of Inhabitation." *Critical Sociology*, 41, no. 6 (2015): 897-912.

4) "Representing the Mad Margins of the Early 1960s: Northern Civil Rights and the Blues Idiom" In *Mad Men, Mad World: Sex, Politics, Style and the 1960s*, edited by Lauren Goodlad, Lilya Kaganovsky, and Robert A. Rushing, 73-91. Durham, NC: Duke University Press, 2013.

Dissertations and Theses Supervised (5 yrs): 10

Distinctions and Awards: Outstanding Faculty Service, Department of African and African-American Studies (2013); Featured as part of "Best in Class: Research", Annual Report of the University of Illinois (2011); Langston Hughes Visiting Professor, Department of African and African-American Studies, University of Kansas (2011); Mellon Faculty Fellowship, University of Illinois at Urbana-Champaign (2006 - 2007).

25. MACK, BEVERLY B., Professor Emerita/Former Director of the Kansas African Studies Center, African & African-American Studies/Kansas African Studies Center

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., African Languages and Literature, 1981, University of Wisconsin-Madison; M.A., African Literature, 1978, University of Wisconsin-Madison; B.A., English/Anthropology, 1973, University of Connecticut.

Academic Experience: University of Kansas, Professor Emerita African & African-American Studies, 2017 – Present; KU, Professor, African & African-American Studies, 2006 – 2017; Director, Kansas African Studies Center, 2011 – 2013; KU, Associate Professor, African & African-American Studies, 1996 – 2006.

Overseas Experience: Nigeria, Sierra Leone, Morocco, Turkey

Language(s) and Language Proficiency (scale): Hausa-9, Krio-8, French-5, Arabic-3

Area/International Studies Courses Taught: 14, including: Introduction to Africa; Introduction to African History; Gender Roles in Islam; Women and Islam; Muslim Women's Autobiography; Islamic Literature; Topics and Problems in African and African American Studies; Hausa (all levels); Southern African Literature; Arabic and Islamic Studies; African Women Writers.

Research/Teaching Specializations: African Muslim women's literature and culture; Islam; Women's roles in Islam; Islamic Literature; African Literature.

Recent Scholarly Works: 8, including: 1) "Full Circle: Muslim Women's education from the Maghrib to America and Back." *The Journal of North African Studies*, 20, (2015): 78-91. 2) With Jean Boyd. *Educating Muslim Women: The West African Legacy of Nana Asma'u*. Oxford: Interface/Kube Press, 2013. 3) "Muslim Hausa Women's Songs." In *Women's Songs from West Africa*, edited by Thomas A. Hale and Aissata G. Sidikou, 224-256. Bloomington, IN: Indiana University Press, 2014.

Dissertations and Theses Supervised (5 yrs): 3

Distinctions and Awards: Department of African & African-American Studies Research Award, University of Kansas (2013); Department of African & African-American Studies Service Award, University of Kansas (2011, 2012); African Studies Association National Text and Translation Book Award, African Studies Association (2000).

26. OBADARE, EBENEZER BABATUNDE, Professor, Sociology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Social Policy, 2005, London School of Economics and Political Science; M.Sc., International Relations, 1992, Obafemi Awolowo University, Nigeria; B.A., History, 1989, Obafemi Awolowo University, Nigeria.

Academic Experience: University of Kansas, Professor, Department of Sociology, 2016-Present; KU, Associate Professor, Sociology, 2011-2016; KU, Assistant Professor, Department of Sociology, 2006-2011.

Overseas Experience: Nigeria, United Kingdom, South Africa

Language(s) and Language Proficiency (scale): Yoruba-10

Area/International Studies Courses Taught: 10, including: Transnational Migration; International Politics of Natural Resources; Sociological Perspectives: Sport in the Era of Globalization; Civil Society and the State; War and Democracy in Africa; Africa Today; Africa: Sociological Perspectives; Sociology of Transnational Migration; Sociology of Sport.

Research/Teaching Specialization: Civil Society and the Public Sphere; Religiosity and Politics Civic Service and Citizenship; Civil Society, Religion and Politics; Transnational Migration, and State and Society in Africa.

Recent Scholarly Works: 13, including: 1) “Postcolonial States and Societies in West Africa” Accepted for publication in Thomas Spear, ed. *Oxford Research Encyclopedia of African History*. Oxford: Oxford University Press, 2018. Forthcoming. **2)** “A Nigerian President’s Disappointing Return.” In *Current History*, 116(790) (May 2017): 194-196. **3)** *Humor, Silence, and Civil Society in Nigeria*. NY: University of Rochester Press, 2016. **4)** “The Muslim response to the Pentecostal Surge in Nigeria: Prayer and the Rise of Charismatic Islam.” In *Journal of Religious and Political Practice*, 2(1) (2016): 75-91.

Dissertations and Theses Supervised (5 yrs): 22

Distinctions and Awards: Research Fellow, Research Institute for Theology and Religion, University of South Africa (2016- 2019); The Kroc Institute, University of Notre Dame, Contending Modernities Research Project, (\$75,000) (2015- 2018); E. Jackson Baur Professor, Department of Sociology, University of Kansas (2016-2017); Invited Interlocutor, Charles Phelps Taft Research Center, University of Cincinnati (2016); Meredith Docking “Best and Brightest” Faculty Scholar, University of Kansas (2014- 2016); Keeler Intra-University Professor, University of Kansas (2014); Senior Administrative Fellow, University of Kansas (2012 - 2013).

27. OLAKA, MUSA, Assistant Librarian for African Studies, Global & International Studies, University of Kansas Libraries (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Information Science and Learning Technologies, 2010, University of Missouri, Columbia, MO; M.Ed., Library Studies, 1999, Kenyatta University, Nairobi, Kenya; B.Ed., 1995, Kenyatta University, Nairobi, Kenya.

Academic Experience: University of Kansas, Assistant Librarian for African Studies, Global & International Studies, 2015 – Present; Southeast Missouri State University, Assistant Library Director/ Instructor & Head Information Services Unit, 2014 - 2015; University of South Florida, Librarian, Holocaust, and Genocide Studies Center, 2010 – 2014.

Overseas Experience: Kenya, Burundi, Rwanda

Language(s) and Language Proficiency: Kiswahili-10, Luhya-10, Kinyarwanda-7, Kirundi-7, Kisii-5, French-4, Luo-1, Kikuyu-1

Area/International Studies Courses Taught, 1: Popular Culture in East Africa

Research/Teaching Specialization: Information policy; Library and Information Science Education; Human Information Behavior; Genocide Studies.

Recent Scholarly Works: 6, including: 1) *A Reflection of Genocide in Africa: Rwanda and the Herero*, Mounted at University of Kansas Watson Library., Lawrence, KS, USA (April 1, 2017 - August 1, 2017).

2) *With Khayesi, M. K.* “Embedded Librarianship in Academic Libraries in Kenya: Experiences of Part-time students in Masters Degree Programs, and Librarians.” In *The Maktaba: A Journal of the Kenya Library Association*, 4 no. 1, (2015): 189 - 203. **3)** “Collaborating to Preserve and Disseminate Testimonies of Child Survivors of the 1994 Genocide in Rwanda.” In *Proceedings of the International Federation of Library Associations and Institutions (IFLA) World Library and Information Congress: 81st IFLA General Conference and Assembly*. Cape Town, South Africa: IFLA, 2015. (Refereed)

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: IFLA/OCLC fellowship, IFLA (2004).

28. RHINE, KATHRYN A., Associate Professor/Faculty Fellow, Anthropology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Anthropology, 2010, Brown University; M.A., Anthropology, 2005, Brown University; B.A., Anthropology, 2002, The George Washington University.

Academic Experience: University of Kansas, Associate Professor, Anthropology, 2015-Present; KU, Assistant Professor of Anthropology, 2009-2015.

Overseas Experience: Nigeria

Language(s) and Language Proficiency (scale): Hausa-5, French-3

Area/International Studies Courses Taught: 12, including: Culture and Health/ Health and Culture; Global Health; Current Cultural Anthropology; Women, Health, and Healing in Africa; Life and Death in Africa; Introduction to Medical Anthropology; HIV/AIDS in Anthropological Perspective; Digital Ethnography; Life and Death in Africa; Introduction to Cultural Anthropology; Global Medicine: Honors Freshman Seminar.

Research/Teaching Specialization: Medical Anthropology; Anthropological Demography; Global Health Politics; HIV/AIDS; Motor Vehicle Collisions; Gender, Sexuality, & Kinship; Mobility; Pharmaceuticals & Biotechnologies.

Recent Scholarly Works: 5, including: 1) *The Unseen Things: Women, Secrecy, and HIV in Northern Nigeria*. Indiana University Press, 2016. **2)** "She Lives Dangerously: Intimate Ethics, Grammatical Personhood, and HIV in Islamic Northern Nigeria." In *Africa Today* 61, no. 4 (2015): 85-103. **3)** "HIV, Embodied Secrets, and Intimate Labour in Northern Nigeria." In *Ethnos: Journal of Anthropology* 79, no. 5, (2014): 699-718.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions and Awards: Co-Investigator, Collaborative Research REF Award, *Bridging East Africa's Digital Health Divides* (with Elizabeth MacGonagle and Peter Ojiambo), College of Liberal Arts & Sciences, \$30,000 (2018-2019); Faculty Participant, Humanities Tech Think Tank, College of Liberal Arts & Sciences, \$1,000 (2018); Faculty Participant, Faculty Service Learning Seminar, Center for Service Learning, \$500 (2018); Faculty Participant, Core Goal 4.2 Assessment Workshop, Office of International Programs and Center for Teaching Excellence, \$1,000 (2017); Humanities Connections Grant, *Global Medical Humanities: Bridging Digital Divides in Healthcare*, National Endowment for the Humanities, \$98,227 (2017); National Endowment for the Humanities Summer Seminars and Institutes Program participant (2016); Core Fulbright Scholar Teaching & Research Fellowship (CIES), Nigeria (2013); Research Grant, U.S. Department of Transportation/Transportation Research Institute, \$30,000 (2011); Research Grant, U.S. Department of Education/KASC \$2,300 (2011).

29. SANTANGELO, BYRON, Professor, English/Environmental Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., English, 1993, University of California, Irvine, CA; M.A., English, 1987, University of California, Irvine, CA; B.A., English, 1984, Claremont McKenna College, Claremont, CA.

Academic Experience: University of Kansas, Associate Professor, Department of English, 2003 – Present.

Overseas Experience: Senegal, Zambia, South Africa, Zimbabwe

Language(s) and Language Proficiency (scale): French-8

Area/International Studies Courses Taught: 15, including: Postcolonialism and Environmental Criticism; Environmentalism of the Global South; Postcolonial Theory & 20th-century British Fiction; Decolonizing Knowledge; Advanced Intro to Literary and Critical Theory; African Fiction; South African Fiction, Politics, and Culture; Writing Environmental Justice; Theories and Criticism of African Literature; Global Environmental Ethics; Intro to African Literature; Environmental Ethics; Empire and Nature; Global Environment; Surfing and Culture.

Research/Teaching Specialization: 20th-Century African Literature; 20th-Century British Literature; Postcolonial Theory; Literary and Critical Theory; Environmental Studies; Ecocriticism.

Recent Scholarly Works: 6, including: 1) "Petro-Violence and the Act of Bearing Witness in Contemporary Nigerian Literature". In *A Cambridge Global History of Literature and the Environment*, 2016.

2) "Witnessing the Nature of Violence: Resource Extraction and Political Ecologies in the Contemporary African Novel." In *Global Ecologies and the Environmental Humanities: Postcolonial Approaches* (pp. 17). New York: Routledge, 2015.

3) *Under the Sign of Nature. Different Shades of Green: African Literature, Environmental Justice, and Political Ecology*. Charlottesville, VA: University of Virginia Press, 2014.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: W.T. Kemper Fellowship for Excellence in Teaching, (\$5000) (2009 - 2010); Conger-Gabel Teaching Professor, (\$5000) (2007 - 2010); Keeler Intra-University Professorship, University of Kansas (2010); Mabel Fry Teaching Award, (\$750) (2009); Louise Byrd Graduate Educator Award, (\$1000) (2007).

30. UKPOKODU, PETER, Professor, African & African-American Studies/Theatre (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Theatre, 1986, University of Kansas; M.A., Theatre Arts, 1979, University of Ibadan, Nigeria; B.A., Theatre Arts, 1977, University of Ibadan, Nigeria; Dip., 1974, University of Ibadan, Nigeria.

Academic Experience: University of Kansas, Professor, African & African-American Studies, 2003 – Present; KU, Associate Professor/Chairperson, African & African-American Studies, 1996 – 2003; KU, Assistant Professor, African & African-American 1990 – 1996.

Overseas Experience: Benin, Nigeria, South Africa

Language(s) and Language Proficiency (scale): Etsako/Afenmai-10, Esan, Ibibo and Pidgin-10, French-9, Latin, Greek, Edo, and Yoruba-9

Area/International Studies Courses Taught: 5, including: African Theatre and Drama; African Traditional Religion and Thought; African Film and Video; Special Topics in Africana Studies: African Geography the Ecology; Special Topics in Africana Studies: NGO.

Research/Teaching Specialization: Theater, African culture, religion; African literature in Africa and the African diaspora.

Recent Scholarly Works: 5, including: 1) *With Ukpokodu, O. N. Voices from the Margins: African Educators on African and American Education.* New York: Information Age Publishers, 2012.

2) “Puppets as Witnesses and Perpetrators in *Ubu and the Truth Commission.*” In *Companion to Modern African Art*, edited by G. Salami & M. B. Visona. Chichester, England and Hoboken, NJ: Wiley-Blackwell and Sons, 2013.

3) *With Ukpokodu, O. N. “Educational Transformation in South Africa.” In Voices from the Margins.* New York: Information Age Publishers, 2012.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions & Awards: Published in *African Literatures at the Millennium* (2007); Invited Member of The Oxford Round Table, University of Oxford, Great Britain (2004); W.T. Kemper Fellowship for Teaching Excellence, University of Kansas (2002); Phi Beta Delta (Alpha Pi chapter) Faculty Award for Excellence in International Education (1998); Excellence in Teaching, Center for Teaching Excellence, University of Kansas (1998); Traditional African peoples' Institute Award (1998).

31. VANDERHURST, STACEY, Assistant Professor, Women, Gender, & Sexuality Studies (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Anthropology, 2014, Brown University; M.A., Anthropology, 2009, Brown University; B.A., Anthropology/International Peace Studies, 2007, University of Notre Dame.

Academic Experience: University of Kansas, Assistant Professor, Women, Gender, & Sexuality Studies, 2015–Present.

Overseas Experience: Nigeria, Ireland

Language(s) and Language Proficiency (scale): Nigerian Pidgin-8

Area/International Studies Courses Taught: 4, including: Global Feminism; Research Methods: Women, Gender, and Sexualities Studies; Introduction to Women, Gender, and Sexuality Studies; Feminist Methodologies.

Research/Teaching Specialization: Qualitative research methods; Women's migration; Global feminisms; Gender and development; Sex work and human trafficking.

Recent Scholarly Works: 1, including: 1) “Governing with God: Religion, Resistance, and the State in Nigeria’s Counter-Trafficking Programs.” In *Political and Legal Anthropology Review*, 40, no. 2 (Fall 2017): 194-209. (Refereed).

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: AFA Dissertation Award (declined), Association for Feminist Anthropology (2013), APLA Graduate Student Paper Prize, Association for Political and Legal Anthropology (2013), Watson Smith Award for Best Student Research Paper, Department of Anthropology, Brown University (2013).

32. ZIETHEN, ANTJE, Assistant Professor, French, Francophone & Italian Studies (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., French Studies, 2010, University of Toronto, Canada; M.A, French and English Studies, 2002, Greifswald University, Germany.

Academic Experience: University of Kansas, Assistant Professor, French, Francophone & Italian Studies, 2015-Present.

Overseas Experience: Senegal, Germany, Brazil, Canada

Language(s) and Language Proficiency (scale): French-10, German-10, Russian-4, Wolof-3, Portuguese-3

Area/International Studies Courses Taught: 5, including: French – Around the Francophone World; Intermediate French Conversation; Francophone African Literature; French-Speaking World (Outside France); Introduction to French Literature.

Research/Teaching Specialization: Francophone literatures and cultures; postcolonial urban novel; geo-centered literary theories; theories of space; postcolonial theories; diaspora and transnational theories; gender theories; theories of modernity; Francophone literatures and cultures; African literature; migration; urban space; diaspora and transnationalism; gender; music and literature.

Recent Scholarly Works: 9, including: 1) “Heteropolis: Paris und London in Afrikanischer Migrationsliteratur.” In *Literarische Räume der Herkunft. Fallstudien zu einer historischen Narratologie*, edited by Katrin Dennerlein & Maximilian Benz, 383-403. Berlin: Walter de Gruyter, 2016. (Refereed)

2) « Une lame à double tranchant. L’ironie protéiforme dans ‘Le silence des Chagos de Shenaz Patel’ . » *Éthiopiennes : Revue négro-africaine de littérature et de philosophie*, (2015) : 94/95 (Refereed)

3) With Breslow, H. *Beyond the Postmodern: Space and Place for the Early 21st Century*. Oxford: Inter-Disciplinary Press, 2015. (Refereed)

4) « Migration, imagination, poétique. Le paradigme transnational chez Marie-Célie Agnant. » *Études littéraires*, 46, no. 1 (2015): 105-118. (Refereed)

5) With Arich-Gerz, B. and Schmidt, K. *Afrika-Raum-Literatur/Africa-Space-Literature*. Remscheid: Gardez! Verlag, 2014. (Refereed)

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Research Fellow in Residence, University of Kansas, Hall Center (2017 - 2018); Cramer French & Italian Faculty Award, University of Kansas (2016); Postdoctoral Scholarship (\$32,000 annually, declined), RQSC (2011 - 2013); Postdoctoral Scholarship (\$40,000 annually), SSHRC (2011 – 2013).

AFFILIATED FACULTY

33. ANATOL, GISELLE, Professor, English (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., English, 1998, University of Pennsylvania; M.A., English, 1994, University of Pennsylvania; BA, English, 1992, Yale University.

Academic Experience: University of Kansas, Professor, English, 2016 – Present; KU, Associate Professor, English, 2005 – 2016; KU, Assistant Professor, English, 1998 – 2005.

Overseas Experience: Caribbean

Language(s) and Language Proficiency (scale): Spanish-4

Area/International Studies Courses Taught: 6, including: Freshman Honors Seminar: Caribbean Literature - "Mimicry or Culture?"; Introduction to Caribbean Literature; Caribbean Women Writers; Vampires in Literature of the African Diaspora; African & African-Diasporic Literature: The Black Nobel Laureates; African & African-Diasporic Literature: Folklore in Literature.

Research/Teaching Specialization: Caribbean literature; Caribbean women's writing; contemporary African-American/ African-diaspora lit; Toni Morrison; children/young adult lit; race and gender in contemporary writing, popular culture.

Recent Scholarly Works: 10, including: 1) "Anansi the Trickster: Contesting Eurocentric Knowledge Production in the Americas", In *The Routledge Companion to Inter-American Studies*, edited by W. Raussert, 150-159. London & New York: Routledge, 2017. **2)** "The Soucauyant and other Blood sucking, Skin-Shedding Female Monsters." *Listening: Journal of Communication Ethnics, Religion, & Culture* 52, no.3 (2017): 191-198. **3)** "Brown Girl Dreaming: A Ghost Story in the Postcolonial Gothic Tradition". *Children's Literature Association Quarterly* 41, no. 4. (2016): 403-419.

Dissertations and Theses Supervised (5yrs): 29

Distinctions and Awards: Sabbatical (2016); Ned N. Fleming Trust Award for Excellence in Teaching, University of Kansas (2016); Haines Faculty Research Fellowship, University of Kansas, Department of English (2013 - 2014); KU's Women of Distinction: Reconstructing Voices in the Humanities, Emily Taylor Women's Resource Center (2013 - 2014); Mabel S. Fry Teaching Award, University of Kansas Department of English (2011); NEH-Sponsored Language Matters IV Workshop: Teaching Toni Morrison in Translation, Paris (2010); Nominated for the MLA Executive Committee on Children's Literature (2010).

34. ANNAMMA, SUBINI, Assistant Professor, School of Education – Special Education (Tenure-Track)

Percent of Time Dedicated to Area/International Studies: 25%

Education: Ph.D., Educational Equity & Cultural Diversity, 2013, University of Colorado Boulder; M.A., Educational Equity & Cultural Diversity, 2008, University of Colorado Boulder; B.S., Special Education, Cross Categorical, 2002, University of Wisconsin, Oshkosh, WI.

Academic Experience: University of Kansas, Assistant Professor, Special Education, 2015 – Present.

Overseas Experience: India

Language(s) and Language Proficiency (scale): Spanish-1

Area/International Studies Courses Taught: 1: Intersectional Injustice in Special Education Policy & Practice.

Research/ Teaching Specialization: Equitable education; historically marginalized students/communities; disabilities; social construction of race and ability; urban education; juvenile incarceration; systemic inequities; educational practices.

Recent Scholarly Works: 27, including: 1) *With F. Waitoller, F.* "Taking a Spatial Turn in Inclusive Education: Seeking Justice at the Intersections of Multiple Markers of Difference." In *The Handbook of Research on Diversity in Special Education*, edited by M. Tejero-Hughes & E. Talbott. New Jersey: John Wiley & Sons, Inc, in press. **2)** *With D. Morrison & D. Jackson (Eds.), Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity.* Stylus. 2017. **3)** "Not Enough: Critiques of Devos and Expansive Notions of Justice." *International Journal of Qualitative Studies in Education* 30 (10) (2017): 1047-1052.

Dissertations and Theses Supervised (5yrs): 4

Distinctions and Awards: Outstanding Emerging Scholar, Western Social Science Association (2017); Early Career Award, American Educational Research Association (AERA) Division G (2017); Outstanding Doctoral Candidate of 2013, School of Education, University of Colorado Boulder (2013); AERA Dissertation Minority Fellowship in Education Research Award (2012 - 2013); Resistance & Resilience: Females of Color with Disabilities in the School to Prison Pipeline (\$12,000 awarded, PI) (2012 - 2013); School of Education Fellowship, School of Education, University of Colorado Boulder (2008 - 2013).

35. BARNETT, BARBARA, Associate Professor, School of Journalism and Mass Communications (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Communications, 2003, University of North Carolina at Chapel Hill; M.A., Liberal Studies/Literature and Women's Studies, 1996, Duke University; B.A., 1974, Pembroke State University.

Academic Experience: University of Kansas, Associate Professor, Journalism and Mass Communications, 2009 – Present; KU, Assistant Professor, Journalism and Mass Communications 2003 – 2009.

Overseas Experience: Egypt, Zimbabwe

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 8, including: Qualitative Research Methods; Media and Society; Diversity in the Media; Research and Writing; Media and Popular Culture; Research Methods II; Investigation and Conference; Professional Skills.

Research and Teaching Specialization: Gender; media; and violence; women perpetrators, survivors, and witnesses of violence; women murder coverage; motherhood myths; motherhood in "mommy blogs"; women victims/survivors coverage; representations of women's health; portrayals of female athletes; women's narratives and the "masculine" journalistic storytelling.

Recent Scholarly Works: 11, including: 1) *Motherhood in the Media: Infanticide, Journalism, and the Digital Age*. Routledge, 2016. **2)** "Dividing Women: The Framing of Trafficking for Sexual Exploitation in Magazines." *Feminist Media Studies* 16 (2016): 205-222. **3)** With H.C Hoffman, "Apologia and Rape: How the U.S. Military Framed Two Cases of Sexual Assault." *Media Report to Women*, 2015. **4)** "Scouting Reports: Using Surveys To Explore Prospective Students' Knowledge, Attitude, And Values." *Insights*, (Winter 2015): 23-28.

Dissertations and Theses Supervised (5yrs): 12

Distinctions and Awards: Lee F. Young Professor of Journalism, KU Endowment (2017); Budig Teaching Professor of Writing, 2016–2017; William Allen White School of Journalism (2015 - 2017); U.S. Army (2012); KU Administrative Fellows Program, University of Kansas (2011 - 2012).

36. BEARD, K. CHRISTOPHER, Distinguished Foundation Professor/Senior Curator, Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., Functional Anatomy and Evolution Program, 1990, Johns Hopkins University School of Medicine; B.A., Anthropology/Zoology, 1984, University of North Carolina, Chapel Hill.

Academic Experience: University of Kansas, Foundation Distinguished Professor/Senior Curator, Ecology and Evolutionary Biology/Biodiversity Institute, 2014 - Present; Mary R. Dawson Chair of Vertebrate Paleontology, Carnegie Museum of Natural History, 2008-2014.

Overseas Experience: Libya, Turkey, Myanmar, China, Indonesia, Malaysia, Kenya

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research and Teaching Specialization: Vertebrate Paleontology; Early Cenozoic Primate Evolution in Asia; Anthropoid Origins; Evolution of North American Mammals across the Paleocene–Eocene Boundary.

Recent Scholarly Works: 25, including: 1) With Coster, P., Salem, M. J., Chaimanee, Y., & Jaeger, J.-J. "Biogeographic Provincialism Shown by Afro-Arabian Mammals during the Middle Cenozoic: Climate Change, Red Sea Rifting and Global Eustasy." In *Human Interaction with the Environment in the Red Sea*, edited by D. A. Agius, E. Khalil, E. Scerri, & A. Williams, 48-68. Leiden, The Netherlands: Brill, 2017.

2) With Rossie, J. B., Smith, T. D., Godinot, M., & Rowe, T. B. "Nasolacrimal Anatomy and Haplorhine Origins." *Journal of Human Evolution* 114 (2017): 176-183.

3) With Gebo, D. L., Dagosto, M., X. Ni, "Phalangeal Morphology Of Shanghuang Fossil Primates." *Journal of Human Evolution* 113 (2017): 38-82.

Dissertations and Theses Supervised (5yrs): 3

Distinctions and Awards: Science Book Award for *The Hunt for the Dawn Monkey*; Phi Beta Kappa Society (2005); W.W. Howells Book Award for *The Hunt for the Dawn Monkey*; Biological Anthropology Section; American Anthropological Association (2005); Hall of Honor, Caldwell County (NC) Schools (2004); MacArthur Fellowship, John D. and Catherine T. MacArthur Foundation (2000).

37. BIRCH, MELISSA, Associate Professor, School of Business, Director of the Center for International Business Education and Research (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: Ph.D., Economics, 1984, University of Illinois; M.S., Economics, 1980, University of Illinois; B.A., Anthropology/Latin American Studies, 1975, New College.

Academic Experience: University of Kansas, Associate Professor, School of Business, 1997 – Present; KU, Associate Director, Center of Latin American Studies, 2011 – 2012; KU, Interim Associate Director, Center of Latin American Studies, 2011; KU, Director, Center for International Business Education and Research (CIBER), 1999 – 2011; KU, Co-Director/Director, Center for International Business, 1997 – 2006.

Overseas Experience: Paraguay, Brazil, Mexico

Language(s) and Language Proficiency (scale): Spanish-10, Portuguese-7, Cakchiquel-6, Guarani-4

Area/International Studies Courses Taught: 4, including: Directed Readings; Business in Latin America; Individual Research in International Business; International Business.

Research/ Teaching Specialization: International trade, privatization in Latin America, Paraguay.

Recent Scholarly Works: 5, including: 1) With R.E. Smith, “Economics: Brazil.” In *Social Sciences, No. 69. Handbook of Latin American Studies* (Vol. 69, pp. 441-455). University of Texas Press, 2014.

2) “Paraguay and MERCOSUR: The Lesser of Two Evils?” *Latin American Business Review* 15(3-4) (2014): 269.

3) *World Cup Watch: Strong Economic Links Between Brazil and the US*, 2014,

http://2paragraphs.com/2014/06/world-cup-watch-strong-economic-links-between-brazil-and-the-us/?se_id=

Dissertations and Theses Supervised (5yrs): 4

Distinctions and Awards: McCluskey-Fawcett Woman Mentoring Women Award, University of Kansas (2010); Phi Beta Delta Excellence in International Education Award, Alpha Pi Chapter, University of Kansas (2010); Provost's Award for Leadership in International Education, University of Kansas (2002); Dean's Award for Special Contributions, School of Business, University of Kansas (1996 - 1997); Outstanding Mentor Award, Association of Business Doctoral Students, School of Business, University of Kansas (1996).

38. BOLDEN, ANTHONY, Associate Professor/Honors Coordinator & Director of Undergraduates, African & African-American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., English, 1998, Louisiana State University; M.A., Afro-American Studies, 1985, The University of Iowa; B.A., English, 1982, Dillard University.

Academic Experience: University of Kansas, Associate Professor, 2009 – Present; University of Alabama, Associate Professor, 2005 – 2009; University of Alabama, Assistant Professor, 1999 – 2005.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): Spanish-5

Area/International Studies Courses Taught: 6, including: Introduction to African-American Studies; African-American Cultural Studies; Theory and Practice of Funk; African Social and Political Development; Popular Black Music; Investigation and Conference.

Research/ Teaching Specialization: African-American literature; African American music; African-American cultural theory; African-American intellectual history; African literature; Funk, Blues, Jazz, Black Popular Music; Black Culture; Black Poetry.

Recent Scholarly Works: 4, including: 1) “Essay Review: Notes on the Black-Blues Aesthetic and the Writings of Toni Morrison and Etheridge Knight.” In *Journal of African American History*. University of California, Riverside: March 2014. **2)** "Groove Theory: A Vamp on the Epistemology of Funk." *American Studies* 52. Vol. 4 (2013): 9-34.

3) "Cultural Resistance and Avant-garde Aesthetics: African American Poetry from 1970 to the Present." In *Cambridge History of African American Literature*, edited by Maryemma Graham and Jerry W. Ward, 532-565. Cambridge University Press, 2011. **4)** Afro-Blue: Improvisations in African American Poetry and Culture (University of Illinois Press, 2004).

Dissertations and Theses Supervised (5yrs): 4

41. DAKON, JACOB, Associate Professor, School of Music (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: Ph.D., Music Education, 2011, Ohio State University; M.M., Violin Performance, 2006, Appalachian State University; B.M., Music Education, 2000, University of South Carolina.

Academic Experience: University of Kansas, Associate Professor, Music Education and Music Therapy, 2017 – Present; KU, Assistant Professor, Music Education and Music Therapy, 2011 – 2017.

Overseas Experience: South Africa

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research and Teaching Specialization: String instrumental pedagogy, community music, memory, and musical identity.

Recent Scholarly Works: 8, including: 1) With M.L. Major, ‘Chorister Perceptions of Collegiate Top-Level Choral Experiences: Replication and Extension.’ *Bulletin of the Council for Research in Music Education* 212, (2017): 27-55. **2)** With E. Cloete, ‘The Violet Experience: Social Interaction Through Eclectic Music Making.’ *British Journal of Music Education* (2017). **3)** ‘Studio Teaching Tips: Reconsidering b-flat Instruction.’ *American String Teacher* (2017).

4) With M. L. Major, ‘Singers’ Perceptions of Mid-Level Choral Experiences.’ *Journal of Research in Music Education* 64, no. 1 (2016): 108-127.

5) With A.L. Dvorak, ‘Teacher Perceptions of Memorization in String Instructional Settings: An Exploratory Study.’ *Bulletin of the Council for Research in Music Education* 202, (2015): 29-49.

Dissertations and Theses Supervised (5yrs): 12

Distinctions and Awards: Research Fellow, Odeion School of Music, University of the Free State (September 2014 - Present); Membership, Pi Kappa Lambda (April 2000 - Present).

42. DALDORPH, BRIAN, Senior Lecturer, English (Non-Tenure)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: Ph.D., English, 1990, University of Illinois, Champaign-Urbana; M.A., Creative Writing 1985, Illinois State University; B.A., English and American Literature, 1983, University of Kent, England.

Academic Experience: University of Kansas, Senior Lecturer, Department of English, 2011 – Present.

Overseas Experience: Zambia, UK, Japan, Senegal

Language(s) and Language Proficiency (scale): French-10

Area/International Studies Courses Taught: 4, including: Introduction to Poetry; Fiction Writing I; Poetry Writing I & II.

Research/Teaching Specialization: 20th Century African Literature; 20th Century American Literature; Creative Writing; Jail Writing; Fiction Writing.

Recent Scholarly Works: 17, including: 1) *Edad de Hielo/ Ice Age*. Montevideo, Uruguay: Irrupciones Grupo, 2017.

2) editor, *Fast-Food Sonnets*, by D. Etzel. Coal City Press: Lawrence, Kansas, 2016.

3) editor, *Midnight at the Law Firm*, by Laura Chalar. Coal City Press: Lawrence, Kansas, 2015.

4) editor, *Music I Once Could Dance To*, by Roy Beckemeyer. Coal City Press: Lawrence, Kansas, 2014.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions: Fraser Teaching Award, Pi Beta Phi, University of Kansas (2010); Wallace Galluzzi Volunteer of the Year Award, Douglas County, Kansas (2010); Recipient of \$5000 grant for *Coal City Review* (2004 – 2005); Finalist, Del Shankel Teaching Award, KU.

43. EGBERT, STEPHEN, Professor, Geography & Atmospheric Science (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Geography, 1994, University of Kansas; M.A., Geography, 1983, University of Nebraska; B.S., Geography, 1980, Brigham Young University; B.A., Chinese, 1971, University of Minnesota.

Academic Experience: University of Kansas, Courtesy Professor, Center for Global and International Studies, 2016 – Present. KU, Associate Chair, Geography, 2012 – Present. Director, Kansas Applied Remote Sensing Program, 2010 – Present.

Overseas Experience: Zambia, Mozambique

Language(s) and Language Proficiency (scale): Russian-5, Chinese-4, Cantonese-4, Spanish-7

Area/International Studies Courses Taught: 3, including: Topics in Cultural Geography: Genocide; Topics in Cultural Geography: Defining Genocide Geographically; Geographic Internship.

Research/Teaching Specialization: Remote sensing and geographic information systems technology; and cover mapping and monitoring; remotely sensed time-series data to model species' distributions; spatial data, digital satellite imagery for land cover change in Zambia; geospatial technologies for mapping and maintaining minefield databases; Geographic aspects of genocide, ethnic cleansing, and related crimes against humanity.

Recent Scholarly Works: 12, including: 1) *With Brewer, J. P., II, Smith, P. I., & D. Tuininga, "Renaming the Indians: State Sponsored Legibility through Permanent Family Surnames among the Sisseton and Wahpeton at Lake Traverse, 1903."* *American Indian Culture and Research Journal* 40, no. 3 (2016): 49-68. **2)** *With Lee, E., Kastens, "Investigating collection 4 versus collection 5 MODIS 250m NDVI time-series data for crop separability in Kansas, USA."* *International Journal of Remote Sensing* 37, no. 2 (2016): 341-355. **3)** *With Pickett, N., Reiz, N., Price, W. R., Thelen, A., & V. Artman, "Territorial Cleansing: A Geopolitical Approach to Understanding Mass Violence."* *Territory, Politics, Governance* 4, no. 3 (2015): 297-318.

Dissertations and Theses Supervised (5 yrs): 21

Distinctions and Awards: Byron A. Alexander Graduate Mentor Award (2013); Geography Department Honoree, Center for Teaching Excellence (2013); John I. Davidson President's Award for Best Practical; Paper in Remote Sensing, First Place, American Society for Photogrammetry and Remote Sensing (2007).

44. ESCH, ELIZABETH, Associate Professor, American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., History, 2004, New York University; M.A., History, 1999, New York University; B.A., American Cultures, 1995, University of Michigan.

Academic Experience: University of Kansas, Assistant Professor, American Studies, 2014 – Present. Barnard College, Assistant Professor, History, July 2007 – 2014. University of Illinois, Urbana-Champaign, Mellon Fellow in the Humanities and Visiting Assistant Professor, 2004 – 2007.

Overseas Experience: UK, Lebanon, Canada, South Africa

Language(s) and Language Proficiency (scale): Portuguese-5

Area/International Studies Courses Taught: 2, including: The United States in Global Context; Race and Racism in U.S. Culture.

Research/Teaching Specialization: Transnational histories, the critical study of race, and labor and working-class history.

Recent Scholarly Works: 4, including: 1) *The Color Line and the Assembly Line: Managing Unevenness in the Ford Empire, 1924-1948.* University of California Press (In press). **2)** *With D. Roediger, "Scientific Management, Racist Science, and Race Management."* In *Organizing Against Labor: Controversies in the Histories of Employers*, edited by R. Feuer & C. Pearson, University of Illinois Press, (In press). **3)** *With D. Roediger, "Race and the Management of Labour in US History."* In *Theorizing Anti-Racism: Rethinking the Connection between Marxism and Postcolonialism*, edited by A. Bakan & E. Dua, 340-376. University of Toronto Press, 2014.

Dissertations and Theses Supervised (5yrs): 2

Distinctions and Awards: CLR James Prize for *The Production of Difference: Race and the Management of Labor in US History*, International Labor History Association (2013); Honorable Mention, Working Class Studies Association Book Award for *The Production of Difference: Race and the Management of Labor in US History* (2013); Gladys Brooks Award for Teaching Excellence, Barnard College (2012); Special Assistant Professor Leave, Barnard College (2010).

45. FAWCETT, STEPHEN, Professor Emeritus, Applied Behavioral Science

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., Developmental and Child Psychology, 1974, University of Kansas; M.A., Human Development and Family Life, 1973, University of Kansas; B.A., Biology, 1969, Providence College.

Academic Experience: University of Kansas, Professor Emeritus, Department of Applied Behavioral Science, 2015 – Present, KU, Core Faculty Member, Center for Global and International Studies (CGIS), 2013 – 2015, KU, Professor, Department of Applied Behavioral Science (formerly HDFL), 1987 – 2015.

Overseas Experience: Switzerland, Ghana, Lebanon

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 4, including: Building Healthy Communities; Applied Behavior Analysis; Practicum in Community Health and Development; Community Health and Development.

Research/Teaching Specialization: Community health and development; collaborative action; health and health equity; new technology in community-based participatory research; program evaluation; health promotion; applied behavioral science; global health; prevention of chronic diseases; addressing health disparities.

Recent Scholarly Works: 16, including: 1) *With* Schultz, J., Collie-Akers, V., Holt, C., & J. Watson-Thompson, “Community development for Population Health and Health Equity.” In *Principles of Public Health Practice* (4th ed.), edited by P. Erwin & R. Brownson. Clifton Park, NY: Delmar Publishers, 2017.

2) *With* Sepers, C. E., Jones, J., Jones, L., & W. McKain, W. “Participatory Evaluation of a Community Mobilization Effort To Enroll Residents of Wyandotte County, Kansas residents through the Affordable Care Act.” *American Journal of Public Health* 105, no. S3 (2015): S433-437.

3) *With* Schober, D. J. & J. Zarate, “Developing an Academic-Community Partnership to Promote Soccer-Based Physical Activity Among Latino Youth. *Progress in Community Health Partnerships: Research, Education, and Action* 9 no. 3 (2015).

Dissertations and Theses Supervised (5yrs): N/A

Distinctions and Awards: The John Kalafat Award in Applied Community Psychology, Community Program Award, Society for Community Research and Action, Division 27, American Psychological Association (2013); Member, World Health Organization Expert Panel on Health Promotion, WHO-Headquarters, Geneva, 2009-2013. Medical Reserve Corps Partnership Organization Award, Presented to the Community Tool Box Team, Division of the Civilian Volunteer Medical Reserve Corps, U.S. Department of Health and Human Services (2013).

46. FRY, MARY, Associate Professor, Health, Sport, & Exercise Sciences (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Sport & Exercise Psychology, 1994, Purdue University; M.S., Sport Psychology/Pedagogy, 1990, University of North Carolina – Greensboro; B.S., Physical Education, 1984, Texas Wesleyan University.

Academic Experience: University of Kansas, Associate Professor, Health, Sport & Exercise Sciences, 2007 – Present, The University of Memphis, Associate Professor, Department of Health & Sport Sciences, 1999 – 2007.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 5, including: Creating a Positive Environment in Physical Activity Settings; Sport Psychology within Youth Sport; Psychological Foundations of Sport and Physical Activity; Psychosocial Aspects of Sport, Psychological Aspects of Exercise; Developmental Perspectives in Youth Sport

Research/Teaching Specialization: sport and exercise psychology; motivational climate; caring climate; motivation in physical activity; achievement goal perspective theory; stress management; team building; Goal Perspective Theory and a Caring Framework.

Recent Scholarly Works: 26, including: 1) *With* Breske, M. P., & C.M. Hogue, “The Effects Of Goal Priming On Cortisol Responses In An Ego-Involving Climate.” *Psychology of Sport and Exercise* 32 (2017): 74-82. **2)** *With* Brown, T. C. & W.E. Moore, “A Motivational Climate Intervention and Exercise-Related Outcomes: A Longitudinal Perspective.” *Motivation Science* 3 (2017): 337-353. **3)** *With* J. Chamberlin, “High School Athletes' Perceptions of The Motivational Climate in Their Off-Season Training Programs.” *Journal of Strength and Conditioning Research* 31 (2017): 736-742. **4)** *With* M.S. Fontana, “Creating and Validating the Shame In Sport Questionnaire.” *Journal of Sport Behavior* 40, (2017): 278-296.

Dissertations and Theses Supervised (5yrs): 10

Distinctions and Awards: Woman of Distinction, University of Kansas (2014 - 2015); Joyce Elaine Pauls Morgan Teaching Award, Dept. HSES (2013); KU Keeler Professorship, University of Kansas (2010); Fellow, Association of Applied Sport Psychology (2009).

47. GRAHAM, MARYEMMA, Distinguished Professor, English (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., English, 1977, Cornell University; M.P.S., Africana Studies, 1975, Cornell University; M.A., English, 1972, Northwestern University; B.A., Honors in English/Creative Writing, 1970, University of North Carolina, Chapel Hill.

Academic Experience: University of Kansas, University Distinguished Professor, Department of English, 2011 – Present; KU, Professor, Department of English, 1999 – 2011.

Overseas Experience: Germany, Denmark, Ghana, Senegal, South Africa

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 1, including: American Literature after 1900.

Research/Teaching Specialization: African American and 19th Century American literature; History of the book, and cultural studies.

Recent Scholarly Works: 10, including: 1) *The House Where My Soul Lives: The Life of Margaret Walker*. Oxford, England: Oxford University Press, (In press).

2) *With Kekeh, A.-A., & J.A. Mayes, eds. *Au Delà du Visible Ordinaire* [Beyond the Ordinary Visible]. Saint Denis, France: Press of the University of Paris, in press.*

3) *With W. Raussert, eds. *Mobile and Entangled Americas*. Ashgate, in press.*

4) *Margaret Walker's South*. Jackson, MS: University Press of Mississippi, in press.

Dissertations and Theses Supervised (5yrs): 6

Distinctions and Awards: University of Kansas Distinguished Professorship (2012 - Present); Distinguished Visiting Professor, Harbin Engineering University and Central China Normal University (2014 - 2017); University of Kansas Distinguished Professorship (2012 - Present); Fellow in America & Gender Studies, Bielefeld University, Germany (2013); International Literary Hall of Fame for Writers of African Descent Lifetime Achievement, Colorado State University (2010); Hall Center Fellowship 2007; National Humanities Center, John Hope Franklin Fellow 2005-07; 9th Annual Mason-Sekora Lecture, North Carolina Central University (2006); Eidson Lecture, University of Georgia (2005).

48. GROSS, SARAH, Assistant Professor, School of the Arts - Visual Arts (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: M.F.A., 2009, Rhode Island School of Design (RISD), Providence, RI; B.A., Studio Art, 2002, Carleton College, Northfield, MN.

Academic Experience: University of Kansas, Assistant Professor, Visual Art, 2015 – Present.

Overseas Experience: Morocco

Language(s) and Language Proficiency (Scale): French-2

Area/International Studies Courses Taught: 1: Ceramics

Research/Teaching Specialization: Ceramics.

Recent Scholarly Works: 6, including: 1) *Continental Drift 2017*, University of the Ozarks, Stephens Gallery, Clarksville, AR, USA, (2017).

2) *Check Yes or No*, University of Wisconsin Oshkosh, Oshkosh, WI, (2015).

3) *Topeka Competition 33*, Alice C. Sabatini Gallery, Topeka, KS, USA (Juried) (November 10, 2017 - January 7, 2018).

4) *Regional Juried Ceramic Exhibition*, Wichita Falls Museum of Art, Beatrice M. Haggerty Gallery, Dallas, TX, USA (Juried) (2017).

Dissertations and Theses Supervised (5yrs): 13

Distinctions and Awards: Juror's Award, Topeka Competition 33 (December 2017 - 2017); Award of Merit, University of Dallas, Haggerty Gallery, Dallas, (February 2017); Honorable Mention, Plinth Gallery Exhibition: "The Slipcast Object" (2015); Emerging Artist, *Ceramics Monthly* (2010); 1st Place, "Architectural Ceramics", Mudstone Gallery, Warren, RI (2009); Graduate Fellowship and Assistantship, RISD, Providence, RI (2007 - 2009).

49. HAMER, JENNIFER, Professor/Vice Provost for Diversity and Equity, American Studies/African & African-American Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Sociology, 1995, University of Texas; M.S., Sociology, 1991, Texas A&M University; B.A., Sociology, 1989, University of Texas

Academic Experience: University of Kansas, Associate Dean for Diversity, Equity and Inclusion, 2016 – Present; KU, Chair, Department of American Studies, 2014 – Present; KU, Professor, Department of American Studies, Department of African & African-American Studies, 2012 – Present.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 9, including: Graduate Research Seminar in African & African-American Studies; Graduate Research Seminar in American Studies; African American Childhood and Youth in American Film; Race and Ethnic Relations, Social Stratification; Black Families in the US; Black Communities; Sociology of Families, Black Women in the US.

Research/Teaching Specialization: African American families, working class places, and qualitative methodologies. Black Studies; African American families; African American Communities.

Recent Scholarly Works: 11, including: 1) With C. Lang, "Race, Structural Violence, and the Neoliberal University: The Challenges of Inhabitation". *Critical Sociology* 41, no.6 (2015): 897-912. **2)** Book Review: *Doing the Best I Can: Fatherhood in the Inner City*, Kathryn Edin and Timothy J. Nelson. University of California Press 2013. *Gender and Society* 28, no. 5 (2014): 775-777. **3)** Editor, "Women, Gender, and Families of Color." *Women, Gender, and Families of Color* (University of Illinois Press) 2, no. 2 (Fall 2014): 126 pages.

Dissertations and Theses Supervised (5yrs): 4

Distinctions and Awards: Senior Administrative Fellow, University of Kansas (2014 - 2015); Founding Editor *Black Women, Gender & Family*, University of Illinois Press (discontinued); 2012 Letitia Woods Brown Best Article Prize; "Migration, Trans-Racial/National Identity Re-Formation Becoming African Diaspora Women," by Rosaylen Terborg-Penn. (2005 - 2012).

50. HARTMAN, TANYA, Professor, School of the Arts – Visual Arts (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Post-Graduate Studies, Painting and Printmaking, 1995, Konsthogskollan Stockholm School of Art; M.F.A., Painting, 1994, Yale University School of Art; B.F.A., Painting and Printmaking, 1987, Rhode Island School of Design.

Academic Experience: University of Kansas, Associate Professor, Department of Visual Art, 1997 – Present; KU, Graduate Director, Department of Visual Art, 2010 – 2012.

Overseas Experience: Sweden, South Sudan, Ghana

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 16, including: Painting I-IV, Life Drawing I-IV, Special Problems in Art, Figure Painting, Special Topics in Painting, Directed Study, Special Topics in Art, Directed Reading in Art, Principles and Practice of Studio Teaching, Graduate Seminar.

Research/Teaching Specialization: Painting; Drawing; Advanced Drawing; Life Drawing; Visual Memoir; Themes in Art and Literature; Materials and Techniques.

Recent Scholarly Works: 25, including: 1) *Txt Me*, Sabatini Gallery, Topeka, KS, USA (Curated) (January 13, 2017 - March 12, 2017). **2)** *University of Kansas Faculty Exhibition*, The Lawrence Arts Center, Lawrence, KS, USA (Invited) (July 29, 2016 - September 24, 2016). **3)** *Summer Invitational*, Sherry Leedy Contemporary Art, Kansas City, MO, USA (Curated) (July 1, 2016 - August 20, 2016).

Dissertations and Theses Supervised (5yrs): 17

Distinctions and Awards: Studios Inc. Fellowship, Brad and Linda Nicholson Foundation (2014 - 2017); Ucross Foundation, Sheridan, Wyoming (2014); Jentel Critic At The Bray, The Jentel Foundation with The Archie Bray Foundation (2012); Hall Center Creative Work Fellowship (2012); Center for Teaching Excellence, University of Kansas (2010, 2011); Fulbright Research Fellowship, Stockholm, Sweden (1994 - 1995); Kemper Award for Teaching Excellence (2004); Finalist, Fulbright Senior Fellowship to Johannesburg, South Africa (2004); TIAA-CREF Award (2003); Hall Center Creative Work Fellowship (2010); Keeler Family Intra-University Professorship (2008).

51. HARDISON, AYESHA, Associate Professor, English/ Women, Gender & Sexuality Studies (Tenured)

Percent of Time Dedicated to Area/International Studies: 25%

Education: Ph.D., English Language and Literature, 2006, University of Michigan, Ann Arbor, MI; M.A., English Language and Literature, 2002, University of Michigan, Ann Arbor, MI; B.A., English Language and Literature, 2000, University of Michigan, Ann Arbor, MI.

Academic Experience: University of Kansas, Langston Hughes Visiting Professor, Department of Women, Gender and Sexuality Studies, 2014; KU, Associate Professor, Departments of English and Women, Gender and Sexuality Studies, 2015 – Present.

Overseas Experience: Spain, France, Netherlands, Italy, England

Language(s) and Language Proficiency (scale): Spanish-2

Area/International Studies Courses Taught: 5, including: Black Women and Culture; Gender, Race, and Cultural Production before Beyoncé; Spectacle and Spectator: Black Female Subjects in Novel and Film; Black Feminist Theory; Contemporary Literary Theory.

Research/Teaching Specialization: Twentieth-century and twenty-first-century African American literature; gender and sexuality studies; cultural history and theory; Twentieth-century and contemporary visual media.

Recent Scholarly Works: 7, including: 1) “The Sexual Commodities, Racial Economies, and Critical Oversights of Felice Swados’s *House of Fury*.” In *Crossing Borders: Essays on Literature, Culture and Society in Honor of Amrijit Singh*, edited by T. K. Basu & T. Shahnaaz, 183 - 196. Fairleigh Dickinson University, 2017. **2)** “In Service to Whom? Reading Race and Work in *The Help* and *Candy*.” In *Like One of the Family: Domestic Workers, Race and In/Visibility in ‘The Help’* edited by F. Mills, 131 - 142. Cambridge Scholars Publishing, 2016. **3)** “Where Author and Auteur Meet: Genre, the Erotic, and Black Female Subjectivity.” *Meridians: Feminism, Race, Transnationalism* 12, no.1 (April 2014): 88-120.

Dissertations and Theses Supervised (5yrs): 9

Distinctions and Awards: Kansas Humanities Council Grant, Kansas Humanities Council (2017); Schomburg Center Scholars-in-Residence Program, New York Public Library, (2017); National Endowment for the Humanities Summer Seminar: Rethinking Black Freedom Studies from the Jim Crow North to the Jim Crow West, Directed by Komozi Woodard and Jeanne Theoharis, Sarah Lawrence College, Bronxville, NY, and the Schomburg Center for Research in Black Culture, Harlem, NY (2015); Nancy Dasher Award, College English Association of Ohio (2015).

52. HINES-DATIRI, DOROTHY, Assistant Professor, School of Education/African & African-American Studies (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Educational Policy, 2014, Michigan State University; M.A., Public Administration *Magna cum laude*, 2008, North Carolina Central University; B.A., Political Science, 2004, North Carolina State University

Academic Experience: University of Kansas, Assistant Professor, Department of Curriculum & Teaching, 2014 - present; KU, Assistant Professor, Department of African & African-American Studies, 2014 – present.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 1: Multicultural Education

Research/Teaching Specialization: Race; gender; space; school discipline practices; schooling experiences of Black students; Urban Education; School Discipline Policies; Dropout Recovery; Multicultural Education; Teacher Education.

Recent Scholarly Works: 16, including: 1) With J. Young, “Black Women’s Fugitive Slave Narratives to the Academy: On Incompetence.” In *Presumed Incompetent* (Vol. 2). Utah State University Press, in press. **2)** With Marrero, S. M., & J.L. Young, J. L., “Dismantling the Pathway to Prison: How Zero Tolerance Policies Incarcerate Black Students in Urban Schools.” In *Dear Secretary DeVos: What We Want You to Know About Education*, ed. Sense Publications, in press. **3)** With J. Young, “Forging STEM Pathways for Academically Gifted Black Girls: Lesson Learned from Degree Attainment and Employment Data.” In *Understanding the Intersections of Race, Gender, and Gifted Education: An Anthology By and About Talented Black Girls and Women in STEM*, edited by Nicole M. Joseph. Information Age Publishing, in press.

Dissertations and Theses Supervised (5yrs): 1

Distinctions and Awards: Paula Silver Case Award for the most outstanding publication in the Journal of Cases in Educational Leadership (2015), University Council of Educational Administrators (UCEA) (2016); Social Justice Fellow at the University of Kansas, University of Kansas Office of Multicultural Affairs (2018-Present).

53. HODGES PERSLEY, NICOLE, Associate Professor, Theatre/Associate Dean for Diversity, Equity and Inclusion in the College of Liberal Arts and Sciences (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., American Studies and Ethnicity, 2009, University of Southern California; M.A., American Studies and Ethnicity, 2007, University of Southern California; M.A., African American Studies, 1997, University of California; B.A., French, 1993, Spelman College.

Academic Experience: University of Kansas, Associate Professor, Department of Theatre, 2015 – Present; KU, Assistant Professor, Department of Theatre, 2009 – 2015.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): French-6, Spanish-7, Basic German-4

Area/International Studies Courses Taught: 4, including: Theories of Race and Performance; Early African American Theatre and Drama; Hip-hop in Popular Culture; Gender Studies and the Media.

Research/Teaching Specialization: Solo performance, African American theater, sketch comedy, devised performance, improvisational performance; Transnational; Acting; Race and performance; African American Studies; American Studies; Interdisciplinary Studies; Devised Performance; Disability Studies.

Recent Scholarly Works: 11, including: 1) *Sampling and Remixing Hip-hop in Contemporary Theater and Performance*, in press.

2) “Sampling as Theatricality.” In *Reading Contemporary Performance: Theatricality Across Genres* edited by M. Cheng & G. Cody. Routledge, 2015.

3) “Fusion: Towards a Transnational Hip-hop Practice.” In *Reading Contemporary Performance: Theatricality Across Genres*, edited by M. Cheng & G. Cody. Routledge, 2015.

4) “Hip-Hop Theater and Performance.” In *The Cambridge Companion to Hip-hop* edited by J. Williams. Cambridge University Press, 2015.

Dissertations and Theses Supervised (5yrs): 13

Distinctions and Awards: Pride Award, KU Student Involvement and Leadership Center (2017 - Present) NEA-National Endowment for the Arts (2017); NEH Grant, National Endowment of the Humanities (2015 - 2016); Diversity Leadership Award, The Office of Diversity & Equity (2016); McNair Scholars Mentoring Award, Center for Educational Opportunities Programs (2016); Byron T. Shutz Teaching Award, University of Kansas Campus wide teaching award (2015); Phi Kappa Phi; Mellon Undergraduate Teaching and Mentoring Award (2008).

54. HURST, ROBERT, Associate Professor/Director of Graduate Studies, Film and Media Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: M.F.A., Film and Video Production, 2005, University of Iowa; B.A., Communication Studies, 1991, University of Iowa.

Academic Experience: University of Kansas, Assistant Professor, Film and Media Studies Department, 2006 – Present.

Overseas Experience: Canada, Mexico, Great Brittain, France, Netherlands, Sri Lanka, Fiji, Tonga

Language(s) and Language Proficiency (Scale): French-5; German-5

Area/International Studies Courses Taught: 3, including: Basic Film Production; Experimental Production; Introduction to the Medium.

Research and Teaching Specialization: Sound; Documentary Film; Post-Production; Cinema; Film; Social-Action Documentary; Sound Design; Post-Production; Documentary; Narrative Film Production; Experimental Film.

Recent Scholarly Works: 1) Film Screening: *The Only Good Indian*, Starz Westerns Cable Television Network Broadcast (May 2010 - May 2013), In rotation since May 2010.

2) Director: *The Listeners*, Children's and Family Services of Tulsa, Circle Cinemas, Tulsa, OK, USA (November 4, 2016); Film Scene, Iowa City, IA USA (October 25, 2016); Mental Health Association of Greater Baton Rouge, AMC 16 Baton Rouge, Baton Rouge, LA USA (October 25, 2016); Mental Health Services of Frederick County, Regal Cinemas, Frederick, MD USA (October 13, 2016); UMKC Department of Communication Studies, Tivoli Cinemas, Kansas City, MO USA (October 13, 2016); Lawrence Public Library, Lawrence, Kansas USA (September 17, 2016); Free State Festival, Lawrence, Kansas USA (June 23, 2016); Liberty Hall Theatre, Lawrence, Kansas USA (March 22, 2016).

Dissertations and Theses Supervised (5yrs): N/A

Distinctions and Awards: Research Excellence Initiative, University of Kansas, \$8,880 (2018); *Garden City*, Summer Research Fund, University of Kansas, \$5,888 (2017); *The Listeners*, University of Kansas, \$5,888 (2015).

55. IMBER, MICHAEL, Professor, Educational Leadership and Policy Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., Education, 1980, Stanford University; Ed.M., Counseling and Student Personnel, 1975, University of Rochester; B.A., Philosophy, 1969, University of Rochester.

Academic Experience: University of Kansas, Professor, Department of Educational Leadership and Policy Studies, 1980 – Present; Formerly KU, Assistant and Associate Professor.

Overseas Experience: China, Haiti, England, Togo, Senegal, South Africa, Botswana, Benin, Nigeria, Ghana

Language(s) and Language Proficiency (scale): French-8

Area/International Studies Courses Taught: 3, including: Educational Policy, Ethics, and Law; Education in American Society, Current Issues in Educational Administration.

Research/Teaching Specializations: Educational policy, ethics and law, Educational administration; comparative Education.

Recent Scholarly Works: 4, including: 1) *A Teacher's Guide to Education Law* (5th ed.). Routledge, 2014.

2) *Education Law* (5th ed.). Routledge, 2014.

3) *American Education Law* (L. Xiaoyan & S. Suping, Trans.). Beijing: Educational Science Publishing House, 2013.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: Consultant to attorneys in education law cases, including legal research, advising, and expert testimony, care and treatment of students, teacher behavior and termination, and censorship (1985-present); Visiting Lecturer, Central China Normal University (CCNU), Wuhan China (2007); Presented a series of lectures on *Education: law* at CCNU and led seminars for faculty-student groups at Beijing Normal University and Renmin University; Extensive travel including school visitations in South Africa and Botswana (2005 – 2006).

56. JAHANBANI, SHEYDA, Associate Professor, History (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., History, 2009, Brown University; M.A., History, 2001, Brown University; B.S.F.S., International Politics, 1999, Georgetown University School of Foreign Service.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): French-9

Academic Experience: University of Kansas, Associate Professor of History, 2015 – Present; University of Kansas, Assistant Professor of History, 2007 - 2015

Area/International Studies Courses Taught: 7, including: Topics in the History of the U.S. and the World; Globalization: Theory and History; International Law in Historical Perspective; The U.S. and the World, 1890-2001; Readings in the History of U.S. Foreign Relations; Seminar in American Foreign Relations; Colloquium in the History of the U.S. & the World.

Research/Teaching Specialization: History of the U.S. and the world (1776-2001); modern U.S. history; the U.S. and the "third world;" global poverty, social policy, social reform.

Recent Scholarly Works: 2, including: 1) *"The Poverty of the World:" Discovering the Poor at Home and Abroad, 1935-1973.* Oxford University Press, 2015.

2) "One Global War on Poverty: The Johnson Administration Fights Poverty at Home and Abroad, 1964-1968" in *Beyond the Cold War: Lyndon Johnson and the New Global Challenges of the 1960s* (Oxford University Press, 2014).

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Harvard University, Charles Warren Center for Studies in American History Fellowship 2010-11; Faculty Fellow, Strategic Improvement of Undergraduate Education Project, University of Kansas, supported by the Spencer and Teagle Foundations (2009 - 2010); Silver Anniversary Award for Excellence in Teaching, University of Kansas (2009); The Arthur M. Schlesinger Jr. Dissertation Fellowship, The John F. Kennedy Presidential Library (2005); The Lax Fellowship, Brown University (2005); Brown University Dissertation Fellowship (2004-2005); The Lyndon Baines Johnson Presidential Library Research Grant (2004); Brown University Research Fellowship (2003-2004); Brown University Teaching Fellowship (2001-2003); The Artemis Joukowsky Fellowship, Brown University (2000-2001).

57. JAMIESON, MARGARET, Assistant Professor, Film and Media Studies (Tenure-Track)

Percent of Time Dedicated to Area/International Studies: 25%

Education: M.F.A., Film Production, 2005, University of Iowa, Department of Cinema and Comparative Literature, Iowa City, IA; M.A., Film Theory, 2001, University of Iowa: Documentary, Film and Related Arts, Iowa City, IA; B.A., 1995, Western Michigan University, Kalamazoo, MI.

Academic Experience: University of Kansas, Assistant Professor, Film & Media Studies, 2017 – Present; KU, Research Fellow, Communications outreach, Ecology and Evolutionary Biology, 2013 – 2014; KU, Lecturer, Film and Media Studies, 2013 – 2014.

Overseas Experience: Kenya, Ghana, Thailand, Italy, Morocco, Mexico, Canada, Britain, Ireland, Romania

Language(s) and Language Proficiency (scale): Spanish-7

Area/International Studies Courses Taught: 2, including: Ethics in Storytelling; Digital Storytelling

Research/Teaching Specialization: History of cinema, with an emphasis on documentary; global and independent cinema; avant-garde and experimental cinema; feminist filmmaking; personal filmmaking; activist movements and media; Mexican/South American cinema; music, painting, photography, performance art, theater, video art, site-specific work and installations; Film and art history; theory and criticism.

Recent Scholarly Works: 1, including: 1) Curator, Collaborator, *Vamos* Spanish Language Film Festival (October 2014).

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Grant for *Vamos* Film Festival, Pragda/ Spanish Film Club (2014); Rocket Grant (2014); Small Research Grant, British Academy (2012); Research Grant, Cambridge Humanities (2012); Finalist for funding, Creative Capital (2008); Research Grant, Operation: Crossroads Africa bridging the arts and research (2007); Artistic grant: Film, New York Foundation for the Arts (N.Y.F.A.) (2007); Faculty Pendelton Grant, Ithaca College (2006); Reassigned Time (Support), Ithaca College (2003); Artists Grant, Michigan Arts and Cultural Affairs (MCACA) (2000); Directors Citation, Black Maria Film Festival (2000).

58. JANZEN, MARIKE, Assistant Professor, Humanities, Courtesy Assistant Professor, Germanic Languages and Literatures (Tenure-Track)

Percent of Time Dedicated to Area/ International Studies Courses: 25%

Education: Ph.D., Comparative Literature, 2005, University of Texas at Austin; M.A. Comparative Literature, 1999, University of Texas at Austin; B.A. German and English, 1995, Bethal College, Kansas.

Academic Experience: Assistant Professor of Humanities, Courtesy Assistant Professor, Germanic Languages and Literatures, KU, 2012-Present; Coordinator, Peace and Conflict Studies Program, KU, 2011-Present; Lecturer in Humanities and Western Civilization, KU, 2007-2012.

Overseas Experience: Germany, France

Language(s) and Language Proficiency (scale): German-9; French-4; Spanish-8; Portuguese-4

Area/ International Studies Courses Taught: 4, including: Introduction to Peace and Conflict Studies; The Refugee Experience: Stories of Statelessness and Citizenship; Cosmopolitanisms; Literature of the Cold War.

Research/ Teaching Specialization: Global refugee crisis; cold war literature; East German literature.

Recent Scholarly Works: 15, including 1) *Writing to Change the World: Anna Seghers, Authorship, and International Solidarity in the Twentieth Century*. Camden House Press, 2018. **2)** "Berlin's International Literature Festival: Globalizing the *Bildungsbürger*." *Cultural Topographies of the New Berlin*. Eds. Karin Bauer and Jennifer Hosek. Berghahn Books. 2018. 272-93. **3)** "Solidarity, Human Rights, and the Poetics of Connection: Articulating Community in Bertolt Brecht's *Mother Courage and her Children* and Lynn Nottage's *Ruined*." *Identity and Community after the Cold War Era*. Eds. Edith Clowes and Shelly Jarrett Bromberg. Northern Illinois UP. 2016. 159-77.

Dissertation and Theses Supervised (5yrs): 8

Distinctions and Awards: Keeler Intra-University Professorship, University of Kansas, 2019; General Research Fund, University of Kansas (\$4,300 in 2018); University of Kansas Office of International Programs, International Research Support, (\$2,500 in 2016); Selected Participant for the Summer 2016 Notre Dame Seminar "Literaturbetrieb," (William Donahue, University of Notre Dame and Martin Kagel, University of Georgia, organizers) Berlin, Germany, (\$1,200 in 2016); Selected Participant for the Fall 2015 Hall Center for the Humanities Seminar on "Rethinking Citizenship in the Global Age," (Sheyda Jahanbani and Elizabeth Kuznesof, organizers), University of Kansas. (\$1,000 in 2015); New Faculty General Research Fund, University of Kansas (\$8,000 in 2013).

59. KAMATUKA, NGONDI, Director of the Center for Educational Opportunity Programs in the Achievement and Assessment Institute, School of Education – Education Administration (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., Higher Education, 1987, University of Kansas; M.Sc., Higher Education, 1983, University of Kansas; B.A., Social Studies, 1981, Tabor College, Hillsboro, KS.

Academic Experience: Executive Director for Diversity & Equity Initiatives, School of Education, University of Kansas, 2017 – Present; Director, Center for Educational Opportunity Programs, Achievement & Assessment Institute, KU, 1987 – Present; Interim Director, Institute for Educational Research and Public Service, School of Education, KU, 2000 – 2001.

Overseas Experience: Namibia, South Africa

Language(s) and Language Proficiency (scale): Ovambo-10, Ovimbundu-10, Herero-10, Afrikaans-10

Area/International Studies Courses Taught: N/A

Research/ Teaching Specialization: Trio Education Diversity Programs

Recent Scholarly Works: 2, including: 1) “Marching in the Rain: The TRIO Programme and the Civil Rights Legacy in the United States.” In *Access to Higher Education; Understanding Global Inequalities*, edited by Graeme Atherton. Macmillan, Education: Palgrave, Teaching & Learning, 2017.

Dissertations or Theses Supervised (5 yrs): N/A

Distinctions: Equal Opportunity grants totaling \$98,920,401, including: U.S. Department of Education Equal Opportunity Grant: Kansas City, Kansas, Diploma and Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), 2017 – 2024, (\$2.6 million annually); Education Opportunity Centers – Leavenworth and Franklin Counties, 2016 – 2021; Upward Bound Math & Science Center, Turner and Leavenworth High School, 2017 – 2022; College Assistance Migrant Program, 2015 – 2020;; Gear Up Washington Cluster, 2011-2018. Walter O. Mason, Jr. Award, Council for Opportunity in Education, Atlanta, Georgia, 2015; MO-KAN-NE Hall of Fame Award, Kansas City, Missouri, 2013; The University of Kansas School of Education Unclassified Staff Achievement Award, 2008; The University of Kansas Unclassified Employee of the Year (2004).

60. KARUGA, GILBERT, Associate Professor, School of Business (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Business Administration - Operations and Management Information Systems, 2002, University of Connecticut; M.B.A., Management Science, 1990, University of Nairobi, Nairobi, Kenya; B.S., Mathematics, 1988, University of Nairobi, Nairobi, Kenya.

Academic Experience: University of Kansas, Associate Professor, School of Business Accounting and Information Systems, 2008 – Present; KU, Assistant Professor, School of Business Accounting and Information Systems, 2002 – 2008.

Overseas Experience: Kenya

Language(s) and Language Proficiency (scale): Kikuyu-10, Kiswahili-10

Area/International Studies Courses Taught: Fundamentals of Software Development; Database Management Systems; Enterprise Resource Planning Systems; Managerial Information Systems; Principles of Software Engineering; Information Systems for Supply Chain Management; Seminal on Database Management Systems.

Research/Teaching Specialization: Designing mercantile processes for online environments; adoption and use of information and communication technologies in developing countries.

Recent Scholarly Works: 1, including: 1) *With* Goes, Paulo B., and Arvind K. Tripathi. "Bidding Behavior Evolution in Sequential Auctions: Characterization and Analysis." *MIS Quarterly* 36.4 (2012): 1021-1042.

Dissertations and Theses Supervised (5 yrs): 1

61. KENNEDY, JOHN JAMES, Associated Professor, Political Science, Incoming Director of Center for East Asian Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: Ph.D., Political Science, 2002, University of California, Davis; M.A., Political Science, 2000, University of California, Davis; B.A., Political Science, 1995, University of California, Davis; A.A., 1992, Sacramento Community College.

Academic Experience: University of Kansas, Director of the Center for Global and International Studies, 2012 – Present; KU, Associate Professor, Political Science, 2009 – Present; KU, Assistant Professor, 2003 – 2009.

Overseas Experience: China, Mongolia, Israel, Costa Rica, Mexico, Netherlands, France

Language(s) and Language Proficiency (scale): Mandarin Chinese-10

Area/International Studies Courses Taught: 5, including: Problems and Politics in Developing Countries; Introduction to Comparative Politics; Comparative Political Institutions; Research in the Field: Conducting and Analyzing Fieldwork in Developing Countries; Introduction to Political Science as a Career.

Research/Teaching Specialization: China Politics, Comparative Political Institutions, Interdisciplinary Research Methods, Fieldwork in Developing Countries.

Recent Scholarly Works: 11, including: 1) *With D. Chen, Handbook on Contemporary China. Chapter 19: Local and Grassroots Governance.* Sage, in press.

2) *With Y. Shi, “Missing Girls, Indirect Measures and Critical Assumptions: A Response to Yong Cai's Comments.” The China Quarterly* 231, (September 2017): 804-810.

3) *With Y.J. Shi, “Delayed Registration and Identifying the “Missing Girls” in China.” China Quarterly* 228 (December 2016): 1018-1038.

Dissertations and Theses Supervised (5 yrs): 35

Distinctions and Awards: McNair (Scholars) Mentor Award, McNair Scholars (2013 - Present); Gene Budig Teaching Professorship Award, University of Kansas (2013 - 2014); KU HOPE Award Finalist for Outstanding Progressive Educator (2011); Fulbright Faculty Research Award (China Studies) (2010 - 2011).

62. KING, SUSAN, Associate Professor, Health, Sport & Exercise Sciences (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ed.D., Curriculum and Teaching in Physical Education, 1992, Teachers College, Columbia University; M.A., Physical Education, 1980, University of North Carolina; B.S., Physical Education, 1979, Hampton Institute

Academic Experience: University of Kansas, Associate Professor, Curriculum and Pedagogy, Dept. of Health, Sport, and Exercise Sciences, 1992 – Present; KU, Undergraduate Coordinator, Dept. of Health, Sport, and Exercise Sciences, 2005 – Present.

Overseas Experience: Canada

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Instructional methods; Curriculum design; Creative movement; Dance; Technology.

Recent Scholarly Works: 1, including: 1) *With Taylor, P., and J. Beneventi, Too Many Lovers: A Guide to Freedom from Idolatry.* Bloomington, IN: Authorhouse, 2012.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: Joyce Elaine Pauls Morgan Teaching Award (2012); Faculty Achievement Award for Service, awarded by the KU School of Education (2010); KU Black Faculty and Staff Council Hobart Jackson Service Award (2008); Center for Teaching Excellence Faculty Seminar Instructional Grant (2004); KU General Research Fund Grant (1998-99); Eisenhower Professional Development Schools Grant (1996).

63. KRISHTALKA, LEONARD, Professor/Director of Biodiversity Institute, Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Biology/Vertebrate Paleontology, 1975, Texas Tech University; M.Sc., Zoology/Vertebrate Paleontology, 1971, University of Alberta, Edmonton, Canada; B.Sc., Zoology/Anthropology, 1969, University of Alberta, Edmonton, Canada.

Academic Experience: University of Kansas, Professor, Department of Ecology and Evolutionary Biology, 1995 – Present, Director, Biodiversity Institute, 1995 – Present.

Overseas Experience: Canada, Kenya, Ethiopia

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 3, including: Scientific Communication; University Scholars Seminar: The Sciences and Humanities; Diversity of Life.

Research/Teaching Specialization: Science policy and administration, Biodiversity informatics, and the paleobiology of mammals, science research, policy and planning; natural history museum/biodiversity research/education leadership and management; Global biodiversity science, genomic biodiversity and informatics; evolutionary biology of mammals; Evolutionary patterns, processes and theory.

Recent Scholarly Works: 18, including: 1) *With* Robbins, R. J., & Wooley, J. “Advances in Biodiversity: Metagenomics and the Unveiling of Biological Dark Matter.” *Standards in Genomic Sciences* 11, no. 69 (2016):17. **2)** *With* Schindel, D., & Edwards, J. “Comment: Biologists ask NSF to reconsider plan to pause collections funding program.” *ScienceInsider*, 2016. **3)** *With* Peterson, A. T., & Soberon, J., “A global perspective on decadal challenges and priorities in biodiversity informatics.” *BMC Ecology*, 2015. <http://www.biomedcentral.com/1472-6785/15/15>.

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: NSF: Ecological Niche Modeling: A new approach to analyzing the hominid record. Co-PI w/ D. West. one year, \$34,808. (2003), US Department of Defense: Biodiversity Informatics Research and Bioterrorism. \$2,000,000. (2003); NSF: Knowledge Networking of Biodiversity Information. Supplement, \$81,819 (2001); US Department of Education: A Biodiversity Information Technology Facility. (Krishtalka PI, Beach Co-PI), \$1.275 million (2001).

64. LEWIS, ADRIAN, Professor, History (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., European and Military History, 1995, University of Chicago; M.A., European and Military History, 1986, University of Michigan at Ann Arbor; M.B.A., 1981, Southern Illinois University at Edwardsville; B.A., Political Science, 1977, University of California at Berkeley.

Academic Experience: University of Kansas, Professor, Department of History, 2008 – Present; KU, Director, Office of Professional Military Graduate Education, 2008 – 2012.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 4, including: The Evolution of Western Military Thought; African Americans in the Military History of the United States; The Arab-Israeli Wars; The American Culture of War: The History of U.S. Military Forces from World War II to Operation Iraqi Freedom.

Research/Teaching Specialization: World War II; Korean and Vietnam Wars; 20th Century Warfare; American Culture of War; Operation Iraqi Freedom, Iraq; and Operation Enduring Freedom, Afghanistan.

Recent Scholarly Works: 5, including: 1) “Transforming an Army: The Trap of Culture, Politics, Technology, and the Economy.” In *Journal of Military and Information Science*, 2015.

2) Review of the book *In the Shadow of the Greatest Generation: The Americans Who Fought the Korean War*, [Melinda L. Pash]. *The Register of the Kennedy Historical Society*, 2013. (Invited).

3) *The American Culture of War: A History of American Military Force from World War II to Operation Enduring Freedom*. New York: Routledge, 2012.

Dissertations and Theses Supervised (5 yrs): 18

Distinctions and Awards: Professing Women Award, University of North Texas; Honors Professor, College of Arts and Sciences, University of North Texas (2000 - 2001); Committee on Institutional Cooperation/Andrew W. Mellon Foundation Dissertation-Year Fellowship (1995 - 1996); Dwight Eisenhower/Clifford Roberts Graduate Fellowship (1995 - 1996).

65. L'HEUREUX, MARIE-ALICE, Associate Professor, Architecture, Design & Planning (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: Ph.D., Architecture, Social and Cultural Aspects of Architecture and Urban Design, 2002, University of California Berkeley; M.Arch., Affordable Housing, 1993, McGill University, Montreal, Canada; B.Arch., 1978, McGill University, Montreal, Canada; B.S., Architecture, 1977, McGill University, Montreal, Canada.

Academic Experience: University of Kansas, Associate Professor, School of Architecture, Design and Planning, 2009 - Present; KU, Assistant Professor, School of Architecture, Design and Planning, 2003 – 2009.

Overseas Experience: Canada, Estonia, Russia, Hungary, Germany, France, Ukraine

Language(s) and Language Proficiency (scale): French 10-Native, Estonian-7, Russian-6, Greek-3, German-4, Hungarian-2, Ukrainian-2, Spanish-3, Arabic-1

Area/International Studies Courses Taught: 3, including: Exploring World Cities; Urban Design; Reading the American City.

Research/Teaching Specialization: The Built and Cultural Landscape of the Baltic region, Eastern Europe, and the former Soviet Union.

Recent Scholarly Works: 6, including: 1) “Modern Architectures in History.” In *Russia*, Reaktion Books, London, 2015.

2) "Making Sense of Sustainability: Balancing Technology, User Satisfaction, and Aesthetics." In *Revisiting Social Factors: Advancing Research into People and Place*, edited by G. Lindsay & L. Morhayim, Newcastle upon Tyne, Great Britain: Cambridge Scholars Publishing, 2015: 139-65. (Invited) (Refereed).

3) “The Twentieth-Century City: Socialist, Capitalist, Modern.” In *Journal of Urban Cultural Studies*, 2(3) (2015): 297-306. http://dx.doi.org/10.1386/jucs.2.3.297_1.

Dissertations and Theses Supervised (5 yrs): 10

Distinctions and Awards: Graduate Faculty Research Funds, University of Kansas (2013 - 2014); Graduate Faculty Research Funds, University of Kansas (2012 - 2013); International Studies Program course development grant, University of Kansas, International Studies Program (2009 - 2012); New Course Development Grant, CREES (Center of Russian, East European, and Eurasian Studies) (2009 - 2012); Fulbright Scholar, Finalist, Estonia (2011); Jack and Nancy Bradley, Excellence in Teaching Award, University of Kansas, School of Architecture, Design and Planning (2011); Fulbright IIE, Research Fellowship, Estonia (1997).

66. MCCREA, JUDITH KAY, Professor, School of the Arts - Visual Art (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: M.F.A., Drawing and Painting, 1970, Wichita State University; B.F.A., 1967, Wichita State University.

Academic Experience: University of Kansas, Visiting Assistant Professor, 1990 – 1993; KU, Associate Professor, Department of Art, 1993 – 2002; KU, Honorary Appointment, Department of Latin American Studies, 1999 – 2008; KU, Full Professor, Department of Art, 2003 – 2009; KU, Full Professor, Department of Visual Art, 2009 – Present.

Overseas Experience: UK, Italy, Paraguay, Mexico

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Oil paintings, Life Drawing.

Recent Scholarly Works: 1) Solo Exhibition: Wichita Art Museum, Wichita, KS (September 2012 - January 2013), *Catalogue*; **2)** Group Exhibition: "Small Works", Tucson AZ (*Summer exhibition*), Davis Dominguez Gallery, Tucson, AZ, USA (Invited) (June 1, 2014 - August 15, 2014). **3)** Group Exhibition: *Annual Faculty Exhibition*, Art and Design Gallery, The University of Kansas, Lawrence, KS, USA (November 15, 2014 - November 30, 2014).

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: Purchase Award, Kansas City Corporate Collection, Kansas City, MO (2010); W.T. Kemper Foundation Teaching Fellowship, University of Kansas (2010); New Designs in Learning Fellowship, Center for Teaching Excellence (2009); First Prize, Second Annual Juried De Soto Regional Exhibition, The Kansas City Art Institute (2008); Center for Teaching Excellence "Faculty Fellows Grant"; Governors' Art Award for Achievement in Visual Art, 2000; Provost's Award for Outstanding Contributions to International Education for the year 2001; 2002, named Outstanding Woman Educator at KU; Collaborator with KASC in Spring 2009 workshop on Art.

67. MIRECKI, PAUL, Associate Professor, Religious Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Th.D., History of Christian Origins, 1986, Harvard University; M.Div., Early Christian Literature and Languages, Greek and Roman Religions, 1980, Gordon-Conwell Theological Seminary; B.A., Religious Studies, 1976, North-Central University.

Academic Experience: University of Kansas Associate Professor: Department of Religious Studies, 1989 – Present.

Overseas Experience: Berlin, Egypt

Language(s) and Language Proficiency (scale): French-4, German-4, ancient Greek-4, Ancient Egyptian in Coptic and Middle Egyptian (hieroglyphs)-4

Area/International Studies Courses Taught: 4, including: Directed Study in Religion; History and Literature of Early Christianity; Christian Origins: From the beginnings through Augustine; Studies in Ancient Egyptian Culture and Religion.

Research/Teaching Specialization: Biblical studies; ancient near east culture and religions; ancient Mediterranean religions; Greek, Hebrew, Middle Egyptian and Coptic languages; papyrology; literary criticism; archaeology.

Recent Scholarly Works: 3, including: 1) “Manichaeism, Scribal Magic and Papyrus Kellis 35.” In *Studies in Oriental Religions* (Brill, edited by L. Cirillo & M. Knüppel (Eds. *Gnostica et Manichaeica. Festschrift für Alois van Tongerloo*. Wiesbaden, Germany: Harrassowitz Verlag, 2012.

2) *The Bible in Context*. 2014. (P. A. Mirecki, Trans.).

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Honorary Membership, International Association for Manichaeic Studies (Berlin, Germany). (2015 - Present); Chancellor John Fraser Award for teaching, Pi Beta Phi (2017); The Discussion Club (September 2002 - December 2005); Sabbatical Leave (Spring 1997).

68. MORT, MARK EUGENE, Associate Professor/Associate Curator, Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Botany, 1999, Washington State University; M.A., Biology, Thesis, 1994, College of William and Mary; B.S., Biology, 1992, Indiana University of Pennsylvania.

Academic Experience: University of Kansas, Associate Professor/Associate Curator.

Overseas Experience: Chile, Canary Islands

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Angiosperm phylogenetics; island evolution; physiological evolution; systematic methods; crassulaceae; asteraceae; biogeography; Preliminary phylogenetic analyses of the South African members of Crassulaceae, focusing primarily on the evolution of the large, morphologically-diverse genus *Crassula*.

Recent Scholarly Works: 14, including: 1) *With* Crawford, D. J., Anderson, G. J., Borges Silva, L., Kelly, J. K., Menezes de Sequeira, M., Moura, M., & Santos-Guerra, A. "Breeding Systems in *Tolpis* (Asteraceae) in the Macaronesian Islands: the Azores, Madeira, and the Canaries." *Plant Systematics and Evolution*, 308, (2015): 1981-1993.

2) *With* Crawford, D. J., Kelly, J. K., Santos-Guerra, A., Menezes de Sequeira, M., Moura, M., & Caujape-Castells, J. "Multiplexed-shotgun-genotyping data resolve phylogeny within a very recently-derived insular lineage." *American Journal of Botany* 102 (2015): 634-641. (Refereed)

3) *With* Toro-Núñez, O., & Al-Shehbaz, I. A. Phylogenetic study with nuclear and chloroplast data and ecological niche reveals *Atacama* (Brassicaceae), a new monotypic genus endemic from the Andes of the Atacama Desert, Chile. *Plant Systematics and Evolution*, 301 (2015): 1377-1396.

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Faculty Fellow, University of Kansas Center for Teaching Excellence (2013 - Present); Education Mentor in the Life Sciences, The National Academy of Sciences (2007); W.T. Kemper Fellowship for Teaching Excellence, University of Kansas (2007); Education Fellow in the Life Sciences, The National Academy of Sciences (2006); N.S.F. Doctoral Dissertation Improvement Grant, \$10,000 (1998).

69. NAGEL, JOANE, Distinguished Professor/Chair, Sociology/Anthropology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Sociology, 1977, Stanford University; M.A., Sociology, 1970, Bowling Green State University; B.S., English, 1967, Bowling Green State University.

Academic Experience: University of Kansas, Interim Associate Dean of Social Sciences, College of Liberal Arts & Sciences, 2001 – 2002; Paul Gibbons Roofe and Helen Waddle Roofe Professor of Sociology, 2015 - 2016; KU, University Distinguished Professor, 1999 – Present; KU, Acting Chair, Department of Sociology, 2005.

Overseas Experience: Liberia, Peace Corps in Sierra Leone

Language(s) and Language Proficiency (scale): Kriollo-5

Area/International Studies Courses Taught: 3, including: Gender and Environmental Change; Race, Ethnicity & Sexuality; Global, Ethnic and Race Relations.

Research/Teaching Specialization: Ethnicities; genders; sexualities, cultural production and construction; social/nationalist movements; Native American activism; global environmental change.

Recent Scholarly Works: 16, including: 1) Nagel, J. (2016). *Gender and Climate Change: Impacts, Science, Policy*. Routledge. (Refereed)

2) With Harlan, S. L., Pellow, D. N., Timmons, J., Roberts, Bell, S. E., & Holt, W. G. “Climate Justice and Inequality: Insights from Sociology.” In *Climate Change and Society: Sociological Perspectives*, edited by R. Dunlap & J. Brulle (pp. 191-248). Oxford University Press, 2015. (Refereed).

3) “Rape and War: Fighting Men and Comfort Women.” In *Sex Matters: The Sexuality and Society Reader*, edited by M. Stompler, D. Baunach, D. W. Simonds, E. Windsor, & E. Burgess (pp. 641-8). W.W. Norton, 2014. (Invited) (Refereed).

4) “Gender, Conflict, and the Militarization of Climate Change.” In *Peace Review*, 27 (2015): 202-208. (Refereed).

Number of Dissertations or Theses Supervised (5 yrs): 17

Distinctions: Keeler Intra-University Visiting Professorship (Geography), University of Kansas, 2009-10; Outstanding Publication Award (*Race, Ethnicity, and Sexuality*), Association for Women in Psychology, 2004; University of Liberia, Monrovia, Liberia, Fulbright Senior Lecturer, 1984 - 1985.

70. OLSEN, SANDRA, Professor/Senior Curator, Museum Studies/Natural History Museum and Biodiversity Institute (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Archaeology, 1984, University of London; M.A., Anthropology, 1976, University of Arizona; B.A., Anthropology, 1973, Wichita State University.

Academic Experience: University of Kansas, Professor/Senior Curator, Museum Studies/Biodiversity Institute (Archaeology), 2014; Full Curator, Carnegie Museum of Natural History, 1991-2014; University of Pittsburgh, Adjunct Associate Professor of Anthropology, 1991-2014, Adjunct Associate Professor of Neurobiology, 2007-2014.

Overseas Experience: Saudi Arabia, UK, Mongolia, Kazakhstan, France, Spain, Kenya, Libya

Language(s) and Language Proficiency (scale): Spanish-5; Italian-5; Russian-5; French-5

Area/International Studies Courses Taught: 3, including: Human Osteology; Zooarcheology; Museum Anthropology.

Research/Teaching Specialization: Zooarchaeology, horse domestication and ancient breeds, rock art, Central Asian prehistory, Arabian archaeology.

Recent Scholarly Works: 7, including: 1) “Insight on the Ancient Arabian Horse from North Arabian Petroglyphs.” *Arabian Humanities: International Journal of Archaeology and Social Sciences in the Arabian Peninsula*, 8 (2017).

2) “The Roles of Humans in Horse Distribution through Time.” In *Wild Equids: Ecology, Management, and Conservation*, edited by P. Kaczensky & J. L. Ransom, 105-120. Baltimore, MD, USA: Johns Hopkins University Press, 2016.

3) *Stories in the Rocks: Exploring Saudi Arabian Rock Art*. Pittsburgh, PA: Carnegie Museum of Natural History, 2013.

Dissertations and Theses Supervised (5 yrs): 11

Distinctions and Awards: 2005 Musee del’Homme Mongolian Film Festival in Paris (2005); The 26th Annual Telly Award for Film and Video (2005); The 19th Annual Telly Award for Film and Video (1998); International Graduate Fellow, University of London, Institute of Archaeology (September 1983 - July 1984); Phi Kappa Phi Honor Society member (1971 - 1980).

71. OTTINGER, LISA, Senior Lecturer, School of Business (Non-Tenure)

Percent of Time Dedicated to Area/International Studies: 25%

Education: B.S., Education, Texas Tech University, Lubbock, TX; M.B.A., Concentration in Accounting, Texas A&M University, College Station, TX; Ph.D., Management Information Systems, 1994, Texas A&M University, College Station, TX.

Academic Experience: University of Kansas, Assistant Professor, Information Systems, 2000 - Present; KU, Director, Master of Accounting Program, 2006 - Present; KU, Director, Internship Program, 2000 - Present, Developed and administered the Internship Program for the School of Business.

Overseas Experience: South Africa, Italy, China, Costa Rica

Language(s) and Language Proficiency (scale): Spanish-5

Area/International Studies Courses Taught: 2, including: Graduate Seminar International Business: Business Practices in South Africa.

Research/Teaching Specialization: Informational Systems for Accountancy; Accountancy Professional Communications.

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Top 5, Bubb Teaching Award, School of Business Commendation from College Station City Council (2000); Fish Camp Namesake, Camp Ottinger (1999); Outstanding College of Business Faculty Member, Alpha Kappa Psi, National Business Fraternity (1997); Flour Daniel Award (1996); ICIS Doctoral Consortium (1992).

72. PENNINGTON, DORTHY, Associate Professor, African & African-American Studies/Communication Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Speech Communication and Human Relations, 1974, University of Kansas; M.A., Speech Communication and Human Relations, 1970, University of Kansas; B.A., English, 1968, Rust College.

Academic Experience: The University of Kansas, Associate Professor, 1980 – Present.

Overseas Experience: Nigeria, Senegal, Ghana, Sierra Leone

Language(s) and Language Proficiency (scale): French-2

Area/International Studies Courses Taught: 7, including: Intercultural Communication: African-American; Rhetoric of Blacks and Hispanics; Interpersonal Communication; The Black Woman; African and Western Cosmologies; Black Male and Female Communication; African-American Culture.

Research/Teaching Specialization: Intercultural communication; Interracial communication; Women's studies and African American communication and culture, including rhetoric and psychology of African American rhetoric; Cultural rhetoric; The discourse of trauma and terror; African American regional church history and cultural role.

Recent Scholarly Works: 3, including: 1) "Barack Obama's 'Authentic Self' As a Spiritual Warrior: Discipleship to the Apostolic". *Howard Journal of Communications*, 26(I) (2015): 74 – 94. **2)** "Emic, Etic, and Andragogy: The Contributions of Nobleza Asuncion-Lande to Inter-Cultural Communication." *International Journal of Intercultural Relations* (2012). **3)** "The 'Rhetorical Condition' as Mediator in the Response of African Americans to Perceptions of Terrorism: Condoleezza Rice as Symbol." *The Howard Journal of Communications* 22 (Apr 2011): 123-139.

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: Invited Appointee to the Editorial Board, *Forum on Public Policy*, the academic journal of the Oxford University Scholars' Round Table (2009); Recognition for Scholarship, NCA Convention (2009); Listed in *Black Pioneers in Communication Research*, Sage Publishers (2006); Top Divisional Paper Award, National Communication Association Convention (2008); Invited participant in Oxford University Scholars' Round Table (2006, 2008).

73. PETERSON, ANDREW TOWNSEND, Distinguished Professor, Ecology and Evolutionary Biology/Natural History Museum and Biodiversity Institute (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Committee on Evolutionary Biology, 1990, University of Chicago; M.S., Committee on Evolutionary Biology, 1987, University of Chicago; B.S., Zoology, 1985, Miami University.

Academic Experience: University of Kansas, University Distinguished Professor, Department of Ecology and Evolutionary Biology, 2007 – Present; KU, Professor, Department of Ecology and Evolutionary Biology, 2005 – 2007; KU, Associate Professor, Department of Ecology and Evolutionary Biology, 1999 – 2005; KU, Assistant Professor, Department of Ecology and Evolutionary Biology, 1993 – 1999.

Overseas Experience: Mexico, New Zealand, Ghana, Cameroon, Ethiopia

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 6, including: Bird Behavior; Biodiversity & Conservation; Birds of the World; New Methods in Quantitative Biogeography; Integrating Evolutionary Biology into Medicine.

Research/Teaching Specialization: Geography of biodiversity, taxonomy of birds, the geographic and ecology of species' distributions, conservation biology and planning, invasive species biology.

Recent Scholarly Works: 118, including: 1) With Altamiranda-Saavedra, M., Arboleda, S., Parra, J. L., & Correa, M. M. "Potential distribution of mosquito vector species in a primary malaria endemic region of Colombia." *PLoS ONE* 12, (2017). e0179093. **2) With** Ashraf, U., Chaudry, M. N., Ashraf, I., Saqib, Z., Ahmad, S. R., & Ali, H. "Ecological niche model comparison under different climate scenarios: A case study of *Olea* spp. in Asia." *Ecosphere* 8, no.5 (2017). (Refereed) **3) With** Bertelli, S., Szumik, C., Goloboff, P. A., Giannini, N. P., Navarro-Sigüenza, A. G., & Cracraft, J. L. Mexican land birds reveal complexity in fine-scale patterns of endemism. *Journal of Biogeography*. (2017).

Distinctions and Awards: Phi Beta Delta, honor society for international scholars (2015 - Present); Distinguished Visiting Professor, Mexican Academy of Sciences (2017); Distinguished Visiting Professor (Category A), President's International Fellowship Initiative (PIFI), Chinese Academy of Sciences (2017); Fellow, American Association for the Advancement of Science (2017); Highly Cited Researcher, Web of Science (2016); Julie Denslow Prize, Association for Tropical Biology and Conservation (2016); Highly Cited Researcher, Web of Science (2015); Highly Cited Researcher, Web of Science (2014); Shulenburg Award for Innovation and Advocacy in Scholarly Communications, University of Kansas Libraries (2014).

74. ROEDIGER, DAVID, Foundation Distinguished Professor, American Studies/History (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., History, 1980, Northwestern University; B.S., Education, 1975, Northern Illinois University.

Academic Experience: University of Kansas, Foundation Distinguished Professor, American Studies/History, 2014 - present; Babcock Chair of History with further appointments in African-American Studies and in the Unit for Criticism and Interpretive Theory at University of Illinois, 2000-2014.

Overseas Experience: Australia, South Africa

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: Slavery from Slave's Point of View; Racial Formation in the 19th Century US; American Identities.

Research/Teaching Specialization: U.S. movements for a shorter working day, labor and poetry, the history of radicalism, racial identities of white workers and of immigrants.

Recent Scholarly Works: 39, including: 1) Class, Race, and Marxism. New York: Verso, 2017. **2)** "Emancipation from Whiteness: The Slave's Jubilee and Freedom for All." In *The Construction of Whiteness*, edited by D. Roediger, D. Shaffer, & S. Middleton, 74-100. Jackson: University of Mississippi Press, 2017. **3)** "The Racial Turn in Immigration History." *Journal of American Ethnic History* 36, (2017): 54-61.

Dissertations and Theses Supervised (5 yrs): 10

Distinctions and Awards: Byron Caldwell Smith Book Award, non-fiction category, Hall Center for the Humanities (2015); Chosen as member of PEN America (2015); Finalist, Tamara and Isaac Deutscher Prize (2015); Honorable Mention, C.L.R. James Prize for *Seizing Freedom*, Working Class Studies Association (2015); Honorable Mention, C.L.R. James Prize for *The Production of Difference*, Working Class Studies Association (2013); International Labor History Association Book Award for *The Production of Difference* (2013); Illinois Program for Research in the Humanities Fellow (2012 - 2013).

75. ROSENTHAL, ANTON, Associate Professor, History (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Latin American and African History, 1990, University of Minnesota; M.A., History, 1984, University of Minnesota; B.A., Sociology, 1973, University of California, Berkeley, Berkeley, CA.

Academic Experience: University of Kansas, Associate Professor of History and Courtesy Professor of Sociology, 1997 – Present.

Overseas Experience: Zambia, Zimbabwe, Uruguay, Ecuador, Cuba, Argentina

Language(s) and Language Proficiency (scale): Spanish-10

Area/International Studies Courses Taught: 9, including: Sin Cities; Colonialism and Revolution in the Third World; The Cultural History of Modern Latin America; Social history of South American in the 20th Century; Tripping: The Experience of Travel in the 19th and 20th Centuries; Popular Culture in Africa and Latin America; Colloquium in Comparative History: Labor in Africa and Latin America; The Modern City in Africa and Latin America; Nationalism and Revolution.

Research/Teaching Specialization: Latin America; public space; urban; streetcar; anarchism; urban; colonialism; social history; comparative history.

Recent Scholarly Works: 4, including: 1) “The Streetcar and the Urban Imaginary of Latin America,” *Journal of Urban History* 42, no.1 (2016): 162-179.

2) "Moving between the Global and the Local: The Industrial Workers of the World and their Press in Latin America." In *In Defiance of Boundaries: Anarchism in Latin American History*, edited by Geoffroy de Laforcade and Kirwin Shaffer, 72-93, Gainesville: University Press of Florida, 2015.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: Award for Excellence in Teaching, Center for Teaching Excellence (2012); Fulbright-Hays Faculty Abroad Fellowship, U.S. Department of Education (1992 - 1993); National Endowment for the Humanities Summer Stipend; Chancellor’s Award for Outstanding Classroom Teaching, Ned N. Fleming Trust Award (2008); Award for Excellence in Teaching, Center for Teaching Excellence (2006).

76. SCHWALLER, ROBERT, Assistant Professor, History (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., History, 2010, Pennsylvania State University; B.A., Anthropology/Art History, 2003, Grinnell College.

Academic Experience: University of Kansas, Assistant Professor of History, 2011 – Present.

Overseas Experience: Mexico, Spain, Portugal, France, Italy, United Kingdom, Costa Rica, Peru, Ecuador, Bolivia, Chile, Argentina, Australia, New Zealand, Canada, Belgium

Language(s) and Language Proficiency (scale): Spanish-9, Nahuatl-3, Italian-3, Portuguese-3

Area/International Studies Courses Taught: 3, including: History of Afro-Latin America; History of Caribbean and Central America; Afro-Indigenous Studies.

Research/Teaching Specialization: History; Latin American Studies; colonial; African Diaspora; indigenous studies; race.

Recent Scholarly Works: 20, including: 1) “The Americas.” In *Rivers of Gold, Lives of Bondage: Governing through Slavery in Colonial Quito*, 73(1) (2016): 93-94. **2)** *Géneros de Gente in Early Colonial Mexico: Defining Racial Differences*. University of Oklahoma Press, 2016. **3)** "For Honor and Defense': Race and the Right to Bear Arms in Early Colonial Mexico." In *The Colonial Latin American Review* 21, no. 2 (2012): 239-266.

Dissertations and Theses Supervised (5 yrs): 9

Distinctions and Awards: General Research Fund, KU (2016 - 2017); Liberal Arts and Sciences Travel Award, College of Liberal Arts and Sciences, KU (2016); Liberal Arts and Sciences Travel Award; College of Liberal Arts and Sciences, KU (2015); Craig Anthony Arnold Faculty Research Stipend, KU (2014 - 2015); Research Cluster, Center for Latin American and Caribbean Studies, KU (2013 - 2014); Liberal Arts and Sciences Travel Award, College of Liberal Arts and Sciences, KU (2014); Franklin Research Grant, American Philosophical Society (2014 - 2014); General Research Fund, KU (2014).

77. SILVA, KAPILA, Associate Professor, School of Architecture, Design & Planning (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Architecture, 2004, University of Wisconsin-Milwaukee, USA; Post Graduate Diploma, Architectural Conservation of Monuments and Sites, 1995, University of Moratuwa, Sri Lanka; M.S., Architecture, 1993, University of Moratuwa, Sri Lanka; B.S., Built Environment, 1990, University of Moratuwa, Sri Lanka

Academic Experience: University of Kansas, Associate Professor, 2014 – Present; University of Kansas, Affiliated Core Faculty; Center for East Asian Studies, 2009 – Present; KU, Affiliated Core Faculty; Center for Global and International Studies, 2009 – Present; KU, Assistant Professor; School of Architecture, Design & Planning, 2008 - 2014; KU, Visiting Assistant Professor; School of Architecture & Urban Planning, 2007 – 2008.

Overseas Experience: Sri Lanka

Language(s) and Language Proficiency (scale): Sinhala-10

Area/International Studies Courses Taught: 2, including: Architecture Study Abroad; Historic Preservation Theory.

Research/Teaching Specialization: Environmental Design Policy; Revitalization, Preservation, and Management of Historic Buildings/Urban Settings; Community Participation; Settlement Planning; culture; urbanism; vernacular architecture; historic preservation; heritage management; World Heritage; environment-behavior studies

Recent Scholarly Works: 23, including: 1) *With Sinha, A. Routledge Research in Landscape and Environmental Design Series. Cultural Landscapes of South Asia: Studies in Heritage Conservation and Management.* London: Routledge, 2017. **2)** *With Lawless, J. W. "Towards a holistic understanding of 'authenticity' of cultural heritage: analysis of World Heritage designations in the Asian context." In Journal of Heritage Management, 1(2) (2017): 1-12. (Refereed) 3)* "Chapter 12: Bhaktapur, Nepal: Heritage values and conservation practices." In *Cultural Landscapes of South Asia: Studies in Heritage Conservation and Management*, edited by K. D. Silva & A. Sinha. London: Routledge, (2017): 185-210).

Dissertations and Theses Supervised (5 yrs): 34

Distinctions and Awards: International Summer Research Travel Grant, Office of International Programs, University of Kansas (2016); Sabbatical Leave Award, University of Kansas (2016); Core Faculty International Travel Grants, Center for Global and International Studies, University of Kansas (2015); Faculty International Travel Fund, Office of International Programs, University of Kansas (2015); TREAT Award (Teaching Related Education and Travel), Center for Teaching Excellence & Center for Undergraduate Research, University of Kansas (2015); Nomination for the Jack and Nancy Bradley Award for Teaching Excellence, Department of Architecture, University of Kansas (2015).

78. SMITH, DAVID, Professor, Sociology (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Sociology, 1988, University of Wisconsin-Madison; M.S., Sociology, 1977, University of Wisconsin-Madison; A.B., Economics, 1974, University of California-Berkeley.

Academic Experience: University of Kansas, Chair, Sociology, 2012 – 2016; KU, Associate Chair, Sociology, 2009 – 2012; KU, Professor, Sociology, 2007 – Present; KU, Associate Professor, Sociology, 1996 – 2007; KU, Assistant Professor, Sociology, 1990 – 1996.

Overseas Experience: Rwanda

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 3, including: Cross-Cultural Sociology; Social Conflict; Critical Theory.

Research/Teaching Specialization: Sociological theory, race and ethnicity, historical sociology.

Recent Scholarly Works: 24, including: 1) *With E. Hanley. "The Anger Games: Who Voted for Donald Trump in the 2016 Election, and Why?" In Critical Sociology, 44 (2018). Forthcoming. 2)* "Deferential Worker." In *Blackwell Encyclopedia of Social Theory*, edited by B. S. Turner. Oxford: Blackwell. December 18, 2017. **3)** "21st Century Capital: Falling Profit Rates and System Entropy." In *Piketty, Inequality, and 21st Century Capitalism*, edited by L. Langman and D. A. Smith. Leiden & Boston: Brill, 2017. **4)** "Sharing, Not Selling: Marx against Value." In *Continental Thought & Theory*, 1, no. 4 (2017): 653-695.

Dissertations and Theses Supervised (5 yrs): 4

Distinctions and Awards: E. Jackson Baur Professor of Sociology, Department of Sociology (2011 – 2012); Fellow, Senior Administrative Fellows Program, University of Kansas (2009 – 2010).

79. SIAHAAN, TERUNA, Professor, School of Pharmacy (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Postdoctoral Fellow, 1987, University of California Santa Barbara, California; Ph.D., Organic Chemistry, 1986, University of Arizona, Tucson, AZ; M.S., Organic Chemistry, 1982, University of Indonesia, Jakarta, Indonesia; B.S., Chemistry, 1979, University of Indonesia, Jakarta, Indonesia.

Academic Experience: University of Kansas, Courtesy Professor, Chemistry, 2011 – Present; KU, Program Director, Biotechnology Training Program, 2008 – Present; KU, Associate Chair, Pharmaceutical Chemistry, 2006 – Present; KU, Director of Graduate Program, Pharmaceutical Chemistry, 2002 – 2006; KU, Professor, Pharmaceutical Chemistry, 2002 – Present; KU, Associate Professor, Pharmaceutical Chemistry, 1997 – 2002; KU, Assistant Professor, Pharmaceutical Chemistry, 1991 – 1997.

Overseas Experience: Kenya, Indonesia

Language(s) and Language Proficiency (scale): Indonesian-10; Batak-8

Area/International Studies Courses Taught: 1: Summer leadership courses in Kenya.

Research/Teaching Specialization: Utilization/modulation of cell adhesion molecules; targeted drug delivery; enhancing drug permeation; E-cadherin peptides; large hydrophilic molecules; ICAM-1 and LFA-1; inflammatory/autoimmune diseases.

Recent Scholarly Works: 34, including: 1) *With* Kuehl, C., Thati, S., Sullivan, B., Sestak, J., Thompson, M., & Berkland, C. "Pulmonary administration of soluble antigen arrays is superior to antigen in treatment of experimental autoimmune encephalomyelitis." In *J. Pharm. Sci.*, 2017.

2) *With* Ulapane, K. R., On, N., Kiptoo, P., Williams, T. D., Miller, D. W. "Improving brain delivery of biomolecules via BBB modulation in mouse and rat: Detection using MRI, NIRF, and mass spectrometry." In *Nanotheranostics*, 1(2) (2017): 217–231.

3) *With* White, D. R., Khedri, Z., Kiptoo, P., & Tolbert, T. J. (2017). "Synthesis of a bifunctional peptide inhibitor-IgG1 Fc fusion that suppresses experimental autoimmune encephalomyelitis." In *Bioconjugate Chemistry, E-Pub*, June 5, 2017.

Dissertations and Theses Supervised (5 yrs): 42

Distinctions and Awards: Fellow of the American Association of Pharmaceutical Scientists, American Association of Pharmaceutical Scientists (2002 - Present); 2014 PhRMA Foundation Award in Excellence in Pharmaceuticals, PhRMA Foundation, USA (2014); 2013 Mentor of the Year, Office for Diversity in Science Training, The University of Kansas (2013); J Clarence Karcher Lecturer, University of Oklahoma (2005); Research Scholar Award, Pfizer (2002 - 2005); Madison and Lila Self Faculty Scholar, University of Kansas (2001 - 2004); 2002 Eurand Award, Honorable Mention, Controlled Release Society (2002).

80. TIDWELL, JOHN EDGAR, Professor, English (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., English, 1981, University of Minnesota; M.A., English, 1971, Creighton University; B.A., English, 1969, Washburn University.

Academic Experience: University of Kansas, Professor, Department of English, 2008 – Present.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 5, including: Introduction to African-American Writing; Studies in Kansas Area Black Writing; Langston Hughes; Survey of African-American Literature; Literature of African and African-American Diaspora.

Research/Teaching Specialization: Sterling A. Brown; Langston Hughes; Gordon Parks; Harlem Renaissance; Frank Marshall Davis; African American literature; American literature.

Recent Scholarly Works: 12, including: 1) Tidwell, John Edgar, and Carmaletta M. Williams, eds. *My Dear Boy: Carrie Hughes's Letters to Langston Hughes*. Athens: University of Georgia Press, 2013.

2) "The Hard Kind of Courage: Labor and Art in Selected Works by Langston Hughes, Gordon Parks, and Frank Marshall Davis." *Kansas History* 36, no. 3 (Autumn 2013): 158-171.

3) "In the Shadow of the Blues: Aesthetic Discoveries by Ma Rainey, Langston Hughes, and Sterling A. Brown." In *Critical Insights: Langston Hughes*, edited by R. Baxter Miller, 87-101. Ipswich, MA: Salem Press, 2013.

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Humanities Research Fellowship, Hall Center for the Humanities, University of Kansas (2006).

81. TOSTA, ANTONIO LUCIANO, Associate Professor, Spanish and Portuguese (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Comparative Literature, 2006, Brown University, Providence, RI; M.A., Comparative Literature, 2003, Brown University, Providence, RI; M.A., Portuguese and Brazilian Studies, 2003, Brown University, Providence, RI; M.A., Comparative Literature, 1999, State University of New York at Buffalo; Graduate Diploma, Higher Education Methodology, 1997, Faculdade de Educação da Bahia, Salvador, Bahia, Brazil; Licenciatura, English (undergraduate degree with emphasis on teaching), 1993, Universidade Federal da Bahia, Salvador, Bahia, Brazil; B.A., English (Letras), 1992, Universidade Federal da Bahia, Salvador, Bahia, Brazil.

Academic Experience: University of Kansas, Associate Professor, 2016 - Present, Associate Professor, Brazilian Literature and Culture; KU, Assistant Professor, 2013 - 2016, Assistant Professor, Brazilian Literature and Culture.

Overseas Experience: Brazil

Language(s) and Language Proficiency (scale): Portuguese-10; Spanish-8

Area/International Studies Courses Taught: 7, including: Afro Latin American Cultures; Capoeira: Theory/Practice of Afro-Brazilian Art Form; The City in Iberian & Latin American Literature and Cinema; Afro-Latin American Cultures; Women in Brazilian Literature and Film; Brazilian Cinema; Immigrant in Brazilian Literature and Cinema.

Research/Teaching Specialization: Postcolonial/subaltern studies; fiction and history, the city in literature and film; 19th and 20th Century Brazilian literature, Brazilian culture; ethnic literatures and cultures of the Americas.

Recent Scholarly Works: 9, including: 1) "Milton Hatoum: Interweaving the Local and the Global." In *Critical Insights-Latin American Fiction*, 134-149. Hackensack: Salem University Press, 2017. (Invited)

2) Confluence Narratives: Ethnicity, History, and Nation-Making in the Americas. Lewisburg, PA: Bucknell University Press, 2016. (Refereed). **3)** Immigration, Transnationalism, and Transmigration in Grandma Has a Video Camera. *Chiricú Journal: Latina/o Literatures, Arts, and Cultures* 1, no.1 (2016): 74-92.

Dissertations and Theses Supervised (5 yrs): 8

Distinctions and Awards: Jessie Marie Senor Cramer and Ann Cramer Root Faculty Award (2017 - Present); Vice Chancellor for Research Book Publication Award (2016); The University of Illinois at Urbana-Champaign's List of Teachers Ranked as Excellent (2005 - 2012; *Ministério das Relações Exteriores* (Brazilian Foreign Ministry), Palácio do Itamarati, Rio de Janeiro (2008); UIUC Humanities, "Confluence Narratives in the Literatures of the Americas" Project (2008); "Confluence Narratives in the Literatures of the Americas" Project (2007); Brown University Joukovsky Dissertation Fellowship (2003 - 2004); Harvard University Certificate of Distinction and Excellence in Teaching (2002 - 2004).

82. VELASCO, FRANCISCA MARIA, Associate Professor, School of the Arts - Visual Art (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: M.F.A., New Genre, 1993, University of California, Santa Barbara, CA; Coursework Completed, Doctorate in Fine Arts, Painting, 1991, Complutense University, Madrid, Spain; Teaching Credential Certification, 1990, Complutense University, Madrid, Spain; Licenciatura, Fine Arts, Painting, 1989, Complutense University, Madrid, Spain.

Academic Experience: University of Kansas, Associate Professor of Art, Department of Visual Art, School of The Arts, 2009 - Present; KU, Associate Professor of Art, Department of Art, School of Fine Arts, 2001 - Present; KU, Assistant Professor of Art, Department of Art, School Of Fine Arts, 1995 - 2001.

Overseas Experience: Spain, Morocco

Language(s) and Language Proficiency (scale): Spanish-10

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Installation art; conceptual; ephemeral; drawing; animation; artist statement

Recent Scholarly Works:1) *Art Department Faculty Show*, Art and Design Gallery, Chalmers Hall, University of Kansas, Lawrence, KS, USA (Fall 2017). **2)** *Art Department Faculty Show*, Kansas Board of Regents, Topeka, KS (Fall 2016-Fall 2017). **3)** *A City With A View*, Washburn University, Topeka, KS (August 2016 - August 2017).

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: Phi Beta Delta, University Of Kansas (2000 - Present); Sabbatical Leave, University of Kansas (2012); Hall Center Creative Work Fellowship, Hall Center for the Humanities, University of Kansas (2007); Kansas Service Awards for 10 Years of Service, University of Kansas (2006); Sabbatical Leave, University of Kansas (2002); Big Twelve Faculty Fellowships (2001); Individual Artist Fellowship for Interdisciplinary Art, Kansas Arts Commission (2001).

83. VOLEK, THOMAS, Associate Professor, Associate Dean for Undergraduate Studies, School of Journalism and Mass Communications (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Mass Communication, 1991, University of Minnesota, Minneapolis, MN; M.A., Speech -- Radio-TV-Film, 1985, University of Wisconsin, Superior, WI; B.J., Broadcasting, 1973, University of Missouri, Columbia, MO.

Academic Experience: University of Kansas, William Allen White School of Journalism and Mass Communications, Associate Dean, Graduate Studies & Faculty Development, 2009 – Present.

Overseas Experience: Russia, Eastern Europe

Language(s) and Language Proficiency (scale): Russian-4, Spanish-3

Area/International Studies Courses Taught: 4, including: Seminar: International Communications; Seminar in History of Journalism (International Communications); Ethics and the Media; International Marketing Communications.

Research/Teaching Specialization: Evolving market-based journalism in the Commonwealth of Independent States; international marketing; advertising and public relations; extensive work with U.S. Army units at Fort Leavenworth; Relationship between the military and the media.

Recent Scholarly Works: 1, including: 1) Volek, Thomas W., and James Thomas, eds. In *Military-Media Issues*. 1st ed. Military-Media Issues. Lawrence, Kan, April 2012. <http://military-media.kuinteractive.com/>. (Refereed).

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: William Allen White Foundation Teaching Professor (1998 - Present); Finalist, H.O.P.E. Award (Honored Outstanding Progressive Educator), University of Kansas (2004, 1997, 1996); W. T. Kemper Teaching Fellowship, University of Kansas (2000); Fulbright Scholar, J. William Fulbright (1997); Juried Faculty Production Competition, Broadcast Education Association (BEA) (1993).

84. WARREN, KIM, Associate Professor, History/Women, Gender, & Sexuality Studies (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., History, 2004, Stanford University; M.A., History, 1999, Stanford University; B.A., American Studies (Honors), 1994, Yale University.

Academic Experience: University of Kansas, Associate Professor, Department of History, 2011 – Present; Director of Graduate Studies, Department of History, 2010 – Present; Courtesy Faculty, Women, Gender, and Sexuality Studies, 2009 – Present; Affiliated Faculty, Global Indigenous Nations Studies, 2009 – Present.

Overseas Experience: Ghana, Senegal, Gambia, Slovak Republic, Ukraine, UK

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: 7, including: The Historian's Craft; History of Women in the United States until 1870; History of Women in the United States after 1870; Women and Reform; The Making of Modern America, 1865-1920; Nineteenth Century Colloquium in United States History; Comparative Colloquium in Women's History.

Research/Teaching Specialization: History of gender and race in African American and Native American education, Kansas, and the United States; women's history, citizenship and American identity, race and gender relations, identity development in the African Diaspora, as well as social, civil rights, and reform movements

Recent Scholarly Works: 7, including: 1) *With Rury, J. L. Transforming the University of Kansas: A History, 1965-2015*, 2015. **2)** "‘You’d be criminals!’: Transgressions, Legal Unions, and Interracial Marriage in 1967 Film and Law”. In *Poitier Revisited: Reconsidering a Black Icon in the Obama Age*, edited by I. Strachan & M. Mask, (pp. 145-162). New York: Bloomsbury Academic, 2015 (Refereed) **3)** *With MacGonagle, E. "How Much for Kunta Kinte?": Sites of Memory, Diasporan Encounters, and West African Identities*. In *African Hosts and Their Guests: Cultural Dynamics of Tourism in Africa*, edited by W. van Beek & A. Schmidt (pp. 75-102). Suffolk, UK: James Currey, 2012.

Dissertations and Theses Supervised (5 yrs): 6

Distinctions and Awards: Career Enhancement Fellowship, Woodrow Wilson National Fellowship Foundation (2008-2007); National Academy for Education/Spencer Foundation Postdoctoral Fellowship (2006-2007); Mellon Dissertation Fellowship, Department of History, Stanford University (2001 - 2002).

85. WINTOKI, MODUPE JIDE, Associate Professor, School of Business (Tenured)

Percent of Time Dedicated to Area/International Studies Courses: 75%

Education: Ph.D., Banking and Finance, 2008, University of Georgia; M.B.A., 2003, University of Georgia; B.S., Electrical Engineering, 1997, University of Lagos.

Academic Experience: University of Kansas School of Business, Associate Professor, Finance, 2014 – Present.

Overseas Experience: Nigeria

Language(s) and Language Proficiency (scale): Igbo-9, Yoruba-9

Area/International Studies Courses Taught: 2, including: International Finance; Current Research in Finance.

Research/Teaching Specialization: Finance; Corporate Finance; Corporate Governance; International Finance; Real Estate; Marketing and Finance; Business Finance; Business Investment; Valuation

Recent Scholarly Works: 12, including: 1) With Jiang, C., Kubick, T., & Miletkov, M. “Offshore Expertise for Onshore Companies: Director Connections to Island Tax Havens and Corporate Tax Policy.” *Management Science*, in press. (Refereed).

2) With Miletkov, M. and Poulsen, A. “Foreign Independent Directors and the Quality of Legal Institutions.” *Journal of International Business Studies*, 48(2) (2017): 267–292. (Refereed).

3) With Bansal, N., Joseph, K., & Ma, M. “Do CMO Incentives Matter? An Empirical Investigation of CMO Compensation and Its Impact on Firm Performance.” *Management Science*, 63(6) (2017): 1993–2015. (Refereed)

4) With He, Z. “The Cost of Innovation: R&D and High Cash Holdings in U.S. Firms.” *Journal of Corporate Finance*, 41 (2016): 280–303.

Dissertations and Theses Supervised (5 yrs): 5

Distinctions and Awards: University of Kansas Celebration of Teaching Excellence Honoree, 2013 (Based on nominations by graduate students of the KU School of Business) (2013); “Mentor Recognition” Award for Outstanding Contributions in Support of Doctoral Students, (Awarded by the Association of Business Doctoral Students of KU School of Business) (2013); Best Paper (Housing Category), 2012 American Real Estate Society (ARES) Meeting (2012); Guy O. and Rosa Lee Mabry Award for Best Paper in the KU School of Business (2012).

86. ZAMORA, OMARIS ZUNILDA, Assistant Professor, Spanish & Portuguese (Tenure-Track)

Percent of Time Dedicated to Area/International Studies Courses: 50%

Education: Ph.D., Iberian and Latin American Literatures and Cultures, 2016, University of Texas at Austin, Austin, TX; M.A., African and African Diaspora Studies, 2013, University of Texas at Austin, Austin, TX; B.A., Romance Languages and Literatures, 2011, University of Chicago, Chicago, IL.

Academic Experience: University of Kansas, Assistant Professor, Spanish & Portuguese, 2017 – Present.

Overseas Experience: Dominican Republic, Puerto Rico, Brazil.

Language(s) and Language Proficiency (scale): Spanish-10, Portuguese-10, Catalan-5, Russian-2

Area/International Studies Courses Taught: Poetics in Black, Advanced Spanish; 20th Century Spanish-American Studies.

Research/Teaching Specialization: Intersectional study of race, gender, and sexuality; AfroLatina women’s experiences and knowledge-production; Development of an AfroLatina feminist; AfroLatina and AfroDominican scholarship; Blackness and Latinidad.

Recent Scholarly Works: 4, including: 1) “Queerengue: Afrodominicidad y performance en el merengue callejero del Rey Tulile.” *Caribbean Without Borders: Beyond the Can(n)on’s Range*, 2015. (Refereed)

2) “Refashioning Blackness, Refashioning Our Histories.” *Portal*, 8(1) (2013): 24-25. (Refereed)

3) “Dancing with my Eyes.” In *La Galeria Magazine*, 2015. www.lagaleriamag.com.

4) “Review of *Rethinking diaspora: The Invisible Corporeal Movements of Nuyorican Poetry*.” In *SX Salon*, 2016: 22.

Dissertations and Theses Supervised (5 yrs): 1

Distinctions and Awards: Lambda Theta Alpha Latin Sorority; Dominican Studies Institute Archives and Library Research Award, CUNY (2016); Professional Development Award, University of Texas-Austin (2016); Honorable Mention, Pre-Doctoral Fellowship, Ford Foundation (2014); Summer Research Award, Department of Spanish & Portuguese, University of Texas-Austin (2013); Black Studies Travel Grant, Warfield Center for African American Studies, University of Texas-Austin (2013); Graduate Student Travel Grant, Department of Spanish & Portuguese, Graduate Student Organization (2013); Honorable Mention, Pre-Doctoral Fellowship, Ford Foundation (2013).

LECTURERS

87. ALI, MAHMOUD, Arabic Lecturer, Arabic Program Coordinator, African & African-American Studies (Non-Tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: M.A., Linguistics, 2017, Ohio University; B.A., English, 2005, Minia University.

Academic Experience: Arabic Lecturer and Coordinator the University of Kansas, 2017-Present; Arabic Instructor, Ohio University, 2015-2017.

Overseas Experience: Egypt, Saudi Arabia

Language(s) and Language Proficiency (scale): Arabic-10; German-2

Area/International Studies Courses Taught: 7, including: Elementary Arabic I & II; Intermediate Arabic I & II; Advanced Arabic I & II; Readings in Arabic.

Research/Teaching Specialization: Non-native English Speech Assessment; Conceptual Transfer during Macro-Planning Processes: Segmentation and Selection; Linguistic Cues; Perceptual Dialect Categorization

Recent Scholarly Works: 1) “Arabic-Accented English and Intelligibility: Acoustic Correlations and Pedagogical Implication.” Master Thesis, *Ohio University*, 2017.

2) “Mastering Arabic 1 and 2.” *Al-‘Arabyia Journal*, in review.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Graduate Teaching Assistantship Award Department of Linguistics, Ohio University (2015 – 2016); Graduate Student Summer Award Department of Linguistics, Ohio University (2016); Graduate Teaching Assistantship Award Department of Linguistics Ohio University (2016 - 2017).

88. BA, IBRAHIMA, Wolof Lecturer, African & African American Studies (Non-Tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Linguistics, 2017, University of Kansas; M.A., Linguistics, 2013, University of Kansas; M.A., English/Linguistics, 2009, Université Gaston Berger, Saint-Louis, Senegal; Licence (degree), English/linguistics and English/French translation, 2007, Université Gaston Berger, Saint-Louis, Senegal; DEUG, African, American, British and French studies, languages: English, French, German and English/French translation, 2004-06, Université Gaston Berger, Saint-Louis of Senegal.

Academic Experience: Instructor and Lecturer, African & African-American Studies/French, Francophone and Italian Studies 2015 - Present.

Overseas Experience: Senegal

Language(s) and Language Proficiency (scale): Arabic-10; Wolof-10; French-10; Pulaar-10, Mandinka-3, German-3, Spanish-3

Area/International Studies Courses Taught: 6, including: Elementary Wolof I & II; Intermediate Wolof I & II; Advanced Wolof I & II.

Research/Teaching Specialization: Syntax and morphology of Pulaar and Wolof

Recent Scholarly Works: 1) “Aspects of Pulaar Syntax.” In *Éditions universitaires européennes*, 2017.

2) “Factive Relative Clauses in Pulaar.” In *Language Science Press*, 2015.

3) “Pulaar Factive Relative.” In *Kansas Working Papers in Linguistics*, 2015.

4) “Reference in Pulaar.” In *Kansas Working Papers in Linguistics*, 2015.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Fulbright scholarship; Member of Alpha Pi chapter of Phi Beta Delta honor society at the University of Kansas; Member of Alpha Pi chapter of Golden Key Honor Society.

89. BASSETT, DYLAN, West African Drumming Lecturer, School of Music (Non-Tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: M.A., Global and International Studies, 2010, University of Kansas; B.A., Music for Dance, 1998, Missouri State University.

Academic Experience: University of Kansas, Lecturer, West African Drum Ensemble, School of Music.

Overseas Experience: Ghana, Senegal

Language(s) and Language Proficiency (scale): Wolof-4

Area/International Studies Courses Taught: 1: West African Drumming.

Research/Teaching Specialization: West African percussion.

Recent Scholarly Works: Performing Ensembles: African Drum Ensemble at Ku (2007-Present) Director; Sunu (Us) (2007-Present); Bemsha Swing (Us) (2004-Present); Dylan Bassett Percussion Trio (Us) (2008-Present); Souleymane Faye (Senegal) (2008); Magatte And Her Orchestra (Senegal) (2008); Djembe Kaan (Us) (2002-2008); African Drum Ensemble At Ku (Us) (2007-Present); Sapes Highlife Band (Ghana) (2006); Quixotic Performance Fusion Kansas City Ballet (Us) (2006-2008); Hypnagogic Tricycle (Us) (1994-1998); Gash/Voight Dance Theatre (Us) (1999-2000); Jupiter Hollow (Us) (1994-1998).

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: FLAS Fellowship Recipient, University Of Kansas (2007-2010); FLAS Research Fellowship, Gaston Berger University, Senegal (2008); Teacher Innovation Grant, Lawrence Public Schools (2009); Implementation of an interdisciplinary unit of study for the elementary music classroom, combining language, traditional West African drumming, and geography.

90. BOURGEOIS, CHRISTINE, Assistant Teaching Specialist, French, Francophone & Italian Studies (Non-Tenure)

Percent of Time Dedicated to Area/International Studies: 25%

Education: Ph.D. French Literature, 2014, Princeton University, NJ; Pensionnaire étrangère, 2012, École Normale Supérieure, Paris, France; M.A., French Literature, February 2011, Princeton University, Princeton, NJ; M.A., French Literature, May 2008, Bryn Mawr College, Bryn Mawr, PA; B.A French and French Studies, May 2007, Bryn Mawr College, Bryn Mawr, PA.

Academic Experience: University of Kansas, Assistant Specialist of French, 2017 – Present; KU, Advanced Lecturer of French, 2014 – 2017.

Overseas Experience: France

Language(s) and Language Proficiency (scale): French-10; Italian-8; Portuguese-7

Area/International Studies Courses Taught: 6, including: French for Reading Knowledge; Intermediate French Conversation; Introduction to French Literature; French Phonetics, Practice and theory of French phonetics; Advanced Review of French Grammar.

Research/Teaching Specialization: Hagiography and secular literature in the Middle Ages; relationships between medieval and modern textual traditions; early Third Republic fiction, notions and representations of art, authorship and truth throughout French literary history; representations of women and femininity; French-Canadian literature.

Recent Scholarly Works: 1: “Poetic Identity and the Name in the Lyric Corpus of Bernart de Ventadorn. *Tenso*, 30.1-2 (2015): 25-47. (Refereed).

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Charlotte W. Newcombe Doctoral Dissertation Fellowship, Woodrow Wilson Fellowship Foundation (2013 - 2014); Religion and Culture Research Fellowship, Center for the Study of Religion, Princeton University (2012 - 2013); Armstrong Fellowship, Princeton University, Department of French and Italian (2008 - 2013); Mellon Grant, Mellon Foundation (Summer 2013); Bryn Mawr College Graduate Teaching Fellowship, Bryn Mawr College (2007 - 2008); Elinor Nahm Prize for Intensive Italian, Bryn Mawr College (2006 - 2007); Bourse Marandon, Société des Professeurs Français et Francophones d’Amérique (Summer 2007); Scholarship for Summer Study, Institut d’Études Françaises d’Avignon, Bryn Mawr College (Summer 2007).

91. GHAZALI, MARWA, African Studies Lecturer, African & African-American Studies (Non-tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D. Anthropology, 2017, University of Kansas; M.A., Anthropology, 2010, University of Kansas; B.A., Human Biology, 2007, University of Kansas.

Academic Experience: University of Kansas, Lecturer, African & African-American Studies, 2017- Present.

Overseas Experience: Egypt, Morocco

Language(s) and Language Proficiency (scale): Arabic-10

Area/International Studies Courses Taught: 5, including: Religion, Power, and Sexuality in Arab Societies; Introduction to Medical Anthropology; Introduction to Varieties of Human Experience; Introduction to Peace and Conflict Studies; Women in Islam.

Research/Teaching Specialization: Medical anthropology; Chronic Illness; Embodiment; Medical Ethics; Egypt; Loss; Trauma; Refugees; Islam; Women.

Recent Scholarly Works: 1) 2014 “When the Heart Grows Sad: Loss, Absence, and the Embodiment of Traumatic Memory among Somali Bantu Refugees.” In *Medical Anthropology in Global Africa*, edited by Kathryn Rhine, John M. Janzen, Glenn Adams, and Heather Aldersey. Lawrence: University of Kansas Publications in Anthropology, (2014): 165-170.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Carroll D. Clark Award, University of Kansas (2011, 2015); Distinguished Instructor, University of Kansas (2012-2013); Invited Speaker: “Reflections on Brooklyn Heights: an Egyptian Novel,” KHC TALK Book Discussions (Finney County Library, Garden City, KS), “African Refugee Stories — and Silence — in Kansas,” KHC Speaker’s Bureau (Donnelly College), “Islam in America Today,” (Western Missouri University, St. Joseph, MO) (2016).

92. KEATHLEY, TASHA, African Studies Lecturer, African & African-American Studies (Non-tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Political Science, 2009, University of Kansas; M.A., Political Science, 2003, University of Montana; B.A., Political Science, 2002, University of Kansas; B.A., African Studies, 2002, University of Kansas

Academic Experience: University of Kansas, African Studies Lecturer, 2009 – Present.

Overseas Experience: Mozambique, South Africa

Language(s) and Language Proficiency (scale): Kiswahili-3

Area/International Studies Courses Taught: 3, including: The Black Experience in America; Introduction to Africa; Civil Rights Movement.

Research/Teaching Specialization: Political leadership; HIV/AIDS; Uganda and South Africa.

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Outstanding Graduate Teaching Assistant Award nominee (student nominated) (2007); Harry S. Truman Good Neighbor Award (2007); Eddie Jacobson Scholarship for International Studies, Kansas Federation of Republican Women Scholar – Woman of the Year (2007); Russell Area Community Foundation – Joshua Scholar (2007); Foreign Language Area Studies (FLAS) Fellowship for Kiswahili (Summer 2007); Foreign Language Area Studies (FLAS) Fellowship for Kiswahili recipient, University of Kansas (2006-2007); Thompson Research Fellowship for Outstanding Graduate Student, University of Kansas (2005); Pi Sigma Alpha, University of Kansas (2005); Pi Sigma Alpha – Epsilon Mu Chapter, University of Montana (2003); Phi Beta Kappa, University of Kansas (2001); Kansas State Scholarship, University of Kansas (1997-2002); Regents Scholarship, University of Kansas (1997-2002); National Merit Scholar, University of Kansas (1997-2002); Whittaker Memorial Scholarship, University of Kansas (1997-2000).

93. MWANGI, PETER, Kiswahili Lecturer, African & African-American Studies (Non-tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Higher Education and Student Affairs, 2016, Ohio University; M.Ed., Educational Administration, 2012, Ohio University; M.A., Applied Linguistics, 2011, Ohio University; B.A., Swahili Language & Literary Studies, 2006, Moi University, Kenya.

Academic Experience: Kiswahili Lecturer, University of Kansas, 2017 – Present; Kiswahili Instructor, Ohio University 2009 – 2017.

Overseas Experience: Kenya

Language(s) and Language Proficiency (scale): Kiswahili-10; Kikuyu-10

Area/International Studies Courses Taught: 8, including: Elementary Kiswahili I & II, Intermediate Kiswahili I & II; Advanced Kiswahili I & II; Readings in Kiswahili I & II.

Research/Teaching Specialization: Current global trends in higher education and foreign languages; internationalization of higher education.

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: African Language Teachers Association (ALTA) Research Award (2016); The Gladys W. & David H. Patton College of Education's Bill Butler Award for Outstanding Excellence in Education at Ohio University (2015); Higher Education & Student Affairs' Joel Rudy Recipient for Outstanding Leadership & Contributions as a Higher Education Administration Doctoral Student at Ohio University (2014 – 2015); The Gladys W. & David H. Patton College of Education's Best Educational Administration Graduate Student Award at Ohio University (2012); Best Graduate Student Award, 7th Kenya Scholars & Studies Association (KESSA), The University of North Alabama (2014); Best Graduate Student Award, 6th Kenya Scholars & Studies Association (KESSA), The Bowling Green State University (2013).

94. OCHWADA, HANNINGTON OMWODO, African History Lecturer, History/African & African-American Studies (Non-tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph. D., History, 2007, Indiana University, Bloomington; M.A. History, 1995, Kenyatta University; B.Ed. Education, History, Philosophy & Religious Studies, 1989, Kenyatta University, Nairobi.

Academic Experience: Lecturer, African History, University of Kansas, 2014 - Present; Visiting Lecturer, Modern African History, KU, 2014.

Overseas Experience: Kenya

Language(s) and Language Proficiency (scale): Kiswahili-10; Luyia-10; Luo-5; French-5.

Area/International Studies Courses Taught: 21, including: Sexuality and Gender in African History; Graduate Colloquium on Atlantic History; Introduction to Africa History; Introduction to West African History; Advanced Kiswahili; The African World; World Cultures to 1500; Modern African History; Introduction to Historiography; African Civilizations; HIV/AIDS in Africa; Development of Modern World.

Research/Teaching Specialization: Historiography of Africa and African studies; Biographies; Sexuality and gender; Medical History of Kenya; Poverty; Academic freedom & African intellectuals; Democratization and governance; Pan-Africanism; African diaspora; Christian missionary education; Women and conflict.

Recent Scholarly Works: 11, including, 1) “‘Archdemon’ Walter E. Owen and Edith B. Downer: Rewriting Christian Missionary Influence in Colonial Kenya.” In *Socio-Political and Economic History of Kenya: Essays in Memory of William Robert Ochieng’*, edited with Tabitha Kanogo, Nairobi: East African Educational Publishers, 2018 (forthcoming). **2)** With Beatrice Digolo and Iwona Odongo, “Constructing Masculinity among the Luo of Kenya: The Ethnomusicology of Nyatiti.” In *Socio-Political and Economic History of Kenya: Essays in Memory of William Robert Ochieng’*, edited with Tabitha Kanogo, Nairobi: East African Educational Publishers, 2018 (forthcoming). **3)** Insecurity in the Troubled Seas: The US and Kenya Face Terrorism in Eastern Africa” In *Securing Africa: Local Crises and Foreign Intervention*, edited by Toyin Falola and Charles G. Thomas, 185-196. New York: Routledge, 2014.

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Hill Fellowship Graduate Students Award for dissertation writing. Department of History, Indiana University Bloomington, \$1000 (2006); Compton Peace Fellowship for Ph.D. dissertation research at the University of Birmingham, U.K. Fellowship administered by the African Studies Program, Indiana University, \$15000 (2003); Fulbright Scholarship, History Department and Center for African Studies, University of Florida (1998); University of Ghana/Northwestern University/CODESRIA (1998).

95. SAGAR, DEKOW, Somali Lecturer, African & African-American Studies (Non-tenure)

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: M.B.A., Management, 2015, West Texas A&M University; B.A. Political Science and Human Services, 2011, Grandview University, Des Moines.

Academic/ Professional Experience: Program Specialist, State of Nebraska, 2015 - Present; Program Manager, HIMILO Organization for Development, 2015; Program Consultant, State of Kansas, 2014-2015; Program Director, African Aid Initiatives, Des Moines, IA, 2009 – 2014; School Attendance Officer, Des Moines Public Schools, 2012-2014; Bi-Lingual Community Outreach Liaison, Des Moines Public Schools, 2007 – 2011.

Overseas Experience: Kenya

Language(s) and Language Proficiency (scale): Somali-10

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Matters related to refugee well-being; Teaching study skills to non-native speakers; Providing Somali interpretation services.

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

CENTER STAFF

96. RILEY, EMILY, Assistant Director/Secretary, KASC/Association of African Studies Programs

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Cultural Anthropology, 2016, Michigan State University; M.A., Cultural Anthropology, 2011, Michigan State University; B.A., Cultural Anthropology & French, 2007, Oregon State University; B.A., International Studies, 2007, Oregon State University.

Academic Experience: Assistant Director, Kansas African Studies Center, University of Kansas, 2017-present; Secretary, Association of African Studies Programs, 2018-present.

Overseas Experience: Senegal; France.

Language(s) and Language Proficiency (scale): Wolof-10; French-10

Area/International Studies Courses Taught: 4, including: Introduction to Cultural Anthropology; Language and Culture; Global Diversity and Interdependence; Ethnographic Field Methods.

Research/Teaching Specialization: Social/cultural change; identity politics; gender, power, and politics; West Africa; Women and nationalism; Muslim women and Islam; Sufi movements of Senegal; Language and identity.

Recent Scholarly Works: 1) "Chaos and Comedy: Social Media, Activism, and Democracy in Senegal." In *Social Media and Politics in Africa: Democracy, Security, and Surveillance*. Zed Books, forthcoming.

2) "The Politics of Terànga: Gender, Power, and the Political Equality Movement in Senegal." *Political and Legal Anthropology Review*, accepted 2018. **3)** "Guests of God: The Layene, an Urban Sufi Community in Dakar, Senegal." *Africa Today*. Submitted October 2017.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Dissertation Completion Fellowship, Michigan State University (2016); Dissertation Writing Grant, MSU (2015); Fulbright-Hays Doctoral Dissertation Research Award (2013-2014); Foreign Language and Area Studies Fellowship (FLAS) for Wolof (2012-2013); FLAS, Wolof (2011-2012); FLAS Wolof, Dakar, Senegal, funded by CASID/GenCen (2010, 2011, 2012); Rita Gallin Best Graduate Paper on Women and Gender in Global Perspective (2016); Iwao and Mary Ishino Memorial Fund for Graduate Student Recognition (2016); Runner-Up for the Graduate Student Paper Prize, Association of Political and Legal Anthropology (2015); Anthropology Graduate Student Distinction Award (2015); Photo Contest Winner, MSU (2016, 2012).

97. CLOETE, ELENE, Coordinator for Outreach and Communications, KASC

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D. Socio-Cultural Anthropology, 2017, University of Kansas; M.A. Culture and Development Studies, 2012, Katholieke Universiteit Leuven, Belgium; M. Mus. Musicology, 2011, University of the Free State, South Africa; B.A. Honors German, 2007, University of the Free State, South Africa; B.Mus. Honors, 2005, University of the Free State, South Africa.

Academic Experience: University of Kansas, Kansas African Studies Center, Outreach and Communication Coordinator, 2017 – Present. University of the Free State, South Africa, School of Music, Lecturer, 2003-2010.

Overseas Experience: South Africa, Belgium

Language(s) and Language Proficiency (scale): Afrikaans-10; German-8; Dutch-6; IsiXhosa-3

Area/International Studies Courses Taught: Varieties of Human Experience.

Research/Teaching Specialization: Social development; transatlantic migration; Youth culture.

Recent Scholarly Works: 1) "From Material to Cultural: Changing Historiographies of the Rural Eastern Cape's Agrarian Past." In *South Africa's Agrarian Future, Twenty Years Post-Apartheid*, edited by F. Brandt and G. Mkodzongi. Leiden: Brill Publications, 2018. **2)** With J.M. Dakon. "The Violet Experience: Social Interaction through Eclectic Music Making." *British Journal of Music Education*, 2017. **3)** "Entanglement in an "Off the Map" City: An Ethnographic Journey through the City of Bloemfontein, South Africa." In *Music(s) of the Free State: Reflections on a Musical Past, Present, and Future*, edited by M. Viljoen. Zagreb: Croatian Musicological Society, 2015.

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: The University of Kansas Center of Migration Research Seed Grant (2017); Hanson Excellence in Anthropology Award: Excellence in Classroom Teaching (2015); Free-Standing Doctoral Scholarship for South Africans Abroad (2013); European Union Erasmus Mundus Graduate Scholarship (2011); National Research Fund, South Africa: Study and Research Grant for Master Students (2010); Institutional Teaching and Excellence Award (2010).

98. IRVING, JESSICA, Office Manager, Kansas African Studies Center (shared with the Center for Global and International Studies and the Center for East Asian Studies)

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: B.A., Studio Art/Art History, 1996, College of Staten Island, City University of New York.

Academic/ Professional Experience: Office Manager, Area Studies Centers, University of Kansas, 2009-present; FLAS Coordinator, Center for Global and International Studies, 2012-2014; Interim FLAS Coordinator, Kansas African Studies Center, 2017.

Overseas Experience: Italy, England, Greece, Germany, Czech Republic, Poland, Switzerland, Lithuania, Spain, New Zealand, France, India

Language(s) and Language Proficiency (scale): Italian-8, French-5, German-4, Spanish-1, Persian-1

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: N/A

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Academic Internship with *Master Drawings Magazine*, Pierpont Morgan Library, New York City, 1996; Paid Internship with Collezione Peggy Guggenheim (Museum), Venice, Italy, 1998.

AFFILIATED STAFF

99. BAKER, DEBRA LYNN, Accounting Specialist, College & Professional Schools Shared Service Center

Percent of Time Dedicated to Area/International Studies Courses: 15%

Education: BS Business, 1987, Indiana University.

Academic/ Professional Experience: Accounting Specialist, Shared Service Center, University of Kansas, 2017 – Present; Senior Payroll & Accounting Specialist, Protection One/ ADT, 2015-2017; Senior Payroll & Accounting Specialist, Golf Course Superintendents Association of America, 2014.

Overseas Experience: N/A

Language(s) and Language Proficiency (scale): N/A

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: N/A

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: N/A

100. BEER, CHRISTIAN, Coordinator: Media, Outreach, Recruitment, Development, School of Languages, Literatures, & Cultures

Percent of Time Dedicated to Area/International Studies Courses: 20%

Education: M.A., Business Administration, 2011, Washburn University, KS; B.A., Economics, 2008, University of Kansas.

Academic Experience: KU School of Languages, Literatures & Cultures Outreach Coordinator, 2014 – Present.

Overseas Experience: Germany, UK, Italy, Czech Republic

Language(s) and Language Proficiency (scale): German-10; Czech-5; Italian-5

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: N/A

Recent Scholarly Works: N/A

Dissertations and Theses Supervised (5 yrs): N/A

101. CASE, CODY, Program Coordinator for Diversity, Equity, and Inclusion, College of Liberal Arts and Sciences

Percent of Time Dedicated to Area/International Studies Courses: 10%

Education: M.A., Ethnomusicology (Music of West and North Africa), 2008, University of Washington; B.A., Ethnomusicology, 2005, University of Washington.

Academic Experience: University of Kansas, Office of International Programs, Coordinator: Global Awareness Program, 2013 – 2016; Program Coordinator for Diversity, Equity, and Inclusion, and Student Success in the Dean’s Office, 2016 – Present.

Overseas Experience: Canada, Tunisia, France, Ghana, Kyrgyzstan, Morocco

Language(s) and Language Proficiency (scale): French-9; Arabic-3

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: French; global awareness; music of West and North Africa.

Recent Scholarly Works: 1) “New Nights in Tunisia: Arab-Andalusian music, Anour Brahem, and the Oud” April 2013. (Delivered lecture on research conducted in Tunisia, sponsored by CGIS)

2) “The Literary Nature and Political Functions of French Hip-Hop” March 2008 (Guest Lecture in Contemporary France course at UW).

3) “Talking Drums and Trance: Asante History, Traditional Religion, and Music” Feb. 2008 (Lecture in African Music course, UW).

4) “*Une Chanson, Plusieurs Voix*: Hip-hop and Cultural Identity in Québec, Canada” Feb. 2008 (World Language Day Conference, UW).

5) “Talking Drums and Trance: Music in Asante Traditional Religious Spirit-Possession” Feb. 2007 (Society of Ethnomusicology Conference NW Chapter, Evergreen OR).

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: Fulbright Fellowship, Tunisia (2009-2010); FLAS Summer Award (2006, 2007, 2011 – French); FLAS Academic Year (2006-2008 – French); Critical Language Enhancement Award (2009).

102. DIXON, TIPHANI, Study Abroad Coordinator for Africa, Office of Study Abroad

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: M.A., East Asian Studies, 2016, Indiana University, Bloomington, Indiana; B.A. International Studies, 2012, University of Central Missouri, Warrensburg, MI; Middlebury College Japanese Summer Language School, 2014, Middlebury College Mills Campus, Oakland, CA; Momoyama Gakuin Intensive Japanese Program, 2011, Momoyama Gakuin Daigaku, Osaka, Japan.

Academic Experience: Study Abroad Program Coordinator, University of Kansas, 2017 – Present; Study Abroad Advisor, University of Missouri-International Center, 2014-2017; Study Abroad Resource Room Manager, University of Missouri-International Center, 2014-2015.

Overseas Experience: Japan

Language(s) and Language Proficiency (scale): Japanese-10

Area/International Studies Courses Taught: N/A

Distinctions and Awards: East Asian Studies Conference Travel Award (2014); Kathryn Davis Fellowship for Peace (2013); International Student Ambassador Award scholarship (2012); Committees and Membership in Professional Associations Diversity Abroad, Member (2015-Present); NAFSA: Association of International Educators, Member (2014-Present); University of Missouri Study Abroad Diversity Abroad Team (2014-Present); Delta Epsilon Iota Academic Honor Society (2011-present); National Society of Collegiate Scholars (2010-present); National Residence Hall Honorary (2010-present).

103. MESICK-BRAUN, CASSANDRA, Curator of Global Indigenous Art, Spencer Museum of Art

Percent of Time Dedicated to Area/International Studies Courses: 25%

Education: Ph.D., Anthropology, 2012, Brown University; M.A., Anthropology, 2006, Brown University; B.A., Anthropology and Linguistics, 2004, Anthropology, New York University; Affiliate International Student, 2003, Institute of Archaeology, University College London.

Academic Experience: University of Kansas, Curator of Global Indigenous Art, Spencer Museum of Art, 2012-present; KU, Affiliate Faculty, Center for Latin American and Caribbean Studies, 2012 – Present.

Overseas Experience: Guatemala, Belize, UK

Language(s) and Language Proficiency (scale): French-6, Spanish-7, Classic Maya-5

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Museum education and community outreach; contemporary global art; indigenous artists and artistic practice; public patrimony in postcolonial contexts.

Recent Scholarly Works: 1) “Constructed Landscapes: Architectural Stratigraphy, Behavioral Practices, and Building Technologies at El Zotz.” In *An Inconstant Landscape: The Archaeology of El Zotz, Guatemala*, edited by Thomas Garrison and Stephen D. Houston. Boulder: University Press of Colorado, 2017.

2) “Of Imaging and Imagining: Landscape Reconstruction at Piedras Negras, Guatemala.” In *Representing the Past: Archaeology through Text and Image*, edited by Sheila Bonde and Stephen D. Houston, pp. 63-84. Providence, RI: Joukowsky Institute Press, 2013. **3)** With S. Houston, C. Brittenham, A. Tokovinine, and C. Warinner. *Veiled*

Brightness: A History of Ancient Maya Color. Austin: University of Texas Press, 2009.

Dissertations and Theses Supervised (5 yrs): 2

Distinctions and Awards: Humanities Kansas Major Grant Award, *The Ties that Bind: Haiti, the United States, and the Art of Ulrick Jean-Pierre in Comparative Perspective* (2018); Lawrence Cultural Arts Commission Community Arts Grant Program, *The Ties that Bind: Haiti, the United States, and the Art of Ulrick Jean-Pierre in Comparative Perspective* (2018); National Endowment for the Humanities Landmarks of American History and Culture program, “Native American and African American Education in Kansas, 1830-1960” (\$173,830) (2016); Pre-Doctoral Residency in Pre-Columbian Studies, Dumbarton Oaks, Washington, D.C. (2009); Sheridan Center for Teaching and Learning, Teaching Certificate, Brown University (2008); Graduate Teaching/Proctor Fellowship, Brown University (2005-2009); Graduate Fellowship, Brown University (2004-2005); Creative Arts Council, Brown University (2006); Herbert H. Goldberger Lectureship Fund, Brown University (2005).

104. STRAUGHN, CELKA, Director of Academic Programs, Spencer Museum of Art

Percent of Time Dedicated to Area/International Studies Courses: 10%

Education: Ph.D., Art History, 2007, University of Chicago; M.A., Art History, 1996, Courtauld Institute of Art, London, England; B.A., Art History, 1993, Stanford University.

Academic Experience: University of Kansas, Andrew W. Mellon Director of Academic Programs, Spencer Museum of Art, 2009-present; Curator, The Sony Gallery for Photography, Adham Center, The American University in Cairo, Egypt 1993-1995.

Overseas Experience: UK, Germany, Egypt, France, Israel, Italy

Language(s) and Language Proficiency (scale): German-9; French-7; Italian-4; Hebrew-3; Arabic-2

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: Modern German art; Jewish art and culture in Germany; art collecting/exhibitions; art historiography; digital humanities; medical humanities.

Recent Scholarly Works: 1) “Good Work in Museums Today...and Tomorrow,” with Howard Gardner in *Redefining Ethics for the Twenty-First Century Museum*, Janet Marstine, ed. (NY: Routledge, 2011). **2)** “New Digital Media and their Potential Cognitive Impact on Youth Learning,” with Margaret Weigel and Howard Gardner in *New Science of Learning: Cognition, Computers and Collaboration in Education*, Khine, Myint Swe; Saleh, Issa M., eds. (NY: Springer, 2010). **3)** “Reviewing the Weimar Jewish Renaissance: Exhibition Reviews in the German Jewish Press,” in *Deutsch-jüdische Presse und jüdische Geschichte: Dokumente, Darstellungen, Wechselbeziehungen*, Eleonore Lappin and Michael Nagel, eds. (Bremen: Edition Lumière).

Dissertations or Theses Supervised (5 yrs): N/A

Distinctions and Awards: The Royal Society of New Zealand Marsden Fund “Groups, Art and Interpretation”, a two-year collaborative research project in aesthetics Sondra Bacharach (principal investigator, Victoria University of Wellington), Deborah Tollefsen (associate investigator, Memphis University), Celka Straughn (research assistant, University of Chicago) (2006-2008); LBI/DAAD Fellowship in German-Jewish History for research at the Leo Baeck Institute, NY (2005).

105. WAWIRE, BRENDA, Language Coordinator, African & African-American Studies/School of Languages, Literatures, and Cultures

Percent of Time Dedicated to Area/International Studies Courses: 100%

Education: Ph.D., Curriculum & Instruction – Foreign & Second Language Education, 2017, Florida State University; M.A., Teaching English to Speakers of Other Languages, 2013, University of Mississippi; B.Ed., English, Linguistics, & Literature, 2009, Kenyatta University.

Academic Experience: University of Kansas, Language Coordinator for African & African-America Studies, January 2018 – Present; Kiswahili Curriculum Developer, STARTALK Kiswahili Infrastructure Project 2017, July 2017 – February 2018.

Overseas Experience: Kenya

Language(s) and Language Proficiency (scale): Kiswahili-10; Lunyala-10

Area/International Studies Courses Taught: Elementary, Intermediate, and Advanced Kiswahili.

Research/Teaching Specialization: Second language acquisition, language and literacy acquisition across languages; motivation and feedback in second language writing, language assessment, and curriculum development.

Recent Scholarly Works: 1) *With* Kim, Y-S, “Cross-Language Transfer of Phonological Awareness and Letter Knowledge: Casual Evidence and Nature of Transfer.” *Scientific Studies of Reading*, June 2018,

Dissertations and Theses Supervised (5 yrs): N/A

Distinctions and Awards: International Peace Scholarship, funded by Philanthropic Educational Organization (\$10,000) (2015-2016); Richard A. Horovitz Fund for Professional Development, funded by Institute of International Education (\$6,000) (2015-2016); Dissertation Research Grant, funded by Florida State University (\$1,000) (2015-2016); International Peace Scholarship funded by Philanthropic Educational Organization (\$10,000) (2014 – 2015); College of Education Scholarship, funded by Florida State University (\$1,000) (2013 - 2014); Fulbright Foreign Language Teaching Assistant placed at Jackson State University, funded by the Institute of International Education (2010 – 2011).

106. YOON, JESSIE, Grant Award Specialist, College & Professional Schools Shared Service Center Percent of Time Dedicated to Area/International Studies Courses: 10%

Education: M.A., Accounting, 2011, University of Kansas; B.A., Sociology, 1994, Sogang University, Seoul, South Korea.

Academic Experience: Grant Coordinator, College & Professional Schools Shared Service Center, The University of Kansas, 2011 – Present.

Overseas Experience: South Korea

Language(s) and Language Proficiency (scale): Korean-10.

Area/International Studies Courses Taught: N/A

Research/Teaching Specialization: N/A

Recent Scholarly Works: N/A

Distinctions and Awards: Passed Uniform CPA Examination (2008); Highest Distinction in Master of Accounting program (2011).

KANSAS AFRICAN STUDIES CENTER POSITION DESCRIPTIONS

Assistant Professor in Digital Humanities in African Studies

The Kansas African Studies Center (KASC) and the Department of African & African-American Studies (AAAS) at the University of Kansas seek a full-time, tenure-track Assistant Professor of Digital Humanities to build upon the Center and Department's 1) existing research output in digital humanities and African Studies, 2) commitment toward quality undergraduate and graduate teaching and training in African Studies, and 3) contribution toward community engagements that promote global citizenship. The successful candidate will work alongside the Institute for Digital Research in the Humanities (IDRH) at the University of Kansas to develop innovative and collaborative projects with IDRH staff and affiliated faculty.

With a primary focus on Africa and its diaspora, the candidate's digital humanities activities will include training students in digital research methods, creating public humanities projects with students, faculty, and community members, and working with other initiatives to enrich African Studies and the humanities at the University of Kansas. To qualify for this position, applicants should hold a PhD in a humanities field, African Studies, or related discipline; demonstrate experience in teaching courses in African Studies and Digital Humanities; and demonstrate a willingness to engage in University service. Fluency in an African language other than English is a preferred qualification.

Compensation: \$65,000 base salary with 2% annual increase; *NRC funds for 61.54% in years 2-3 and 30.76% in year 4*

Outreach Assistant, Graduate Student Hourly

The Kansas African Studies Center (KASC) Graduate Student Outreach Assistant will play a vital role in helping the Center to 1) nurture an awareness of African Studies on the campuses of our MSI and Community College partners, 2) promote an understanding of Africa in K-12 educational spaces, particularly those in underserved communities, and 3) cultivate diverse perspectives about Africa in both urban and rural midwestern communities.

Working closely with KASC's full-time Coordinator of Outreach and Communications, the Graduate Student Outreach Assistant will promote KASC's outreach events, develop and implement outreach initiatives, build contact lists for networking and future projects, and develop and maintain collections of pedagogical materials used during K-12 visits, educator workshops, and public events. To qualify for this position, applicants should be enrolled in a graduate program at the University of Kansas, have a background in area studies (preferably African Studies), and be in good academic standing. The successful candidate should be available for some statewide travelling as well as occasional events in the evenings and on weekends.

Compensation and Hours: \$7,200 - \$7,641 for years 1-4 with 2% annual increase
 (\$15/hour, 15 hours/week, 32 weeks annually)

Five Positions for the African Language Program:

African Language Lecturers in Amharic, Arabic, Kiswahili, Somali, and Wolof

The Kansas African Studies Center (KASC) and the Department of African & African-American Studies (AAAS) at the University of Kansas seek qualified African language instructors to teach during KU's Summer African Language Institute (SALI) and/or during the academic year. These positions are essential in helping KASC and AAAS strengthen the Summer African Language Institute and academic year offerings with quality African language instruction in Middle America. Successful applicants will teach elementary, intermediate, and advanced language classes, design high quality teaching and evaluation materials, develop conversational events, and participate in KASC's outreach and language awareness programs. To qualify for this position, applicants should possess at minimum a Master's Degree in Languages, Linguistics, and/ or Education with proven expertise in the teaching of Amharic, Arabic, Kiswahili, Somali, and Wolof to non-native speaking learners. Applicants should also demonstrate native or near-native proficiency in the African language in question and be familiar with recent trends in language pedagogy and assessment methods. Experience and certification in OPI testing will be an advantage.

Compensation: \$8,000 - \$8,490 for summer semester or academic year during years 1-4, with some positions increasing to \$16,000 - \$16,320 (2% annual increase) to teach additional language courses at the advanced level

Graduate Teaching Assistant, Experiential Learning Course Development

The Kansas African Studies Center (KASC) is committed to finding innovative and engaging ways to enrich undergraduate teaching and learning in African Studies. To adhere to this commitment, KASC seeks to appoint a .50 FTE Graduate Teaching Assistant to facilitate experiential learning opportunities in introductory African Studies courses. The Graduate Teaching Assistant will work alongside KASC core faculty to create course material that encourages critical thinking, develops global awareness, and nurtures a learning environment where knowledge creation stems from active participation in real life contexts. Additionally, the Graduate Teaching Assistant will collaborate with the KU Center for Service Learning to develop volunteering opportunities that coincide with course content and promote active knowledge production. To qualify for this position, applicants should be admitted to a graduate program at the University of Kansas, have a background in area studies (preferably African Studies), demonstrate experience in curriculum design, and be in good academic standing.

Compensation: \$14,000 per academic year for years 1-2, with 2% annual increase.
KU provides GTAs on .50 FTE appointment with full tuition and fee waivers and health benefits.

Program Evaluation Assistant, Graduate Student Hourly

The Kansas African Studies Center (KASC) strives toward teaching and learning excellence. A new, graduate student position of Program Evaluation Assistant will play an integral role in providing KASC with the necessary information on how to uphold and improve its commitment toward quality instruction and to increase subsequent student enrollment in African Studies courses. The successful candidate will manage the African Studies Evaluation database, enter data, conduct analysis, and monitor enrollment and course assessment. To qualify for this position applicants should be enrolled in a graduate program at the University of Kansas, demonstrate experience in database management, qualitative and quantitative analysis, and be in good academic standing. A background in area studies is a preferred qualification.

Compensation and Hours: \$6,000 - \$6,242 for years 2-4 with 2% annual increase
 (\$15/ hour, 8 hours/week, 50 weeks annually)

Two Positions to enrich the KU Africana Library Collection:

Library Assistant, Proficient in Somali, Student Hourly

Library Assistant, Proficient in Amharic, Student Hourly

The Kansas African Studies Center (KASC) is committed toward strengthening the Somali and Amharic library collection in KU Libraries at the University of Kansas. To uphold this commitment, the Center and KU Libraries seek two student assistants who will work alongside the Librarian for African Studies, focusing on Somali and Amharic material respectively. The successful candidates will undertake preliminary bibliographic searches for books requested by faculty, staff and students, assist with content development specific to Somali and Amharic, assist with creating online exhibitions, and process gifts received from other African Studies libraries. To qualify for these positions, the applicants should be enrolled in at least 6 credit hours at the University of Kansas, maintain an overall GPA of 3.0, have experience in basic office procedures, and demonstrate proficiency in Amharic or Somali.

Compensation and Hours: \$8,400 for year 1 only
 (\$12/hour, 10 hours/week, 35 weeks)

*Appendix 2.
Course List*



Kansas African Studies Center - Course List Index

Language Courses: 2016-2017, 2017-2018, and 2018-2019

Amharic.....	2	Kiswahili.....	3
Arabic.....	2	Somali.....	4
Haitian Creole.....	3	Wolof.....	4

Non-Language Courses: 2016-2017, 2017-2018, and 2018-2019

African and African-American Studies.....	5	International Business.....	25
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Curriculum and Teaching.....	15	Leadership Studies.....	27
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Economics.....	16	Music.....	28
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Environmental Studies.....	18	Percussion.....	30
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Film and Media Studies.....	19	Portuguese.....	32
French, Francophone, and Italian Studies.....	20	Preventative Medicine.....	32
Geography.....	21	Psychology.....	32
Geology.....	22	Religious Studies.....	33
Global and International Studies.....	22	Sociology.....	33
History of Art.....	22	Textile Designs.....	34
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Humanities.....	25		

Kansas African Studies Center Language Courses														
* Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
Amharic														
AMHR 110 *		Elementary Amharic I	100	5	TBD							x	x	
AMHR 120 *		Elementary Amharic II	100	5	TBD							x	x	
Arabic														
ARAB 110		Elementary Arabic I	100	5	Ali, Mahmoud Obeidat, Bushra Bader Ibrahim Al-Mutair, Reema Rateb	50		50	41		41	x	x	
ARAB 120		Elementary Arabic II	100	5	Ali, Mahmoud Al, Mutair, Reema Rateb	34		34	29		29	x	x	
ARAB 210		Intermediate Arabic I	100	3	Alobaydi, Dhirgham Khelifi, Talal Bousofara, Naima Alotaibi, Asmaa A M Z D Ali, Mahmoud	24		24	24		24	x	x	
ARAB 220		Intermediate Arabic II	100	3	Bousofara, Naima Khelifi, Talal Ali, Mahmoud Alotaibi, Asmaa A M Z D	18		18	22		22	x	x	
ARAB 310 *		Advanced Arabic I	100	3	Ali, Mahmoud Alobaydi, Dhirgham	7		7	9		9	x	x	
ARAB 320 *		Advanced Arabic II	100	3	Ali, Mahmoud Alobaydi, Dhirgham	3		3	9		9	x	x	
ARAB 401 *		Readings in Arabic I	100	3	Ali, Mahmoud Bousofara, Naima	3		3	1		1	x	x	
ARAB 402 *		Readings in Arabic II	100	3	Ali, Mahmoud Khelifi, Talal	1		1	3		3	x	x	
AAAS 502		Elementary Arabic I/II	100	5	Obeidat, Bushra Bader Ibrahim		2	2		4	4		x	
AAAS 503		Intermediate Arabic I/II	100	3	Bousofara, Naima		3	3		2	2		x	

Kansas African Studies Center Language Courses														
* Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 504		Advanced Arabic I/II	100	3	Alobaydi, Dhirgham		1	1		3	3		x	
AAAS 505		Readings in Arabic I	100	3	Ali, Mahmoud				1	3	4	x	x	
Haitian Creole														
HAIT 110		Elementary Haitian I	25	5	Laguerre, Jowel	3		3	7		7	x	x	
HAIT 120		Elementary Haitian II	25	5	Laguerre, Jowel	3		3	1		1	x	x	
HAIT 502		Elementary Haitian I/II	25	5	Laguerre, Jowel		2	2				x	x	
Kiswahili														
KISW 110		Elementary Kiswahili I	100	5	Ojiambo, Peter Mwangi, Peter Mburu, David	10		10	8		8	x	x	
KISW 120		Elementary Kiswahili II	100	5	Ojiambo, Peter Mwangi, Peter	8		8	8		8	x	x	
KISW 210		Intermediate Kiswahili I	100	3	Ojiambo, Peter Mburu, David	5		5	10		10	x	x	
KISW 220		Intermediate Kiswahili II	100	3	Ojiambo, Peter Mwangi, Peter	5		5	10		10	x	x	
KISW 310 *		Advanced Kiswahili I	100	3	Ojiambo, Peter	1		1	1		1	x	x	
KISW 320 *		Advanced Kiswahili II	100	3	Ojiambo, Peter	1		1	1		1	x	x	
KISW 401*		Readings in Kiswahili I	100	3	Mwangi, Peter Mburu, David	2		2	1		1	x	x	
KISW 402*		Readings in Kiswahili II	100	3	Mwangi, Peter Omwodo, Hannington Ochwada	2		2	1		1	x	x	
AAAS 502		Elementary Kiswahili I/II	100	3	Ojiambo, Peter Mburu, David		3	3		3	3		x	
AAAS 503		Intermediate Kiswahili I/II	100	3	Ojiambo, Peter					2	2		x	
AAAS 504		Advanced Kiswahili I/II	100	3	Ojiambo, Peter		3	3		1	1		x	
AAAS 505		Readings in Kiswahili I	100	3	Ojiambo, Peter		2	2					x	

Kansas African Studies Center Language Courses														
* Future Grant-funded Support						AY 16-17			AY 17-18			AY 18-19		
Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
<i>Somali</i>														
SOMI 110 *		Elementary Somali I	100	5	Sagar, Dekow							x		
SOMI 120 *		Elementary Somali II	100	5	Sagar, Dekow							x		
<i>Wolof</i>														
WOLO 110		Elementary Wolof I	100	5	Ba, Ibrahima	2		2	2		2	x	x	
WOLO 120		Elementary Wolof II	100	5	Ba, Ibrahima	2		2	2		2	x	x	
WOLO 210		Intermediate Wolof I	100	3	Ba, Ibrahima	4		4	2		2	x	x	
WOLO 220		Intermediate Wolof II	100	3	Ba, Ibrahima	4		4	3		3	x	x	
WOLO 310 *		Advanced Wolof I	100	3	Ba, Ibrahima	2		2				x		
WOLO 320 *		Advanced Wolof II	100	3	Ba, Ibrahima	2		2				x		
AAAS 502		Elementary Wolof I/II	100	5	Ba, Ibrahima		3	3		2	2		x	
AAAS 503		Intermediate Wolof I/II	100	3	Ba, Ibrahima		2	2		2	2		x	
AAAS 504		Advanced Wolof I/II	100	3	Ba, Ibrahima		1	1		3	3		x	
AAAS 505		Readings in Wolof I	100	3	Ba, Ibrahima					4	4		x	

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
<i>African and African-American Studies (AAAS)</i>														
AAAS 102 *		Arabic and Islamic Studies	100	3	Ghazali, Marwa Mack, Beverly	79		79	71		71	x		
AAAS 103 *		Introduction to Africa	100	3	Chikanda, Abel Keathley, Tasha R	61		61	45		45	x		
AAAS 104		Introduction to African-American Studies	75	3	Lang, Clarence Bolden, Anthony Kastor, Caroline	72		72	68		68	x		
AAAS 105 *	HIST 104	Introduction to African History	100	3	Omwodo, Hannington Ochwada	148		148	69		69	x		
AAAS 106	HIST 109	The Black Experience in the Americas	50	3	Alexander, Shawn Leigh	126		126	148		148	x		
AAAS 177	LAA 177	Gender Identity: Africa and the Diaspora	100	3	Accilien, Cecile	17		17	19		19			
AAAS 300		African Traditional Religion and Thought	100	3	Ukpokodu, Peter	23		23	18		18	x		
AAAS 301	LAA 302	Haiti: Culture and Identity	50	3	Accilien, Cecile	14		14	5		5			
AAAS 303	ANTH 303	Peoples and Cultures of North Africa and the Middle East	75	3	Hannoum, Majid	38		38				x		
AAAS 306	AMS 344	Black Experience U.S. Since Emancipation	50	3	Jelks, Randal Maurice Alexander, Shawn Leigh	37		37	52		52	x		
AAAS 307	HIST 307	Modern Africa, Honors	100	3	MacGonagle, Elizabeth							x		
AAAS 320	HA 393 GIST 503	African Studies in: History of the Islamic City	100	3	Mostafa, Heba Ivey, Mary Frances Wegmann, Jennifer	98		98	22		22			
AAAS 320		African Studies in: Readers in Theatre: Great African Dramatists	100	3	Ukpokodu, Peter	3		4				x		
AAAS 320		African Studies in: Popular Culture in East Africa	100	3	Mburu, David	2		2				x		
AAAS 320	HA 353	African Studies in: Modern and Contemporary African Art	100	3	Gerschultz, Jessica	13		13				x		
AAAS 320		African Studies in: Islamic Art and Architecture	100	3	Mostafa, Heba Offill, Ashley Brooke	5		5	1		1	x		

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AAAS 320		African Studies in: African Cultural Institutions	100	3	Ukpokodu, Peter	14		14				x		
AAAS 320	HA 390	African Studies In: African Art and Gender	100	3	Gerschultz Jessica C				20		20	x		
AAAS 320		African Studies In: Afro-Latin American Cultures	25	3	Tosta, Antonio Luciano				8		8	x		
AAAS 320	FMS 544	African Studies in: African Film	100	3	Ukpokodu, Peter	2		2	5		5	x		
AAAS 323		African-American Studies in: Slavery and Abolition	75	3	Mielke, Laura L	1		1				x		
AAAS 323	HIST 390	Slavery from the Slave's Point of View	50	3	Roediger, David R	8		8						
AAAS 323	AMS 344	African-American Studies in: Radical Literature and Film	50	3	Tidwell, John Edgar	9		9				x		
AAAS 323		Women in Islam	100	3	Ghazali, Marwa H				1		1	x		
AAAS 323	ENGL 340	Literature about Black Freedom Struggle	50	3	Hardison, Ayesha	19		19						
AAAS 323	WGSS 396	Black Love and Romance	50	3	Hardison, Ayesha	18		18				x		
AAAS 323	LAA 323	Cuba in the Americas	25	3	Accilien, Cecile	17		17						
AAAS 323		Race, Sports, and Society	25	3	Alexander, Shawn Leigh				52		52	x		
AAAS 323	AMS 344	African-American Childhood and Youth in Film	25	3	Hamer, Jennifer F	32	1	33	19	1	20	x		
AAAS 325		Popular Black Music	50	3	Leslie-Canty, Teresa Rochelle	82		82	78		78	x		
AAAS 327		African-American Culture	25	3	Pennington, Dorothy	7		7	15		15	x		
AAAS 330	AMS 340 HIST 390	Black Leadership	50	3	Alexander, Shawn Leigh	33		33				x		
AAAS 340		Women in Contemporary African Literature	100	3	Seck, Aminata	9		9	4		4	x		
AAAS 355	THR 326	African Theatre and Drama	100	3	Ukpokodu, Peter	10		10	21		21	x		
AAAS 372	ANTH 372 WGSS 396	Religion, Power, and Sexuality in Arab Societies	100	3	Ghazali, Marwa H	46		46	13		13	x		

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 400		Readings in Intercultural Communication	25	3	Pennington, Dorthy				1		1			
AAAS 400		Readings in Popular Sports in Africa	100	3	Ukpokodu, Peter	1		1				x		
AAAS 415		Women and Islam	100	3	Ghazali, Marwa H Mack, Beverly	7		7	11		11	x		
AAAS 420	COMS 447	Intercultural Communication: Afro-American	50	3	Pennington, Dorothy	6		6	8		8	x		
AAAS 433		Islamic Literature	100	3	Mack, Beverly	9		9						
AAAS 460		Topics and Problems in African and African-American Studies	25	3	Pennington, Dorothy Lang, Clarence	2		2	5	1	6	x		
AAAS 470	LING 470	Language and Society in Africa	100	3	Ojiambo, Peter Chrisanthus Otiato				10		10	x		
AAAS 496		Field Experience	100	3	Bousofara, Naima				1		1	x		
AAAS 496		Field Experience	25	3	Alexander, Shawn Leigh	1		1	1		1	x		
AAAS 511		The Civil Rights Movement	25	3	Alexander, Shawn Leigh				6		6	x	x	
AAAS 520		Comparative Culture and Education in Africa	100	3	Ojiambo, Peter Chrisanthus Otiato				5	3	8	x	x	
AAAS 520	HA 393	African Art and Gender	100	3	Gerschultz, Jessica C				2		2	x	x	
AAAS 520	HA 590	African Studies in: Islamic Art and Architecture	75	3	Gerschultz, Jessica C				1		1	x	x	
AAAS 520		Appreciating Pre-Islamic Arab Poetry	75	3	El-Hodiri, Mohamed A.				1		1	x	x	
AAAS 520	GEOG 552	Migration and Development in Africa	100	3	Chikanda, Abel	5	2	7				x	x	
AAAS 523		Race and Education in the USA	50	3	Rury, John L	3		3	1	4	5			
AAAS 523	AMS 696	Malcolm X: From His Time to Ours	25	3	Lang, Clarence	8		8						
AAAS 523		Crime and Punishment	25	3	Epp, Charles R				1		1			
AAAS 543		Language and Culture of Arabic-Speaking Communities	100	3	Bousofara, Naima				3		3	x	x	
AAAS 550		Senior Seminar in: African Social and Political Development	100	3	Bolden, Anthony	7		7	7		7	x		

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 553	GEOG 553	Geography of African Development	100	3	Chikanda, Abel	7	2	9	9	3	12	x	x	
AAAS 555	FMS 544	African Film	100	3	Ukpokodu, Peter	3		3	2		2	x	x	
AAAS 560		Race, Gender and Post-Colonial Discourse	75	3	Denney, Rachel Marie				3		3	x	x	
AAAS 630	HIST 510	Life and Intellectual Thought W.E.B. Du Bois	50	3	Alexander, Shawn Leigh				4		4	x	x	
AAAS 677	HA 677	African Design	100	3	Gerschultz, Jessica C					10	10	x	x	
AAAS 690		Investigation and Conference	50	3	Accilien, Cecile		1	1					x	
AAAS 690		Investigation and Conference	100	3	Ojiambo, Peter Chrisanthus Otiato	1		1	1		1	x	x	
AAAS 690		Investigation and Conference	100	3	Mack, Beverly	1		1						
AAAS 690		Investigation and Conference	50	3	Jelks, Randal Maurice				1		1	x	x	
AAAS 690		Investigation and Conference	50	3	Bolden, Anthony				1		1	x	x	
AAAS 690		Investigation and Conference	100	3	Ukpokodu, Peter	1		1	1		1	x	x	
AAAS 690		Investigation and Conference	50	3	Alexander, Shawn Leigh				1		1	x	x	
AAAS 690		Investigation and Conference	100	3	Gerschultz, Jessica C				1		1	x	x	
AAAS 690		Investigation and Conference	50	3	Lang, Clarence				1		1			
AAAS 690		Investigation and Conference	50	3	Bolden, Anthony					2	2		x	
AAAS 690		Investigation and Conference	100	3	Ukpokodu, Peter				1		1	x	x	
AAAS 690		Investigation and Conference	100	3	Ghazali, Marwa H				2	1	3	x	x	
AAAS 690		Investigation and Conference	100	3	Chikanda, Abel	1		1				x	x	
AAAS 695		Honors Project in: Geography of African Development	100	3	Chikanda, Abel	1		1				x		
AAAS 716		Women in Islam	100	3	Ghazali, Marwa H Mack, Beverly		4	4	2	1	3		x	
AAAS 720		Intercultural Communication: Afro-American	50	3	Pennington, Dorothy		2	2		1	1		x	
AAAS 723		Afro-Latin American Cultures	50	3	De Andrade Tosta, Antonio Luciano		1	1						
AAAS 723	PSYC 993	Critical Psychology: Decolonial Perspectives	75	3	Santangelo, Byron James Adams, Glenn		8	8					x	
AAAS 723		African Traditional Religion and Thought	100	3	Ukpokodu, Peter		2	2		3	3		x	

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 723		Race, Sports and Society	50	3	Alexander, Shawn Leigh					4	4		x	
AAAS 723		Geography of African Development	100	3	Chikanda, Abel					1	1		x	
AAAS 723		Appreciating Pre-Islamic Arab Poetry	100	3	El-Hodiri, Mohamed A.					2	2		x	
AAAS 723		Slavery from the Slave's Point of View	25	3	Roediger, David R		4	4						
AAAS 723		African-American Theatre Studies	25	3	Kelly, Baron		1	1						
AAAS 723		Sexuality and Gender in African History	100	3	Omwodo, Hannington Ochwada					1	1			
AAAS 723		Black Lives Matter: Race, Resist, Inquiry	25	3	Datiri, Dorothy Hines				1	1	2		x	
AAAS 723		African Studies in: Readers in Theatre: Great African Dramatists	100	3	Ukpokodu, Peter		1	1					x	
AAAS 723	AMS 998	Urban Studies Race and Ethnicity	25	3	Lang, Clarence				1	6	7			
AAAS 723	AMS 998	Malcolm X: From His Time to Ours	25	3	Lang, Clarence	2	5	7						
AAAS 723		Migration and Development in Africa	100	3	Chikanda, Abel		3	3					x	
AAAS 730		Black Leadership	50	3	Alexander, Shawn Leigh		1	1					x	
AAAS 733		Islamic Literature	100	3	Ghazali, Marwa H Mack, Beverly		1	1		1	1			
AAAS 760		Topics and Problems in African and African-American Studies	25	3	Alexander, Shawn Leigh		2	2		1	1		x	
AAAS 760		Topics and Problems African-American and African Studies	100	3	Ojiambo, Peter Chrisanthus Otiato					1	1		x	
AAAS 760		Topics and Problems in African and African-American Studies	100	3	Gerschultz, Jessica					1	1		x	
AAAS 760		Topics and Problems in African and African-American Studies	100	3	Ghazali, Marwa H					1	1			
AAAS 760		Topics and Problems in African and African-American Studies	50	3	Roediger, David R				1		1			
AAAS 760		Topics and Problems in African and African-American Studies	100	3	Britton, Hannah					1	1			

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AAAS 760		Topics and Problems in African and African-American Studies	50	3	Lang, Clarence		1	1						
AAAS 774	ENGL 774	Foundations of Black Literature and Cultural Thought	25	3	Graham, Maryemma								x	
AAAS 801		Introduction to Africana Studies: African-American	25	3	Alexander, Shawn Leigh		6	6		7	7		x	
AAAS 802		Introduction to Africana Studies: African Studies Seminar	100	3	MacGonagle, Elizabeth Gerschultz, Jessica		7	7		10	10		x	
AAAS 803		Research Methods in Africana Studies	75	3	Lang, Clarence Ukpokodu, Peter Alexander, Shawn Leigh		6	6		9	9		x	
AAAS 804		Seminar in Africana Studies	50	3	Lang, Clarence. Alexander, Shawn Leigh		4	4		7	7		x	
AAAS 830		Life and Intellectual Times of W.E.B. Du Bois	50	3	Alexander, Shawn Leigh					4	4			
AAAS 899		Thesis	25	3	Pennington, Dorthy					1	1		x	
AAAS 899		Thesis	100	3	Ojiambo, Peter Chrisanthus Otiato					2	2		x	
AAAS 899		Thesis	25	3	Datiri, Dorothy Hines					1	1		x	
AAAS 899		Thesis	100	3	Obadare, Ebenezer		3	3					x	
American Studies														
AMS 332	SOC 332	United States in Global Context	25	3	Flores, Ruben Pence, Ray Chappell, Benjamin Cheddadi Saoussen	153		153	164	1	165	x		
AMS 344		Case Study in American Studies: Race and Racism in U.S. Culture	25	3	Esh, Elizabeth	20		20				x		
AMS 344		Case Study in American Studies: Black Experience in U.S. Since Emancipation	25	3	Jelks, Randal Maurice	4	1	4				x		
AMS 344		Case Study in American Studies: African-American Childhood and Youth Film	25	3	Hamer, Jennifer F	22	1	23				x		

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
AMS 344		Case Study in American Studies: Race/Ethnicity/Social Justice	25	3	Wadud, Imani Aisha	8		8				x		
AMS 551		Research Project in American Studies	25	3	Jelks, Randal Maurice	1		1				x		
AMS 551		Research Project in American Studies	25	3	Roediger, David R	2		2						
AMS 694		Directed Readings	25	3	Roediger, David R		1	1	1		1	x	x	
AMS 696		Studies in: Racial Formation in 19th Century U.S.	50	3	Roediger, David R	2	1	3				x	x	
AMS 696		Studies in: Race/Gender/Work Globalization	25	3	Kim, Joo Ok	3	1	4				x	x	
AMS 801		Introduction to American Studies	25	3	Jelks, Randal Maurice		11	11					x	
AMS 805		American Pluralism: Race, Ethnicity, and Religion in American Literature	25	3	Jelks, Randal Maurice								x	
AMS 899		Thesis	25	3	Roediger, David R					2	2		x	
AMS 996		Examination Preparation	25	3	Roediger, David R		1	1		1	1		x	
AMS 996		Examination Preparation	25	3	Lang, Clarence		1	1		4	4			
AMS 998		Seminar in: Race/Gender/Work Globalization	25	3	Kim, Joo Ok		1	1					x	
AMS 998		Seminar in: Racial Formation 19th Century U.S.	25	3	Roediger, David R		10	10					x	
AMS 998		Seminar in: Malcolm X, From His Time to Ours	50	3	Lang, Clarence		4	4					x	
AMS 999		Dissertation	25	3	Hamer, Jennifer F		2	2					x	
Anthropology														
ANTH 100		General Anthropology	25	3	Kittoe, Amanda	25		25				x		
ANTH 104		Fundamentals of Physical Anthropology	25	3	Wieser, Anna Flora. Wood, Melody Ratliff.	94		94				x		
ANTH 108		Introduction to Cultural Anthropology	25	3	Snider, Amanda J. Sanchez Diaz, Silvia Maria Guarino, Michael C	237		237	165		165	x		

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ANTH 160		Varieties of Human Experience	25	3	Dawson, Symantha Day, Zachary David, Randy Dean, Bartholomew	530		530	418		418	x		
ANTH 162		Varieties of Human Experience, Honors	25	3	Dean, Bartholomew	31		31				x		
ANTH 177		First Year Seminar: Ebola	100	3	Mielke, Jim	18		18				x		
ANTH 201		Culture and Health	25	3	Dawson, Symantha Sanchez Diaz, Silvia Maria Englert, Paige	50		50	131		131	x		
ANTH 202		Culture and Health, Honors	50	3	Rhine, Kathryn Maria	14		14	17		17	x		
ANTH 210	GIST 210	Culture and Health	75	3	Rhine, Kathryn Angela Dawson, Symantha N	1		1	26		26	x		
ANTH 210	GIST 210	Culture and Health Honors	75	3	Rhine, Kathryn Angela				2		2	x		
ANTH 303		Peoples and Cultures in North Africa and the Middle East	100	3	Hannoum, Majid	22		22				x		
ANTH 308		Introduction to Cultural Anthropology	25	3	Sanchez Diaz, Silvia Maria				7		7	x		
ANTH 317		Prehistory of Europe	25	3	Radovanovic, Ivana	12		12				x		
ANTH 320	LING 320	Language in Culture and Society	25	3	Cloete, Elene Duncan, Philip Travis Vogt-Woodin, Alexandria Jane	233		233	359		359	x		
ANTH 321	LING 321	Language in Culture and Society, Honors	25	3	Herzfeld, Anita	14		14	8		8	x		
ANTH 343		Food, Nutrition and Culture	25	3	Gray, Sandra	28		28				x		
ANTH 359		Anthropology of Sex	25	3	Gray, Sandra	36		36	28		28	x		
ANTH 360		Varieties of Human Experience	25	3	Dawson, Symantha Dean, Bartholomew Wyrick, Jenna Stanley, Kaitlin Anne	78		78	108		108	x		

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ANTH 367		Introduction to Economic Anthropology	25	3	Gibson, Jane W.				5	1	6	x		
ANTH 379		Indigenous Traditions in Latin America	25	3	Metz, Brent E	10		10						
ANTH 465		Genocide and Ethnocide	25	3	Dean, Bartholomew	23		23				x		
ANTH 465		Anthropology of Sex, Honors	25	3	Gray, Sandra	4		4	4		4			
ANTH 484	AAAS 320	Magic, Science, and Religion	75	3	Hannoum, Majid. Homan Erie, Joshua	7		7	23		23	x		
ANTH 496		Reading and Research	100	3	Rhine, Kathryn Angela				1		1	x		
ANTH 499		Senior Honors Research	100	3	Rhine, Kathryn Angela Gray, Sandra	5		5	1		1	x		
ANTH 501		Topics in Sociocultural Anthropology	25	3	Taeyama, Akiko	10	2	12				x	x	
ANTH 502	LING 491	Topic Anthropological Linguistics: Language and the Internet	25	3	Duncan, Philip Travis				19		19	x	x	
ANTH 542		Biology of Human Nutrition	25	3	Gray, Sandra	19	1	20						
ANTH 545		Contemporary Health Issues in Africa	100	3	Gray, Sandra	8		8				x	x	
ANTH 570	GIST 550	Issues in Global Studies: Anthropology of Violence	25	3	Dean, Bartholomew	22		22				x	x	
ANTH 664		Women, Health, and Healing in Africa	100	3	Rhine, Kathryn Angela	6	2	8				x	x	
ANTH 699		Anthropology in Museums	25	3	Olsen, Sandra		1	1	1	1	2	x	x	
ANTH 701		History of Anthropology	25	3	Webb, Meghan F					5	5			
ANTH 706		Current Linguistic Anthropology	25	3	Dwyer, Arienne M		12	12					x	
ANTH 999		Doctoral Dissertation	100	3	Janzen, John M		4	4						
ANTH 999		Doctoral Dissertation	100	3	Rhine, Kathryn Angela		1	1					x	
Architecture														
ARCH 209		Architectural Design II	25	3	Silva, Kapila Dharmasena Al Asady, Kadim Jewad	14		14	36	2	38	x		
ARCH 508		Architectural Design III	25	3	Silva, Kapila Dharmasena Al Asady, Kadim Jewad	13		13				x	x	

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
ARCH 539		Global History of Construction and Material	25	3	Karim, Farhan				11	2	13	x	x	
ARCH 541		Global History of Architecture II: Industrial Revolution to the Present	25	3	Karim, Farhan				140	3	143	x	x	
ARCH 600		Special Topics in Architecture: Haiti Project	25	3	Spreckelmeyer, Kent F.				9		9	x	x	
ARCH 600		Special Topics in Architecture: History of Islamic Cities (6th-15th Century)	25	3	Mostafa, Heba	6	4	10						
ARCH 600		Special Topics in Architecture: Sustainable Urbanism	25	3	Lawless, Julie Williams				28	5	33			
ARCH 647		Historic Preservation Theory	25	3	Silva, Kapila Dharmasena	11	5	16				x	x	
ARCH 700		Directed Readings in Architecture	25	3	Silva, Kapila Dharmasena		5	5	1	1	2		x	
Art														
ART 131		Fundamentals of Ceramics	25	3	Gross, Sarah Corinne	24		24	13		13	x		
ART 375		Directed Readings in Visual Art	25	3	Hartman, Tanya Elisabeth				2		2	x		
ART 540		Professional Activities Seminar	25	3	Velasco, Francisca Maria	15		15				x	x	
ART 575		Advanced Directed Reading Visual Art	25	3	Hartman, Tanya Elisabeth				1		1	x	x	
ART 590		Internship in Visual Art	25	3	Velasco, Francisca Maria Hartman, Tanya Elisabeth				3		3	x	x	
ART 599		Individual Studies in Visual Art	25	3	Hartman, Tanya Elisabeth	1		1	3		3	x	x	
ART 650		Senior Seminar I and II	25	3	Hartman, Tanya Elisabeth				7		7			
ART 695		Directed Study I	25	3	Gross, Sarah Corinne	2		2				x	x	
ART 696		Directed Study II	25	3	Hartman, Tanya Elisabeth				1		1	x	x	
ART 801		Directed Study III	25	3	Hartman, Tanya Elisabeth Velasco, Francisca Maria					2	2		x	
ART 802		Directed Study IV	25	3	Gross, Sarah Corinne		1	1					x	
ART 803		Directed Study V	25	3	Gross, Sarah Corinne		1	1		2	2		x	
ART 805		Graduate Studio	25	3	Gross, Sarah Corinne		4	4					x	
ART 950		Thesis in Visual Art	25	3	Gross, Sarah Corinne		1	1						

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Atmospheric Science														
ATMO 321	GEOG 321	Climate and Climate Change	25	3	Logan, Kelly Elizabeth Phillips, Cory Michael	26		26	22		22	x		
Business														
BBA 307		Introduction to International Business	25	3	Karney, Dennis F.	50		50	54		54	x		
Curriculum and Teaching														
C&T 798		Special Course: Critical Race Theory & Praxis-Education	25	3	Datiri, Dorothy Hines		6	6					x	
C&T 798		Special Course: Black Lives Matter: Race, Resistance, Inquiry	50	3	Datiri, Dorothy Hines				3		3		x	
C&T 896		The Internationalized Curriculum	25	3	Thomas, M'Baliala				5		5		x	
C&T 907		Critical Pedagogies	50	3	Kirchgasler, Christopher Mark				7		7		x	
Ceramics														
CER 208		Ceramics I	25	3	Gross, Sarah Corinne	3		3	3		3	x		
CER 402		Advanced Mold Making and Slip Casting	25	3	Gross, Sarah Corinne	9		9				x		
CER 502		Advanced Mold Making and Slip Casting	25	3	Gross, Sarah Corinne	2		2				x		
CER 515		Advanced Ceramics I	25	3	Gross, Sarah Corinne	4		4				x		
CER 520		Advanced Ceramics II	25	3	Gross, Sarah Corinne	2		2						
CER 815		Ceramics	25	3	Gross, Sarah Corinne				2		2		x	
Communications														
COMS 130		Speaker-Audience Communication	25	3	Harroff, Lindsay	9		9	94		94	x		
COMS 246		Introduction to Intercultural Communication	25	3	Ristic, Igor Oliha-Donaldson, Hannah Oluwakemi Hoffman, William Bennett	177		177	137		137	x		
COMS 560		Seminar in: Interracial/Interethnic Communication	25	3	Pennington, Dorthy				13	1	14	x	x	
COMS 930		Seminar in Speech: Women in Politics	25	3	Banwart, Mary Christine		1	1					x	

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COMS 930		Seminar in Speech: Rhetoric of Space and Place	25	3	Tell, Dave					8	8		x	
Dance														
DANC 210		Rhythms and Structures of Music	25	3	Hilding, Jerel L.	14		14				x		
DANC 230		Introduction to African Dance Theatre	100	3	Lenoir, William	24		24				x		
DANC 330		Approaches to World Dance	50	3	Morreno, James	17		17	31		31	x		
DANC 550		Senior Project	25	3	Morreno, James	3		3	1		1	x		
DANC 580		Special Topics in Dance	25	3	Morreno, James	1		1				x	x	
Drawing														
DRWG 203		Drawing III	50	3	Hartman, Tanya Elisabeth				4		4	x		
DRWG 304		Drawing IV	50	3	Hartman, Tanya Elisabeth				2		2	x		
Economics														
ECON 105		Introductory Economics, Honors	75	3	El-Hodiri, Mohamed A.	34		34	26		26	x		
ECON 505		History of Economic Analysis	75	3	El-Hodiri, Mohamed A.	42		42	39		39			
ECON 535		Economic History of Europe	25	3	Epstein, Steven A.	29		29						
ECON 587		Economic Development of Africa	100	3	Asiedu, Elizabeth	24	1	25				x	x	
ECON 604		International Trade	25	3	Comolli, Paul M. Molinas Sosa, Luis Antonio	25	5	30	58	1	59	x	x	
ECON 705		Development of Economic Thought	50	3	El-Hodiri, Mohamed A.	3	3	6	5	5	10		x	
ECON 805		Teaching Methods in Economics	25	3	Asiedu, Elizabeth		5	5					x	
ECON 844		Macro Issues in Development Economics	25	3	Asiedu, Elizabeth				6		6		x	
ECON 940		Economic Seminar Workshop	25	3	El-Hodiri, Mohamed A. Asiedu, Elizabeth		3	3		1	1		x	
ECON 950		Special Problems in Economics	25	3	El-Hodiri, Mohamed A.		1	1		2	2		x	
English														
ENGL 102		Critical Reading and Writing	25	3	Ngwudike, Ogochukwu Chidimma				18		18	x		
ENGL 177		First Year Seminar: Storytelling for a Better World	50	3	Caminero-Santangelo, Marta	19		19				x		

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ENGL 203		New Orleans Mardi Gras Cultures	25	3	Simmons II, Dion LaMont	18		18						
ENGL 203		Masculinities on the Margin	50	3	Ngoh, Sarah Elizabeth	15		15				x		
ENGL 205		Freshman-Sophomore Honors Proseminar:	25	3	Graham, Maryemma Anatol, Giselle L	7		7	20		20	x		
ENGL 209		Introduction to Fiction	25	3	Daldorph, Brian J.	31		31				x		
ENGL 305	GIST 305	World Indigenous Literatures	25	3	Warrior, Robert Allen	23		23				x		
ENGL 306	GIST 306	Global Environmental Literature	25	3	Echterling, Clare Brown, Creighton Nicholas Drake, Phillip Weatherford, Jessica A	116		116				x		
ENGL 315		Studies in British Literature	25	3	Klayder, Mary A.	20		20				x		
ENGL 317		Topics in American Literature to 1865: Slavery and Abolition	25	3	Mielke, Laura L	22		22				x		
ENGL 326		Introduction African Literature	100	3	Santangelo, Byron James	16		16				x		
ENGL 328		Literature and Film: Noir and Neo Noir	25	3	Valk, Michael				24		24	x		
ENGL 334		Major Authors: Langston Hughes	25	3	Tidwell, John Edgar				15		15	x		
ENGL 338		Introduction to African-American Literature	25	3	Cunningham IV, Will; Tidwell, John Edgar Ngoh, Sarah Elizabeth	19		19	22	1	23	x		
ENGL 351		Fiction Writing I	25	3	Daldorph, Brian J.	9		9				x		
ENGL 352		Poetry Writing I	25	3	Daldorph, Brian J.	8		8	5		5	x		
ENGL 551		Fiction Writing II	25	3	Daldorph, Brian J.	6		6	2		2			
ENGL 552		Poetry Writing II	25	3	Daldorph, Brian J.	4		4				x	x	
ENGL 590		Studies in: Multicultural Children's Literature	25	3	Anatol, Giselle L				14		14	x	x	
ENGL 590	EVRN 420	Global Environmental Justice	75	3	Santangelo, Byron James	13	3	16	13		13	x	x	
ENGL 598		Honors Proseminar: Reading and Writing an Autobiography	25	3	Graham, Maryemma	3		3				x		
ENGL 756		Children and Young Adult Literature	25	3	Anatol, Giselle L	1	8	9					x	

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ENGL 774	AAAS 774	Topic Literature Africa and the African Diaspora: Survey of African American Literature	25	3	Hardison, Ayesha Anatol, Giselle L		17	17					x	
ENGL 896		Internship	25	3	Anatol, Giselle L		1	1		3	3		x	
ENGL 899		M.A./M.F.A. Thesis	25	3	Anatol, Giselle L		3	3						
ENGL 904		Seminar in Composition Theory: Writing as Making and Mattering	25	3	Farmer, Frank M.					8	8		x	
ENGL 980	PSYC 980	Seminar in: Decolonizing Knowledge	75	3	Santangelo, Byron James Adams, Glenn		8	8					x	
ENGL 997		Prep for the Doctoral Examination	25	3	Anatol, Giselle L		8	8					x	
ENGL 999		Doctoral Dissertation	100	3	Santangelo, Byron James		5	5						
ENGL 999		Doctoral Dissertation	25	3	Anatol, Giselle L		5	5						
European Studies														
EURS 177	HUM 177	First Year Seminar: How WWI Changed the World	25	3	Urie, Dale Marie	15		15	5	1	6	x		
EURS 430	HUM 430	European Civilization World Context:	25	3	Fourny, Diane R.	14		14				x		
Environmental Studies														
EVRN 103	HIST 103	Environment and History	25	3	Taber, Jared Spencer	5		5				x		
EVRN 140	HIST 140 GEOG 140	Global Environment I:Discovery Environmental Change	25	3	Lipsman, Jake Brox, Ali Cooper, David McClure, Trina Klinger, Patrick Joseph Cushman, Gregory Todd	162		162	88		88	x		
EVRN 142	HIST 142	Global Environment II:Ecological Human Civilization	25	3	Cooper, David Klinger, Patrick Joseph McClure, Trina Vendereen, Cornelis J	1		1	80		80	x		
EVRN 144		Global Environment I:Discovery Environmental Change, Honors	25	3	Vanderveen, Cornelis J	13		13	16		16	x		
EVRN 150	GEOG 150	Environment, Culture, and Society	25	3	Brox, Ali	28	1	29	15		15	x		
EVRN 320		Environmental Policy Analysis	25	3	O'Lear, Shannon				66		66			

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EVRN 336	HIST 336	Ethics, Ideas and Nature	75	3	Santangelo, Byron James	42		42	43		43	x		
EVRN 585	SOC 585 GIST 550	Issues in Global Studies: Environmental Sociology	25	3	Stock, Paul V				28		28	x	x	
EVRN 624		Independent Study	100	3	Santangelo, Byron James	1		1				x	x	
EVRN 700		Anthropocene: Interdisciplinary Perspectives on Environmental Change	25	3	Cushman, Gregory Todd								x	
EVRN 720		Global Environmental Justice	75	3	Santangelo, Byron James					4	4		x	
Finance														
FIN 420	ECON 605	International Finance	25	3	Hu, Jingxian Anderson, Christopher	44		44	161		161	x		
FIN 468		Corporate Financial Policy	25	3	Wintoki, Modupe Babajide	12		12				x		
FIN 821		Business Investment and Valuation	25	3	Wintoki, Modupe Babajide					14	14		x	
FIN 901		Current Research in Finance	25	3	Wintoki, Modupe Babajide		4	4					x	
FIN 937		Seminar in Business Finance	25	3	Wintoki, Modupe Babajide					4	4		x	
FIN 995		Doctoral Seminar in Finance: Recent Research in Finance	25	3	Wintoki, Modupe Babajide					3	3			
FIN 999		Doctoral Dissertation	25	3	Wintoki, Modupe Babajide		1	1						
Film and Media Studies														
FMS 177		First Year Seminar: Global Film Festivals	25	3	Falicov, Tamara Leah				19		19	x		
FMS 302		The Blaxploitation Film	25	3	Willmott, Kevin Lamar				33		33	x		
FMS 302		Undergraduate Studies Seminar in: Global Film Festivals	25	3	Falicov, Tamara Leah	8		8				x		
FMS 314		History African-American Images in Film	25	3	Willmott, Kevin Lamar	74		74	60	1	61	x		
FMS 620		International Women Filmmakers	25	3	Preston, Catherine Lee				3	2	5	x	x	
FMS 718		Anti-war Film	25	3	Willmott, Kevin Lamar								x	

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FMS 814		Development African-American Images Film	25	3	Willmott, Kevin Lamar					2	2		x	
FMS 902		Film Seminar in: Transnational Film Culture	25	3	Baskett, Michael		4	4					x	
French, Francophone and Italian Studies														
FREN 100		French for Reading Knowledge	25	3	Bourgeois, Christine Valerie				2	3	5	x		
FREN 110		Elementary French I	50	3	Ba, Ibrahima	17		17				x		
FREN 120		Elementary French II	50	3	Khelifi, Talal Ba, Ibrahima Schablitsky, Danielle	14		14	15		15	x		
FREN 326		Introduction to French Literature	50	3	Ziethen, Antje Bourgeois, Christine Valerie	8		8	9		9	x		
FREN 375		Intermediate French Conversation	50	3	Ziethen, Antje Bourgeois, Christine Valerie	13		13		8	8	x		
FREN 376		Advanced French Conversation	50	3	Bourgeois, Christine Valerie				5		5	x		
FREN 430		La France d'Aujourd'Hui	50	3	Bourgeois, Christine Valerie				10		10	x		
FREN 431		French-Speaking World Outside France	75	3	Ziethen, Antje	16		16				x		
FREN 432		Francophone African Literature	100	3	Ziethen, Antje	20		20				x		
FREN 440		Studies in French Culture	50	3	Bourgeois, Christine Valerie				5		5	x		
FREN 462		French Literature of the 18th Century	25	3	Fourny, Diane R.				10		10	x		
FREN 470		French Literature of the 20th Century	75	3	Kelly, Alton (Van)	15		15				x		
FREN 495		Directed Readings in French	25	3	Bourgeois, Christine Valerie				1		1	x		
FREN 530		Studies in Film: Francophone Film	75	3	Kelly, Alton (Van)	12		12				x	x	

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FREN 799		Masters Seminar	100	3	Kelly, Alton (Van)					2	2		x	
FREN 898		Studies in 20th Century French Literature: Oralité, Témoignage	50	3	Kelly, Alton (Van)		5	5					x	
FREN 900		Empires and Beyond Empire	100	3	Kelly, Alton (Van)								x	
FREN 995		Investigation and Conference	100	3	Ziethen, Antje Kelly, Alton (Van)		1	1		1	1		x	
Geography														
GEOG 100		World Regional Geography	25	3	Grote, Katelyn Marie Herlihy, Peter Harry Diener, Alexander C Charron, Austin Luc	561		561	555		555	x		
GEOG 351	AAAS 351 AAAS 723	Africa's Human Geographies	100	3	Chikanda, Abel	22	2	24	27		27	x		
GEOG 354	GIST 354	Globalization: A Geographic Approach	25	3	Warf, Barney L				24		24	x		
GEOG 370		Introduction Cultural Geography	25	3	Johnson, Jay T.	15		15				x		
GEOG 371	EVRN 371 GIST 371	Environmental Geopolitics	25	3	Reiz, Nicole	9		9				x		
GEOG 372	EVRN 371	Environmental Policy	25	3	O'Lear, Shannon				4		4	x		
GEOG 373	GIST 373	Political Geography	25	3	O'Lear, Shannon				16		16			
GEOG 377		Urban Geography	25	3	Warf, Barney L	10		10				x		
GEOG 582	GIST 582	Geopolitics and Genocide	50	3	Egbert, Stephen	7	2	9	6	4	10	x	x	
GEOG 583	AAAS 560 GIST 550	Migration, Diasporas, and Developmnt	100	3	Chikanda, Abel				8		8	x	x	
GEOG 586	GIST 550	Sustainable Food Systems and Food Security	75	3	Chikanda, Abel				6		6	x	x	
GEOG 601	GIST 601	Indigenous Peoples of the World	25	3	Johnson, Jay T.	6	3	9				x	x	
GEOG 752		Seminar in Urban Geography	25	3	Warf, Barney L		4	4					x	
GEOG 771		Post Colonial Geographies	25	3	Johnson, Jay T.		10	10					x	

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GEOG 805		History of Geographic Thought	25	3	Johnson, Jay T.		9	9					x	
Geology														
GEOL 101		The Way The Earth Works	25	3	Yoerg, Adam Christopher	149		149	158		158	x		
Global and International Studies														
GIST 301		Introduction to Global and International Studies	25	3	Adamson, Erin M Tiwari, Geetanjali Bailey, Sonva Merwin	124		124	89		89	x		
GIST 495		Global Internship	25	3	Wuthrich, Mike	3		3				x		
GIST 495		Global Internship	25	3	Wuthrich, Mike	1		1				x		
GIST 495		Global Internship	25	3	Kennedy, John James	3		3				x		
GIST 610		Interdisciplinary Methods in Global Contexts	25	3	Lagotte, Brian	14		14	49		49	x		
GIST 667	POLS 667 SOC 640	Islam and Politics	50	3	Wuthrich, Mike				23	1	24	x	x	
GIST 701		Approaches to International Studies	25	3	Wuthrich, Mike		25	25		13	13		x	
GIST 702		Globalization	25	3	Hanley, Eric		27	27		21	21		x	
GIST 704		Global Cultures and Societies	25	3	Budd, Darlene Marie	1	5	6					x	
GIST 705	HIST 705	Globalization in History	25	3	Jahanbani, Sheyda	2	11	13					x	
GIST 707		Studying Modern Islam	25	3	Brinton, Jacqueline G		8	8					x	
GIST 710		Interdisciplinary Research Methods in Global Contexts	25	3	Wuthrich, Mike		14	14					x	
GIST 793		Directed Readings	75	3	Brown, Marie Grace		1	1						
GIST 793		Directed Readings	25	3	Avdan, Nazli					1	1			
GIST 793		Directed Readings	25	3	Walsh, Meaghan Marie Park, Eun Young					1	1		x	
GIST 793		Directed Readings	100	3	Walsh, Meaghan Marie Obadare, Ebenezer					1	1		x	
History of Art														
HA 261		Introduction to Modern Art	25	3	Walsh, Meaghan Marie Park, Eun Young Walsh, Meaghan Marie	167	1	168	101		101	x		

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HA 353	AAAS 353	Modern and Contemporary African Art	100	3	Gerschultz, Jessica C	8		8	14		14	x		
HA 393		Special Study in Medieval Art: Islamic Art and Architecture	50	3	Mostafa, Heba Offill, Ashley Brooke Mostafa, Heba Wegmann, Jennifer	122	1	123	18		18	x		
HA 505		Special Study: Critical Perspectives on Museums	25	3	Mesick, Cassandra Lynn	6	2	8				x	x	
HA 550		Capstone in Art History: Art: 1945-1980s	25	3	Pultz, John	1		1				x		
HA 566		Art From 1945-1980:Modern/Post-Modern	25	3	Pultz, John	29	1	30				x	x	
HA 580		History of Photography	25	3	Pultz, John	22		22	30		30	x		
HA 593		Special Study in Medieval Art: Islamic Art and Architecture	50	3	Mostafa, Heba	3	10	13						
HA 706		Special Problems in Art History: The City in Photography	25	3	Pultz, John	2	3	5					x	
HA 707		Directed Readings in Islamic Art	25	3	Mostafa, Heba		1	1						
History														
HIST 160	AAAS 160	Introduction to West African History	100	3	Omwodo, Hannington Ochwada	37		37	13		13	x		
HIST 177		First Year Seminar: A Century of Protest in Egypt	100	3	Brown, Marie Grace	18		18	18		18	x		
HIST 300	AAAS 305	Modern Africa	100	3	MacGonagle, Elizabeth Lee Omwodo, Hannington Ochwada	30		30	39		39	x		
HIST 301		The Historian's Craft	25	3	Omwodo, Hannington Ochwada				46		46	x		
HIST 303	GIST 550	Sin Cities	50	3	Rosenthal, Anton	30		30				x		
HIST 308	GIST 308	Key Themes Modern Global History	25	3	Rosenthal, Anton	30		30				x		
HIST 314	GIST 314	Globalization:History and Theory	25	3	Jahanbani, Sheyda	37		37				x		

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HIST 316	AAAS 316	Ministers and Magicians:Black Religions from Slavery to Present	50	3	Jelks, Randal Maurice				11		11			
HIST 327		The Premodern Middle East	50	3	Brown, Marie Grace	54		54				x		
HIST 328		The Modern Middle East	50	3	Brown, Marie Grace				90		90	x		
HIST 337		History, Ethics, Modernity	50	3	Rosenthal, Anton	33		33	34			x		
HIST 332		Sex in History	25	3	Forth, Christopher E				24		24	x		
HIST 368		A History of Afro-Latin America	50	3	Schwaller,Robert C	18		18				x		
HIST 379		Europe in Crisis: 1890-1945	25	3	Denning, Andrew Stephan	24		24				x		
HIST 390	AAAS 320 WGSS 396	Topics in: Sexuality and Gender in African History	100	3	Omwodo, Hannington Ochwada				16		16	x		
HIST 390		Topics in: Christianity	25	3	Ketchell, Aaron K.	5		5				x		
HIST 480		Travelers' Tales of Middle East	50	3	Brown, Marie Grace	22		22				x		
HIST 481	WGSS 396	Harem to Street: Gender in the Middle East	50	3	Brown, Marie Grace				30		30	x		
HIST 492		Readings in History	25	3	Denning, Andrew Stephan	1		1						
HIST 525		France and Its Empire	50	3	Denning, Andrew Stephan				21	2	23	x	x	
HIST 561	AAAS 561 POLS 561	Liberation in Southern Africa	100	3	MacGonagle, Elizabeth Lee							x	x	
HIST 570		Middle East After World War II	50	3	Brown, Marie Grace	31	2	33				x	x	
HIST 574	AAAS 574	Slavery in the New World	50	3	Schwaller, Robert C							x	x	
HIST 579		The History of Brazil	25	3	Kuznesof, Elizabeth	12	2	14				x		
HIST 696		Seminar in: World History	25	3	Kuznesof, Elizabeth				11		11	x		
HIST 696		Seminar in: Citizenship, Race, Gender, Class	50	3	Kuznesof, Elizabeth	8		8				x		
HIST 696		Seminar in: U.S and the World	25	3	Jahanbani, Sheyda				15		15	x		
HIST 801		Colloquium in: African-American	50	3	Alexander, Shawn Leigh		2	2	1		1		x	
HIST 801		Colloquium in: Gender and Empire	75	3	Brown, Marie Grace				1	7	8		x	

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HIST 801		Colloquium in: Atlantic History	100	3	Omwodo, Hannington Ochwada		5	5					x	
HIST 802		Seminar in History Research	100	3	MacGonagle, Elizabeth Lee Jahanbani, Shevda		7	7		7	7			
HIST 806		Studies in: World Environmental History	25	3	Cushman, Gregory Todd					6	6		x	
HIST 808		Comparative Empires	25	3	Scott, Erik								x	
HIST 891		Colloquium in 19th Century U.S. History	25	3	Roediger, David R					11	11			
HIST 974		Seminar in American History: Racial Formation 19th Century U.S.	25	3	Roediger, David R		1	1					x	
Honors Program														
HNRS 190		Freshman Honors Seminar in Global Medicine	100	3	Rhine, Kathryn Angela	11		11	11		11	x		
HNRS 190		Freshman Honors Seminar	50	3	Persley, Nicole Hodges				10		10			
HNRS 250		Citizen Philosophy: Introduction to Nonprofit World	25	3	Stroup, Kala Mays	33		33	39		39	x		
HNRS 310		University Scholars Seminar	25	3	Roediger, David R				20		20			
HNRS 320		Global Scholars Seminar: Memory in Global Perspective	50	3	MacGonagle, Elizabeth Lee	15		15						
HNRS 492		Topics and Problems on: Critical Perspectives on Museums	25	3	Straughn, Mary Celka K	5		5				x		
HNRS 495		Honors Directed Study	50	3	El-Hodiri, Mohamed A.				2		2	x		
Humanities														
HUM 140		Introduction to World Literature	25	3	Fourny, Diane R.	30		30				x		
HUM 312		World Literature III	25	3	Wilson, Aimee Armande	10		10				x		
HUM 424		Senior Seminar Humanities	25	3	Janzen, Marike Fourny, Diane R	4		4				x		
HUM 505	HIST 510	Europe Today	25	3	Urie, Dale Marie	6	1	7	6		6	x	x	
International Business														
IBUS 410		Introduction to International Business	25	3	Kim, Minyoung	124		124	126		126	x		

Kansas African Studies Center Non-Language Courses														
*Title VI Support 2018-2019						AY 16-17			AY 17-18			AY 18-19		
Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
IBUS 462		Comparative and Cross-Cultural Management	25	3	Galindau, Daniel R	33		33	14		14	x		
IBUS 480		International Management	25	3	Galindau, Daniel R Nguven, Truc Quang	60		60	91		91	x		
IBUS 500		Individual Research in International Business	25	3	Woody, Roger W	2		2					x	
IBUS 500		Individual Research in International Business	25	3	Ottinger, Lisa L					8	8	x	x	
IBUS 500		Individual Research in International Business	25	3	Birch, Melissa H.	1		1				x	x	
IBUS 701		International Business	25	3	Chi, Tailan		16	16		24	24		x	
IBUS 701		International Business	25	3	Birch, Melissa H.		110	14		128	128		x	
IBUS 730		International Business Strategy	25	3	Galindau, Daniel R		7	7					x	
IBUS 731		Comparative and Cross-Cultural Management	25	3	Karney, Dennis F.		4	4		1	1		x	
IBUS 820		International Business	25	3	Birch, Melissa H.		31	31					x	
IBUS 895		Graduate Seminar International Business: Business Practices in South Africa	100	3	Ottinger, Lisa L		13	13		8	8		x	
International Studies														
ISP 804		Special Topics: Postcolonial Geographies	25	3	Johnson, Jay T.		1	1					x	
Italian Studies														
ITAL 340		Studies in Italian Culture: Migrant Experience in Italy	25	3	Bowen III, Edward Maurice	10		10				x		
Journalism and Mass Media														
JOUR 590		International Journalism	25	3	Barnett, Barbara Vu, Hong	29		29	30		30	x	x	
JOUR 613		International Strategic Communication	25	3	Barnett, Barbara	35		35				x	x	
JOUR 815		Investigation and Conference	25	3	Barnett, Barbara		1	1					x	
Liberal Arts and Sciences														
LA&S 480		Preparing for International Careers	25	1	Shoemaker, Wendy Hamel, Julie Ann				15		15	x		

Kansas African Studies Center Non-Language Courses														
*Title VI Support 2018-2019						AY 16-17			AY 17-18			AY 18-19		
Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LA&S 485		Global Career Management	25	1	Johnson, Melissa E	76		76	77		77	x		
Latin American and Caribbean Studies														
LAA 302		Topics Latin American Area Study: Music of Latin America	25	3	Wong, Ketty	13		13				x		
LAA 602		Topics in Latin American Studies: Colonial Identities	25	3	Arias, Santa		1	1				x	x	
Law														
LAW 824		Global Challenges Law, Agriculture, Development, and Ecology	25	3	Head, John W.				1	14	15		x	
LAW 827		International Law and Litertre	25	3	Bhala, Raj					20	20		x	
LAW 829		International Bus Law Drafting	25	3	Head, John W.		8	8		7	7			
LAW 830		Representing Asylum Seekers	25	3	Yuille, Lua Kamal		10	10					x	
LAW 864		Advanced International Trade Law	25	3	Bhala, Raj	1	11	12		12	12		x	
LAW 918	GIST 750	Islamic Law	25	3	Bhala, Raj		37	37		13	13		x	
LAW 929		International Law Moot Court	25	3	Head, John W.		5	5		5	5		x	
LAW 944		International Trade Law	25	3	Bhala, Raj	1	15	16					x	
LAW 945		International Commerce and Investment	25	3	Head, John W.		19	19					x	
LAW 974		Public International Law	25	3	Head, John W.					18	18		x	
LAW 988		S.J.D.	25	3	Bhala, Raj		4	4						
LAW 994		Special Topics: Refugee and Asylum Law	25	3	Schmidt, Jennifer Shaw		5	5		2	2		x	
LAW 994		Special Topics: Comparative Criminal Law	25	3	Mazza, Stephen W.		6	6					x	
Leadership Studies														
LDST 490		Special Topics in Leadership Studies	25	3	Banwart, Mary Christine	5		5				x		
Linguistics														
LING 106	ANTH 106	Introductory Linguistics	25	3	Doherty, John-Patrick Minai, Utako Li, Mingxing Bates, Jonah David	446		446	462		462	x		

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
LING 107		Introductory Linguistics, Honors	25	3	McKenzie, Andrew Robert	26		26	24		24	x		
LING 326		Syntax II	25	3	Gould, Isaac Jacob Duncan, Philip Travis	3		3	4	1	5	x		
Management														
MGMT 434		International Human Resources Management	25	3	Bendapudi, Venkata Ramana	27		27	28		28	x		
MGMT 741		International Human Resources Management	25	3	Bendapudi, Venkata Ramana		11	11					x	
MGMT 754		Managing Internationally	25	3	Galindau, Daniel R					54	54		x	
MGMT 830		Global Strategic Management	25	3	Bendapudi, Venkata Ramana					26	26		x	
Marketing														
MKTG 400	IBUS 400	Marketing in Global Environments	25	3	Mishra, Sanjay	15		15	5		5	x		
MKTG 440		Global Marketing	25	3	Claterbos, Joyce Chai, Luxi Cabano, Frank Gregory	110		110	99		99	x		
MKTG 753		Global Marketing	25	3	Heinzelmann, Justine Mary					39	39		x	
Museum Studies														
MUSE 480	HIST 390 HUM 500	Cultural Heritage and Armed Conflict	50	3	Dare, Tashia				3		3	x		
Music														
MUSC 136		Masterworks of Music	25	3	Schwartz, Roberta Freund Sextro, Justin Sheehy, Mary Beth Nedbal, Martin	115		115	137		137	x		
MUSC 298		Introduction to Jazz	25	3	Schwartz, Roberta Freund Miller, Christy Maglione, Dorothy Kramer, Evan Sextro, Justin	130	1	131	137		137	x		
MUSC 305		Music of Latin America	25	3	Wong, Ketty	33		33	25		25	x		

Kansas African Studies Center Non-Language Courses

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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
MUSC 309		History of Rock and Roll	25	3	Cummins, Melissa Schwartz, Roberta Freyermuth, Jessica Kramer, Evan Wood, Leslee	112		112	161		161	x		
MUSC 310		History of Film Music	25	3	Miller, Christy Roust, Colin Sextro, Justin Sheehy, Mary Beth	26		26	16		16	x		
MUSC 320		Music History I	25	3	Maglione, Dorothy Roust, Colin Sheehy, Mary Beth Roust, Colin	134		134	134		134	x		
MUSC 336		Masterworks of Music	25	3	Maglione, Dorothy Schwartz, Roberta Miller, Christy Sextro, Justin Nedbal, Martin Sheehy, Mary Beth	110		110	110		110	x		
MUSC 440		Music History III	25	3	Miller, Christy Nedbal, Martin	102		102	106		106	x		
MUSC 480		Music History IV	25	3	Maglione, Dorothy Ellen Glick	86		86	122		122	x		
MUSC 560		Music in World Cultures	25	3	Wong, Ketty	32	8	40	27		27	x	x	
MUSC 794		Readings in Musicology:	25	3	Schwartz, Roberta Freund		1	1					x	
<i>Nursing</i>														
NRSG 826		Global Perspectives and Diversity of Health	25	3	Domian, Elaine Baird, Martha		21	21	2		2		x	
NRSG 844		Advanced Psychology Assessment	25	3	Baird, Martha		5	5						
NRSG 929		Psychotherapy I: Psych/MH NP	25	3	Baird, Martha		12	12					x	
NRSG 931		Psychotherapy Practicum I: PMHNP	25	3	Baird, Martha		2	2					x	
NRSG 945		Synthesis Workshop I	25	3	Baird, Martha		2	2					x	

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
NRSG 980		Doctor of Nursing Practicum Project	25	3	Baird, Martha		1	1		1	1		x	
NRSG 997		Independent Study	25	3	Baird, Martha					1	1		x	
Peace and Conflict Studies														
PCS 120		Introduction to Peace and Conflict Studies	25	3	Hess, John Douglas. Schwaller, Rachel Elise Janzen, Marike. Morgan, Andrew Warren Dare, Tashia	164		162	65		65	x		
PCS 375		Refugee Experience: Stories of State and Citizen	25	3	Janzen, Marike				12		12	x		
PCS 555		Topics in Peace and Conflict Studies: Religion and Society in Tension	25	3	Morgan, Andrew Warren	2		2				x	x	
PCS 565	EURS 565	The Literature of Human Rights	50	3	Janzen, Marike	11		11	10		10	x	x	
Percussion														
PENS 252		Percussion Ensemble: West African Drumming	100	3	Bassett, Dylan A	22	1	23	11		11	x		
Political Science														
POLS 102		Introduction to Political Science as a Career	25	3	Kennedy, John James	3		3	24		24	x		
POLS 150		Introduction to Comparative Politics	25	3	Finnell, Rachel Elizabeth; Middlewood, Alexandra T; Bilbo, Andrew W; Hatungimana, William; Badran, Sammy; Henderson, Tyler James	270		270	127		127	x		
POLS 170		Introduction to International Politics	25	3	Baggs, Michael Douglas; Tidwell, Taylor Rawson; Kim, Yeon Joo; Carter, Brittnee A.	279		279	212		212	x		
POLS 171		Introduction to International Politics, Honors	25	3	Arwine, Alan Troy	28		28	33		33	x		

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
POLS 370		Contemporary Issues in International Politics	25	3	Arwine, Alan Troy Badran, Sammy	21		21	18	1	19	x		
POLS 493		Directed Readings	25	3	Omelicheva, Mariya Y	1		1				x		
POLS 582	GIST 550	Topics in International Relations: Transnational Terrorism	50	3	Avdan, Nazli	27	4	31	29	3	32	x	x	
POLS 600	WGSS 600	Contemporary Feminist Political Theory	75	3	Britton, Hannah E				27		27	x	x	
POLS 660	GIST 550	Politics and Problems of Developing Countries	25	3	Reich, Gary Matthew	22	1	23	27	3	30	x	x	
POLS 661		Politics of the Middle East	25	3	Buttorff, Gail J	31	1	32					x	
POLS 662	WGSS 662 AAAS 662	Gender and Politics in Africa	100	3	Britton, Hannah E	11	2	13				x	x	
POLS 669		Topics in Comparative Politics: Race, Gender and Post-Colonial Discourses	50	3	Denney, Rachel Marie				14		14	x		
POLS 669	WGSS 396 WGSS 701 GIST 550	Topics in Comparative Politics: Human Trafficking	50	3	Britton, Hannah E				27	1	28	x	x	
POLS 670		United States Foreign Policy	25	3	Avdan, Nazli	84	3	87	47	6	53	x	x	
POLS 672	GIST 550	International Political Economy	25	3	Webb, Clayton McLaughlin	27	2	29	26	2	28	x	x	
POLS 673		International Organization	25	3	Omelicheva, Mariya Y Arwine, Alan Troy	50	27	77	28	2	30	x	x	
POLS 674		International Ethics	25	3	Carter, Brittnee A				12		12			
POLS 678	EALC 678 GIST 678	Chinese Foreign Policy	25	3	Kennedy, John James	31	5	36	40	2	42	x	x	
POLS 686	GIST 686	International Human Rights	50	3	Omelicheva, Mariya Y				7		7	x	x	

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
POLS 689	GIST 550	Topics in International Relations: International Migration	25	3	Webb, Clayton McLaughlin Avdan, Nazli				15		15	x	x	
POLS 706		Research Methods I	25	3	Webb, Clayton McLaughlin				1	12	13			
POLS 789		Topics in International Relations: Causes of War	25	3	Carter, Brittnee A					5	5		x	
POLS 870		International Relations	25	3	Omelicheva, Mariya Y		7	7	8		8		x	
POLS 878		Conducting and Analyzing Fieldwork in Developing Countries	25	3	Kennedy, John James		7	7					x	
POLS 972		Theories International Conflict	25	3	Avdan, Nazli					5	5		x	
POLS 973		International Political Economy	25	3	Webb, Clayton McLaughlin		5	5					x	
POLS 977		Ethics International Relations Theory	25	3	Carter, Brittnee A					2	2		x	
POLS 993	GIST 793	Directed Readings	25	3	Avdan, Nazli		1	1					x	
POLS 993		Directed Readings	100	3	Britton, Hannah E		1	1					x	
Portuguese														
PORT 300	LAA 302 AAAS 323	Brazilian Culture	50	3	Tosta, Antonio Luciano	11		11	2		2	x		
PORT 785		Transatlantic Dictatorships	25	3	Tosta, Antonio Luciano		7	7					x	
Preventative Medecine														
PRVM 809		Introduction to Public Health	25	3	Kessler, Sarah Finocchario		16	16					x	
Psychology														
PSYC 104		General Psychology	25	3	Atakere, Darlingtina Kenechi	389		389	179		179	x		
PSYC 480		Independent Study	100	3	Adams, Glenn E	2		2	3		3			
PSYC 480		Independent Study	100	3	Adams, Glenn E	1		1						
PSYC 545/993		Culture and Psychology	50	3	Adams, Glenn E	63	1	64	55	11	66	x	x	
PSYC 580		Research Lab	75	3	Adams, Glenn E	2		2	7		7	x	x	

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
PSYC 780		Research Lab	75	3	Adams, Glenn E		7	7					x	
PSYC 980		Special Problems in Psychology	50	3	Adams, Glenn E		3	3					x	
Religious Studies														
REL 107		Jews, Christians, Muslims	25	3	Zahn, Molly M Lollar, Joshua Gareth Zahn, Molly M	32		32	73	1	74	x		
REL 341		Mysticism	50	3	Zimdars-Swartz, Paul F.	14		14	8		8	x		
REL 350	AAAS 349	Islam	75	3	Brinton, Jacqueline G Rank, Scott Michael	33		33	20		20	x		
REL 404		Undergraduate Seminar Religion: Enemies of Ancient Israel	25	3	Welch, Eric Lee	14		14				x		
REL 747		Seminar in: Religion, Society and Social Change	25	3	Brinton, Jacqueline G		19	19					x	
Sociology														
SOC 130		Comparative Societies	25	3	Cooper, David Najafizadeh, Mehrangiz Duenas, Jennifer Ariana Goldman, Gregory A Petty, Laurie Michele Colegrove, Sarah	85		85	174		174	x		
SOC 131		Comparative Societies, Honors	25	3	Wright, Lisa-Marie				14		14	x		
SOC 312		Population and Society	50	3	Agadjanian, Victor	28		28				x		
SOC 425	GIST 550	Sociology of Global Health	50	3	Agadjanian, Victor	26		26	59	1	64	x		
SOC 519	EVRN 519	Sociology of Global Food	25	3	Stock, Paul V	16		16	21	3	24	x	x	
SOC 521	GIST 550	Issues in Global Studies: Wealth, Power, and Inequality	25	3	Kim, Changhwan				25		25	x	x	
SOC 529	GIST 529	Globalization	25	3	Hanley, Eric Antonio, Robert J Kim, Changhwan	75	1	76	81	5	86	x	x	
SOC 534		Global Ethnic and Racial Relations	50	3	Nagel, Joane	30	2	32				x	x	
SOC 629	GIST 550	Sociology of Sport	100	3	Obadare, Ebenezer	28	2	30	32	1	33	x	x	
SOC 698		Individual Undergraduate Research	100	3	Obadare, Ebenezer	1		1				x		

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
SOC 780		Advanced Topics in Sociology: Globalization, Gender, and Development	25	3	Najafizadeh, Mehrangiz		9	9					x	
SOC 780		Advanced Topics in Sociology: Globalization	25	3	Hanley, Eric		4	4		1	1		x	
SOC 780		Advanced Topics in Sociology: International Politics of Natural Resources	100	3	Obadare, Ebenezer					6	6		x	
SOC 780		Advanced Topics in Sociology: Civil Society and the State	100	3	Obadare, Ebenezer					13	13			
SOC 780		Advanced Topics in Sociology: Race, Ethnicity and Sexuality	50	3	Nagel, Joane		5	5		12	12		x	
SOC 780		Advanced Topics in Sociology: Religion and Politics in Global Context	100	3	Obadare, Ebenezer					5	5		x	
SOC 900		Seminar on Special Topics in Theory: Social Theory and Global Society	25	3	Smith, David Norman		8	8					x	
SOC 991		Individual Doctoral Readings	100	3	Obadare, Ebenezer		1	1		2	2			
SOC 991		Individual Doctoral Readings	50	3	Nagel, Joane		1	1						
SOC 991		Individual Doctoral Readings	100	3	Agadjanian, Victor		2	2						
Textile Designs														
TD 313		Fiber Forms: West African Cloth Dyeing	75	3	Dzegede, Addoley Akosuah				5		5	x		
TD 506		Advanced Fiber Forms: West African Cloth Dyeing	75	3	Dzegede, Addoley Akosuah				2		2	x	x	
Theatre														
THR 307		Undergraduate Theatre Internship	50	3	Persley, Nicole Hodges	1		1				x		
THR 307		Undergraduate Theatre Internship	50	3	Persley, Nicole Hodges	2		2				x		
THR 327	AAAS 356	African-American Theatre and Drama	25	3	Persley, Nicole Hodges	28		28				x		
THR 406		Audition Techniques	25	3	Persley, Nicole Hodges	17		17				x		
THR 499		Directed Study in Theatre	25	3	Persley, Nicole Hodges	1		1						
THR 560		Collaborative Production	25	3	Persley, Nicole Hodges	3		3						

Kansas African Studies Center Non-Language Courses														
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Course #	Cross Listed Course #	Course Title	% Center Content	Credit Hours	Instructor(s)	UG	G	Total	UG	G	Total	UG	G	Total
THR 702		Graduate Seminar in: African-American Theatre History	25	3	Kelly, Baron		3	3					x	
THR 914		Theories of Race and Performance	50	3	Persley, Nicole Hodges					6	6			
THR 998		Investigation and Conference	50	3	Persley, Nicole Hodges		2	2						
THR 998		Investigation and Conference	50	3	Persley, Nicole Hodges		1	1						
Women, Gender & Sexuality Studies														
WGSS 101		Introduction to Women, Gender and Sexuality Studies	50	3	Crystal, Mariah E; Vanderhurst, Stacey Leigh; Seck, Aminata	147		147	26		26	x		
WGSS 301		Research Methods in Women, Gender and Sexuality Studies	75	3	Vanderhurst, Stacey Leigh	40		40	26		26	x		
WGSS 330		Women Contemporary African Literature	100	3	Seck, Aminata	8		8	5		5	x		
WGSS 396	GIST 550	Studies in: Global Feminism	50	3	Vanderhurst, Stacey Leigh	11		11				x		
WGSS 396		Studies in: Black Feminist Theory	50	3	Hardison, Ayesha	18		18				x		
WGSS 499		Honors Women, Gender & Sexuality Studies	50	3	Britton, Hannah E Vicente, Marta Valentin	1		1	2		2	x		
WGSS 701		Seminar in: Black Feminist Theory	50	3	Hardison, Ayesha					11	11		x	
WGSS 797		Directed Readings	100	3	Britton, Hannah E		2	2	1	1	2			
WGSS 797		Directed Readings	50	3	Hardison, Ayesha		1	1						
WGSS 801		Feminist Theory	75	3	Britton, Hannah E					11	11		x	
WGSS 802		Feminist Methodologies	50	3	Vanderhurst, Stacey Leigh		11	11		15	15		x	

*Appendix 3.
Performance Measures Form*



PERFORMANCE MEASUREMENT FORM

Project Goal Statement 1: Promote African languages and African Studies to K-16 students in the Heartland to cultivate competent global citizens

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
1.1. Increase K-16 knowledge of African language opportunities by hosting 4 African Language Festivals on the KU campus	i. Promote African Language Festival through 3 campus and 3 residence promotional events	a. Numbers of promotional events held	Annual	Institutional records including event attendance sheets	0	6	12	18	24
	ii. Contact, recruit, and confirm 4 student groups for festival participation	a. Number of student groups for participation in language festival	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
		b. Number of student groups agreeing to participate in festival	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
	iii. Host one annual Language Festival on the KU campus	a. Number of annual Language Festivals held	Annual	Institutional records including event attendance sheets	0	1	2	3	4
1.2. Increase awareness of African languages during 4 World Languages Fairs to generate high school student pipeline (cumulatively) for language and area studies	i. Hold at least 2 meeting with collaborating area studies center language coordinators to plan World Languages Fair	a. Number of meetings held	Annual	Institutional records including meeting minutes	0	2	4	6	8
	ii. Contact and confirmation of at least 3 area high school administrators committing to bringing students to World Languages Fair	a. Number of school administrators contacted to create interest in World Languages Fair	Annual	Institutional records including e-mail correspondence	0	4	8	12	16
		b. Confirmations received from schools attending World Languages Fair	Annual	Institutional records including e-mail correspondence and on-line registration forms	0	3	6	9	12
	iii. Host one annual World Languages Fair with clear objectives on how to improve yearly effectiveness	a. Number of Language Fairs hosted annually	Annual	Institutional records including promotional material including	0	1	2	3	4

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
	and increase high school participation			events attendance register					
		b. Exit results of one survey administered to all participating school administrators and at least 20% of participating high school students	Annual	Institutional records including survey administered	0	1	2	3	4
1.3 Advance African Studies curricular products at KU by developing 4 interdisciplinary team-taught seminars with KU's Professional Schools (cumulatively)	i. Inform faculty about interdisciplinary team-taught curricular product opportunities by means of 1 information session per year	a. Number of information sessions hosted	Annual	Institutional records including promotional material	0	1	2	3	4
	ii. Recruit and pair faculty into 1 interdisciplinary team per year	a. Number of faculty recruited	Annual	Institutional records including confirmation e-mail/ agreements	0	2	4	6	8
		b. Number of teams formed	Annual	Institutional records including confirmation e-mails	0	1	2	3	4
	iii. Create at least one interdisciplinary curricular unit designed around Africa-related content	a. Number of curricular products designed	Annual	Institutional records including curricular products provided	0	1	2	3	4

Project Goal Statement 2: Collaborate with Minority Serving Institutions (MSI) and Community Colleges (CC) to broaden global competency

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
2.1. Assist in the development of internationalized curricula for MSIs and CC by hosting Educator Training Initiatives (ETIs) on partner campuses	i. Meet with at least 8 (cumulative) MSI and CC partners to plan and design ETIs	a. Number of meetings held with MSI and CC administrators/faculty to establish viable collaborations toward ETIs	Annual	Institutional records including minutes from meetings	0	2	4	6	8

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
		b. Number of planning meetings	Annual	Institutional records including minutes from meetings and programs designed	0	1	2	3	4
	ii. Host at least one ETI annually (Y1-4)	a. Number of workshops hosted	Annual	Institutional records including workshop attendance sheets	0	1	2	3	4
	iii. Determine effectiveness of workshops by administering at least one post-ETI survey	a. Results from administered surveys to all ETI participants	Annual	Institutional records including survey, one per ETI	0	1	2	3	4
2.2. Support professional development of faculty at MSI and CC by providing 12 travel stipends to regional and national African Studies conferences (cumulative)	i. Contact and recruit faculty at 3 regional MSI and 3 CC to attend annual meetings of MAAAS and Association of African Studies Program	a. Number of faculty at MSIs and CCs contacted	Annual	Institutional records	0	6	12	18	24
		b. Number of contacted faculty who confirmed interest in attending meetings	Annual	Institutional records	0	8	10	11	15
	ii. Administer financial assistance to faculty for conference attendance	a. Number of MSI and CC faculty attending MAAAS and Association of African Studies Program Meeting	Annual	Institutional records	0	6	8	10	12
2.3. Provide international experience by awarding 4 faculty development grants for two-week summer field school in Tanzania or Senegal (cumulative, 1 grant, annually)	i. Contact and recruit faculty at 3 regional MSIs and 3 CCs, annually, for possible participation in field schools	a. Number of faculty contacted	Annual	Institutional records including e-mail correspondence	0	3	6	9	12
		b. Number of faculty recruited	Annual	Institutional records including e-mail correspondence	0	1	2	3	4
	ii. Support travel of 4 faculty members	b. Faculty participating in annual field school	Annual	Institutional records	0	1	2	3	4

Project Goal Statement 3: Reach out and extend awareness of African Studies and languages in Heartland educational spaces and healthcare communities

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4	
3.1. Promote awareness of African languages and area studies by designing and implementing at least 10 (cumulative) “Let’s Speak African Languages” events	i. Contact at least 10 local libraries and 10 K-12 institutions to develop potential schedule of events	a. Number of libraries/ local schools contacted to allow for prospective meetings	Annual	Institutional records including minutes from meetings	0	5	10	15	20	
		b. Number of meetings held leading to scheduled events.	Annual	Institutional records including minutes from meetings	0	2	4	6	8	
	ii. In partnership with local schools and libraries, host at least 10 (cumulative) “Let’s Speak African Languages” events	a. Number of events hosted	Annual	Institutional records including event programs and advertisements	0	2	4	8	10	
3.2. Advance African language awareness in rural Kansas communities through at least 2 African Languages “On the Road” events (Y2, Y4)	i. Hold at least 4 meetings with 4 KU African Language Instructors and students to coordinate and plan “On the Road” events (bi-annual, cumulative)	a. Number of meetings held.	Bi-annual	Institutional records including minutes from meetings	0	0	4	0	8	
		ii. Initiate contact with at least one school and one college in southwest Kansas to host “On the Road” event (bi-annual, cumulative)	a. Number of contacts established	Bi-annual	Institutional records including minutes from meetings	0	0	2	0	4
		iii. Host two “On the Road” events in rural Kansas to expand attendees’ awareness of African languages	a. Number of events hosted	Bi-annual	Institutional records including attendance records and event programs	0	0	1	0	2
		b. Brief exit interviews with at least 20% of	Bi-annual	Institutional records including	0	0	1	0	2	

Performance Measure	Activities	Data Indicators	Frequency	Data Source	BL	T1	T2	T3	T4
		attendees to gauge growth in awareness of African Languages		exit interview questionnaire					
3.3. Incorporate African Studies awareness into the professional development of the region's community health professionals by facilitating 2 "Global Learning Collaboratives"	i. Establish contact with at least 16 (cumulative) community health partners/workers to plan and participate in Global Learning Collaboratives	a. Number of partnerships secured	Y1; Y4	Institutional records including minutes from meetings	0	4	8	12	16
	ii. Facilitate 2 (cumulative) events (Y1, Y4)	a. Number of events facilitated	Y1; Y4	Institutional records including attendance records and event programs	0	1	0	0	2
	iii. Determine Global Learning Collaborative success by administering pre- and post-surveys to all participants	a. Results from administered pre- and post-surveys to capture participants' awareness of African Studies	Y1; Y4	Institutional records including survey	0	0	2	0	4

*Appendix 4.
Letters of Support*





May 30, 2018

Title VI National Resource Centers Programs and
Foreign Language and Area Studies Fellowships Programs
U.S. Department of Education
Washington, D.C

Dear Members of the Review Committee:

I write to express the enthusiastic support of the College of Liberal Arts and Sciences (CLAS) at the University of Kansas for the application of the Kansas African Studies Center (KASC) to the NRC and FLAS fellowship programs, and to confirm our continuing commitment of funding for the center.

As the flagship institution of higher education in the state of Kansas, the University of Kansas—and the College of Liberal Arts and Sciences—is committed to excellence in international education in order to prepare its students for a globalized and interconnected world.

In support of KASC's continuing efforts toward K-16 outreach, the promotion of research about Africa, the development of accessible, affordable study abroad options, and the enhancement of a top-notch program in African Studies and less commonly taught African languages, the College of Liberal Arts and Sciences has committed the following continuing institutional support during all years of the grant period:

- Salary plus benefits annually for a 1.0 FTE Assistant Director of KASC
- Salary plus benefits annually for a 1.0 FTE Coordinator for Outreach and Communications in KASC
- Salary plus benefits annually for an office manager (to be shared with two other area studies centers: East Asian Studies and Global & International Studies)
- Funds for administrative supplements, summer salary, research funds, and travel for the Director, Faculty Associate Director, Assistant Director, and Coordinator for Outreach and Communications (this figure is in addition to any funds distributed from the regular CLAS travel award fund for faculty and the university's professional development funds for staff)
- Salary plus benefits for an Arabic lecturer and graduate teaching assistant
- Salary plus benefits for a Kiswahili lecturer
- Salary plus benefits for a Wolof lecturer
- Salary plus benefits for a Somali lecturer

- Funds annually for additional staffing or outsourcing of graphic design and other needs for KASC
- Funds annually for student hourly program assistants
- Funds annually for instructional technology
- Funds annually to support promotional efforts to maximize outreach goals
- Funds to cover operating costs and provide program support

If the Title VI / NRC grant application is successful, we will in addition take over the salary of the seed hire in Digital Humanities in African Studies in the proportions indicated in the Title VI / NRC budget submitted by KASC: \$65,000 / 1.0 FTE plus 35% fringe, conducting a search in year one (2018-2019) and hired for year two (2019-2020) of the grant period. Funding in years two and three of the grant period, 61.54 % NRC funding and remainder CLAS funding; in year four, 30.76% NRC funding and remainder CLAS funding; CLAS fully funds after grant period.

Please consider these commitments as an indication of KU's strong and continuing support for area and international studies. As Chairperson of the Department of African and African-American Studies until last month, I would like to add that KASC and the Department share a long-standing, collaborative goal of promoting the study of Africa and its diaspora on campus and in the wider region.

Sincerely,



Clarence Lang
Interim Dean
College of Liberal Arts and Sciences



JOHNSON COUNTY
COMMUNITY COLLEGE

12345 College Blvd. • Overland Park, KS • 66210-1299

June 19, 2018

Dear Colleagues,

I write in support of the Title VI NRC applications from the Center for East Asian Studies, Center for Latin American and Caribbean Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center at the University of Kansas. Johnson County Community College (JCCC) is looking forward to working with all the aforementioned area studies centers at the University of Kansas in support of developing and implementing JCCC's Global Distinction Program.

JCCC's Global Distinction Program's goal is to develop a program to prepare students to live and work in an interdependent and multicultural world, by better understanding the diversity and complexities of the global community. Criteria will be drawn up and applied to designate globally focused courses. The Global Distinction Program will encompass globally focused courses and activities that students participate in and a capstone project. The compilation of coursework, activities and capstone project, will triangulate in a strong assessment process around the College's new social awareness Institutional Learning Outcomes. This project will especially emphasize developing more globally focused courses in career technical education and STEM. Assistance from KU's area studies centers in faculty development in curriculum design for this will greatly aid JCCC in this regard.

To achieve these goals, we have mapped out a two-year plan in conjunction with the Office of International Programs and the Area Studies Centers at the University of Kansas to work with two 10 person cohorts STEM and Career/Technical faculty to internationalize their courses by adding international content and activities designed to deepen students' intercultural competency. To achieve these aims, we will partner with KU's Area Studies Centers and Office of International Programs to develop and hold a series of 4 workshops in each of two years. Those workshops will be on 1. Intercultural competency, 2. Goal based course design, 3. Identifying global content, and 4. Assessment of global competencies. Each cohort will participate in all four workshops over the course of a year, and the goal will be for each participating faculty member to globalize one course.

At the end of the two-year project, we will collaborate with KU's area studies centers to put on a workshop on "Internationalizing the Curriculum" for faculty from other community colleges and four-year colleges in the region that will present replicable dimensions of the JCCC globalizing the curriculum initiative.

We are very appreciative of the partnership with KU's Area Studies Centers both for their willingness to help us to develop and implement these activities, but also because of the support for JCCC faculty that they have written into their NRC grants.

Sincerely,



Tom Patterson
Director, International Education



11 June 2018

To: US Department of Education

Dear Title VI Reviewers,

Donnelly College continues to welcome a partnership with the University of Kansas and would like to thank the following KU Centers:

- CLACS (Center for Latin American and Caribbean Studies),
- CREES (Center for Russian, East European, and Eurasian Studies),
- CEAS (Center for East Asian Studies), and
- KASC (Kansas African Studies Center)

Together with these Centers, Donnelly College created the Global Studies Symposium, the pilot of which took place on April 12, 2018. This project was immensely valuable to Donnelly students and faculty, who visited the KU campus, gave presentations, and attended talks by KU students and faculty.

Here at Donnelly, we have a special concern for our most deeply marginalized students who want to and deserve to benefit from a liberal education. Through the interest and support of these KU centers, many of our students are able to pursue activities, events, and academics that can enrich their lives and prepare them for a more stable future. We hope that a continuous and extended partnership with KU through its areas studies centers will provide valuable guidance through this process. We also hope that their request for a Title VI grant is met with success.

Please feel free to contact me, Msgr. Stuart Swetland, President, (sswetland@donnelly.edu) with any questions about this collaboration.

Sincerely,

Msgr. Stuart W. Swetland
President

June 7, 2018

Title VI Review Committee
Center for East Asian Studies
Bailey Hall 201
1440 Jayhawk Boulevard
University of Kansas
Lawrence, KS 66045

Dear Committee Members,

I write in my capacity as Vice President of Instruction at Pratt Community College (PCC) in support of the 2018-2022 NRC proposal submission from the centers for African, East Asian, Latin American, and Russian/Eastern European/Eurasian studies at the University of Kansas.

In 2021-22, with NRC support, we will send PCC faculty and students to KU's Global Studies Symposium, co-sponsored by KU's Center for East Asian Studies, Center for Latin American Studies, Center for Russian, East European and Eurasian Studies, and Kansas African Studies Center.

At the Global Studies Symposium, faculty from KU and PCC will introduce students to their own interdisciplinary research, ideas, projects, and instructional experiences involving histories, cultures, societies, economies, and environments from around the world. Students from PCC and KU will present on their research, creative work or experiences as they relate to other cultures.

Established in 1938, PCC serves as a two-year public comprehensive community college located in Pratt, Kansas. Pratt is a small rural (2000) community between Wichita and Dodge City.

PCC is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and has a rich history of providing high quality programs to help ensure students are successful academically, socially, emotionally, personally, and professionally.

PCC's mission is *maximum student learning, individual and workforce development, high quality instruction and service, and community enrichment*. For 80 years, PCC is proud to

play an integral part of improving the quality of life in South Central Kansas by offering an open access, affordable, and holistic education for both traditional and nontraditional students.

PCC offers 62 degrees and 10 certification programs. PCC currently houses more than 350 students in six residence halls, and the average on campus daily attendance is approximately 600 students and now serves more than 3,000 students annually thanks to its innovative approach to enrollment growth incorporating three satellite campuses, industry and educational partnerships, and Pratt Online. For technical students, PCC provides curriculum for completers to be industry-ready for the regional and national workforce. Our hallmark programs include Electrical Power Technology, Agriculture Power Technology, Automotive Technology, and Nursing.

Forming this collaborative partnership to provide professional development is a true testament to the convergence of professionalism, vision, and innovation.

Please contact me directly at 620.450.2175 should you have questions regarding my support for this initiative.

Respectfully,



Michael Fitzpatrick, Ph.D.
Vice President of Instruction

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

SECTION C - Budget Narrative (Detailed Budget)
University of Kansas - Kansas African Studies Center
Comprehensive National Resource Center Four-Year Detailed NRC Budget
August 15, 2018 - August 14, 2022

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
1. PERSONNEL							
A. Salaries							
i. Administrative Salaries							
Elizabeth MacGonagle, Center Director							
Peter Ojiambo, Faculty Associate Director							
Emily Riley, Assistant Director and FLAS Coordinator							
Elene Cloete, Coordinator for Outreach & Communications							
Jessica Irving, Office Manager							
SUBTOTAL Administrative Compensation	\$ -	\$ -	\$ -	\$ -	\$ -		
ii. Language Instruction							
Note: KU provides GTAs on .50 FTE with full tuition and fee waivers and health benefits; .25 FTE GTAs receive half-tuition and							
Instructional Assistants							
Language 1: Amharic							
Lecturer to Teach Elementary-Advanced Level, Summer Lang. Institute & OPI; Yr 1, .25 FTE, 9% fringe; Yrs 2, 3,4, .50 FTE, 40% fringe (2% annual increase)	\$ 8,000	\$ 16,000	\$ 16,320	\$ 16,646	\$ 56,966	AP1	pp. 2, 4, 10, 16, 28-29
SUBTOTAL Language 1: Amharic	\$ 8,000	\$ 16,000	\$ 16,320	\$ 16,646	\$ 56,966		
Language 2: Arabic							
Lecturer to Teach 3rd & 4th Year Summer Lang. Institute & OPI, .25 FTE, 9% fringe (2% annual increase)	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973	AP1	pp. 2, 4, 28-29
SUBTOTAL Language 2: Arabic	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973		
Language 3: Kiswahili							
Lecturer to Teach Advanced Level/4th Year, Summer Lang. Institute & OPI, .25 FTE, 9% fringe (2% annual increase)	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973	AP1	pp. 2, 4, 28-29
SUBTOTAL Language 3: Kiswahili	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973		

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Language 4: Somali							
Lecturer to Teach Intermediate-Advanced Level, Summer Lang. Institute & OPI, .25 FTE, 9% fringe; (2% annual increase)	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973	AP1	pp. 2, 4, 10, 16, 28-29
SUBTOTAL Language 4: Somali	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 32,973		
Language 5: Wolof							
Lecturer to Teach Elementary-Advanced Level, Summer Lang. Institute & OPI, Yrs 1,2: .25 FTE, 9% fringe; Yrs 3,4: .50 FTE, 40% fringe (2% annual increase)	\$ 8,000	\$ 8,160	\$ 16,000	\$ 16,320	\$ 48,480	AP1	pp. 2, 4, 28-29
SUBTOTAL Language 5: Wolof	\$ 8,000	\$ 8,160	\$ 16,000	\$ 16,320	\$ 48,480		
Individualized Instruction							
Faculty Summer Salary for Supervision of Individual Instruction in LCTLs: 2 @ \$500/semester/student; 35% fringe	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP1	p. 4
SUBTOTAL : Individualized Instruction	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000		
SUBTOTAL Language Instruction Salaries	\$ 41,000	\$ 49,640	\$ 58,290	\$ 59,435	\$ 208,365		
iii. Area Studies Instruction							
New Position							
Seeded Tenure-Track Assistant Professor: Digital Humanities in African Studies (\$65,000 base salary x 1.0 FTE; Yr 2 & Yr 3 61.54% NRC; Yr 4 30.76% NRC, 35% fringe (2% annual increase)		\$ 40,000	\$ 40,801	\$ 20,802	\$ 101,603	AP1	pp. 2-3, 8-10
African Studies Instruction							
Graduate Teaching Assistant, Experiential Learning Course Development in Introductory African Studies Courses; .50 FTE; 7% fringe (2% annual increase Yr 2), Yrs 1, 2	\$ 14,000	\$ 14,280			\$ 28,280	AP1	pp. 2-3, 8-9
Non-Language Curriculum Development: New Courses							
Team-Taught Seminar with Professional Schools/School of Education Collaboration Course Development Initiative, Summer Salary (2 x \$4500/course) 35% fringe, Yr 1	\$ 9,000				\$ 9,000	AP1, CP2	pp. 2-4, 8, 26, 50

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Team-Taught Seminar with Professional Schools/School of Social Welfare Collaborative Course Development Initiative, Summer Salary (2 x \$4500/course) 35% fringe, Yr 1	\$ 9,000				\$ 9,000	AP1	pp. 2-4, 8, 26, 50
Team-Taught Seminar with Professional Schools/School of Engineering Collaborative Course Development Initiative, Summer Salary (2 x \$4500/course) 35% fringe, Yr 2		\$ 9,000			\$ 9,000	AP1	pp. 2-3, 9, 26
Team-Taught Seminar with Professional Schools/School of Medicine Collaborative Course Development Initiative, Summer Salary (2 x \$5000/course) 35% fringe, Yr 4				\$ 10,000	\$ 10,000	AP1	pp. 2-3, 9, 26
SUBTOTAL: Area Studies Instruction Salaries	\$ 32,000	\$ 63,280	\$ 40,801	\$ 30,802	\$ 166,883		
iv. Outreach Personnel							
Outreach Assistant, Graduate Student Hourly to Work with Full-Time Outreach and Communications Coordinator (\$15.00/hr x 15 hrs/wk x 32 wks/yr), 7% fringe (2% annual increase)	\$ 7,200	\$ 7,344	\$ 7,491	\$ 7,641	\$ 29,676	AP1, AP2, CP1, CP2	pp. 41-42
SUBTOTAL: Outreach Personnel Salaries	\$ 7,200	\$ 7,344	\$ 7,491	\$ 7,641	\$ 29,676		
v. Evaluation Personnel							
Program Evaluation Assistant, Graduate Student Hourly, to Manage African Studies Evaluation Database and Conduct Data Entry & Analysis (\$15.00/hr x 8 hrs/wk x 50 wks/yr), Yrs 2-4, 7% fringe (2% annual increase)		\$ 6,000	\$ 6,120	\$ 6,242	\$ 18,362	AP1	pp. 2, 8-10, 14, 17
SUBTOTAL: Evaluation Personnel Salaries	\$ -	\$ 6,000	\$ 6,120	\$ 6,242	\$ 18,362		
vi. Library							
Library Student Hourly Assistants: Somali Proficiency, 1 for Yr 1; Amharic Proficiency, 1 for Yr 1 (\$12/hr x 10 hrs/wk x 35 wks/yr) 7% fringe	\$ 8,400				\$ 8,400	AP1	pp. 5, 8, 10, 33
SUBTOTAL: Library Salaries	\$ 8,400	\$ -	\$ -	\$ -	\$ 8,400		
SUBTOTAL: SALARIES	\$ 88,600	\$ 126,264	\$ 112,702	\$ 104,120	\$ 431,686		
2. FRINGE BENEFITS							
i. 35% Faculty & Staff	\$6,650	\$17,500	\$14,630	\$11,131	\$49,911		
ii. 7% Student	\$ 2,072	\$ 1,934	\$ 953	\$ 972	\$ 5,930		

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
iii. 40% Lecturer & Staff 50-89% FTE	\$ -	\$ 9,664	\$ 16,257	\$ 16,582	\$ 42,504		
iv. 9% Lecturer & Staff <50% FTE	\$ 3,600	\$ 2,203	\$ 1,498	\$ 1,528	\$ 8,830		
SUBTOTAL: FRINGE BENEFITS	\$ 12,322	\$ 31,301	\$ 33,339	\$ 30,213	\$ 107,174		
TOTAL SALARIES & FRINGE	\$ 100,922	\$ 157,565	\$ 146,040	\$ 134,333	\$ 538,860		
3. TRAVEL							
i. Foreign Travel							
Faculty Professional Development, Internship Building & Outreach Support Trips, 3 for Yrs 1 and 3; 2 for Yrs 2 and 4 (RT Airfare est. @ \$2000 + per diem @ \$92/day x 10 days)	\$ 8,760	\$ 5,840	\$ 8,760	\$ 5,840	\$ 29,200	AP1, AP2, CP1	pp. 8, 50
Center Admin. Travel to Ethiopia, Kenya, Tanzania, and Senegal to create University Linkages for Language Program: Amharic, Somali, Kiswahili, Wolof, Yr 1 (RT Airfare est. @\$3000 + per diem @ \$92/day x 14 days + lodging \$2100) Yrs 2, 3, 4 (RT Airfare estm. @ \$2000 + per diem @ \$92 x 10 days +lodging \$1080	\$ 6,388	\$ 4,000	\$ 4,000	\$ 4,000	\$ 18,388	AP1	pp. 5, 8
African Librarian Travel to Collect Materials, Yr 3 (RT Airfare est. @ \$2000 + per diem @ \$92/day x 10days + lodging \$1080)			\$ 4,000		\$ 4,000	AP1	pp. 5, 9, 10, 23
Faculty Grants for African Studies Unit and Pedagogical Material Collection for KU Core Curriculum (5 for Yr 1; 2 for Yr 3; 3 for Yr 4 @ \$1000)	\$ 5,000	\$ -	\$ 2,000	\$ 3,000	\$ 10,000	AP1	pp. 3, 8-9, 34
Subtotal: Foreign Travel	\$ 20,148	\$ 9,840	\$ 18,760	\$ 12,840	\$ 61,588		
ii. Domestic Travel							
Faculty Grants for Professional Meetings & Outreach Enhancement (3 for Yrs 1, 3, and 4; 2 for Yr 2. @ \$750)	\$ 2,250	\$ 1,500	\$ 2,250	\$ 2,250	\$ 8,250	AP1, CP1, CP2	pp. 8-9
Administrative travel to NRC meetings at IFLE, Association of African Studies Programs (AASP) & African Studies Association Meetings (ASA); KU funds additional administrative travel (RT airfare @ est \$460 + \$800 hotel + per diem @\$60/day x 4 days) Yr 1 for 5. Yrs 2,3,4 for 4	\$ 7,500	\$ 6,000	\$ 6,000	\$ 6,000	\$ 25,500	AP1	
Outreach Coordinators' Local & Regional Travel Yr 1 (est 4,500mi @ \$.56/mi) Yrs 2,3,4 (est 900mi @\$0.545/mi)	\$ 2,520	\$ 504	\$ 504	\$ 504	\$ 4,032	AP1, AP2, CP1	pp. 2, 5-6, 42-44

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Travel to Southwest Kansas to Collaborate with MSI and CCs and Enrich Language Program, Yr 1 for 3 trips, Yrs 2,3,4 for 1 trip (est. 1000mi @\$.545 + \$300 hotel + per diem @\$60/day x 4 days)	\$ 3,300	\$ 1,100	\$ 1,100	\$ 1,100	\$ 6,600	AP1, AP2, CP1, CP2	pp. 2, 42-44
African Languages Teachers' Assoc. (ALTA) Conferences Yr 1 (RT Airfare @est \$450 + \$400 Hotel + per diem @ \$60/day x 5 days total \$1150 each x 3). Yrs 2 3 4 for 2 trip	\$ 3,450	\$ 2,300	\$ 2,300	\$ 2,300	\$ 10,350	AP1, AP2, CP2	pp. 4, 8, 30
Subtotal: Domestic Travel	\$ 19,020	\$ 11,404	\$ 12,154	\$ 12,154	\$ 54,732		
TOTAL: TRAVEL	\$ 39,168	\$ 21,244	\$ 30,914	\$ 24,994	\$ 116,320		
4. EQUIPMENT							
TOTAL: EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -		
5. SUPPLIES							
i. Library Supplies and Materials							
Library Acquisitions Yr 3			\$ 4,200		\$ 4,200	AP1	pp. 5, 8, 10, 23, 33
Library Resources (Print & Electronic, Yrs 1, 2, 4)	\$ 7,300	\$ 6,200	\$ 8,200	\$ 10,000	\$ 31,700	AP1	pp. 5, 8, 10, 23, 33
Subtotal Library Acquisitions	\$ 7,300	\$ 6,200	\$ 12,400	\$ 10,000	\$ 35,900		
ii. Center Supplies and Materials							
Conference and Workshop Supplies Yr 1, 3	\$ 500	\$ 400	\$ 400	\$ 200	\$ 1,500	AP1, AP2, CP1, CP2	pp. 2, 41
Subtotal: Center Supplies and Materials	\$ 15,100	\$ 12,800	\$ 25,200	\$ 20,200	\$ 73,300		
TOTAL: SUPPLIES	\$ 7,800	\$ 6,600	\$ 12,800	\$ 10,200	\$ 37,400		
6. CONTRACTUAL							
TOTAL: CONTRACTUAL							
7. CONSTRUCTION							
TOTAL: CONSTRUCTION							

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
8. OTHER							
Program Enhancements							
i. Consortial Support among African NRCs							
<i>Africa NRCs</i> : African Language Materials Archive (ALMA) Project Yrs 1,2,3,4	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP1	p. 4, 8
<i>Africa NRCs</i> : Collaborative Library Projects CAMP: Cooperative Africana Materials Archive Project, Yrs 1,2,3,4	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000	AP1	pp. 5, 8
<i>Africa NRCs</i> : African Journals Indexing Project for NRCs with strong Africana collections, Yrs 1,2,3,4	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500	\$ 14,000	AP1	pp. 5, 8
<i>Africa NRCs</i> : West African Research Assoc. (WARA) dues, supports links to Dakar office, student fellowship opportunities and scholarly exchange Yrs 1,2,3,4	\$ 250	\$ 250	\$ 250	\$ 250	\$ 1,000	AP1	p. 5
<i>Africa NRCs</i> : African Theory from the Continent Collaborative: bring one Africa-based humanist and social scientist to U.S for scholarly exchange. Yrs 1,4	\$ 4,000		\$ -	\$ 4,000	\$ 8,000	AP1	p. 5
<i>Africa NRCs</i> : National Council for Social Studies /National Council for Teachers of English (NCSS/NCTE): African Studies booth with resources for teachers and presentations by Outreach Council members	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP1, AP2, CP2	p. 42
<i>Africa NRCs</i> : Association of African Studies Programs (AASP) Travel Support for CC and MSI faculty to attend AASP annual meeting	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000	AP1, CP1	p. 44
<i>Africa NRCs</i> : Midwest Institute for International/Intercultural Education, Support for African Studies Curriculum Workshops				\$ 2,500	\$ 2,500	AP1, AP2	pp. 42, 44
<i>Africa NRCs</i> : African Studies Association (ASA) Teacher Workshop: African Studies Outreach Council (ASOC) members facilitate a workshop for local teachers	\$ 400	\$ 400	\$ 400	\$ 400	\$ 1,600	AP1, AP2	pp. 41-42
<i>Africa NRCs</i> : African Studies Outreach Council (ASOC) Curriculum Training and Development Workshop for CC, HBCU and MSI Faculty	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 16,000	AP1, CP1	pp.41-42
<i>Africa NRCs</i> : National Children's Africana Book Award (CABA) Support: Book awards for young children, older readers, and (new in 2018) adult books reviewed by scholars and educators	\$ 400	\$ 400	\$ 400	\$ 400	\$ 1,600	AP1, AP2	pp. 8, 42
Subtotal: OTHER: Consortial Support	\$ 16,550	\$ 12,550	\$ 12,550	\$ 19,050	\$ 60,700		

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
ii. Conferences and Visiting Lecturers and Fellows							
Conference							
Joint KU Area Studies Conference: "The Long 1960's: Reassessing Global Legacies" Yr 3, MSI, CC, & HBCU Faculty Travel Awards, 4@\$500; \$1000 Keynote Speaker Fees, \$1050 Keynote Speaker Travel			\$ 4,050		\$ 4,050	AP1, AP2	pp. 7, 9
MAAAS Annual Conference Speaker's Fees & Travel to regional institutions, Yr 1 at KU (2 x \$1000 Speaker's Fees, 2 x \$1500 Speaker Travel); Yrs 2,3,4 at Regional Institutions (2 x \$400 Speaker's Fees, 2 x \$250 travel)	\$ 6,300	\$ 1,300	\$ 1,300	\$ 1,300	\$ 10,200	AP1	pp. 5, 9, 20, 43, 49
Mid-America Outreach Fellowships at MAAAS Annual Conference for High School, CC, and MSI Teacher Participants Yr 1 (6 x \$250) Yrs 2,3 (2 x \$250) Yr 4 (4 x \$250)	\$ 1,500	\$ 500	\$ 500	\$ 1,000	\$ 3,500	AP1, CP1	pp. 2, 5, 42, 49
iii. Visiting Lecturers and Fellows							
African Studies Thematic Seminar Series (Speaker's Fees) Yrs 1, 2, 3, 4	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	AP1, AP2	p. 7
Subtotal: OTHER: Visiting Lecturers and Conferences	\$ 9,300	\$ 3,300	\$ 7,350	\$ 3,800	\$ 23,750		
iv. Events and Workshops							
Events							
Faculty Stipend for Summer Language Training at KU Summer African Language Institute (SALI) K-12 schools, MSI, and CC Instructors (\$6,000 each) (Yr 1 x 3; Yr 2 x 2, Yr 3 x 1; Yr 4 x 2)	\$ 18,000	\$ 12,000	\$ 6,000	\$ 12,000	\$ 48,000	AP2, CP1	pp. 2, 4, 8, 41, 49
KASC Graduate Research Workshop Stipend for Regional Graduate Student Participants (\$300 each) (Yrs 1,4 x 4; Yrs 2,3 x 2)	\$ 1,200	\$ 600	\$ 600	\$ 1,200	\$ 3,600	AP1	pp. 3, 8, 20, 37
KU Global Studies Symposium (Hosted by KASC and other KU Area Studies Centers) on histories, cultures, societies, and environments from around the world, \$1000 for MSI, CC and high school students bus travel Yrs 1-4	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP1, AP2, CP1, CP2	pp. 6, 15
Joint KU Area Studies Centers: World Languages Fair (4 x \$100 Stipends for Curricular Development, 4 x \$150 Travel for Educator Participants) (w/CEAS, CREES, CLACS, CGIS)	\$ 1,000	\$ -		\$ 1,000	\$ 2,000	AP1, AP2, CP1	pp. 6, 15, 42, 49-50

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Joint KU Area Studies Centers: Kansas Public Radio Broadcasting Fee for "Postcards from Abroad" (w/CEAS, CREES, CLACS, CGIS)	\$ 650	\$ 650	\$ 650	\$ 650	\$ 2,600	AP1	p. 6
World Languages Fair on KU campus with KU Area Studies Centers: Yrs 1-4, \$500 Participant Travel by Bus; \$500 for Marketing and Publicity (w/CEAS, CREES, CLACS, CGIS & EGARC)	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000	AP1, AP2, CP1	pp. 6, 15
World Languages Fair "On the Road" to Garden City in Southwest, Kansas Yrs 2, 4, \$800 Speaker Travel and Fees, \$300 for Marketing and Publicity, \$300 for KASC Staff Travel		\$ 1,400		\$ 1,400	\$ 2,800	AP1, AP2, CP1	pp. 42, 49
Great Plains Faculty Development Fellowship for non-KU Faculty from CCs and MSIs for Library Research and Professional Development at KU, (3 x \$1000 Stipend) 3 for Yr 1 and Yr 4	\$ 3,000			\$ 3,000	\$ 6,000	AP1, AP2, CP1	p. 4-5, 49
MSI and Community College Faculty Development: Two-week Summer Field School in Tanzania and Senegal with KASC's "CoLAB: A Humanities Collaborative," 1 for Yrs 1-4, (\$2000 Airfare, \$1800 per diem)	\$ 3,800	\$ 3,800	\$ 3,800	\$ 3,800	\$ 15,200	AP1, AP2, CP1	pp. 4-5, 8, 49
"Let's Speak African Languages" (Yrs 1 – 4): KASC Staff travel to regional libraries and schools, annually (total est. mileage per year 2000 mi @\$.545) + book prizes and promotional material @\$500 (Y1-4) guest speaker stipend @ \$150 (Yrs 1-4).	\$1,740	\$1,740	\$1,740	\$1,740	\$6,960	AP1, AP2	pp. 6, 42
"Let's Read about Africa" - Bringing CABA authors to the Heartland (Yrs 1-4): Authors' Fees & Travel (airfare travel @ \$400, Lodging @ \$200/ night x 3 + stipend @ \$500 + speaker per diem @ \$60/ day x 3 days).	\$ 1,680	\$1,680	\$1,680	\$1,680	\$ 6,720	AP1, AP2	p. 6, 42
Global Learning Collaboratives: Facilitator Fees & Travel, Yrs 1 & 4 (airfare travel @ \$300, Lodging @ \$200/ night x 2 + stipend @ \$250 + speaker per diem @ \$60/ day x 2 days); KASC Staff travel to Southwest Kansas (Yr1)(est 1000 mi @\$.545 + lodging @\$200/ night x 2 + per diem @\$60/day x 2 days); KASC staff travel to Kansas City (Yr 4) (est 150 mi@\$.545); Marketing and Promotional Material (Yrs 1 and 4) \$500 per year.	\$ 2,635			\$1,652	\$ 4,287	AP1, AP2	pp. 2, 7, 9, 43, 45-46, 49
Global Learning Collaboratives: Travel Stipends for Health Care Professionals @\$100 for 10 (Yr 1 and Yr 4)	\$ 1,000			\$1,000	\$2,000	AP1	pp. 2, 7, 9, 43, 45-46

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Educator Workshops							
Educator Training Initiatives (ETIs) to Internationalize the Curriculum on Partner Campuses: Johnson County Community College, \$500 faculty stipend and \$500 seminar fees Yrs (1-2); (Yr 1 and Yr 4): Workshop Facilitator Fees & Travel, Yr 1 & Yr 4 (airfare travel @ \$300, Lodging @ \$200/ night x 2 + stipend @ \$250 + speaker per diem @ \$60/ day x 2 days); KASC Staff travel to GCCC in Southwest Kansas (Yr 1) (est 1000 mi @\$.545 + lodging @\$200/ night x 2 + per diem @\$60/day x 2 days); KASC staff travel to KCKCC in Kansas City (Yr 4) (est 150 mi@\$.545); Workshop materials (Yrs 1 and 4) \$500 per year.	\$3,650	\$1,000		\$1,654	\$6,304	AP1, AP2, CP1, CP2	pp. 2, 6, 9, 15, 23, 43-44, 49-50
Joint KU Area Studies Initiative: Teaching about "The Long 1960's: Reassessing Global Legacies" Educator Workshop, Yr 4, Speaker Fees & Travel, airfare @ \$300, lodging @ \$200/night x 2 + stipend @ \$250 + speaker per diem @ \$60/day x 2 days				\$ 1,070	\$ 1,070	AP2	pp. 6, 9, 41
Joint KU Area Studies Initiative: Thematic Teacher Training Workshops, Yr 1, Health & Medical Care in Africa-KASC Hosts: \$560 Master Teacher Facilitator Honorarium; \$880 Speaker Travel, \$750 Speaker Fee; Yr 2, Sustainable and Healthy Communities-CLACS Hosts; Yr 3, Energy, Environment, and Sustainability-CEAS Hosts; and Yr 4, Information Technologies and Access-CREES Hosts	\$ 2,190				\$ 2,190	AP1, AP2	p. 41
Language Instructor Workshops							
Training in the Principles of the OPI (Oral Proficiency Interview), 2-day Workshop for AAAS Language Instructors hosted by EGARC at KU (\$400 per instructor) 2 for Yr 1; 1 for Yrs 2, 3, 4	\$ 800	\$ 400	\$ 400	\$ 400	\$ 2,000	AP1	pp. 4, 8, 17
Subtotal: OTHER: Events and Workshops	\$ 43,345	\$ 25,270	\$ 16,870	\$ 34,246	\$ 119,731		
v. Evaluations							
Proficiency Testing for African Languages administered by Language Testing International: OPI by computer, OPIc, exams (\$70 per student) 16 for Yr 1; 8 for Yrs 2-4	\$ 1,120	\$ 560	\$ 560	\$ 560	2,800	AP1	p. 4, 8, 17, 32

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	Priority	Reference to Narrative
AP = Absolute Priority, CP = Competitive Preference Priority							
Development of African Studies Evaluation Database by KU IT Yr 1, (115 hours @ \$60/hour)	\$ 6,900				6,900	AP1	pp. 2, 8-9, 17-18
External Evaluators for Joint Program Evaluation of KU Area Studies Centers, (with CEAS, CREES, CLACS, CGIS) Honorarium of \$1000; 2 for Yr 1	\$ 2,000				\$ 2,000	AP1	pp. 7-9, 19
Proficiency Examiners for Faculty-Supervised Indiv. LCTL Training (1 examiner/year, \$750/visit)	\$ 750	\$ 750	\$ 750	\$ 750	\$ 3,000	AP1	pp. 4, 17
Subtotal: OTHER: Evaluations	\$ 10,770	\$ 1,310	\$ 1,310	\$ 1,310	\$ 14,700		
TOTAL: OTHER	\$ 79,965	\$ 42,430	\$ 38,080	\$ 58,406	\$ 218,881		
9. TOTAL DIRECT COSTS	\$ 227,855	\$ 227,839	\$ 227,834	\$ 227,933	\$ 911,461		
10. INDIRECT COSTS 8%	\$ 18,228	\$ 18,227	\$ 18,227	\$ 18,235	\$ 72,917		
11. TRAINING STIPENDS (See FLAS Detailed Budget)					\$ -		
12. TOTAL COSTS (9-11)	\$ 246,083	\$ 246,066	\$ 246,061	\$ 246,168	\$ 984,378		

**Foreign Language and Area Studies Fellowship (Training Stipends) Detailed Budget
University of Kansas - Kansas African Studies Center
August 15, 2018 - August 14, 2022**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	FLAS CP Priority	Reference to Narrative
Note: Kansas African Studies Center FLAS awards are for Amharic, Arabic, Kiswahili, Somali, and Wolof, with other African languages on demand							
Academic Year							
1. Graduate Foreign Language and Area Studies							
5 Institutional Payments @ \$18,000	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 360,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
5 Subsistence Payments @ \$15,000	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 300,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
Subtotal Graduate Foreign Language and Area Studies	\$ 165,000.00	\$ 165,000.00	\$ 165,000.00	\$ 165,000.00	\$ 660,000.00		
2. Undergraduate Foreign Language and Area Studies							
5 Institutional Payments @ \$10,000	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 200,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
5 Subsistence Payments @ \$5,000	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
Subtotal Undergraduate Foreign Language and Area Studies	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 300,000.00		
Subtotal Academic Year	\$ 240,000.00	\$ 240,000.00	\$ 240,000.00	\$ 240,000.00	\$ 960,000.00		

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total	FLAS CP Priority	Reference to Narrative
Note: Kansas African Studies Center FLAS awards are for Amharic, Arabic, Kiswahili, Somali, and Wolof, with other African languages on demand							
Summer							
1. Graduate Foreign Language and Area Studies							
5 Institutional Payments @ \$5,000	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
5 Subsistence Payments @ \$2,500	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 50,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
Subtotal Graduate Foreign Language and Area Studies	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 150,000.00		
2. Undergraduate Foreign Language and Area Studies							
5 Institutional Payments @ \$5,000	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 100,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
5 Subsistence Payments @ \$2,500	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 12,500.00	\$ 50,000.00	CP2	pp. 2, 8, 46-50
<i>Preference for Financial Need Students</i>						CP1	pp. 2, 16, 48-50
Subtotal Undergraduate Foreign Language and Area Studies	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 37,500.00	\$ 150,000.00		
Subtotal Summer	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 75,000.00	\$ 300,000.00		
TOTAL FLAS FUNDING REQUESTED	\$ 315,000.00	\$ 315,000.00	\$ 315,000.00	\$ 315,000.00	\$ 1,260,000.00		