

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 # P015A180143

Grants.gov Tracking#: GRANT12660069

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180143

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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="The Regents of the University of California"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>

d. Address:

* Street1: <input type="text" value="1608 Fourth Street, Suite 220"/>
Street2: <input type="text"/>
* City: <input type="text" value="Berkeley"/>
County/Parish: <input type="text" value="Alameda"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="94710-5940"/>

e. Organizational Unit:

Department Name: <input type="text" value="Center for African Studies"/>	Division Name: <input type="text" value="VCRO"/>
--	--

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="Erin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lentz"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Contracts and Grant Officer"/>

Organizational Affiliation: <input type="text" value="The Regents of the University of California"/>
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* Telephone Number: <input type="text" value="(510) 643-2152"/>	Fax Number: <input type="text" value="(510) 642-8236"/>
---	---

* Email: <input type="text" value="erin.lentz@berkeley.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

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

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="525,500.00"/>
* 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="525,500.00"/>

*** 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

The Regents of the University of California

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	141,742.00	144,795.00	145,058.00	145,856.00		577,451.00
2. Fringe Benefits	59,477.00	60,780.00	60,969.00	61,374.00		242,600.00
3. Travel	11,000.00	7,000.00	7,000.00	7,000.00		32,000.00
4. Equipment						
5. Supplies	20,756.00	20,800.00	20,748.00	19,545.00		81,849.00
6. Contractual						
7. Construction						
8. Other	17,025.00	16,625.00	16,225.00	16,225.00		66,100.00
9. Total Direct Costs (lines 1-8)	250,000.00	250,000.00	250,000.00	250,000.00		1,000,000.00
10. Indirect Costs*	20,000.00	20,000.00	20,000.00	20,000.00		80,000.00
11. Training Stipends	255,500.00	346,500.00	346,500.00	346,500.00		1,295,000.00
12. Total Costs (lines 9-11)	525,500.00	616,500.00	616,500.00	616,500.00		2,375,000.00

***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: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.00%.

(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 # P015A180143

Name of Institution/Organization The Regents of the University of California	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>Erin Lentz</p>	<p>TITLE</p> <p>Contracts and Grants Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</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 checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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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="DOED US Department of Education"/>	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)

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.

1234-UCB_GEPA427-June2018.pdf

Add Attachment

Delete Attachment

View Attachment

Detailed Description of University of California, Berkeley's Policies Related to GEPA 427

OVERVIEW

The University of California, Berkeley (and the overarching UC system) has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized nicely in the following quotes:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures*, <https://ophd.berkeley.edu/policies-and-procedures>)

"Diversity is a defining feature of the University of California and we embrace it as a source of strength. Our differences — of race, ethnicity, gender, religion, sexual orientation, gender identity, age, socioeconomic status, abilities, experience and more — enhance our ability to achieve the university's core missions of public service, teaching and research. We welcome faculty, staff and students from all backgrounds and want everyone at UC to feel respected and valued." (*From <https://ucnet.universityofcalifornia.edu/working-at-uc/our-values/diversity.html> as introduction to Regents Policy 4400: Policy on University of California Diversity Statement*)

In Part A, we list several specific policies with text excerpts of the articles most relevant to GEPA 427 and the NRC/FLAS program. These official policies are centered around (1) nondiscrimination and affirmative action, (2) nondiscrimination on the basis of sex, (3) nondiscrimination on the basis of disability and (4) provision of accommodation for accessibility. While some of the excerpts may read as repetitive due to the nature of policy language, it illustrates UC Berkeley's commitment to a diverse environment free from discrimination. This commitment is borne out further by a wealth of guidelines, best practices, services, and resources that UC Berkeley created to get to an inclusive environment with equal access for all. Since these translations of policy into practice are clearly aligned with the spirit of the GEPA 427, we provide some examples of this in Part B, starting with our Principles of Community.

PART A. INSTITUTIONAL POLICIES

Note: Most of the official policies exist at the level of the University of California system. There are three main policies that cover the different university constituents:

- University of California Policies Applying to Campus Activities, Organizations and Students (PACAOS)

- University of California Academic Personnel Manual (APM)
- University of California Personnel Policies for Staff members (PPSM)

As way of providing a detailed description of each policy, we include excerpts from the policy text of the articles most relevant to GEPA 427 and the NRC/FLAS program.

All policies were current as at time of proposal preparation (June 2018).

This list was intended to highlight pertinent policies, but may not be exhaustive.

1. Nondiscrimination and Affirmative Action

1.1 Student-Related Matters

"The University is committed to a policy against legally impermissible, arbitrary, or unreasonable discriminatory practices. All groups operating under the authority of The Regents, including administration, faculty, student governments, University-owned residence halls, and programs sponsored by the University or any campus, are governed by this policy of nondiscrimination. The intent of the University's policy on nondiscrimination is to reflect fully the spirit of the law. In carrying out this Policy, the University also shall be sensitive to the existence of past and continuing societal discrimination." *(From PACAOS-20: Policy On Nondiscrimination, <https://policy.ucop.edu/doc/2710522/PACAOS-20>)*

"The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities." *(From PACAOS-APPENDIX C: Nondiscrimination Policy Statement For University Of California Publications Regarding Student-Related Matters, <https://policy.ucop.edu/doc/2710540/PACAOS-Appendix-C>)*

The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

1.2. Employment Practices

General. "The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status,

age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract.

If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies."

Affirmative action. "It is the policy of the University to undertake affirmative action, consistent with its obligations as a federal contractor, for minorities and women, for persons with disabilities, and for protected veterans. The University commits itself to apply every good faith effort to achieve prompt and full utilization of minorities and women in all segments of its workforce where deficiencies exist. These efforts conform to all current legal and regulatory requirements, and are consistent with University standards of quality and excellence.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated."

(From University of California – Policy Discrimination, Harassment, and Affirmative Action in the Workplace, <https://policy.ucop.edu/doc/4000376/DiscriminationHarassmentAffirmAction>)

Similar language is also included in APM-035: Affirmative Action and Nondiscrimination in Employment (https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-035.pdf); PPSM-12: Nondiscrimination in Employment. (<https://policy.ucop.edu/doc/4010391/PPSM-12>); and PPSM-14: Affirmative Action (<https://policy.ucop.edu/doc/4010392/PPSM-14>)

Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

2. Nondiscrimination on the Basis of Sex

General Provisions. "Except as provided in Federal or State laws, no person may be excluded on the basis of sex from participation in, denied the benefits of, or discriminated against in any academic, extracurricular, research, or other program offered by the University. This includes: (a) sex discrimination in requirements or qualifications for any University-offered aid, benefit, or service; (b) providing different aid, benefits, or services or such aid, benefits, or services in a

different manner; (c) application of separate rules of appearance; (d) application of separate rules as to domicile for admission or out-of-State fee purposes; or (e) providing any assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees (for example, single-sex clubs not exempted in Section 150.40)."

"Programs in which the University requires or facilitates participation by its students, but which are not wholly operated by the University (for example, study abroad, clinical programs, student-teaching programs, internships) must be actively monitored to ensure that they do not contain violations of this Policy. If such violations occur and cannot be rectified, the program relationship must be terminated."

Admissions. "Except as provided in this Policy, no preference on the basis of sex can be given in the admission of students. This includes: (a) ranking of applicants separately by sex; (b) the use of quotas for one sex; or (c) the use of tests or other criteria which have disproportionately adverse effects on one sex. The prohibition against tests or criteria which have disproportionately adverse effects on one sex is not applicable when they are shown to validly predict success in the educational program in question and alternative tests or criteria are shown to be unavailable."

Educational Programs and Activities. "Except as provided in this Policy, all educational programs or activities offered by the University, including physical education, ROTC, and music classes must be offered without discrimination on the basis of sex."

Financial Aid. "It is the intent of this Policy that student aid funds administered by the University are awarded to men and women in a nondiscriminatory manner. A campus may not at its own discretion set aside any University-administered student aid funds in a manner that would result in discrimination on the basis of sex in the amount or type of aid received by University students on that campus. However, as provided in Federal and State laws, certain funds may be administered on a sex-restricted basis (see Section 153.22)."

(From 3.1.1 PACAOS-150: Student-Related Policy Applying To Nondiscrimination On The Basis Of Sex (<https://policy.ucop.edu/doc/2710535/PACAOS-150>))

3. Nondiscrimination on the Basis of Disability

3.1 General nondiscrimination

Faculty. "The University of California recognizes that academic appointees with disabilities are active and productive members of the University community, and the University is committed to providing reasonable accommodations to allow qualified academic appointees with disabilities to continue to contribute to the University's vital educational, research and public service mission. To this end, the University is committed to participating in the Interactive Process to determine and implement reasonable accommodations to the working environment (which do not cause an undue hardship), to assist academic appointees with disabilities in accommodating restrictions or limitations in the workplace." *(From 2.2.1 APM-711: University of California Resource Guide for Academic Appointees with Disabilities (https://www.ucop.edu/academic-personnel-programs/_files/apm/apm711.pdf))*

Staff. "The University provides reasonable accommodation to otherwise qualified employees who are disabled or become disabled and need assistance to perform the essential functions of their positions. The interactive process shall be used to determine what, if any, reasonable accommodation will be made." (*From PPSM-81: Reasonable Accommodation*, <https://policy.ucop.edu/doc/4010420/PPSM-81>)

Students. "In providing any aid, benefit, or service, the University may not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of disability [...]" (*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

3.2 Educational Programs, Services, and Activities

Examples under this part of the policy include:

"Qualified individuals with disabilities may not, on the basis of disability, be denied admission to the University or enrollment in University classes or participation in University programs, services, or activities, or be subjected to discrimination in the admissions process or in recruitment procedures."

"Qualified students with disabilities or participants with disabilities in University programs, services, or activities may not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extracurricular activity, or other educational program, service, or activity offered by the University."

(*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

3.3 Student Employment Practices

"The University may not discriminate against any qualified individual with a disability, on the basis of disability, in employment under any program, service, or activity, including any program, service, or activity that employs students with disabilities. Information concerning the University's employment policies as they apply to individuals with disabilities may be obtained from campus personnel offices or ADA/Section 504 Compliance Officers." (*From PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

4. Program Accessibility

4.1 General Program Accessibility

"No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a

disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens." (From *PACAOS-140: Guidelines Applying To Nondiscrimination On The Basis Of Disability* (<https://policy.ucop.edu/doc/2710534/PACAOS-140>))

4.2 Responsible Units at UC Berkeley

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

The Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities describes the roles of various units and individuals at the University of California, Berkeley in ensuring that students with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by University policy. Responsible units include *the Academic Accommodations Policy Board*, which exists of at least two faculty members knowledgeable in the area of learning and disabilities; two professional staff members of the Disabled Student's Program; the campus Assistant Provost of Academic Compliance & Disability Standards; and the campus Disability Resolution Officer. This board is tasked with advising the Executive Vice Chancellor and Provost (EVCP) about policies and procedures related to the provision of academic accommodations for students with disabilities; recommending steps to be taken by the EVCP related to the provision of accommodations for instructors with disabilities, such as faculty, lecturers, graduate student instructors, etc.; developing mechanisms for increasing the understanding of the academic departments and faculty with respect to disabilities and their accommodation in an academic setting; and assisting the EVCP in resolving any disagreements with faculty that might arise concerning particular accommodations in an academic setting. Other people/units include the *Executive Vice Chancellor and Provost (EVCP)*, responsible for campus policies affecting persons with disabilities, and final determination of the appropriateness of a particular academic accommodation is the event of disagreement; the *Assistant Provost of Academic Compliance & Disability Standards*, serving as a resource to the EVCP and others; *Disability Specialists*, responsible for assessing a student's disability and nature of accommodations; the *Director of the Disabled Students' Program*; *Instructors*; and *Department Chairs and Deans*. (*Berkeley Campus Plan for Accommodating the Academic Needs of Students with Disabilities*, <https://dsp.berkeley.edu/about/policies-guidelines/accommodations>)

4.3 Examples of additional policies related to particular disabilities

Deaf and Hard of Hearing Students "The University of California at Berkeley (UCB) is committed to ensuring that deaf and hard-of-hearing students are able to participate in all of the programs, services and activities offered on this campus and to ensuring that their communication assistance needs are met. The Disabled Students' Program (DSP) is a primary resource available at UCB to help students with their communication assistance needs." The

policy and practices guide goes on to "explain the types of auxiliary services, aids and accommodations that DSP makes available to deaf and hard-of-hearing students, and the procedures for obtaining and maintaining those services, aids and accommodations." (*From Berkeley Communication Services for Deaf and Hard of Hearing Students, <https://dsp.berkeley.edu/about/policies-guidelines/communication-services>*)

Psychological Disabilities / Attention-Deficit/Hyperactivity Disorder. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with psychological disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented psychological disability in all academic programs, services, and activities. In defining a disability as primarily psychological in nature, these Practices consider the definition of mental disorders as described in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)."

(*From University of California Practices for the Documentation and Academic Accommodation of Students with Psychological Disabilities, <https://dsp.berkeley.edu/about/policies-guidelines/psychological-disabilities>; and University of California Practices for the Documentation and Academic Accommodation of Students with Attention-Deficit/Hyperactivity Disorder, <https://dsp.berkeley.edu/about/policies-guidelines/attention-deficithyperactivity-disorder>*)

Learning Disabilities. "Federal and State law and University of California policies require the University to provide reasonable accommodation in its academic programs to qualified students with disabilities, including students with learning disabilities.

The University is committed to providing reasonable accommodations appropriate to the nature and severity of the individual's documented learning disability in all academic programs, services, and activities.

University of California students with learning disabilities typically have average to superior ability, yet experience marked difficulty in one or more academic areas as a result of a significant information processing disorder. To be considered a disability that warrants accommodations, the disorder must limit a major life activity."

(*From University of California Practices for the Documentation and Accommodation of Students with Learning Disabilities—Revised, <https://dsp.berkeley.edu/about/policies-guidelines/learning-disabilities>*)

Pregnancy and Parenting. "In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the policy of the University of California at Berkeley to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities. For graduate students, faculty advisors are reminded of policies regarding parental

leave and the extension of normative time for academic milestones, as set out in the Guide to Graduate Policy." (*From Accommodation For Pregnancy And Parenting, [https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines - anchor6](https://teaching.berkeley.edu/academic-calendar-and-student-accommodations-campus-policies-and-guidelines-anchor6)*)

PART B. RESULTING GUIDELINES, BEST PRACTICES, AND SERVICES

1. Principles of Community

In addition to the official policies, UC Berkeley also prides itself on our Principles of Community:

"These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society."

(From: <https://diversity.berkeley.edu/principles-community>)

2. Pathways to Implementation

2.1 Responsible Units

There are several units on campus that are tasked with elements of creating an inclusive environment and ensuring equal access. Many of the policies are the responsibility of Human Resources, the Office of Ethics, Risk and Compliance Services, the Division of Equity and

Inclusion, Undergraduate Studies, and the Center for Teaching and Learning, to name a few. However, the main goal is to cultivate that responsibility and capability of inclusiveness within each person on campus to create a welcoming and accommodating environment for all.

2.2 Going beyond compliance

The Office of Ethics, Risk and Compliance Services, includes the Office for the Prevention of Harassment and Discrimination (OPHD) and the Disability Compliance Office (DCO). These two offices go beyond mere compliance. Indeed, OPHD is tasked with resolving sex (Title IX) and race (Title VI) discrimination, harassment, and assault, *as well as* to help create and maintain a positive campus climate. The vision for the DCO is to "manage a robust compliance program that *reframes* legally-mandated disability-related physical and program access issues into self-regulatory good business practices that are based in universal design for the common good, rather than compliance and accommodation. The DCO collaboratively strives to maintain and promote an environment and culture of disability-related compliance, rooted in our campus mission of teaching, research, and public service consistent with the university Principles of Community, and the standing campus commitment to full inclusion."

2.3 Equity and Inclusion: From high-level administration to each unit.

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

"The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications." (*From: https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf*)

Examples of key initiatives include:

- Rallying of local stakeholders;

- The creation of prestigious student, faculty, and staff awards and effective policies and practices that recognize and incentivize the advancement of equity, inclusion, and diversity;
- A UC Berkeley staff performance management tool that incorporates “inclusiveness” as a core competency for performance evaluations; and
- Best practices, such as mentoring, cross-training for job skills, hiring-committee training, and accessible classroom materials and pedagogy; and
- Climate surveys.

Thus, in order to create a welcoming campus climate for all and to instigate culture change, UC Berkeley uses a multifaceted approach through a portfolio of programs and services at different levels and with different community groups on campus. For example, in addition to offering direct diversity consulting services, E&I also supports diversity planning within academic and administrative units by providing toolkits with step-by-step guidance to help the unit conduct their own strategic planning and assessment processes on equity, inclusion, and diversity. Furthermore, each department or school at Berkeley has a Faculty Equity Advisor who is appointed by the department chair or dean and helps ensure that diversity and equity are considered in all aspects of the academic mission. As well as working within their own departments, they participate in a campus-wide network to share strategies and collaborate on addressing common challenges. These faculty members have crucial roles in strategic planning, faculty recruitment and retention, graduate student admission and advancement, and the climate of equity and inclusion.

2.4 Services for People with Disabilities

Services for people with disabilities include DCO (see above) as well as Campus Access Services, which provides mobility and communications access, and the Disabled Students Program (DSP), which supports students with disabilities and collaborates with the campus community to remove barriers to educational access and embrace the University’s values of equity and inclusion. DSP also provides information related to study abroad for disabled and works with TRiO (see below) for providing high touch services in cultivating a supportive community at UC Berkeley.

2.5 Inclusive Classrooms

UC Berkeley also offers several activities and resources to help faculty and teachers create inclusive classrooms in the broader sense. These include discussion and seminar series such as "Faculty Dialogues: Creating Inclusive Classrooms" and "Teaching in troubled times", and a long list of classroom tools on the diverse and inclusive classroom on the Multicultural Education Program website, including resources from within E&I (e.g., DSP, GenEq), but also from the Berkeley Center for Teaching and Learning in the Division of Undergraduate Education, and from peer institutions.

2.6 Diversity Initiatives and Support at All Levels of Campus

In addition to some of the practices and services listed above, UC Berkeley aims to support diversity and raise awareness at all levels and through different means. Some examples include:

Undergraduate level. The Centers for Educational Equity and Excellence (CE3) aim to empower non-traditional, underserved, and underrepresented students who reflect the diversity of California with the specialized support, expertise, and advocacy required to achieve educational equity and excellence. The Centers for Educational Justice & Community Engagement (EJCE) collaborative of seven offices and centers advocates for, builds capacity with and dialogue among and across diverse communities (Gender Equity Resource Center, African American Student Development, Asian Pacific American Student Development, Chicax Latinx Student development, Native American Student Development, Multicultural Community Center, and the American Indian Graduate Program).

Graduate level. The Office for Graduate Diversity (OGD) provides support services for prospective and continuing students on campus in an effort to maintain a more diverse graduate student community. OGD serves as a resource for the admissions process, academic support, financial advice, and professional development. It aims to enhance the educational experience of underrepresented students, including those who are undocumented, first generation college students, and those who are educationally and financially challenged.

Postgraduate level. The University of California President's Postdoctoral Fellowship and the Berkeley Chancellor's Postdoctoral Fellowship programs offer postdoctoral research fellowships, faculty mentoring, and eligibility for a hiring incentive to outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC.

K-12 and Community College. As stated on the E&I website "the Center for Educational Partnerships helps students overcome educational and financial barriers to prepare for and be accepted at two- or four-year colleges. Serving students from kindergarten through community college, the Center for Educational Partnerships and its eleven programs lead the University of California, Berkeley's efforts to: Improve the academic achievement of students who face significant barriers to college; Increase the diversity of students who enroll and succeed in higher education; Empower schools and districts to promote and foster college aspirations through building a college-going culture; Support collaborations and partner with K-12 and post-secondary colleagues; and Create tools to partner with educators, families, and communities to inspire and advocate for our students' successful futures.

Programs include the Community College Transfer Center; Destination College Advising Corps; Early Academic Outreach Program; East Bay Consortium; Puente; Solano County Educational Consortium; Transfer Alliance Project; and DoEd funded Pre-College TRiO Programs."

Campus-wide communications. In addition to banners, flyers, etc. across campus, several campus administrators also share information on initiatives, activities, and current issues through campus-wide email messages. In the past year, such communications have included messages from the Chancellor, the Vice Chancellor for Equity and Inclusion, the Assistant Vice Chancellor for Human Resources, and the Vice Chancellor for Undergraduate Education on topics such as disability awareness and inclusion; accessibility of online content; textbook affordability, adoption and accessibility, affirmative action plans, Black History Month, LGBTQ Pride Month, Asian Pacific American Heritage Month, National Women's History Month, and more. These messages help raise awareness of diversity and access related issues, remind people of the University's values of inclusiveness, and reiterate the many resources and contacts available on campus.

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	
The Regents of the University of California	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Erin Middle Name:
* Last Name: Lentz	Suffix:
* Title: Contracts and Grants Officer	
* SIGNATURE: Erin Lentz	* 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:
<input type="text"/>	Leonardo	<input type="text"/>	Arriola	<input type="text"/>

Address:

Street1:	Stephens Hall, Room 342
Street2:	<input type="text"/>
City:	Berkeley
County:	Alameda
State:	CA: California
Zip Code:	94720-2314
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 642-8338	<input type="text"/>

Email Address:

2. Novice Applicant:

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

Yes No 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.

<input type="text"/>	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

The Center for African Studies at the University of California, Berkeley, promotes the interdisciplinary study of Africa with the aim of encouraging greater understanding of an ever-changing continent. The Center fosters understanding by offering programming that serves a diverse constituency of students, faculty, policymakers, and citizens. Supported by the work of over 60 affiliated faculty and staff primarily focused on Africa, the Center facilitates innovative research by partnering with academic institutions, community organizations, government agencies, and student groups; equips current and future scholars to engage the region by facilitating language training, research dissemination, and networking opportunities; and supports student research through fellowships, working groups, and study abroad. Building on these strengths, the Center seeks to become a National Resource Center (NRC) in order to consolidate numerous recent programming improvements made across the Berkeley campus in teaching and outreach on African subjects and languages. We have designed our proposal to advance three central goals.

First, we propose to use the NRC grant to strengthen the curriculum associated with the new Global Studies program that enables Berkeley students to pursue an Africa concentration as part of an undergraduate major or a master's degree, both of which include a minor in African studies. The NRC grant will allow us to develop additional courses and enrichment programs—encompassing culture, language, economics, history, and politics—that will encourage students to pursue the Africa concentration and complete its requirements in a timely manner. The expected outcome of these ongoing curricular improvements will be a progressively larger number of students concentrating on Africa within the Global Studies program.

Second, the NRC grant will allow Berkeley to expand its Program on African Languages. Our highly qualified faculty not only teach all levels of languages such as Swahili, Chichewa, and Arabic, but they are also innovators in language pedagogy and evaluation protocols. Title VI support will enable us to strengthen the existing program in two ways. It will allow us to add another African language, such as Amharic and Igbo to our current offerings. Further, it will allow us to accelerate ongoing efforts to extend Berkeley-based language instruction through distance learning within the ten-campus University of California system. These improvements should result in larger enrollments in African language courses.

Third, we will use the NRC grant to reinforce active partnerships with community colleges and minority-serving institutions. Through Berkeley's Office of Resources for International and Area Studies, we have established a successful record of outreach through speakers programs and professional development. The NRC grant would help update curricula and expand workshops offered for K-12 and community college instructors. An external independent project evaluator will rigorously assess the impact of this outreach programming.

Berkeley's proposal for the NRC and FLAS programs offers a detailed description of how its programs help advance a comprehensive understanding of Africa and its languages while representing diverse perspectives and a range of views and encouraging government service in areas of national need. The proposal specifically addresses NRC Competitive Preference Priority 1-Collaboration with Minority-Serving Institutions or Community Colleges; Competitive Preference Priority 2-Collaborative Activities with Teacher Education Programs; and FLAS Competitive Preference Priority 1 and 2-FLAS Fellowships for Students who Demonstrate Financial Need, and Awarding Academic Year FLAS Fellowships in the Less Commonly Taught.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Introduction to the Center for African Studies

The Center for African Studies at the University of California, Berkeley, promotes the interdisciplinary study of Africa with the aim of encouraging greater understanding of an ever-changing continent. The Center fosters such understanding by offering programming that serves a diverse constituency of students, faculty, policymakers, and citizens. The Center's core goals are to produce innovative research on Africa by working in partnership with academic institutions, community organizations, government agencies, and student groups; equip current and future scholars to engage Africa by facilitating language training, research dissemination, and networking opportunities; and support student research through fellowships, working groups, and study abroad opportunities.

The Center is a leading institution for research on Africa within the ten-campus University of California (UC) system and throughout the western United States. Directly reporting to Berkeley's Vice Chancellor for Research (VCR), the Center attracts scholars and students from around the globe in disciplines ranging from the humanities to the sciences, bridging boundaries and forging new approaches to current scholarship. Over 150 faculty members from 50 departments and 10 colleges and professional schools provide a broad range of intellectual resources for diverse campus initiatives focused on Africa. The Center's affiliated faculty include renowned experts in anthropology, art practice, development economics, history, information technology, engineering, robotics, public health, sociology, urban planning, among other disciplines. These scholars currently maintain active research collaborations in over 30 African countries. Their research and teaching not only help to generate new knowledge that enhances our understanding of Africa, but also their varied perspectives help inform policymaking toward a region undergoing dramatic transformations—economic, ecological, demographic, and political—that have global implications.

The Center pursues its commitment to instruction on African themes and languages collaborating closely with the Department of African American Studies (AAS) and the International and Area Studies Academic Program to support an Africa-focused curriculum. To nurture a dynamic environment in which students wrestle with global concerns as they gain fundamental knowledge on Africa, the Center also collaborates with a wide range of teaching and research units across the Berkeley campus. Our partners include the Masters of Development Practice (MDP) program, the Haas Institute for a Fair and Inclusive Society, the Blum Center for Developing Economies (Blum Center), the Center for Effective Global Action (CEGA), the Center for Global Public Health (CGPH) and the Center for Emerging and Neglected Diseases (CEND). Berkeley also has active study exchange programs in five African countries.

Reinforcing Berkeley's focus on teaching African studies, our Center undertook a curriculum review in 2016-2017 to develop a coherent pedagogical framework that allows undergraduates to fulfill the requirements for the Africa concentration within the new Global Studies major and the new African Studies minor. Students in these degrees must complete four courses that provide substantive knowledge of the region's cultural, political, economic, and historical trajectories (p. 38). With a curriculum enrichment grant from the Berkeley Center for Teaching & Learning, our Center completed a systematic review of syllabi from existing courses, compared our course offerings to peer universities with active African studies programs, and consulted with students through focus groups. Through these efforts, our Center produced an updated framework for the undergraduate study of Africa that reflects the strengths of Berkeley scholars and the needs of undergraduate students. We specifically identified an inter-connected set of courses that expand student understanding of the multiplicity of African realities. Additionally, we identified ways to improve professional development and career services to support students as they pursue internships, service-learning, graduate studies, and research.

Committed to active engagement with Africa, the Center has expanded its connections with academic institutions, governments, and civil society organizations from across the continent. We seek to advance Berkeley's efforts in knowledge transfer and capacity building through partnerships that bring African scholars, students, entrepreneurs, journalists, and activists to our campus. Evidence of these engagements include programs such as the Mastercard Foundation Scholars Program (MCFSP, p. 29), which is housed at the Center for African Studies, CEGA's East Africa Social Science Translation Collaborative (EASST, p. 22), the OASIS initiative (Organizing to Advance Solutions in the Sahel, p. 22), the Blum Center (p. 21 & **Error! Bookmark not defined.**), and the Haas School's International Business Development (IBD) program (p. 23). We further enhance the interchange of research and teaching on Africa by advising or helping to develop programs at the Townsend Center for Humanities, the Institute of International Studies, and the Center on the Politics of Development. These engagements have a high return to our work in teaching and training of the next generation of scholars and experts on Africa.

At the local level, the Center maintains an active outreach program for students, faculty, and community members. We have built partnerships with community colleges through the Office for Resources in International and Area Studies (p. 44) and with minority-serving institutions at the other UC campuses, including Irvine, Merced, and Riverside. In addition to collaborating on outreach, we are extending language instruction through distance learning within the UC system. We recruit summer FLAS fellows at institutions throughout Northern California. Our public programs for the broader community include a weekly speaker's program that offers presentations by researchers, activists, journalists, and policymakers.

Our Center's ongoing efforts to integrate research, teaching, and outreach are best exemplified by current planning to establish the University of California Africa Research

Initiative (UCARI) as a multi-campus program. Anchored at Berkeley, UCARI has collaborators from the UC campuses at Davis, Merced, Riverside, Santa Barbara, and San Diego. The goal of UCARI is to advance knowledge production about Africa and its place in the world by bringing together scholars from a cross-section of disciplines to engage in critical dialogue and share innovations from their respective fields. Toward that end, Berkeley's Center will coordinate UCARI to encourage collaboration in thematic areas that encompass the research strengths of UC faculty as well as address pressing global challenges: the construction of identities and difference (gender, race, and religion); the functions of institutions (customary, social, economic, and state); the internationalization of human linkages (transnational migration, diasporas, and trade); and the mechanisms for sustainable development (energy, environment, health, and technology). We will advance collaboration in these areas through activities designed to foster the emergence of a UC-wide Africanist network, including yearly symposia to share new research; annual fieldwork methods workshops for graduate students; pedagogy seminars for improving Africa-focused undergraduate courses; and coordinated student recruitment from Minority-Serving Institutions (MSIs) into UC graduate programs. By providing a framework for cross-campus programming, we expect UCARI will help position the UC system as a leading international institution that produces innovations in the study of Africa.

As will be evident in the rest of this proposal, our Center has successfully reinvigorated African studies at Berkeley despite lacking federal funding. Our current and planned programming, especially through UCARI and ORIAS, will be able to magnify the effects of NRC and FLAS funding throughout the UC system and the western United States.

A. Program Planning and Budget

A1. The Center seeks NRC funding over the next four years to build on the world-class quality of our Africanist teaching, research, and outreach programs. We seek to strengthen our

newly reorganized academic program that provides students with curricular pathways for completing an Africa concentration within the Global Studies major, the African Studies minor, or the Global Studies one-year master's degree (p. 38). To this end, we request Title VI funds for curriculum development, pedagogical and training activities primarily at our campus and in our community, but also at K-12 and postsecondary institutions, particularly community colleges and MSIs, throughout California and the western United States. We seek funds to provide quality instruction in more African languages for all students, including those in professional schools, Science, Technology, Engineering and Mathematics (STEM) disciplines, and at other UC campuses through distance learning. Title VI support for our Africana library collections and collaborations will bolster these efforts. We also request funds to sustain and expand the new Berkeley Africa Business Forum and to rigorously evaluate our K-14 outreach program.

A2. Table 1 outlines our program goals and action plan. The NRC grant will support the development of Berkeley's new Africa minor within Global Studies (GS) as well as the major and masters' degree in which students can concentrate regionally on Africa (p. 38). We will use grant funds to develop a broader array of thematic and language courses for students, training for language instructors, and research opportunities for undergraduate and graduate students. Our funding requests for the African Business Forum (p. 46), a speaker's program, and the UCARI symposia will support the multidisciplinary scholarship of our faculty and encourage related curriculum development (Budget 5C2, 8C-D). We will also organize an annual doctoral dissertation workshop for students from all UC campuses to receive training and feedback for their Africa-focused research (8E). The Center will document and disseminate the results of these scholarly events through our eScholarship working paper series, website, and social media (5C1). The Center will give special attention to four themes in programming and curricular development that draw on the strengths of faculty participating in UCARI: the construction of

identities and difference; the functions of institutions; the internationalization of human linkages;

Table 1: Development of NRC/FLAS Program

- Enhance undergraduate training through the new African major and minor concentration in Global Studies
- Expand and further institutionalize doctoral training across UC through Africanist dissertation workshops
- Develop the Africana library collection further as a national resource
- Support professional development for African languages instructors
- Develop, implement and assess distance language learning for other UC campuses and beyond
- Support K-14 educators with pedagogical training and development of online curriculum units
- Increase collaboration with community colleges and MSIs through UCARI, ORIAS, and travel support
- Improve K-14 outreach through a clear and robust evaluation plan with measurable outcomes
- Expand outreach to business through the Haas Africa Business Forum

and the mechanisms for sustainable development (p. 4).

Increasing proficiency in African languages is central to our Center's mission of training graduate and undergraduate students. We allocate over half of all direct costs requested to language training and assessment efforts, including pedagogical workshops and training and travel for language instructors (Budget 1C1-3, 3B, 5B, 8A1-2). The Language Leadership Team will track the effectiveness of these programs through the monitoring and impact assessment systems strengthened after prior reviews (p. 17 & 35). In addition to resources devoted to language training and the library collection, students will benefit from curricular innovations related to campus initiatives such as the Global Studies major, minor and master's program, cooperative learning activities such as student working groups (p. 42), and Center-sponsored dissertation workshops and undergraduate research (URAP p. 11).

Building on the Center's programmatic themes, we seek to engage K-12 and community college educators and the public in critical discussions of the continent's evolving role in issues such as climate change, migration, and technology through our symposia, business forum, and other events (Budget 5C1-3, 8C1-2, 8D). Title VI funds will facilitate training and knowledge creation specifically with educators through the Office of Resources for International and Area Studies (ORIAS), UC Berkeley History-Social Science Project (UCBHSSP) and the ASA Outreach Council (Budget 1B1, 5C5-6, 8B1-2). We will directly support community

college and MSI faculty to travel to participate in national Africanist association meeting and the NRC/WARC/CAORC two-week teacher-training trip to Senegal (Budget 3C-D).

A3. The resources devoted to activities detailed in the budget represent a cost-effective program for the delivery of our proposed activities. We will target our engagements through student training, community college and MSI partnerships, courses in Amharic and Igbo, and curriculum development for both language and non-language instruction and training. We will expand the number and levels taught and the availability of African languages via distance learning and cross-campus enrollment to students at other UC campuses and via concurrent enrollment to students from other institutions. We request a small amount of funds for the instructors and distance learning students to meet face-to-face once a year and for pedagogical workshops to assist language instructors in distance learning. (Budget 8A1&2).

In relation to program objectives, the budget is both cost-effective and strategic. We emphasize developing our language program with 58% of the NRC budget (Table 2). However, we have not simply added more languages. We are also strengthening pedagogy and professional training, providing support to assessment tools, and delivering instruction across several campuses. With strong support from Berkeley, the administrative cost in our proposed budgets is 25%. For outreach, 10% of the proposed Title VI funds support direct partnerships with community colleges and other MSIs as well as development and dissemination of curriculum materials to K-14 educators. Our library is robust; we will use the 5% allocated for collaborative projects and the acquisition of materials not otherwise collected. Curricular development programs comprise 2% of the NRC budget for dissertation workshops, colloquia, and research groups. Our collaboration with other UC campuses will extend these benefits to

Table 2: Average % Across Categories

Major Categories	Avg %
Language Program	58%
Program Administration	25%
Outreach Activities	10%
Library Acquisitions	5%
Curriculum Devt/Programs	2%
Evaluation	1%
Total	100%

students at those institutions. Finally, we earmark a small portion of the proposed budget for the collaborative evaluation of the Center’s outreach activities and their impact. Working with other NRCs at Berkeley multiplies this effort well beyond the amount allocated here. It also complements on-going regular evaluations of our Center (p. 16).

A4. Building on our current impact (Section C, p. 12), these activities will have a long-term quantitative and qualitative impact on our undergraduate, graduate, and professional training programs. They will contribute to building the Africa focused major, minor and master’s degree in Global Studies, strengthen language and non-language curricula, and enhance faculty teaching and research across the UC system. We are especially committed to institutionalizing the extension of language instruction through cross-enrollment and distance learning and to collaborating with community colleges and MSIs through the ORIAS, UCBHSSP, WARA/CAORC and UCARI initiatives.

B. Quality of Staff Resources

B1. Berkeley is distinguished by the appointment of top Africanist faculty across a variety of disciplines and professional schools. Berkeley has 25 non-language teaching faculty whose primary teaching and research is on Africa. Many others contribute time to teaching, research and advising on Africa (Table 3). Recognized leaders in their fields, our faculty have published numerous books and articles on Africa-related topics in the last 4 years, including award-winning titles (see Appendix 1).

Table 3: Africanist Faculty, %/#

Non-Language Faculty	
100%	25
75-99%	22
50-74%	12
25-49%	28
<25%	72
Language	
	10
Total	
	169
<i>Not incl. visitors, GSI's</i>	

Led by Faculty Director Leonardo Arriola (Political Science), the Center’s staff is highly qualified to implement the activities of the Center. Professor Arriola is currently serving as the elected chair of the African Politics Conference Group, an organized section of the African Studies Association and American Political Science Association (APSA). He was also recently

elected to the ASA's Board of Directors. An expert of democratization and governance in African countries, Arriola is a principal investigator (PI) for large-scale projects funded by sources such as the U.S. National Science Foundation, the Norwegian Research Council, and the U.S. Department of Defense. Associate Director Martha Saavedra (PhD) manages the Center's day-to-day operations and coordinates outreach. A scholar of Sudan, agrarian politics and development, China-Africa relations, and gender and African sport, she is also experienced in monitoring and evaluation. Academic, policy and government entities (EAP, State, DOD, FIFA, UN, and CODESRIA), other universities and academic publishers regularly seek out her expertise. Our senior language team member, Sam Mchombo, is a linguist tenured in AAS, where he teaches Swahili and Chichewa. He also teaches courses on linguistics, language policy, and development in Africa. Swahili lecturer David Kyeu has a PhD in African languages and literature. He is an experienced teacher and highly skilled in pedagogy and assessment (p. 35). Elsa Elmahdy, Arabic coordinator, has an MA in Arabic Studies and an MA in Teaching Arabic as a Foreign Language. Tami Driver, Special Project Officer, has a degree in public administration. She developed an NGO for educational exchange with Kenyan students. Anna Henry, Student Services Advisor, is a University of Illinois, Urbana-Champaign graduate in African Studies and Library and Information Science, a FLAS fellow and Fulbright-Hays Group Project Abroad (GPA) Zulu/South Africa participant. She has expertise in student leadership development and community outreach. Shane Carter, ORIAS coordinator, is an experienced classroom teacher and curriculum writer, who provides K-14 outreach support to all the Berkeley NRCs as well as developing curriculum and programs specifically on Africa. She has a Foreign Service BS from Georgetown and an MA in Curriculum and Instruction.

Faculty professional development is well supported at Berkeley. The campus offers research funds (\$4000/year), curriculum development grants, junior/senior faculty research

partnerships, postdoctoral fellowships, and teaching relief. Junior Africanist faculty benefit from university development grants. Faculty regularly travel to Africa for research, teaching, and professionalization with funds from central campus, departments, research centers and grants. The Vice Chancellor for Research continues to support Africanist faculty via its work to identify and secure funds for area studies projects.

Berkeley and the Center encourage and make resources available for staff professional development and cross-campus collaboration. Saavedra conducts research, lectures, and publishes. With campus and grant support, she travels regularly to Africa for research and program development. Driver is a member of the Berkeley Process Analysis Working Group, attending various workshops throughout the academic year. She completed a series of workshops in spring 2018 through the Multicultural Education Program (a Staff Diversity Initiative Program), and several others on financial systems. Henry has been involved in the student advisors' campus network, participating in workshops on restorative justice in advising. Since all Berkeley staff can take courses free through UC Extension, Henry is taking a UC Extension course on project leadership and building high performing teams. This summer she will attend a program at the Intercultural Communication Institute in Portland. She and Saavedra regularly travel to Africa for the MCFSP. The Center's language program staff is professionally active in African Language Teachers' Association (ALTA), NCOLCT and the Berkeley Language Center (BLC). Our language instructors receive professional development and travel funds from our Center, the BLC and the UC-AFT (American Federation of Teachers) union.

Many Center-affiliated faculty have garnered distinctions in teaching and service. Director Arriola, for example, received one of three campus-wide graduate student-mentoring awards in 2013. The Center's commitment to teaching, training, and advising of students is also evident in our programming, and in faculty time dedicated to mentoring. Every semester, the

Center runs a graduate research seminar (PS 290SA) and an Undergraduate Research Apprentice Program course (URAP, UGIS 192B). Graduate students regularly present their research in our colloquia series. Many of our faculty teach Africa-focused freshman and sophomore courses or seminars. Saavedra, Driver and Henry advise students on research; study, employment and internships in Africa; language study and funding (e.g., FLAS fellowships); degree requirements; and post-graduate opportunities in African studies. The Center organizes sessions each term addressing curricular, research, travel, activist, graduate school, and career questions.

B2. The Center is directly staffed by the Faculty Director, an Associate Director, a Special Projects Officer, a Student Services Advisor and two Student Assistants. Campus Shared Services (CSS) provides dedicated support for research administration, human resources, and IT. The VCR supports the Center with budget and financial analysis, web design, data management and programming services, and general support for research and compliance. Our extended support staff includes the Language Leadership Team (LLT p. 35), the Africana librarian, and the ORIAS outreach specialist. In this cycle, we request salary support for our administrative, outreach, language and program staff to facilitate programming, data collection, curriculum and language coordination and instruction (Budget 1A1-2, 1B1; & 1C1-3.)

The Center is governed by a Faculty Advisory Committee, represented by the Faculty Director, Associate Director, and six faculty members from a variety of campus departments and professional schools, namely, Business, City & Regional Planning, Global Studies, History, and Sociology. The committee meets twice annually, and sub-committees (fellowships, events, projects) meet as necessary. This committee reports to the VCR, who appoints members.

B3. The University of California, in accordance with applicable federal and state law and the university's nondiscrimination policies, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth

and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or veteran status. This nondiscrimination policy covers student admission, access, and treatment in university programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment. The Berkeley Division of Equity and Inclusion (DEI) is committed to ensuring the campus remains safe and welcoming for people of all backgrounds, identities and communities and proactively works to create and maintain an equitable and inclusive campus climate (See GEPA statement).

Berkeley's Chancellor has reiterated support for affirmative action and non-discrimination policies, investing significantly in the DEI. In faculty recruitment, UCB uses a variety of channels to attract minority and female candidates, includes minorities and women on search committees, and proactively works to retain those hired. To improve access, advancement, retention, graduation rates, research and professional opportunities, and campus climate for all groups, the Vice Chancellor of DEI assists each campus unit, including our Center, through assessment, planning, evaluation, and adjustment to achieve desired outcomes.

Berkeley and our Center are committed to encouraging, recruiting, and retaining staff and faculty from groups that have been traditionally underrepresented in higher education. Among the nine most recent Africanist faculty hired across the Berkeley campus, there are four women and two African Americans. The Center's own immediate staff is diverse, including four women, three Latinx, and an African American.

C. Impact and Evaluation

C1. The Center's activities and training programs have significant impact on the university, community, region, and the nation. Our proposed NRC activities will amplify this programming by providing opportunities not now available in the rest of California and the western United States. The qualitative and quantitative indices below on event participation

rates, usage of Center resources, and the dissemination of curriculum and information, enrollments, placement and accomplishments of our graduates are evidence of our impact.

Over the past three years, we have significantly increased the number and the reach of our events (Table 4). The average number of participants at our lectures and colloquium have risen from 10 in AY16 to over 25 in AY18. Participation

Table 4: CAS public events over three years

Event Type	AY16	AY17	AY18
Lectures, Colloquia	10	26	35
Film screenings	8	12	11
Forums, Symposia, Receptions	2	2	2
Methods & Research Workshops	4	1	1
Performances, Exhibits	1	2	3
<i>Total</i>	<i>25</i>	<i>43</i>	<i>52</i>

in the Haas Africa Business Forum (p. 46) has more than doubled over 4 years, going from 80 to 180. Our K-14 outreach activity in collaboration with ORIAS (p. 44) as well as the Berkeley World Language Program (BWLP p. 45) is and will remain strong and impactful. We expect our Francophone Africa initiative with BWLP to reach dozens of French teachers and several hundred students. ORIAS has an excellent existing infrastructure for effective and impactful work with K-14 educators and institutions (Table 5). ORIAS reaches educators in over 55 K-12

Table 5: ORIAS activities over three years

ORIAS Activities <i>All but the dinner included Africa content</i>	14/15		15/16		16/17	
	#E	#P	#E	#P	#E	#P
Community College Summer Institute	1	16	1	32	1	25
K-12 Summer Institute	1	24	1	29	1	30
World History Reading Groups (SF & East Bay)	4	10	11	61	9	47
Humanities West	3	43	3	44	2	24
Lectures; Workshops; Docent Tours			5	43	1	16
Dinner with a Historian			1	21	1	21
Speakers Bureau (in classrooms w students)					23	700
<i>Total E/Events, P/Participants</i>	<i>9</i>	<i>93</i>	<i>22</i>	<i>230</i>	<i>38</i>	<i>863</i>

school, 33 K-12 districts, 16 community colleges, 10 community college

districts and several 4-year institutions. California educators have eagerly asked ORIAS for more Africa-content. In the last four years, CAS and ORIAS collaborated to meet this expressed need by providing speakers, events and content in the absence of NRC funds. Title VI NRC funds will help to meet the need and significantly increase our impact.

The number of classes offered and level of enrollments are strong, especially with the new Global Studies degrees. Over the last two years, 1877 students enrolled in 35 non-language

classes with 100% African content in a range of disciplines including African American Studies, Anthropology, Art History, Economics, Global Studies, Music, and Political Science. Another 1557 were in non-language classes that had between 50 and 99% Africa content. Over 15,000 students enrolled in classes that had African content between 25 and 50%. (See course list)

CAS graduates annually an average of 17 doctoral recipients, 19 master’s level students, and 126 undergraduate concentrators in a wide range of disciplines (Table 6). These will increase with the African regional concentration in the new Global Studies major, minor and master’s degree program (p. 38). Over the years, our graduates have had significant impact on Africa-related scholarship,

development programs, and

policy worldwide. More

comprehensive indices on

placement are in section C5 (p.

Table 6: 2014-2017 Degrees - Numbers and Disciplinary Breadth

Year	UG	# Depts	MA-MSc	# Depts	JD	# Depts	PhD	# Depts
2014	141	41	8	7	1	1	22	15
2015	115	48	23	3	0	0	23	19
2016	128	38	20	5	3	1	9	8
2017	119	45	24	3	1	1	12	11
4Yrs	503	48	75	13	5	1	66	32
Avg	126		19		1		17	

18). The following examples are illustrative of our impact. Grant Harris (BA, Political Science)

served as the Special Assistant to President Barack Obama and Senior Director for African

Affairs at the White House in 2011-2015. He now is CEO of a consultancy firm advising

companies and organizations on strategy and policy with respect to doing business in Africa.

Yaya Fanusie (BA, Economics) did undergraduate research in Zimbabwe and went to Ghana as a

Fulbright Scholar. After working in education in DC, he joined the Central Intelligence Agency.

He is now Director of Analysis for the Foundation for Defense of Democracies’ Center on

Sanctions and Illicit Finance. Jessica Clarkson (BA, Peace and Conflict Studies, FLAS/Swahili)

became a Princeton in Africa fellow in Zambia after launching the MCFSP advising program at

Berkeley. She established the US Student Achievers Program in Zambia and is now pursuing a

masters’ degree in International Education at SIT. Dennis Galvan (PhD, Political Science)

pursued interdisciplinary training with anthropologists and geographers. His doctoral dissertation on land tenure in Senegal became an award-winning book. He is now Vice Provost for International Affairs and Professor of Political Science and International Studies at the University of Oregon, Founder and Executive Director of their Global Studies Institute within the Office of International Affairs, and the Interim Dean and Vice Provost for Undergraduate Studies.

C2. In addition to training students, our activities address national needs through public and educator programs, provision of research, analysis and advice to policy makers, and engagement with the media. We host and co-sponsor over 50 public events annually with robust attendance (Table 4) such as with a three-semester series of performances, films, panels and talks on South Africa in 2014-15 and the lecture by Zimbabwean activist Evan Mawarire in 2016. Our policy-related events attract large audiences for speakers like US Assistant Secretary for African Affairs Linda Thomas-Greenfield (2016) and former Obama advisor Grant Harris (2018). With ORIAS, we widely disseminate training and content to educators and students (Table 5). Through the ORIAS Speakers' Bureau, Archaeology PhD student Wolfgang Alders developed a curriculum on the Swahili coast that he regularly presents in classrooms. Our scholars also advise US policymakers. Dan Kammen, an expert in renewable energy, served as the State Department's Science Envoy for Africa from 2016-2017 and previously worked with the US EPA, DOE, USAID, Office of Science and Technology, the World Bank and the United Nations (UN); Leonardo Arriola, an expert on democratization and governance, has advised the State Department, USAID, and the intelligence agencies. Saavedra has taught and regularly works with journalists. Several of our students and alumni report on Africa. Student Carlos Mureithi is currently interning with Reuters in Nairobi. Alumni Cassandra Herrman (MJ, Journalism, FLAS/Swahli) and Kathryn Mathers (PhD, Anthropology) are producing '*Framed*,' a

documentary about popular representations of Africa and Africans, as seen through the eyes of Kenyan writer Binyavanga Wainaina and South African born educator Zine Magubane.

C3. Committed to diversity and excellence, Berkeley enforces policies of equal access and treatment for traditionally underrepresented groups while increasing opportunities, advancing social justice, and creating equitable experiences for all. The Division of Equity and Inclusion provides leadership and accountability in integrating equity, inclusion, and diversity into university life, particularly in faculty, staff and student recruitment and retention and in the use of university resources. Human Resources, the Office of Ethics, Risk and Compliance Services, and the Center for Teaching and Learning among other units are actively engaged in implementing these policies and commitments. (See section B3 and GEPA statement.)

All facilities used for public events by our Center meet Americans with Disabilities Act (ADA) accessibility standards. Our website design conforms to ADA standards and we work with UCB Web Accessibility Services to assess and improve digital content as needed. We actively recruit underrepresented groups to our workshops, institutes and events, particularly through our outreach programs. We also develop Africa programming with the UCB Osher Life Long Learning Institute (OLLI) for learners aged 50 and above.

C4. Our evaluation plan encompasses the university-required monitoring of budgets, course evaluations, and staff performance. CSS assists with maintaining financial and research compliance. We annually collect quantifiable data such as course enrollments, graduation rates, library holdings, faculty research, alumni placements, event participation, etc. With the other Berkeley area centers and the VCR's Information Systems staff, we have developed a complex institutional network that provides much of this longitudinal and cross-sectional data consistently and reliably over time. Within our language program, per the 2013 external review, we have a

well-defined system to assess student progress and instructor performance.

We conduct regular qualitative external reviews and use these evaluations to improve our organization and program. Our last external review was in 2016, focusing on our Mastercard Foundation Scholars Program.

Improvements we subsequently implemented benefited all students, including the strengthening of our career-advising program, restructuring a seminar to focus on African leadership, and developing stronger relations with the Haas School of Business. In 2013, Katrina Daly Thompson conducted an external review of our language

Table 7: External Reviews of CAS and its Activities

Year	Reviewers	Program
1986	Ed Keller, UCLA	Joint NRC
1994	Paul Lubeck, UC Santa Cruz	Joint NRC
1999	Sara Berry, Johns Hopkins U	Joint NRC
2000	Jere Bacharach, U Washington; Richard Brecht, NFLC, Johns Hopkins U; Stephen Haggard, UCSD; Lynn Hunt, UCLA; Pauline Yu, UCLA	Organized Research Unit Competition
2006	Steve Howard, Ohio U	IRS/Sudan
2007	UCCLLT Review: John Hansen, Indiana; Eyamba Bokamba, Illinois; Antonia Schleicher, Wisconsin	CAS, AS Curriculum, Language Program
2009	Steve Howard, Ohio U	IRS/Sudan
2013	Ed Keller, UCLA	IRS/HOA
2013	Katrina Daly Thompson, UW-Madison	Language
2016	Edward Jackson, ET Jackson Associates.	MCFSP

program, following up on recommendations of a 2007 major full program review (Table 7). The 2013 review found that Berkeley had implemented most of the 2007 recommendations. We adopted the 2013 review recommendations on further refinements of the curriculum in 2014.

Our staff and faculty are experienced in evaluation, with other programs often requesting their services. In this cycle, the Berkeley area studies centers have jointly engaged an independent project evaluator, Dr. Nancy Sato, an expert on international education and evaluation to conduct an external review for our K-14 outreach program,. With reference to our performance measures and goals, she will assess the impact and effectiveness of the summer institutes, workshops and speaker series and lesson plan development in our K-14 outreach program. Dr. Sato’s will base her assessment on surveys, observations, interviews and document analysis conducted during our K-14 activities and in the classroom as teachers implement lesson

plans developed through our program (Budget 8F1).

C5. The students we train contribute to areas of national need in many ways. Most of our doctoral graduates go on to teach at colleges and universities. Many also serve as government officials and program officers at major multilateral

Table 9: Africanist PhD Employment 2014-2017

Higher Education & Research Institutes	56
<i>Faculty</i>	36
<i>Post-Doctorates</i>	10
<i>Research Fellows</i>	8
<i>Medical Doctors, Therapists</i>	2
Government & Multilateral Inst'ns	3
Consultants	6
Unknown	1
Total 2014-17 PhDs	66

and international organizations (Table 8 & Table 9). MA graduates follow similar career paths with approximately half continuing for a PhD. Exit surveys by Berkeley's Career Center show that 55% of the 2017 bachelor degree graduates found employment immediately while 18% immediately pursued post-graduate work. Approximately 17% of Africa concentrators went into the non-profit sector, 14% into education, 7% into government work, and 56% into business and industry. Per the 2018 study, Berkeley remains the top university for Peace Corps volunteers

overall with 3,671 since 1961, #21 among large universities in 2017 (41 undergraduate alumni volunteers in 2017, with 19 going to 14 African countries).

With the NRC and FLAS grants, we intend to increase the number of students who go on to such placements after graduation. In addition to our own advising, the Career Center provides a robust program of support (p. 39).

C6. Our activities and training

programs have contributed to an improved supply of specialists on the program's subject area as

Table 8: Berkeley 15 Yr PhD & JD Alumni Employment

- US: Commerce, Forest Service, Geological Service, NOAA, Energy, USDA Economic Research Service
- State Department, Foreign Service, USAID, Peace Corps, CIA, Homeland Security, Army
- Congress, Majority Senior Foreign Affairs Staff Member, House Committee on Foreign Affairs
- World Bank, FAO, IFAD, ILO, IFPRI, UNDP, UNEP, UNRISD, WHO, Security Council and other UN agencies
- The Cleveland Museum of Natural History, National Museum of South Africa, Belgium Royal Museum for Central Africa, UC Museum of Paleontology
- Population Council Zambia, Uganda Malaria Surveillance Project, Children's Hospital Oakland, Denver Health Medical Center
- Pivotal Ventures (Melinda Gates), Intel, McKinsey, Google, Microsoft Research Lab India, Global Business Network, Caldwell Compliance, APT Pharmaceuticals
- The Organized Crime and Corruption Reporting Project, Human Rights Center, RAND Corporation, Center for Global Development, Futures Institute, SSRC, Innovation for Poverty Action

shown through indices such as undergraduate and graduate enrollments and placement data shown in section C5 above. Of recent FLAS fellows (2001-2014), over 60% are faculty, post-doctoral fellows, researchers or graduate students. FLAS alumni in the public sector include a firefighter, a US Army Specialist, a USAID nutrition advisor and a food security & markets advisor, a speech therapist, a social worker and a transportation policy specialist. In the NGO and private sector, FLAS alumni include a manager at a biopharmaceutical company, a philanthropic advisor, an executive coach for foundations, non-profits and STEM organizations, two social entrepreneurs (health care and education) in Zambia, an investigative journalist in Kenya, and an executive director of a women-owned bike rental NGO in Tanzania.

C7. Our students and faculty are working across disciplines to address compelling issues that address national needs vis-à-vis Africa, e.g., interstate conflict, climate change, energy and oil, cyber security, youth employment, resource use and conservation. Students receive training that combines critical analytical skills and applied methods that prepare them well for areas of national need. As in the past, we will award all FLAS fellowships for Less Commonly Taught Languages (LCTLs). As well, professional school students will continue to constitute a high percentage of FLAS recipients (25% between 2001 and 2014). We intend as before to award FLAS fellowships to undergraduates.

D. Commitment to Subject Area

D1. In recognition of the importance of Africa to teaching and research, Berkeley continues to increase support for the Center for African Studies and affiliated programs. Berkeley provides our Center with direct permanent funding for the director, 1.50 staff FTE, programs and office expenses, with additional support in the

Table 10: Direct Support to CAS and PAL

<i>2017-2018 Fiscal Year</i>	Amount
Direct CAS Budget Allocation	\$169,154
Space (annual rent equivalent)	\$26,520
Endowment Income	\$72,628
<i>Total Institutional to CAS</i>	<i>\$268,302</i>
AAS Language Salary & Ben	\$199,973
Arabic Language Salary & Ben	\$383,166
Lang. Material & Prof'l Devt	\$6,200
<i>Language Instruction Support</i>	<i>\$452,571</i>
Total CAS & PAL Direct Support	\$720,873

form of office space and IT infrastructure. The Center has two graduate research endowment funds (Rocca and Ezera). Berkeley supports the Program in African Languages with 5 FTE in Arabic, 2 FTE for African language instruction, and a direct allotment recently for the program development (Table 10).

The Center receives administrative and operations assistance from multiple sources within the university (Table 11). The VCR and CSS provide direct services, including accounting, personnel, grant management, fundraising, IT support, and web and data management. The Global Engagement Office,

Table 11: Campus commitments to African Studies

Berkeley's Africa-Focused Activities	
Other staff time dedicated to CAS	\$381,534
Course support (annual avg 2010-2014)	\$4,614,408
Library collections and staff	\$391,000
UG Study Abroad/Research grants	\$48,000
Undergraduate Support (concentrators)	\$2,500,000
Graduate Student Support	\$1,200,000
Faculty Research Grants	\$168,000
Faculty Research & Service (salary)	\$210,000
Outreach Salary and Benefit	\$58,000
Total other institutional support	\$9,570,942

Berkeley Study Abroad (BSA, p. 43) and the Berkeley International Office (foreign students and scholars) assist our Center's work. The Graduate Dean and Provost for Graduate Affairs, Fiona Doyle, is the co-PI along with Faculty Director Arriola for our Mastercard Foundation Program. University Development and Alumni Relations (UDAR) provides logistical and material support for fundraising and major events.

Our language program is coordinated with African American Studies (AAS), where Sam Mchombo, Swahili and Chichewa instructor, is a tenured faculty member. David Kyeu (Swahili) is also a lecturer in AAS, as future language instructors will be. The International and Area Studies Academic Program hosts Global Studies (p.38). The Berkeley Language Center (BLC), the Graduate Student Instructors (GSI) training program (p. 31), and the Center for Teaching and Learning provide pedagogical training and support for lecturers and faculty. Two BLC staff members serve on our Language Leadership Team (p. 35).

Our teaching staff continues to grow. In the last five years, Berkeley has hired nine new tenure-track faculty who are contributing to African studies (Table 12). Of the 97 members of the teaching staff whose work involves the study of Africa at 25% time or more, 53% are tenure line.

Several senior members of the non-academic staff are also Africanists and work regularly with students, including Ivor Emmanuel, ElSadig ElSheikh, and George Scharffenberger (see CVs).

There has been a steady growth of African initiatives in the STEM disciplines, the professional school and other research units.

Table 12: Tenured (T) or Tenure Track Hires since 2013

Faculty	Department	Year
Wilfahrt	Political Science	2018
Hall (T)	History	2017
White	Archaeology (Anthropology)	2017
Chari (T)	Geography	2017
Kaur	Economics	2016
Sanchez de la Sierra	Business	2015
Bussell	Political Science	2013
Dunning (T)	Political Science	2013
Acey	City and Regional Planning	2013

These include CEGA, IBD at Haas; the Center for Information Technology and Research in the Interest of Society (CITRIS); the Blum Center; the Human Rights Center (HRC, Law), the Bixby Center for Population, Health and Sustainability, the Center for Global Public Health and the Center for Emerging and Neglected Diseases. The faculty, resources and energy of these units generate multidisciplinary projects in over a dozen African countries, which in turn, influence teaching in the professional schools. For instance, Law School faculty members teach courses and run clinics on human rights (Fletcher, Mohamed) and transitional justice (O’Connell) that emerge from and reflect African experiences. The Blum Center’s minor in Global Poverty and Practice (GPP) is the most popular on campus. Its Designated Emphasis in Development Engineering for graduate students is on the cutting edge of a new globally relevant field of inquiry and practice with theoretical and applied implications. The Blum Center has invested in courses, training, and funding for fieldwork and research with significant Africa content throughout. Courses such as ERG 175: Water & Development; PH 112: Global Health; and UGBA 196: Applied Impact Evaluation are the result. CAS faculty and staff work with Blum on

advancing this work.

Acknowledging its critical role in research and teaching, Berkeley support to the library and the Africana collection remains strong as reflected in the annual support for the staff and collections. (Table 11). UC and Berkeley have invested considerably in institutional linkages with African universities. UC Education Abroad Program (EAP) offers study and scholar exchanges programs with universities in five countries: Botswana, Morocco, Senegal, Ghana, and South Africa (p 43). In 2015, Center Associate Director Saavedra chaired a UC Education Abroad Program commissioned ten-year review of the Ghana program and a three-year review of the Botswana, Senegal, and Tanzania programs. EASST connects Berkeley to Makerere University, the African Population and Health Research Center, Addis Ababa University, and the University of Dar es Salaam for impact evaluation training and project development. The School of Public Health (SPH) has partnerships focusing on reproductive health with Ahmadu Bello in Nigeria and Mekelle in Ethiopia, and exchanges with Makerere in Uganda and the University of Zimbabwe. OASIS works with Abdou Moumouni University (Niger) and University of Ouagadougou (Burkina Faso) on a Sahel Leadership Program. CAS faculty members engage with African colleagues via exchange, research and curriculum development at many institutions including KwaZulu-Natal, Cape Town, Legon, Witwatersrand, Khartoum, Nairobi, and Kenyatta, among others. We actively collaborate with the Council for the Development of Social Science Research in Africa (CODESRIA), the West African Research Center (WARC) and other regional organizations. To strengthen and expand our linkages with African institutions, we also leverage other campus resources such as the MCFSP, a partnership of 27 institutions including 9 African universities. The Carnegie Corporation of New York Center recently awarded a three-year grant to collaborate with a university in Côte d'Ivoire in the development of peacebuilding and violence-prevention programming.

ORIAS supports our work with secondary educators and community colleges (p. 44). The Division of Equity and Inclusion also augments our outreach activities via the significant support for the Center for Educational Partnerships (CEP) and the Coalition for Educational Outreach, which together target students who face significant barriers to college admission. CEP partners with 96 schools and 30 California community colleges each year. Many of our African Studies concentrators come to Berkeley through these programs.

Berkeley also actively supports undergraduate work on or in Africa. Overall, 65% of undergraduates received financial aid with 52% receiving gift aid in 2016-2017. The average gift amount was \$16,938. The campus also offers several awards to support African work. The Center’s Rosberg-Geist Undergraduate Travel Award supports up to two students annually for summer research in Africa. Other Berkeley awards for research are available through the Undergraduate Research Office (URO), the Institute of International Studies (IIS), the HRC, the Blum Center and other units. UC EAP will offer over \$1.5 million in study abroad scholarships for 2018-2019. URO offers extensive extra-curricular support to assist undergraduates to develop and carry out research projects.

Numerous merit and need-based awards support graduate students. They receive direct financial support. The average fellowship is \$32,949. Funding for graduate students is supported by departmental block grants, normative time grants, summer research funds and a wide range of fellowships. Students employed as graduate student researchers and instructors receive fee

waivers and health care benefits for themselves and their families. CAS awards over \$70,000

Total Library	Total Materials	Digital Library	Volumes Held
\$59,583,370	\$23,507,028	\$9,149,255	12,000,000+

each year for pre-dissertation and doctoral research through its Rocca and Ezera funds. The HRC and IIS regularly fund student summer projects (\$5000 each) and doctoral research (\$12,000) in Africa. The International Business Development program annually sends 4-6 teams of MBA

students for consultancy projects in Africa every May. Since the program's founding in 1992, 126 (28%) of overall projects have been in Africa. CEGA funds the fieldwork of many graduate students. City & Regional Planning, Law, and Public Health also send students annually for research, projects, internships or consultancies in Africa. The Graduate Division has multiple programs to support graduate students and provides travel and write-up grants to Africanist students. Students also benefit from Berkeley's significant investment in professional development and pedagogy training (p. 31).

E. Strength of Library

E1a. Library holdings in Africana materials position Berkeley among the best research libraries in the nation. The Association of Research Libraries ranked Berkeley's Library second among public universities and seventh among all university libraries for volumes held – over 12 million circulating volumes in 400 languages overseen by 325 professional staff and almost 600 part-time student employees. Overall, the Library is among the top five public research libraries in the US and among the top ten research libraries in North America. The Library holdings for Africa totals nearly 300,000 items – 200,000 for Sub-Saharan Africa and nearly 100,000 for North Africa. Materials include monographs, online databases, extensive periodicals holdings, newspapers, government documents (e.g., unique state-level documents from Nigeria), microform, maps, photographs, audio and video recordings, and manuscripts. We have special collections such as the Yoruba Collection of William and Berta Bascom, which contains 470 volumes on a wide array of subjects, including Yoruba grammar and phrase books.

The majority of library-held titles are in English, French, Arabic, Portuguese, German, and Spanish with nearly 100 vernacular African languages represented including over 1000 titles each in Swahili, Yoruba, and Afrikaans and a vast collection of dictionaries and grammar books in other African languages

Continuing Berkeley's rapid and on-going expansion of digital collections, the Library and the California Digital Library – the system-wide consortium – provide access to 1,323 databases that support teaching and research campus-wide, with nearly 100 focused on Africana. New additions include *African Newspapers Series 2 (World Newspaper Archives)*, which contains 340,000 pages of content from African newspapers published between 1835 and 1925, *Confidential U.S. State Department Central Files, Africa and Middle East, 1960-1969*, which contains US State Department Central Files for Africa and the Middle East, including diplomatic cables, *Middle Eastern and Central Asian Studies*, which provides an index to journal and newspaper articles, books, and research on the culture and politics around the Arab world including North Africa, and *Arab General News Database*, which provides access to 65 renowned Arabic dailies and weeklies from the Arab world including North Africa.

Berkeley's Library has also assumed hosting responsibilities for the online *West African Arabic Manuscript Management System* led by Bruce Hall (History). The Library is supporting ongoing work to improve and add data with a dedicated undergraduate research assistant.

Berkeley provides significant financial support for library resources and staff in African Studies. FY 17 expenditures for library materials totaled \$23,507,028. Berkeley's database/electronic resources expenditures totaled \$8,702,648, accounting for approximately 42% of the total materials budget. These funds supported purchasing serials and monographs from international vendors – including African-based vendors - specializing in African imprints as well as Africa-focused electronic resources.

Adam Clemons, Librarian for Africana Collections, joined Berkeley in August 2017. He devotes 100% of his work time to curating the Africana collections. He is responsible for purchasing African imprints and provides assistance – along with several staff members who

contribute portions of their work time and one part-time undergraduate library assistant – with receiving, processing, and cataloging serials and monographs from Africa. Clemons also provides Africana-related library instruction to classes as well as one-on-one research consultations with students and meets regularly with Berkeley faculty as well as visiting scholars.

Table 14: Africana Library, Acquisitions and Staff FY 2017

Acquisitions	Staff
\$ 237,000	\$ 230,000

Currently, he is working on several collections assessment projects, including an Africana acquisitions analysis project and an Africanist faculty research citation analysis project, both of which will identify targeted areas for further collection development. He has a collections trip to East Africa in the fall of 2018.

Berkeley’s Library supports Clemon’s active participation in Americans for Libraries Council (ALC) and Cooperative Africana Microform Project (CAMP). He is currently serving on the ALC Executive Committee as a member-at-large and is working with his ALC colleagues on several projects including the Africana Journals Indexing task force and the ALC web-archiving project. His work in CAMP includes various and on-going bibliography, access, and digitization projects involving several African newspapers, government documents, and other collections such as the Kenya Historical Botanical Collection.

Title VI librarians jointly sponsor collaborative projects to support research, teaching, and instruction in African studies. Through cooperation in collection development, digitization and born-digital initiatives, reference/bibliographic and instructional/metadata projects and preservation, the NRCs for Africa expand access to critical source material – including newspapers, dissertations, and African archives – that would be otherwise inaccessible to US researchers. These collaborative projects promote advocacy and capacity-building for African institutions and promote linkages that contribute to teaching and research (Budget 5A3)

E1b. The Berkeley Library – with 25 libraries on campus – participates in the University of California System of 100 libraries on all 10 campuses. With a \$285 million annual budget, the UC Libraries’ system collections reached nearly 40 million print items, 72,000 electronic serials and 30 million digitized items. Across the System, over 2,000 library staff manage the collections that support the research and teaching needs of 330,000 faculty and students. All Berkeley faculty, staff, and students have reciprocal on-site access and borrowing privileges for all materials housed across the UC system libraries, both print and digital.

The Berkeley Library’s online presence includes Oskicat, the online catalog, as well as over 1,300 databases, all of which are accessible remotely for UCB faculty and students. In addition, UCB faculty and graduate students can borrow directly from Stanford University Library using the Research Library Cooperative Program.

Berkeley participates in national and international library associations, exchanges, and cooperative agreements. Through cooperative arrangements such as the CAMP via the Center for Research Libraries as well as the California Digital Library, Berkeley gives students and faculty access to hundreds of thousands of archival collections, African newspapers, dissertations, rare books, and African serials. As a member institution of CAMP, the Library provides funds to preserve documents from African archives, digitizing when feasible, acquire African dissertations and maintain an electronic union list of African newspaper holdings in the US.

Berkeley’s Law Library collects primary and secondary legal materials for many African jurisdictions in print and electronically. It provides research support to law students and faculty who are researching law in these jurisdictions, including research for papers, source collecting for journals, and clinical programs (like the Human Rights Clinic). Its collection has a strong emphasis on constitutional law, human rights, the rule of law, and international justice.

The Africana librarians at Berkeley, UCLA, and Stanford work to build complementary collections that support the research and teaching needs of faculty and students. As such, Berkeley and Stanford regularly exchange duplicate titles (from donations, other libraries, or duplicate purchases) with one another and other institutions across California and nationwide.

Faculty, academic or professional staff, and graduate students at Stanford and other UC campuses have on-site access and borrowing privileges for all Berkeley library materials, print and electronic. Library users outside of the UC system have access to the collection through interlibrary loan. The Library is a net lender in resource sharing with other libraries (loaning both nationally and internationally). Furthermore, Berkeley's libraries are accessible to all visitors. All stacks are either open to visitors or can be used with courtesy one-day or monthly passes. All visitors have access to rare materials housed at Bancroft Library and other libraries around campus, whether their interests are scholarly or general curiosity. Berkeley's libraries are thus well positioned to continue supporting world-class research and teaching about Africa.

F. Quality of the Applicant's Non-Language Instructional Program

F1. Berkeley provides broad training on Africa in over 38 departments and programs, which offer a wide range of courses. They cover all the regions and a vast number of the 54 countries in Africa. They range from disciplinary-specific approaches to interdisciplinary methods. They can focus on a specific country or region of Africa or they can examine the entire continent in dynamic and comparative contexts. African-focused courses (50%+ content) can be found in the professional schools as well. SPH has multiple African partnerships, e.g., the joint program with Ahmadu Bello University (p. 22) and exchanges with Makerere University and the University of Zimbabwe. SPH students can also participate in UCSF's Complex Humanitarian Emergency Leadership Training Program in which they learn to assess and address security, nutrition, water and sanitation, shelter and medical care.

Courses in Environmental Sciences and Policy Management (ESPM) and Energy and Resources Group (ERG) tackle natural resource, conservation and climate change issues in Africa. The School of Business’s IBD program sends teams to Africa annually. The Law School provides classes on transitional justice, human rights, and constitutional development. In Engineering, students are engaged in projects on clean water, energy, transportation, communications and health care. Alice Agogino and Ashok Gadgil (Engineering) work with graduate students in Development Engineering to research and field test solutions to African development challenges (p. 21 & 42). Jason Corburn (City and Regional Planning) takes graduate and undergraduates in a studio course on housing and infrastructure to work in Nairobi urban settlements in collaboration with the UN, NGOs and the University of Nairobi. Charisma Acey (CRP) and Ivy Mills (Art History) will teach a cross-listed course, *Infrastructure Imaginaries*, that will take students to Lagos in Spring 2019.

F2. Twelve departments at Berkeley offer one or more courses focused exclusively on Africa (Table 15). Faculty offer unique courses, such as Miguel’s on Africa Economic Development (Econ 271), and Mchombo’ Language and Social Issues in Africa (AAS 115). The Center supports a course through the Mastercard Foundation Scholar Program (MCFSP) that we teach through

Table 15: AS Content in Non-Lang. Courses

AS Content	#	No. of Departments
100%	27	in 9 Departments
50-75%	18	in 12 Departments
25-49%	154	in 38 Departments

International and Area Studies (198) on the intersection of applied research, social entrepreneurship and leadership informed by critical African Studies perspectives. The MCFSP provides comprehensive scholarships to approximately 120 students from sub-Saharan Africa to pursue bachelors’ and masters’ degrees at Berkeley from 2012 to 2020. The presence of such a diverse group of students from the continent greatly augments the African studies program on campus by enlivening discussions in classes, dorms and throughout campus. Our Center is the

administrative home to the program.

Interdisciplinary education is encouraged through a variety of programs. Graduate students working on Africa are enrolled in the AAS/Diaspora Studies, ERG, and ESPM, all interdisciplinary at their core. There are significant numbers of undergraduates in Development Studies and Interdisciplinary Studies working on African issues. Interdisciplinarity is further enhanced by African Studies faculty in physical and life sciences whose research and teaching cross boundaries into the social sciences. Wayne Getz, a biomathematician, incorporates policy analysis and social science in his work on community-based natural resource management. Ndola Prata, Director of the Bixby Center, combines her medical knowledge with demography in teaching about and studying reproductive health in Ethiopia, Nigeria, Angola, Mozambique and other African countries. Dan Kammen, a national and international leader in the field of renewable energy, incorporates his training in physics, social science and policy analysis in the Energy and Resources Group graduate program and at the Goldman School of Public Policy.

F3. With new faculty hires, the Center's core faculty (>50% time) now number 66, with 37 others between 25-50%. In addition, the Center benefits from an Africana librarian, and 80 other faculty who conduct some teaching, research and advising related to Africa. A number of visiting scholars and graduate students provide both classroom and specialized non-classroom instruction on Africa. 45 faculty members (9 at over 50%) in the professional schools representing 10 disciplines teach on Africa. Through the IBD program (p. 35), Development Engineering and CITRIS, business and engineering faculty are involved in African-based scholarship (e.g. Brewer, Burrell, Gadgil, Gertler, Goldberg, and Levine). The formal Stanford-Berkeley agreement permitting graduate students to take courses for credit at either campus allows students to benefit from the incredible depth and breadth of expertise in the area.

Berkeley is one of the few universities in the country to have a comprehensive policy on

training and leadership skill development for graduate student instructors (GSI). The 2016 revised 'Policy on Appointments and Mentoring of Graduate Student Instructors' requires GSIs to participate in a teaching conference, an online ethics course, and a pedagogy course in their discipline. The Graduate Student Instructor Teaching and Resource Center (GSITRC) supports this policy serving over 3000 GSIs annually. With the Graduate Division, it offers the Summer Institute for Preparing Future Faculty to advanced graduate students. Students can also earn a Certificate in Teaching and Learning in Higher Education, which involves workshops on teaching, teaching observation, creation of a teaching portfolio, and other activities.

F4. The extent to which CAS offers depth of specialized course coverage in one or more disciplines in African Studies is covered above.

G. Quality of the Applicant's Language Instructional Program

Our Program in African Languages (PAL) provides (a) instruction grounded in performance-based pedagogical training in African languages to our campus community and (b) leadership in developing African language curriculum and pedagogy in California and beyond. CAS collaborates closely with African American Studies (AAS) where the instructional program is based. A cross-campus Language Leadership Team (LLT) also supports the program (p. 35). PAL draws on a local pedagogical support network that includes the Berkeley Language Center (BLC), Near Eastern Studies (NES), the Media Resources Center, Education Technology Services and the Graduate Student Instructor Teaching and Resource Center (GSITRC). We provide a strong presence for African Languages within the UC system. In 2019, we will offer Swahili to students at all 10 campuses through the Cross-Campus Enrollment system via distance learning, and we intend to offer the additional NRC-funded languages similarly. Regionally, we cooperate with Stanford's African & Middle Eastern Languages and Literature and Special Language Programs on proficiency assessment and pedagogical training. Nationally, we

collaborate with other Title VI African Studies programs to collect and disseminate summer African language course details online. Our instructors participate in the programs of the National African Language Resource Center (NALRC), other LRCs, and support the AASP-sponsored African Language Group Abroad Programs (GPA). Our Program of African Languages is also dynamic, having evolved considerably over the last decade in response to external reviews and local needs while garnering increased institutional support.

G1. Berkeley currently offers elementary to advanced Arabic, Chichewa, and Swahili. NES hosts Arabic while AAS hosts the other African languages. Building on student demand and research interests, especially from heritage students, with Title VI NRC support, we will add Amharic and Igbo to our program. Through cross-enrollment and distance learning (DL), we will extend language instruction to students at other institutions (see above).

Table 16 provides an overview of language enrollments. Over the past four years, relying on just campus funding, our Swahili enrollments remained steady with David Kyeu, a PhD from Wisconsin’s African Language and Literature program, as our full time Swahili instructor. Per

MLA surveys, we also are only one of three institutions in the US to offer Chichewa. Arabic language enrollments remain strong at Berkeley

Table 16: Language Enrollment: 2014-18

Language	2014/15	2015/16	2016/17	2017/18
Chichewa I	2	6	2	<i>sabbat.</i>
Swahili I, II, III	49	38	38	41
Wolof I	5	n/o	n/o	n/o
Arabic I, II, III	333	305	302	279
<i>Totals</i>	<i>389</i>	<i>349</i>	<i>342</i>	<i>320</i>

with a steady number who focus specifically on Arabic in African countries. For example, doctoral student Caitlin Scholl (French) works in Mali, while Paul Thissen (Political Science) studies traditional authorities in Chad. Former FLAS fellows that both use Arabic in their research. We anticipate the numbers of Africanists studying Arabic at Berkeley to increase with the arrival of historian Bruce Hall, a specialist in the Islam in West Africa and the Sahel and the move of the *Arabic Manuscript Management System* to the UCB Library (p. 25). In lieu of a

FLAS fellowship in summers 2015-2018, with a special grant from campus, we have offered summer language stipends to 15 graduate students from 9 departments in 4 colleges for 9 languages (Amharic, Arabic, Berber, Kinyarwanda, Pulaar/Fula, Swahili, Wolof, Xhosa, and Zulu). As we have done in the past, we will consider applications from non-Berkeley students for summer FLAS fellowships.

By agreement, students from other UC campuses, the California State University system and community colleges as well as graduate students from Stanford can enroll in Berkeley's African language classes. The spatial and transportation realities of California, however, limit the ability of non-Berkeley students to physically attend a class. Thus, beginning 15 years ago, with technical assistance from the BLC, our Center pioneered distance learning in the UC system by offering courses in Swahili and Wolof. Going forward, we will offer Swahili, Amharic and Igbo. A UC cross-campus enrollment system originally developed for large online courses now includes LCTLs, which facilitates advertising the courses and the administrative process of registration. Stanford graduate students can also take our African language courses through DL. With creative administrative and technological solutions, we have been able to provide DL for students at other institutions.

Outside of regular AY classes that we teach, we support students in building on proficiency gains they have made in summer instruction in other languages through language tables, special events and guidance in self-instruction.

G2. We currently offer Arabic and Swahili at three or more levels and all levels of Chichewa if there is demand. We will offer Amharic and Igbo at three levels over the course of the grant. African languages are introduced in non-language courses. For instance, Ugo Nwokeji includes a week of Igbo instruction topically focused on gender and sustainability in AAS 4A/B Africa: History & Culture, which counts for 5% of the course grade. In our online curriculum

projects, we have developed topically based material to promote language, e.g. material in Amharic, Oromo, Somali, Swahili, and Tigrinya via our Horn of Africa project. Kyeu has developed material in Swahili through the BLC's Library of Foreign Language Film Clips, a tagged, structured collection of clips from films and searchable database. To support language use and practice, we have long hosted a Swahili Language Table open to all Berkeley affiliates and the greater community. The informal setting and emphasis on performance affords participants the confidence to improve oral language skills.

G3. Berkeley's program has sufficient highly qualified, long-term faculty to teach the languages and levels currently offered and, with NRC funding, will conduct a national search for qualified Amharic and Igbo instructors. All have extensive professional linguistic and pedagogical experience. Mchombo is our senior instructor of Swahili and Chichewa, and works closely with Kyeu, our Swahili lecturer. Kyeu will also coordinate professional development opportunities and extra-curricular language activities. We work closely with faculty and staff at the BLC (Kaiser, Kern) and the GSITRC (von Hoene) on professional and pedagogical development. They have particular expertise in applied linguistics, foreign language pedagogy, second language acquisition, instructional technology, distance teaching; and integrated curriculum and language/culture connections.

To maintain top-level performance, we recruit highly qualified faculty, offer pedagogical training and professional development opportunities; provide regular feedback; and conduct pre-semester proficiency exams and post proficiency examinations for all FLAS fellows and other students as needed. UC-American Federation of Teachers Unit 18 represents our lecturers and negotiates the collective bargaining agreement that governs the basic terms and conditions of employment, including advancement, salaries and workloads (See Budget 1C). Lecturers have access to a pool of UC-AFT-administered professional development funds. The union has won

better job security and protection for academic freedom, higher professional salaries and benefits, and improvements in overall working conditions. This combination of tenured and represented instructional staff contributes to the stability and professionalization of PAL.

Berkeley instructors are extremely involved in language pedagogy training. Kyeu's academic career is focused language pedagogy. He reviewed and restructured the Swahili language program in 2014/2015. He collaborated with other instructors in developing language evaluation protocols and proficiency placement tests. He regularly presents on Swahili language pedagogy and participates in workshops at the BLC, ALTA/NCOLCTL, African Linguistics Conference, ACTFL and other venues. He has published Swahili language instructional materials, and received awards for language instruction.

Our language instructors are active in the ALTA. Kyeu is on the board of CHAUKIDU (Global Association for the Promotion of Swahili). They regularly receive funding from our institution to attend and present research papers at ALTA, NCOLCTL, and other conferences. All the instructors have attended and presented at multiple language professional meetings. We are requesting Title VI funds to augment campus support for our instructors' participation in pedagogical institutes and training workshops hosted by ALTA, NALRC and other LRCs and language professional organizations (Budget 3C).

G4. Performance-based instruction, provision of resources and language proficiency requirement are evidence of our commitment to a high quality PAL. The goal of performance-based instruction undergirds the structure of PAL. The Language Leadership Team (LLT) provides foreign language program and pedagogical expertise to the Chair of the Department in African American Studies, assisting her with curricular review, oversight and strategic direction. The LLT includes the AAS Chair (Taylor), the CAS Director (Arriola), Associate Director (Saavedra), the senior tenured African language instructor (Mchombo), and the Director (Kern)

and Associate Director (Kaiser) of the BLC. The LLT meets bi-monthly to coordinate tasks, e.g. organize classroom visits, review curriculum, and advance searches underway. On a day-to-day basis, the PAL coordinator, instructors, the Center's Associate Director, students, and staff from AAS, BLC and other campus units work together to implement the program.

Each year, our Center organizes a mandatory Language Program Orientation for all instructors and FLAS students. We introduce institutional resources, conduct placement assessments, and organize structured discussions between instructors and students to establish specific learning goals. Pedagogical support and feedback to instructors from the LLT and peers is ongoing. Throughout the semester in one-on-one and group meetings, we share feedback and suggestions. This active and supportive engagement has led to dynamic and exciting courses as reflected in student course evaluations. We end the year with Language Proficiency Interviews (LPIs) for all FLAS fellows (p. 37). Mchombo and Kyeu have both completed the ACTFL-Oral Proficiency Interview certification series in English. Moreover, all materials used in the classroom reflect national standards for teaching foreign languages, and, thus, emphasize a communicative approach to instruction, with meaning-based interaction between students, student-centered classrooms, and standards-based assessments.

G4. A range of resources supports Berkeley's language program, including salaries, materials, publications and facilities. The BLC classrooms contain multimedia equipment, such as multi-format video players, large-screen projectors, and Polycom video-conferencing equipment for DL classes. Other classrooms double as computer labs, where each student has a workstation. The BLC Recording Studio offers high quality voice recording, analog to digital transfers, editing, and mixing capabilities for developing original curriculum. We have extensive holdings of African language print and A/V material in our library and language center. The Library's Media Resource Center has many rare films in the target languages.

We offer regular pedagogical training and professional development opportunities. The GSITRC incorporates workshops on foreign language instruction in their annual teaching conference. BLC lectures, workshops and fellowships support instructors to pursue work in proficiency guidelines and assessments, curriculum and materials development, technology in the classroom and other pedagogical issues. Lecturers can also access Professional Development Funds through the UC-AFT as David Kyeu did in 2016 to attend ALTA. This grant provides further opportunities through travel support and workshops (Budget 3B and 8A1-2). Over the past three years, David Kyeu and Sam Mchombo reviewed and revised the Swahili curriculum to incorporate better the yet-unpublished but widely circulated Swahili standards developed by NALRC. They have also strengthened the placement and proficiency assessment tests. CAS will support similar work for Amharic, Chichewa, and Igbo. To ensure appropriate placement and program quality, PAL conducts pre- and post-year simulated LPIs adapting the ACFTL-based tool for specific African languages. Students consistently show regularly advancement to the next level. Mchombo also regularly conducts end-of-semester LPI's for the University of Arizona, the University of North Alabama, and others such as Samford University in Alabama.

Our Center will again participate in the African Language Material Archive (ALMA), a multi-partner project focusing on the promotion and documentation of literature and literacy in the languages of Africa. It includes a web-based electronic archive of original materials published in nearly 40 African languages. ALMA works with African language instructors and students in the use of these authentic African language-teaching materials (Budget 5B)

Global Studies and Political Economy, the two most common UG majors for Africa, require 4 college semesters of a foreign language. For Global Studies, the language must reflect the regional concentration. All other majors in the college of L&S, some in Chemistry and Environmental Economics and Policy in the College of Natural Resources (CNR), another

common major for African studies, require 2 college semesters of a language. 5th semester advanced language fulfills breadth international studies requirements for other majors. Graduate degree language requirements vary. Programs including African Diaspora Studies, Anthropology, French, History, Linguistics, and Literature require proficiency in one to four languages. Other programs require proficiency relevant to a student’s dissertation research and use of documents in original languages.

H. Quality of Curriculum Design

H1. The main undergraduate degree for pursuing African studies is the Global Studies (GS) major inaugurated in 2017 in which students select a topical and regional concentration, among which is Africa. The Global Studies program, within the International and Area Studies

Academic Program, is also launching an African Studies minor in Fall 2018. Table 17 outlines the GS degree requirements. GS majors in the African concentration must study a language relevant to Africa to fulfill the program’s four-semester foreign language requirement. In AY 2016-2017, with a curriculum grant and guidance from the Center for Teaching and Learning, we designed, tested and revised GS110K

Africa in the Global Context. We conducted literature and textbook reviews, pre/post-tests of knowledge, classroom observations, and focus groups. This gateway course into the GS Africa concentration and African Studies minor has enrolled 34 students in the last two years.

Already 15% of the 52 declared GS majors are focusing on Africa. We anticipate an

Table 17: Global Studies – Africa Requirements

Topic	Global Development	Global Peace & Conflict	Global Societies & Culture	
L Div	Stats 2, C8, 20, or 21°, Global Studies 10A*, Global Studies 10B°, IAS 45*, Econ 1 or 2°, Language, 4 semesters			
	(*) + 1 of these (°) required to declare major Critical Thinking/Methodology (e.g. GS 102)			
Upper Division	GS 100A Discipline	GS 100B Discipline	GS 100C Discipline	Minor
	Discipline	Discipline	Discipline	
	GS 110K: Africa in the Global Context			
	Africa 1	Africa 1	Africa 1	
	Africa 2	Africa 2	Africa 2	
	Africa 3	Africa 3	Africa 3	
	Capstone**	Capstone**	Capstone**	

**Optional

To declare Minor, 1 required course with B or more or 2 with minimum GPA of 2.0.

increasing trend in the major, the African focus and minor over the next 4 years. 21 transfer

Table 18: Top Ten Degrees 2014-17

Rank	UG Africa Concentrators	#
1	Political Economy	92
2	Development Studies*	56
3	Interdisciplinary Studies	34
3	Peace & Conflict Studies*	34
5	Political Science	26
6	Public Health	22
7	Economics	16
8	Anthropology	14
8	Environ Econ & Policy	14
10	African American Studies	9
<i>63% of 503 UG Concentrators</i>		<i>316</i>

students for Fall 2018 have indicated GS as their intended major. GS is also a key major for students in the new dual-degree Berkeley and Sciences Po (France) program (p. 44). Development Studies and Peace and Conflict Studies, two of the top four degrees for African concentrators (20 units of courses with 25% or more

Africa content) in the last four years, , are merging into Global Studies. The 5-course minor will also be popular. In the last 4 years, our data (Table 6, p. 14 and Table 18) show that undergraduate concentrators came from over 48 majors with an annual average of 132. In the future, these students are candidates to complete the minor in African studies.

Many majors and minors like Global Poverty and Practice (GPP) require research and service learning. Students use the opportunity to study and conduct research in Africa. Recent student projects have focused on preventing women’s cancer in Burkina Faso and violence against black lesbians in South Africa. Many Berkeley programs help undergraduate students find summer internships opportunities in Africa. The Center’s Rosberg-Geist Travel Grant gives funding priority to students who have completed at least one year of African language study and plan to continue their focus on Africa. This grant, the Africa minor, the expansion of African language courses, and increased opportunities for research and study abroad, create and support a growing demand for undergraduate African courses and languages.

H2. Our Center and affiliated units provide a comprehensive system of academic and career advising for students in formal and informal settings. Our faculty and staff are active in one-on-one advising for both undergraduate and graduate students. Through the Mastercard Foundation Scholars Program, our Center has a full-time Student Advisor, Anna Henry, who

works with both graduates and undergraduates. With her own background in pursuing African Studies and as a FLAS recipient (Zulu and Swahili), she can offer useful and relevant insights to students. We collect, organize and disseminate information to students, faculty and the public on Africa-related courses, programs, events and graduate school and career options through our website, listservs, bulletin boards, and handouts. Our Center also works closely with other campus advising units (college, departmental, interest and identity based programs) to guide students towards the wealth of resources available on campus and in the community. Berkeley has a large, well-resourced career advising and placement office. It provides workshops on job applications, the job search process, the interview, and on how to search for non-academic careers. Several entities on campus including IIS, the Townsend Center for Humanities, the Graduate Division and the Career Center provide workshops on grant writing and information on extra-mural support for field research.

Berkeley's Graduate Division facilitates the Fulbright and other fellowship application processes. Our Center staff advise students on study and research abroad options. We also advertise summer FLAS grants widely, including through the national online system we initiated several years ago. Through our institutional and professional networks with African universities, NGOs and organizations, we assist students in establishing research affiliations. Faculty are also very involved in advising and professional development. For instance, Ndola Prata (Public Health) has created a mentoring network of African women professionals that work with Berkeley students pursuing public health related study and research.

H3. From 2015-2017, Berkeley conferred 75 masters' degrees and 66 PhDs across 13 and 31 programs respectively in which students had an Africa emphasis through coursework, language study and/or research (p. 14). There are over 27 masters programs that provide for Africanist training through coursework, research and practicums (Table 19). A new one-year 24-

unit Global Studies master’s program allows student to concentrate in African studies. The two-year Masters in Development Practice in the College of Natural Resources also has an Africa focus. It combines multidisciplinary integrating theory with hands-on, experiential learning and is part of a global network of 20 universities and partner organizations. Its program director, George Scharffenberger, is an Africanist with expertise in Senegal.

The health sciences are integral to African studies at Berkeley. Four graduate degree programs in Public Health: MPH with a specialty in Global Health, MS in Global Health and Environment, Doctor of PH, Global Health Leadership track and a PhD program in Infectious Diseases &

Table 19: Master’s Degree Options; *Current/Recent students

1. Architecture*	15. Health & Medical Sciences*
2. Art Practice	16. Industrial Engineering & Operations Research*
3. Biostatistics*	17. Information Management & Systems*
4. Business Administration*	18. Journalism*
5. City & Regional Planning*	19. Landscape Architecture & Environmental Planning
6. Civil & Environmental Engineering*	20. Law
7. Demography	21. Public Affairs
8. Development Practice*	22. Public Health*
9. Education	23. Public Policy*
10. Energy & Resources*	24. Range Management
11. Environmental Health Sciences	25. Social Welfare*
12. Folklore	26. Translational Medicine
13. Forestry	27. Urban Design
14. Global Studies (<i>new</i>)	

Immunity offer rigorous training in bench science coupled with population and health research methods. In addition, the School of Public Health offers several joint masters degrees, i.e., with Business, Environmental Design, Journalism, Public Policy and Social Welfare that Africanist students have pursued. The Berkeley Alliance for Global Health comprised of two centers—the Henry Wheeler Center for Emerging and Neglected Diseases and the Center for Global Public Health—that combine quantitative biosciences and bioengineering with international field expertise in public health and health policy. Public Health faculty and students work intensely with African institutions and scholars on a range of issues from Ebola to reproductive health.

Berkeley’s programs graduate a significant number of Africanist PhD’s in a wide range of disciplines and professional schools (Table 20). Africa studies training occurs through

coursework, field statements and position papers, comprehensive exams, research, and a major dissertation or field research project. Our Center has long collaborated with the African Diaspora Studies doctoral program in AAS and its model of interdisciplinary scholarship. The department has 16 faculty, five lecturers and an additional five faculty affiliated from other departments. Recent examples of research by African Diaspora doctoral students includes militarism and gender in contemporary Africa and the nexus of economics, politics, and language on the Congo-Angola border. African Diaspora Studies students must become literate in at least one language of the African Diaspora, with recent graduates focusing on Swahili, Wolof and Lingala.

Table 20: 2014-2018 Dissertations by Broad Field

Social Science and Humanities	44	67%
Life Sciences	11	17%
Natural Resources	5	8%
Built Environment	4	6%
Technology	2	3%
Total Dissertations	66	
Total Distinct Disciplines = 32		

Since 2014, the Blum Center has offered a graduate designated emphasis in Development Engineering (p. 21). Supported by the USAID-funded Development Impact Lab, it provides interdisciplinary training to doctoral students in the natural sciences, engineering, mathematics, computer science, the Information School and quantitative social sciences and business programs to focus on advancing international development. Another important training node at Berkeley is through the Center for Effective Global Action (CEGA). Under the leadership of Ted Miguel (Economics), doctoral students from multiple disciplines combine training in rigorous political economy methods with field research experience in Africa. They gain intensive feedback on their work in the Working Group on African Political Economy that meets twice a year.

Graduate students can take classes on other UC campuses and Stanford at no charge and vice versa. They are also active participants in the cross-institutional, interdisciplinary working groups – e.g. African Business, African Political Economy, Francophone Studies, Urban Studies, African Linguistics, Research Methods, etc. These groups form around shared intellectual interests, bringing faculty and graduate students together from diverse departments and

professional schools and from other universities. In these groups, students gain on-going critical training in interdisciplinary teaching and research, and in the writing of competitive grants.

H4. All Berkeley undergraduates can study abroad through Berkeley Study Abroad (BSA), the local EAP office, UC Summer programs or a non-UC sponsored program. BSA offers AY, summer and short-term formal exchange programs with 5 African universities: Mohammed V University in Morocco, University of Ghana in Legon, Accra, University of Science & Technology in Kumasi, Ghana, the University of Cape Town in South Africa, and University of Botswana as well as CIEE in Senegal. Taking classes with their African peers, BSA students also immerse themselves in the host campus and local culture by volunteering for local NGOs or devising their own field research projects. With the cost of the Africa BSA less than the cost of staying at Berkeley and with good financial aid options, these programs attract a broad range of students. BSA also provides need-based grants to minority and financially disadvantaged participants in their programs. Building on a highly successful fully subscribed 6-week summer session program at Kenyatta University in Nairobi that we ran for five years, we are exploring establishing another summer travel program in this grant cycle.

Berkeley Study Abroad (BSA) and our Center regularly advise students on other programs in Africa. We coordinate orientations and workshops with BSA to promote African educational opportunities. Several other programs provide opportunities for UG students to conduct fieldwork in Africa,

Table 21: Berkeley Study Abroad ~ Africa

Study Abroad by Country	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018*	Grand Total
Botswana	3	1	2		1	7
Cameroon			1			1
Ghana	5	5	5	6	3	24
Madagascar	1					1
Morocco	1	3	3	4	1	12
Senegal	2	1	3		4	10
South Africa	6	15	10	9	15	55
Tanzania			2			2
Totals	18	25	26	19	24	112
<i>*Does not include Summer 2018 participants, 2017-18 totals are not final.</i>						

including University Research Expeditions, the Blum Center, McNair and Haas Scholars

Programs. The new Berkeley/Sciences Po (France) Dual Degree Program – first two years at Sciences Po studying a global region, second two years at Berkeley pursuing an L&S major, especially Global Studies – offers unique opportunities for Berkeley undergraduates to pursue African studies at the Reims (Africa) and Menton (Maghreb) campuses. At Sciences Po, students can study Arabic, Portuguese, or Swahili. The first Sciences Po student graduated from Berkeley with a focus on African studies in 2018. The first Berkeley freshman class starts at Sciences Po in Fall 2018. As students in the bilingual Reims Africa program need French fluency, we are working with the Dual-Degree coordinator and the Berkeley World Language Program (p.45) to inform California high school French teachers and students about this opportunity.

I. Outreach Activities

IIa. K-12 schools. The eight area studies centers on the Berkeley campus have a successful history of outreach collaboration through the Office of Resources for International and Area Studies (ORIAS), which has conducted annual institutes on area studies topics for community college and K-12 educators over nearly two decades. With a collaborative network of educators and school districts, ORIAS provides scholarly resources and support professional development for K-12 and community college teachers through free workshops year round; monthly study groups; tuition scholarships for professional development; an electronic newsletter; web-based curriculum resources and a speakers bureau (p.15). Its World History Working Group meets monthly, and most recently explored questions of religious and cultural diversity. This and other cross-regional working groups meet throughout the year. With support from all Berkeley's NRCs, ORIAS hosts the popular Summer Teachers' Institute, a 3-day intensive, thematic program for 40-50 educators now entering its 23rd year. Center-affiliated presenters have included Kanogo, Karras, Nwokeji, Saavedra and other affiliates (Budget 5D5 & 8B1). ORIAS, coordinated by Shane Carter, will assist our Center with Africa-specific programs

such as ASA Teacher Workshop in 2021.

Educators continue to value ORIAS as indicated in survey feedback. To increase curriculum development opportunities, we also collaborate with the UC Berkeley History-Social Science Project (UCBHSSP), one of the 9 statewide California Subject Matter Projects, which provides professional development to K-12 history educators. In this cycle, we will work with UCBHSSP to create three global history course outlines (6th, 7th and 10th grade) in collaboration with scholars, graduate students, and classroom teachers. A working group of teachers will develop the outlines using the recently adopted California H-SS Framework and input from faculty and graduate students, who will build content knowledge, reinforce historical significance, and identify sources for lesson development. We will present the materials in summer institutes (3) and on a reformatted UCBHSSP Global History webpage.

As a member of the ASA Outreach Council, our Center will support its initiatives for a National Council for Social Studies shared exhibit booth, the Children's African Book Award, and the ASA Teacher's Workshop. Working with the Council and ORIAS, we will be key organizers of the ASA 2021 Workshop (Budget 5D6).

Like UCBHSSP (p. 45), the Berkeley World Language Program is part of the UC statewide network. It provides professional learning programs for K-12 language educators in Bay Area counties, strengthening academic content knowledge, content-specific pedagogical skills including technology and project-based language learning in order to promote student learning and achievement. In 2017, their thematic focus was Francophone Africa. Working with coordinator Don Doehla, we will develop this curriculum further drawing on material from our students and faculty who are from or work in Francophone Africa. Year 1, we will work with teachers in two Napa County high schools to develop material. Year 2, we will test this material in the classroom. Year 3, we will organize a Saturday spring workshop on Francophone Africa.

In Year 4, Don will present this at the 2021 ASA Teachers' Workshop. We anticipate this curriculum will reach dozens of French teachers and several hundred students.

I1b. Postsecondary institutions. The Center serves as an important resource for regional postsecondary institutions via scholarly gatherings, and library resources, student advising and shared visiting lecturers. We will also support faculty from community colleges and MSIs to attend the Association of African Studies Programs (AASP) meetings and participate in the WARA/CAORC two-week training in Senegal (Budget 3C-D). Saavedra assisted with planning, advertising, recruitment and selection for the pilot January 2017 program. In collaboration with the other Berkeley NRCs, we will support ORIAS' global studies summer institute for community college educators. ORIAS will work with past institute participants to build two online World History courses for California's community college online course exchange (used by 56 of California's 114 CC) and seek UC systemwide articulation approval (Budget 5C5, 8B1b). Our leadership of UCARI is another central element of our postsecondary outreach (p. 4).

I1c. Business, media, and the general public. Our business outreach occurs through assisting students, directly engaging with enterprises, and supporting the Haas Africa Business Forum. We assist MBA students in the International Business Development program (p. 23) as they prepare for their African consultancies through classroom engagement, expert advice and resources. Saavedra is working with IBD faculty director Frank Shultz and program coordinator David Richardson (Peace Corp, Mali) to enhance the Africa components of the main course Business Administration 298AB. We work closely with Collaborate4Africa, a network of activists, social entrepreneurs and philanthropists who meet monthly to support social ventures across Africa that have a variety of Bay Area connections. The annual Berkeley Haas Africa Business Forum, initiated in 2016 by a MCF Scholar and a few of his MBA peers with assistance from the Center, has steadily grown to become the highlight of the spring calendar. With themes

from innovation in health and education, technology, and energy, the Forum attracts students, scholars, philanthropists, entrepreneurs and corporate representatives. Over 200 people participated in the April 2018 event. With NRC funds, we will facilitate the participation of African scholars who can speak to the annual theme chosen by students (Budget 5C2 & 8C1).

We directly shape media through our work with students, alumni – including many FLAS fellows and MCF Scholar – and faculty of our Journalism School (e.g. Hochschild, Pollan). Annually, we advise journalism students working on African stories. We regularly assist media outlets including the BBC, CBC, KCBS, KGO Radio, NBC, NPR, LA Times, National Geographic, PBS Frontline, 60 Minutes, Pacifica, local broadcast affiliates, many newspapers and magazines and freelancers with stories and editorials. Our faculty and visiting lecturers frequently grant interviews with local and national media. Our CAS outreach strategy to the public includes communication via flyers, e-mail listservs, web sites and social media, open access to our public events, a speakers' bureau and collaboration with community groups in sharing information and organizing events. We also work with OLLI on programming for learners aged 50 and above, e.g., teaching short courses on current events and African youth. Finally, we recruit students, faculty, staff and alumni to assist schools, museums, and community groups, e.g. local World Affairs Councils, Priority Africa Network, and Great Decisions.

J. FLAS Awardee Selection Procedures

Our Center awards all its FLAS fellowships in less and least commonly taught African languages. FLAS fellowships are central to the training of the next generation of Africa specialists, so our Center devotes significant effort to the administration of its FLAS program. Our Center administers the fellowship program directly with support from the Berkeley Graduate Division. We solicit applications from students across campus and for Summer FLAS across the UC system and other institutions.

J1. During the fall semester, we advertise the FLAS fellowship competition through newsletters, flyers, websites, e-mail lists, and social media. Berkeley's Graduate Division publishes notices in its monthly newsletter and the campus newspaper. The Berkeley NRCs collectively organize FLAS informational workshops for students, student advisors and graduate and professional school department administrators. The Graduate Division includes FLAS information in the financial aid forms sent to all graduate applicants. We will broadcast our FLAS information also through the national online network to encourage students from other universities to apply for FLAS fellowships through our Center. Incoming graduate students apply for FLAS within the same application for graduate school. Undergraduates and continuing graduate students submit paper applications available on the Graduate Division website. Both academic year and summer FLAS applications are due at the end of January. FAFSA information is part of the application. The FLAS selection committees meet approximately in mid to late February. We announce awards in March.

The selection committee consists of three core faculty members – one language specialist/instructor, and two other Center-affiliated faculty, along with the Associate Director who sits *ex-officio* to provide guidance on selection criteria. Committee members read and rank files individually then meet to discuss the applications and to rank them by consensus. In addition to the basic FLAS eligibility requirements, our committees are asked to pay special attention to each applicant's potential for high academic achievement, clarity of intent to combine language study with area studies coursework and research, and, in the case of non-Center language programs, to determine whether the proposed program has or is developing performance-based instruction. With other criteria being equal, committees factor in financial need based on the family contribution calculation in FAFSA.

The committee will award fellowships in a wide variety of humanities and social sciences

disciplines, and particularly in professional fields. The selection criteria give priority to doctoral and professional school students who can demonstrate that language study is clearly relevant to their future work, to those who propose to take more advanced levels of language proficiency, and to undergraduates who are at least at the intermediate level. Within the remaining pool, priority goes to those who are in the earlier stages of their degrees, particularly master's level and professional school students who are more likely to pursue government service. We give lowest priority to students who already possess language fluency equivalent to educated native speakers in the language in question. We make awards in Arabic if the applicant demonstrates that his/her program of study or research clearly engages with the field of African Studies.

In previous cycles, our Center's FLAS fellows have included professional school students from the College of Natural Resources, Journalism, Information, Public Health, Public Policy, Medicine (in joint programs with UCSF) and Education. 40% of the fellows have been from STEM disciplines, and 40% to masters' students. The professional relationships we develop with students during their tenure at Berkeley through the orientations, advising and events facilitate our contact with them post-graduation, which in turn assists us in tracking FLAS fellows careers. Their careers mirror the rest of our graduates (p. 14). We are requesting 6 graduate academic year fellowships in Y1; 8 graduate and 2 undergraduate fellowships in Y2-4 and 6 graduate and 2 Summer FLAS fellowships in Y1 and 5 and 2 respectively in Y2-4.

K. Competitive Priorities

Our Center will award all our academic year FLAS fellowships in Less Commonly Taught Languages (LCTLs), i.e., Arabic, Chichewa, Swahili, Amharic and Igbo, the latter two funded by this grant. Table 22 outlines our activities that meet the absolute and competitive priorities set by the U.S. Department of Education for this grant competition.

We are privileged and pleased to submit this proposal to meet NRC/FLAS priorities and

the overall goals of the program. The Center for African Studies at the University of California, Berkeley, is committed to the providing the training, opportunities, and resources required to serve US national needs in engaging productively and positively with African countries and citizens.

Table 22: CAS Activities that Meet Absolute, Competitive and Invitational Priorities

Priority	Activity	Page/Section
Absolute 1	Activities reflect diverse perspectives and wide range of views, and encourage government service in areas of national need, as well as in areas of need in education, business, and non-profit sectors	Diversity/National Needs Statemet
Absolute 2	Teacher training in language and area studies	Sect B, G, F & I
NRC CP 1	<i>Collaborative activities with MSIs and community colleges: Travel grants, ORIAS CC workshop, UCARI</i>	4, 46
NRC CP 2	<i>Collaborative activities with teacher education programs: ORIAS, UCBHSSP & BWLP</i>	13, 45, 45
FLAS CP 1	<i>Give preference to FLAS applicants who demonstrate financial need: In addition to high academic achievement, financial-need determined via FAFSA is factored into award decisions.</i>	48
FLAS CP 2	<i>Awarding AY FLAS for Less Commonly Taught Languages: All AY FLAS fellowships will go to students studying Arabic, Chichewa, Swahili, Amharic and Igbo, all LCTLs languages.</i>	47

Other Attachment File(s)

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University of California, Berkeley

Center for African Studies

Attachments

**To application for grants
National Resource Centers Program
and
Foreign Language and Area Studies Fellowships Program**

CFDA NUMBER: 84.015A and 84.015B

1. Profile form
2. Acronyms
3. Proposal Table of Content
4. Statements on Diverse perspectives and areas of need descriptions.
5. CVs Table of Content
6. CVs for Faculty and Instructors
7. Position Description for Language Instructors
8. Master Course List
9. Performance Measures
10. Support Letters
- 10.1 Commitment letters.

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: \$270,000 Year 2: \$270,000 Year 3: \$270,000 Year 4: \$270,000

FLAS Request

Year 1: \$255,500 Year 2: \$346,500 Year 3: \$346,500 Year 4: \$346,500

Type of Applicant

- Single institution University of California, Berkeley
 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.

Amharic, Arabic, Chichewa, Igbo, Swahili

List of Abbreviations
Univeristy of California, Berkeley
Center for African Studies
NRC and FLAS Title VI Grant Proposal
June 2014

ACRONYM/ ABBREVIATION	MEANING
AAS	African American Studies
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
ALC	Americans for Libraries Council
ALMA	African Language Material Archive
ALTA	African Language Teachers' Association
APCG	African Politics Conference Group
APSA	American Political Science Association
BLC	Berkeley Language Center
Blum Center	Blum Center for Developing Economies
BSA	Berkeley Study Abroad
BWLP	Berkeley World Language Program
CAMP	Cooperative Africana Microform Project
CAORC	Council of American Overseas Research Centers
CAS	Center for African Studies
CCTC	Community College Transfer Center
CEGA	Center for Effective Global Action
CEP	Center for Educational Partnerships
CGPH	Center for Global Public Health
CHAUKIDU	Global Association for the Promotion of Swahili
CITRIS	Center for Information Technology and Research in the Interest of Society
CMES	Center for Middle Eastern Studies
CNR	College of Natural Resources
CODESRIA	Council for the Development of Social Science Research in Africa
CSS	Campus Shared Services
DEI	Division of Equity and Inclusion
DL	Distance Learning
DOD	Department of Defense
EAP	Education Abroad Program
EASST	East Africa Social Science Translation Collaborative
ERG	Energy and Resources Group
ESPM	Environmental Science and Policy Management
FAFSA	Free Application for Federal Student Aid
FIFA	Fédération Internationale de Football Association

List of Abbreviations
Univeristy of California, Berkeley
Center for African Studies
NRC and FLAS Title VI Grant Proposal
June 2014

ACRONYM/ ABBREVIATION	MEANING
FLAS	Foreign Language and Area Studies
FTE	Full-time Equivalent (for personnel appointments)
GEPA	General Education Provisions Act
GHE	Global Health and Environment
GPA	Group Project Abroad
GPP	Global Poverty and Practice
GSI	Graduate Student Instructor
GSITRC	Graduate Student Instructor Teaching & Resource Center
HOA	Horn of Africa
HRC	Human Rights Center
IBD	International Business Development
L&S	Letters and Science
LCTL	Less commonly taught languages
LLT	Language Leadership Team
LPI	Language Proficiency Interview (CAS UCB)
LRC	Language Resource Center
MDP	Masters in Development Practice
MCFSP	MasterCard Foundation Scholars Program
MLA	Modern Language Association
MSI	Minority-Serving Institutions
NALRC	National African Language Resource Center (Indiana)
NCOLCTL	National Council of Less Commonly Taught Languages
NES	Near Eastern Studies
NGO	Non-Governmental Organization
NRC	National Research Center
OASIS	Organizing to Advance Solutions in the Sahel
OLLI	Osher Life Long Learning Institute
ORIAS	Office for Resources in International and Area Studies
ORU	Organized Research Unit
PAL	Program in African Languages
PAN	Priority Africa Network
PI	Principal Investigator
SPH	School of Public Health
STEM	Science Techonology Engineering Mathematics
UC	University of California

List of Abbreviations
Univeristy of California, Berkeley
Center for African Studies
NRC and FLAS Title VI Grant Proposal
June 2014

ACRONYM/ ABBREVIATION	MEANING
UCARI	University of California Africa Research Initiative
UCB	University of California, Berkeley
UCBHSSP	UCB History-Social Science Project
UCLA	University of California, Los Angeles
UCSF	University of California, San Francisco
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	US Agency for International Development
VCR	Vice Chancellor of Research
WARA	West African Research Association
WARC	West African Resource Center

University of California, Berkeley, Center for African Studies

Title VI National Resource Center and Foreign Language and Area Studies

Proposal 2018

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Absolute Priority 1: Diverse Perspectives and Areas of Need

(1) Diverse Perspectives

The following outlines how the Center for African Studies assures that activities funded by the Title VI grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Center for Africa Studies, as an Organized Research Unit within the University of California at Berkeley, a land-grant public institution, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public outreach activities and programs CAS and the University are committed to assuring that all persons may exercise the constitutionally protected rights of free expression, speech, assembly, and worship.

The Center for African Studies is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy (see below) and strongly demonstrated by the Center's nearly 40-year record of public programming, publications and outreach. The four-year program of NRC activities outlined in this proposal is designed to foster such diversity of views and exchange of ideas. Organized research activities will explore a wide range of transnational and transregional issues centering on various regions in Africa, and from multiple perspectives, with participants from the U.S. and abroad; symposia, forums and other events will foster intellectual debate and exchange from various viewpoints on issues affecting the countries and regions organizations, as well as debate and openness on any single nation's political, social or economic situation. Outreach activities will expose educators and students to a wide range of speakers with diverse viewpoints. CAS is a non-political, academic unit that promotes the lively and free exchange of ideas for the furthering of knowledge in all aspects, both historical and contemporary, of African studies.

2018 UC Berkeley Commission on Free Speech: Dedication to freedom of speech has been a prominent and valued part of the Berkeley ethos since the 1960s. The University of California, Berkeley must continue to embrace its obligation to protect the fundamental right of free speech, including offensive and hateful speech. The campus is also committed to ensuring the safety of all students, staff, and faculty; to fostering an inclusive community, especially for those traditionally under-represented; and to creating an environment where all voices can be heard.

Policy on Academic Freedom (APM – 010): The University of California is committed to upholding and preserving principles of academic freedom. These principles reflect the University's fundamental mission, which is to discover knowledge and to disseminate it to its students and to society at large. The principles of academic freedom protect freedom of inquiry and research, freedom of teaching, and freedom of expression and publication.

(2) National Need

The Center for African Studies at UC Berkeley will encourage government service in areas of national need, as identified by the Secretary US Department of Education, as well as in areas of need in the education, business, and nonprofit sectors by:

- 1) Training to students in less commonly-taught languages, Amharic, Arabic, Chichewa, Igbo, and Swahili. Many of these graduates enter careers in government, business and the non-profit sectors.
- 2) Training significant numbers of students in Global Studies, the African Diaspora Studies doctoral program, Development Engineering, and several master's programs with a concentration in African Studies. Large percentages of these advanced graduates go on to careers in education, government, the non-profit sector, journalism and law.
- 3) Advising students on careers in government service, education, business, and nonprofit sectors and connecting them with alumni who have had careers in these areas of need.
- 3) Developing areas studies course offerings that are among the richest in the nation. Over 9000 UC Berkeley students from every possible major and discipline took courses last year on Africa. These students enter the national workforce by the thousands annually with an enhanced understanding of Africa within the global context.
- 4) Engaging in outreach activities to train new and veteran educators about Africa, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting curriculum development workshops, summer institutes, year-around working groups, outreach to Minority-Serving Institutions and local community colleges, and supporting educators to travel to meetings and to Senegal for networking and training.
- 5) Continuing to establish international exchange agreements with institutions in Africa that foster student and visiting scholar exchange between the United States and Africa, in all areas including energy, technology, public health and agriculture.

Appendices

1. Curriculum Vitae and Position Descriptions

UCB Africa Center Faculty CVs Alphabetical 2018

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Acey, Charisma	City and Regional Planning	75
Adams, Bradford	Law, Boalt School of	10
Adao, Deolinda M	Portuguese Studies Program	10
Agogino, Alice M	Development Engineering	20
Anand Kauer, Supreet	Economics	15
Arriola, Leonardo	Undergraduate Interdisciplinary Studies (UGIS)	100
Arriola, Leonardo	International and Area Studies	100
Arriola, Leonardo	Center for African Studies	100
Arriola, Leonardo	Political Science	100
Astourian, Stephan H	History	25
Bacchetta, Paola	Gender and Women's Studies	10
Ballenger, Stephanie	Global Studies (International and Area Studies)	10
Bartu, Peter	Middle Eastern Studies	35
Bartu, Peter	Global Studies (International and Area Studies)	35
Bazian, Hatem	Arabic (Near Eastern Studies)	100
Beecher, David	International and Area Studies	10
Beecher, David	Global Studies	10
Belguith, Amel	Arabic (Near Eastern Studies)	100
Blaylock, Jennifer	Film & Media	100
Blumenstock, Joshua	Information, School of	75
Bowie, Rauri C	Integrative Biology	100
Brashares, Justin	Environmental Science, Policy, and Management	100
Brewer, Eric	Computer Science	20

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<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Britto, Karl A	French	25
Budner, Keith	Art/History of Art	10
Burawoy, Michael	Sociology	10
Burrell, Jenna	Information, School of	75
Bussell, Jennifer	Political Science	25
Carr, Claudia	Environmental Science, Policy, and Management	75
Carter, Shane	Outreach	10
Chari, Sharad	Geography	75
Chaudhry, Kiren A	Political Science	10
Clemons, Adam	African & African American Studies Libraries	100
Cohen, Lawrence	Anthropology	15
Connell, Ronald	African American Studies	50
Corburn, Jason	City and Regional Planning	25
Corburn, Jason	Public Health, School of	25
Danner, John	Development Practice	10
Davies, James	Music	35
Davis IV, Edward C	African American Studies	50-75
Dejanvry, Alain	Public Policy, Goldman School of	10
Dejanvry, Alain	Agricultural and Resource Economics	10
deSouza, Allan	Practice of Art	50
Dewulf, Jeroen	Dutch Studies	25
Diab, A	Arabic (Near Eastern Studies)	100
Doehla, Dan	Berkeley Language Center (BLC)	25
Driver, Tami L	Center for African Studies	100
Duguid, Paul	Information, School of	10

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<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Dunning, Thad	Political Science	30
Eckhouse, James	Geography	25
Eicher, Amanda J	Practice of Art	25
Ekstrand, Maria	Public Health, School of	10
Elmahdy, Elsa	Arabic (Near Eastern Studies)	100
Elsheikh, Elsadiq	Haas Institute of Equity, Inclusion, and Diversity	50
El-Sherif, Mona S	Arabic (Near Eastern Studies)	100
Emerson, Mark C	History	10
Emmanuel, Ivor	Berkeley International Office	75
Emmanuel, Ivor	Sociology	75
Enríquez, Laura	Sociology	10
Faber, Benjamin	Environmental Economics and Policy	10
Faber, Benjamin	Economics	10
Ferme, Mariane	Anthropology	100
Fernald, Lia C	Public Health, School of	75
Figuroa, Meleiza	Geography	10
Finan, Frederico S	Economics	10-20
Fish, M. S	Political Science	10
Fisher, Daniel	Anthropology	10
Fletcher, Laurel	Law, Boalt School of	10
Fox, M. L	Development Practice	75
Fuller, Mia	Italian Studies	25
Gadgil, Ashok	Development Engineering	25
Gadgil, Ashok	Mechanical Engineering	25
Galletti, Mattia P	Development Practice	

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Gamal, Arif	African American Studies	100
Gertler, Paul	Public Health, School of	10
Getz, Wayne M	Development Practice	75
Gilless, J. K	Development Practice	10
Goldberg, Ken	Industrial Engineering and Operations Research	10
Goldstein, Joshua	Demography	10
Gonzalez-Navarro, Marco	Economics	10
Gonzalez-Navarro, Marco	Environmental Economics and Policy	10
Gonzalez-Navarro, Marco	Agricultural and Resource Economics	10
Gottreich, Emily B	Global Studies (International and Area Studies)	25
Gottreich, Emily B	Middle Eastern Studies	25
Gottreich, Emily B	International and Area Studies	25
Greer, Erin E	English	10
Gurowitz, Amy	Political Science	10
Hall, Bruce	History	100
Halpern, Jodi	Public Health, School of	25
Harris, Eva	Public Health, School of	10
Hart, Gillian	Global Studies (International and Area Studies)	75
Hart, Gillian	Development Studies (International and Area Studies)	75
Hart, Gillian	Geography	75
Harte, John	Energy and Resources Group	10
Haskaj, Fatmir	Global Poverty and Practice	25
Hemmerling, Anke	Public Health, School of	15
Henry, Anna	Center for African Studies	100
Hirschkind, Charles	Anthropology	50

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Holston, James	Anthropology	10
Hsing, You-Tien	Geography	10
Hyde, Susan	Political Science	10
Hyman, Larry	Linguistics	100
Inkelas, Sharon	Linguistics	20
JanMohamed, Abdul R	English	25
Johnson-Hanks, Jennifer	Demography	75
Johnson-Hanks, Jennifer	Sociology	75
Jones, Donna V	English	75-100
Kadir, Khalid	International and Area Studies	75
Kadir, Khalid	Global Poverty and Practice	75
Kadir, Khalid	Engineering	75
Kaiser, Mark	Berkeley Language Center (BLC)	10
Kammen, Daniel	Energy and Resources Group	75
Kammen, Daniel	Public Policy, Goldman School of	75
Kanogo, Tabitha	History	100
Karl, Brian	Anthropology	10
Karras, Alan	International and Area Studies	10
Kern, Richard	French	10
Kern, Richard	Berkeley Language Center (BLC)	10
Khankan, Nathalie	Arabic (Near Eastern Studies)	100
Klocek, Jason	Political Science	30
Koenig, Kimberly A	Law, Boalt School of	10
Kosek, Jon	Geography	25
Kueppers, Lara M	Energy and Resources Group	10

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<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Kyeu, David	African American Studies	100
Ladzekpo, Cornelius K	Music	100
Laguerre, Michel S	African American Studies	10
Laudati, Ann A	Geography	100
Laymoun, Nawal M	Arabic (Near Eastern Studies)	100
Le, Phuoc	Public Health, School of	50
Levine, David I	Business, Haas School of	20
Lucarelli, Rita	Near Eastern Studies	10
Lucas, Cecilia C	Global Poverty and Practice	25
Magruder, Jeremy R	Economics	50
Magruder, Jeremy R	Agricultural and Resource Economics	50
Magruder, Jeremy R	Environmental Economics and Policy	50
Mahajan, Aprajit	Economics	10
Mahajan, Aprajit	Environmental Economics and Policy	10
Mahajan, Aprajit	Agricultural and Resource Economics	10
Maher, Lisa	Anthropology	20
Makana, Selina S	African American Studies	100
Marston, Andrea	Geography	10
Martin, Abigail	Public Health, School of	10
Matanock, Aila	Political Science	50-75
Mayali, Laurent	Law, Boalt School of	20
Mayali, Laurent	Legal Studies	20
McCoy, Sandra I	Public Health, School of	100
Mchombo, Sam	African American Studies	100
Mclsaac, Stephen	Anthropology	100

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Mezur, Katherine	Comparative Literature	10
Miguel, Edward	Economics	100
Miller, Maureen	History	15
Mills, Ivy	College Writing	100
Mills, Ivy	Rhetoric	100
Mills, Ivy	Art/History of Art	100
Mohamed, Haitham S	Arabic (Near Eastern Studies)	100
Mohamed, Saira	Law, Boalt School of	25
Monshipouri, Mahmood	Global Studies (International and Area Studies)	100
Moore, Donald S	Anthropology	100
Morello-Frosch, Rachel	Public Health, School of	20
Morello-Frosch, Rachel	Environmental Science, Policy, and Management	20
Murphy-Graham, Erin	Education, Graduate School of	10-30
Nanda, Aparajita	College Writing	30
Nanda, Aparajita	African American Studies	30
Naseemullah, Adnan	Political Science	
Natale, Katrina	Law, Boalt School of	10
Nathan, Laura	Sociology	10
Newsome, Bruce	International and Area Studies	15
Nimako, Kwame	African American Studies	50
Nwokeji, G. Ugo	African American Studies	100
O'Connell, Jamie (James)	Law, Boalt School of	50
Ogata, Tetsushi	Peace and Conflict Studies (International and Area Studies)	15
O'Rourke, Dana	Environmental Science, Policy and Management	10
Page, Tiffany L	Development Studies (International and Area Studies)	10

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<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Page, Tiffany L	Political Economy	10
Page, Tiffany L	Sociology	10
Paschel, Tianna	African American Studies	10
Peluso, Nancy L	Environmental Science, Policy, and Management	10
Pinheiro, Duarte C	Spanish and Portuguese	25
Pirillo, Diego	Global Studies (International and Area Studies)	10
Popovic, Neil	Development Practice	10
Post, Alison	Political Science	10
Potts, David M	Public Health, School of	25
powell, john a	Law, Boalt School of	10
Prata, Ndola	Health and Medical Sciences	100
Prata, Ndola	Public Health, School of	100
Price, Jason	Anthropology	100
Rael, Ronald	Architecture	10
Raiford, Leigh	African American Studies	10
Ramachandran, Divya	Information, School of	
Ramachandran, Divya	Energy and Resources Group	
Randhawa, Karenjot B	Global Studies (International and Area Studies)	10
Randhawa, Karenjot B	Peace and Conflict Studies (International and Area Studies)	10
Raube, Kristiana	Business, Haas School of	25
Ray, Isha, Isha	Development Practice	10
Redmount, Carol	Near Eastern Studies	10
Reingold, Arthur L	Public Health, School of	25
Reingold, Arthur L	Development Practice	25
Reinhard, Rachel B	UC Berkeley History Social Science Project	10

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Reinhard, Rachel B	Outreach	10
Rodriguez-Clare, Andres	Economics	
Roland-Holst, David	Development Practice	20
Roland-Holst, David	Environmental Economics and Policy	20
Saavedra, Martha E	Global Studies	100
Saavedra, Martha E	Center for African Studies	100
Saavedra, Martha E	International and Area Studies	100
Sadoulet, Elisabeth	Agricultural and Resource Economics	10
Sadoulet, Elisabeth	Economics	10
Safi, Lubna	Arabic (Near Eastern Studies)	100
Saha, Poulomi	English	
Sanchez De La Sierra, Raul	Business, Haas School of	80
Sanyal, Debarati	French	10
Sato, Nancy E	Outreach	10
Sayre, Nathan F	Geography	10
Scharffenberger, George T	Development Practice	75
Scheper-Hughes, Nancy	Anthropology	25
Schneider, Elena	History	33
Scholl, Caitlin A	Comparative Literature	50
Schultz, Frank	Business, Haas School of	10
Serpell, Namwali	English	50
Silverberg, Helene	Political Science	25
Sinek, Wendy	Political Science	10
Skiba, Lynsay	History	25
Small, Stephen A	African American Studies	10

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<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Smith, Kirk R	Public Health, School of	25
Stover, Eric	Public Health, School of	10
Stover, Eric	Law, Boalt School of	10
Sunseri, Jun	Anthropology	75-100
Swidler, Ann	Sociology	100
Tabot-Smith, Amara	Theater, Dance, and Performance Studies	25
Talwalker, Clare	Global Poverty and Practice	10
Tansman, Alan	East Asian Languages and Cultures	10
Taylor, Ula Y	African American Studies	10
Tiberio, Alessandro	Geography	10
Tichenor, Marlee	Anthropology	100
Tigner, Latanya D	Theater, Dance, and Performance Studies	75-100
Tlatli, Soraya S	French	25
Travagianti, Manuela	Peace and Conflict Studies (International and Area Studies)	100
Travagianti, Manuela	Global Studies (International and Area Studies)	100
Tsung, Pei-Chen	Arabic (Near Eastern Studies)	100
Tugal, Cihan	Sociology	20
Vaughn, Sarah	Anthropology	10
von Hoene, Linda	Graduate Student Instructor Teaching and Resource Center (GSITRC)	10
Watts, Michael J	International and Area Studies	100
Watts, Michael J	Geography	100
Watts, Michael J	Global Studies (International and Area Studies)	100
White, Timothy D	Anthropology	50
White, Timothy D	Integrative Biology	50
Wilfahrt, Martha	Political Science	100

<i>FacNameLastFirst</i>	<i>Department</i>	<i>% in AS</i>
Wilkie, Laurie A	Folklore	75-100
Wilkie, Laurie A	Anthropology	75-100
Wittenberg, Jason	Political Science	10
Wofford, Jenifer	Practice of Art	10
Wydick, Bruce	Agricultural and Resource Economics	50
Yago, Glenn	Development Practice	10
Zilberman, David	Development Practice	25
Zook, Darren	Global Studies (International and Area Studies)	10
Zook, Darren	Peace and Conflict Studies (International and Area Studies)	10
Zucman, Gabriel	Economics	10
Zyba, Sarah	Public Health, School of	100

Appendix 1: UC Berkeley CAS Affiliated Faculty

African & African American Studies Libraries

Clemons, Adam	Librarian, African & African American Studies				
Education	Tenure N/A	Diss Supervised	0	Africa %	100
	MLS, 2015, Indiana University, Library Sciences				
	M.A., 2015, Indiana University, African Studies				
	M.A., 2011 University of Arkansas, History				
	B.A., 2008, University of Arkansas Monticello, English and History				
Academic	UC Berkeley, University of Tennessee at Martin, Utah Valley University				
Overseas	Senegal				
Language	Swahili (2), French (2)				
Courses					
Interests	Information access inequality and the digital divide; web archiving; and race and racism.				
Publications	1 “Board in the Library: A Quick and Easy Solution to Gathering Library User Feedback.” Tennessee Librarian 66, no. 2 (2016);				
Awards					

African American Studies

Connell, Ronald	Graduate Student Lecturer, African American Studies				
Education	Tenure N/A	Diss Supervised	0	Africa %	50
	M.A., 2012, UC Berkeley				
	B.A., 2009, York University, Canada, Environmental, minor Political Science				
Academic	Graduate Student Lecturer, UC Berkeley, African American Studies, 2017				
Overseas					
Language					
Courses	1: 139 AFRICAM: Topics in African American Social Organization and Institutions: Race and Environment				
Interests	Caribbean history, ethnic multiplicity within the African Diaspora, political ecology, the politics of autonomy, and development studies, participatory research methods, African critical theory, and the function of utopia and radical imagination in the African diaspora				
Publications					
Awards					

Davis IV, Edward C Lecturer, African American Studies

Education	Tenure N/A	Diss Supervised 0	Africa % 50-75
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Ph.D., 2018 UC Berkeley, African American Studies
M.Phil., 2009, St. John's College University of Cambridge
M.A., 2016, UC Berkeley, African American Studies
B.A., 2003, New York Univesrity, Gallatin School of Individuatlized Study, cum la

Academic Graduate Student Lecturer, UC Berkeley, African American Studies and Rhetoric, 2005, 2016-2017
Faculty, Malcolm X College, 2010-2018;
Instructor, Cambridge Classics, Cambridgeshire Community College, England, Summer 2009;
Teacher, The American School of Kinshasa; Democratic Republic of Congo, 2006-2008;
Teacher, Instituto de Intercâmbios e da Cultura Americana, Escola Fisk, Brazil, 2004;
Instructor, Epitech/Epita Institut d'Informatique; Kremlin Bicêtre, France, 2002-2003;

Overseas Democratic Republic of Congo, Angola, France, Brazil

Language French (5), Portuguese (5), Lingala (4), Haitian Creole (4), Guadeloupean Creole (4), Martinican Creole (3), Spanish (3), Umbundu (2), Swahili (2), Tagalog (1).

Courses 2: R1A AFRICAM: Freman Seminars: Literature of Africa & Its Diaspora;
R1B RHETORIC: Craft of writing: Making Colonial Silences Legible

Interests African Diaspora with focus on Francophone and Lusophone world, and larger issues related to STEM, agronomics, indigenous peoples' rights and preserving local epistemologies with a research concentration on Congo and Angola.

Publications 2

Awards 2015 Fulbright-Hays, Philippines, Human Rights, Ethnolinguistic & Religious Diversity;
FLAS 2005, Intermediate Congolese Lingala, University of Illinois Rubana-Champaign

Gamal, Arif Adjunct Faculty Lecturer, African American Studies

Education	Tenure Security of Employment	Diss Supervised 0	Africa % 100
------------------	--------------------------------------	--------------------------	---------------------

Ph.D., 1980, U of Montpellier ULST Montpellier-France, Environmental Studies
M.Sc., 1977, University of Paris VI, Animal Biology
B.S., 1974, University of Khartoum, Natural Resources

Academic Adjunt Faculty, UC Berkeley, African American Studies, 1996-present and CNR 1993;
Adjunct Instructor, College of Marin, Anatomy, Sexuality, Biology, Ecology, 2001-present;
Course Instructor, San Jose University, Environmental Sciences, 1999;
Adjunct Faculty Lecturer, Cal State University-Sacramento, Int'l Environmental, 1994;
Faculty, University of Khartoum (Sudan), Natural Resources, 1982-1992

Overseas Egypt, Libya, Kenya, Sudan, Ethiopia, Malaysia, United Kingdom, France, The Netherlands, Australia, Mali

Language Arabic (3), French (3), Nubian (3), Amharic (3)

Courses 1: C253 ARESEC/C253 PUBPOL: International Economic Development Policy

Interests Environmental Sciences, Conservation Biology, Pest Management, NGO and Development. Sudanese Agriculture, Development

Publications 0

Awards 1991-1992 Fulbright Senior Scholar Fellowship - UC Berkeley United States Information Agency (USIA)

Kyeu, David Lecturer, African American Studies

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2014, U of Wisconsin, African Languages & Literature, Minor: 2nd Lang A
 M.A., 2007, Egerton University-Kenya, Swahili Studies (Language, Linguistics, Lite
 B.ED., Honors Egerton University, Swahili Studies and Mathematics

Academic Lecturer, UC Berkeley, African American Studies, 2013-present;
 Visiting Professor, Touro University (CA), Swahili instruction for Medical Students, Spring 2015;
 Adjunct Lecturer, University of Florida, African Language Initiative summer program, 2011-2013;
 Teaching Assistant, University of Wisconsin, Madison, Swahili and East African Cultures, 2007-2013;
 Fulbright Visiting Scholar, Brown University, Beginning Swahili 1 and 2, 2005-2006

Overseas Kenya

Language Swahili (5), Kikamba (4), Kikuyu (4); American Sign Language (3)

Courses Beginning Swahili (AAS11A), Intermediate Swahili (AAS10A), Advanced Swahili (AAS15B)

Interests Second Language Acquisition; African Language and Literature; Teaching African languages;
 Technology based pedagogy of Swahili Language; Swahili in the African-American community and the
 African diaspora; Language, History and Culture in the Swahili society; Translation Swahili to English;
 English to Swahili; Language and Business practice

Publications 9
 Kyeu, D. (2018) 'African Languages Program at UC Berkeley.' Submitted for publication in ULIMI
 LUGHA News Letter. Annual publication of the National African Resource Center (NALRC);
 Kyeu, D. (2017), Co-Editor, MULIKA 2017 TOLEO MAALUM, MAKALA YA KONGAMANO LA
 CHAUKIDU 2016. Institute of Swahili Research Dar es Salaam. ISBN 0856 – 0129

Awards 2009 Academic Initiative Best Instructor Award offered by University of Wisconsin-Madison

Laguerre, Michel S Professor, African American Studies

Education **Tenure** Yes **Diss Supervised** **Africa %** 10
 Ph.D., University of Illinois at Urbana-Champaign, Social Anthropology

Academic Professor, UC Berkeley, African American Studies; present
 Director of the Berkeley Center for Globalization and Information Technology, present;
 Visiting Scholar, Harvard University, Anthropology, 1991-1992;
 Visiting Scholar, MIT, Science, Technology and Society program, 2001-2002

Overseas Europe, Caribbean

Language French (5)

Courses 1: 241 AFRICAM: Speical Topics: Development Studies of the Diaspora

Interests contemporary social theory, information technology, diaspora studies and transnational politics,
 multiculturalism and globalization, and global metropolitan studies

Publications His new volume entitled The Multisite Nation is forthcoming.

Awards Laguerre was the recipient of a Regents' Junior Faculty Fellowship and later he held the Barbara
 Weinstock Lectureship on the Morals of Trade

Nanda, Aparajita Lecturer, African American Studies
See: College Writing

Education	Tenure N/A	Diss Supervised	0	Africa %	30
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Ph.D., Jadavpur University, Calcutta, English
M.A., Jadavpur University, Calcutta, English
B.A., Presidency College, Calcutta, English Literature

Academic Visiting Associate Professor, UC Berkeley, present;
Quarterly Adjunct Lecturer, University of Santa Clara, Ethnic Studies, present;
Batrice Bain scholar, UC Berkeley, 2005;
Associate Professor, Jadavpur University, Calcutta, English;
Scottish Church College, and Rabindra Bharati University

Overseas India, Europe, North Africa, Turkey, South Korea

Language Bengali (5)

Courses 2: R1A: Freshman Composition; R1B: Freshman Composition

Interests African - American Literature, Asian-American Literature, Renaissance Literature; postcolonial studies

Publications 3
Ethnic Literatures and Transnationalism: Critical Imaginaries of a Global Age, New York: Routledge;
The Strangled Cry: The Communication and Experience of Trauma, ed. Aparajita Nanda,
Interdisciplinary Press: Oxford, UK, 2013;
“Teaching Octavia Butler in a course on Colonialism and Science Fiction” Teaching Octavia Butler in
the Academy. Ed Tarshia Stanley. New York: MLA Publication, (forthcoming).

Awards 2015 Awarded Professional Development Grant Award, UC Berkeley

Nimako, Kwame Lecturer, African American Studies

Education	Tenure Lecturer w/Security of Emp	Diss Supervised	0	Africa %	50
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Ph.D., University of Amsterdam, Economics
M.A., University of Amsterdam, Sociology
B.A., University of Amsterdam, Sociology

Academic Visiting Professor, UC Berkeley, African American Studies, present;
Faculty, Universiteit van Amsterdam International Relations at the Graduate School of Social Sciences;
Founder/Director of Summer School on Black Europe, Amsterdam since 2008;
Tinbergen Fellow, Tinbergen Institute, Agricultural and Development Economics, 1989-1991;
Lecturer, Tinbergen Institute, Race and Ethnic Relations and Development Studies, Centre for Race
and Ethnic Studies, CRES, 1986-1991

Overseas Amsterdam, South Africa, Ghana

Language Twi (5), English (5), Dutch (5)

Courses 1: 112A AFRICAM: Political Economy of Developing 3rd World

Interests Economic development, ethnic relations, social policy, urban renewal, and international migration

Publications “African Regional Groupings and Emerging Chinese Conglomerates”, In: Big Business and Economic
Development: Conglomerates and Economic Groups in Developing Countries and Transition
Economies under Globalization, ed. B Hogenboom, AE Fernandez Jilberto (Routledge, London. 2007)

Awards

Nwokeji, G. Ugo Associate Professor, African American Studies

Education	Tenure Yes	Diss Supervised	0	Africa %	100
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Ph.D., 1999, University of Toronto
M.A., 1993, Memorial University of Newfoundland
B.A., 1989, University of Port Harcourt

Academic Assistant Professor, UC Berkeley, African American Studies, 2003-present;
Also taught at University of Connecticut; Emory University; Yale University; Harvard University;
Zentrum Moderner Orient

Overseas West Africa

Language Igbo (5), Ebirá (2), French (1), Spanish (1)

Courses 3: 118 AFRICAM: Slave Trade & Cultural Modernities; 120 AFRICAM: Africa from Revolution;
4A AFRICAM: Africa: History & Culture

Interests Slave trade from Africa; cultural history & political economy of Africa since 1500; int'l commerce in
the Nigerian Niger Delta and its hinterland; migration; slave emancipation; colonial & postcolonial
political economy; cultural history; Demography; African diaspora

Publications 2+
African World Histories, Vol. 1, The Slave Trade.” Forthcoming (With Trevor Getz), under contract
with Oxford University Press;
“The Slave Trade, Oil, and Globalization in the Niger Delta.”;
“African Origins Database” (This is a database of 68,000 “Liberated Africans” or Africans liberated
from slave ships during the 19th century), with David Eltis of Emory University;
G. Ugo Nwokeji, The Slave Trade and Culture in the Bight of Biafra: An African Society in the Atlantic
World. Cambridge University Press, 2010. (Winner of The 2011 Melville J. Herskovits Book Prize.)

Awards 2011 Melville J. Herskovits Book Prize; Research Associate of the W.E.B. Dubois Institute for Afro-
American Research at Harvard

Paschel, Tianna Assistant Professor

Education	Tenure N/A	Diss Supervised	0	Africa %	10
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Ph.D., 2011, UC Berkeley, Sociology
M.A., UC Los Angeles, Latin American Studies

Academic Assistant Professor, UC Berkeley, African American Studies, to present;
Neubauer Family Assistant Professor, University of Chicago, Political Science, 2011-

Overseas Columbia

Language

Courses 1: 139 AFRICAM: Topics in African American Social Organization and Institutions:
Rethinking Human Rights

Interests race and ethnicity, social movements, and globalization in comparative perspective, intersection of
racial ideology, politics, and globalization in Latin America

Publications publications can be found in the American Journal of Sociology, the Du Bois Review, SOULS: A
Critical Journal of Black Politics, Culture and Society, and Ethnic and Racial Studies

Awards Gertrude Jaeger Prize at the University of California, Berkeley;
Received three awards for her new book, Becoming Black Political Subjects: Society of the Study of
Social Problems (SSSP) Global Division Book Award, Gordon Hirabayashi Book Award of Human
Rights Section of the American Sociological Association (ASA), and Law and Society Association
(LSA) Herbert Jacob Book Award.

Raiford, Leigh Associate Professor, African American Studies

Education	Tenure Yes	Diss Supervised	1	Africa %	10
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Ph.D., 2003, Yale University, African American & American Studies
B.A., Wesleyan

Academic Assistant Professor, UC Berkeley, African American Studies, 2003-present;
Woodrow Wilson Postdoctoral Fellow, Duke University's John Hope Franklin Center for
Interdisciplinary & International Studies 2003

Overseas

Language

Courses 2: 119 AFRICAM: Selected Topics; R1B: Freshman Composition

Interests Race, gender and visual culture with an emphasis on film and photography; race and memory; and
black popular culture; diaspora; race & racial formations of the US; twentieth century African
American social movements; race & memory; black popular culture

Publications 1+
Co-editor with Heike Raphael-Hernandez of *Migrating the Black Body: Visual Culture and the African
Diaspora* (University of Washington Press, 2017);
Her work has appeared in numerous academic journals, including *American Quarterly*, *Small Axe*, *Qui
Parle*, *History and Theory*, *English Language Notes* and *NKA: Journal of Contemporary African Art*;
as well as popular venues including *Artforum*, *Aperture*, *Ms. Magazine*, *Atlantic.com* and *Al-
Jazeera.com*.

Awards Wilson Postdoctoral Fellow at the John Hope Franklin Humanities Institute at Duke University;
Finalist for the 2011 Berkshire Conference of Women Historians First Book Prize

Small, Stephen A Associate Professor, African American Studies

Education	Tenure Yes	Diss Supervised	3	Africa %	10
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Ph.D., 1989, UC Berkeley, Sociology
M.Sc., 1983, University of Bristol England, Social Science
B.A., 1979, University of Kent England, Economics and Sociology

Academic Associate Professor, UC Berkeley, 1995-present;
University of Massachusetts, Amherst, 1988-1992;
University of Warwick, 1991;
University of Leicester, 1992-1995

Overseas Zimbabwe, England, France, Brazil, Caribbean

Language French (5), Spanish (4), Portuguese (4), Dutch (3)

Courses 1: 28AC AFRICAM: Globalization & Minority American Communities

Interests Social scientific analysis of contemporary racial formations, and addresses links between historical
structures and contemporary manifestations of racial formations in the USA and elsewhere in the
Diaspora

Publications 1

Awards

Taylor, Ula Y Professor, African American Studies

Education **Tenure** Yes **Diss Supervised** 5 **Africa %** 10

Ph.D., 1992, UC Santa Barbara, American History
M.A., 1987, UC Santa Barbara, American History
B.A., 1985, UC Los Angeles, History

Academic Associate Professor, UC Berkeley, African American Studies, 2004-present;
Has taught aspects of economic, political, and cultural African American history from Colonial times to the present at Chapman College, Antelope Valley Community College, and to inmates at Lompoc Penitentiary.

Overseas

Language

Courses Not currently in the TVI course lists, however, she has covered African content, supports the Center and provides support to students with an African language and area studies.

Interests African American History (1890-1980), Black Nationalism, Pan-Africanism, Black Feminist Theory, African American Women's History, Civil Rights and Black Power

Publications 2

Ula Y. Taylor, *The Promise of Patriarchy: Women and the Nation of Islam* (University of North Carolina Press, 2017)

Awards 2018 Liberty Legacy Foundation Award, Organization of American Historians, Honorable Mention, 2018 Darlene Clark Hine Award;
Distinguished Teaching Award, University of California Berkeley, 2013
Only 5% of the academic senate faculty receive this honor and she is the second African American woman in the history of the University to receive this award.

Agricultural and Resource Economics

Dejanvry, Alain Professor

See: Public Policy, School of

Education **Tenure** Yes **Diss Supervised** 6 **Africa %** 10

Ph.D., 1966, UC Berkeley
M.S., 1963, UC Berkeley
1962, Ingenieur Agronome, Institute National Agronmique Paris

Academic Professor, UC Berkeley, 1966-present;
Université d'Auvergne, Clermont-Ferrand;

Overseas Sierra Leone, Senegal, Burkina Faso, Ghana, Chile, Dominican Republic, Peru, Mexico, Colombia, Brazil

Language French (3); Spanish (3)

Courses 1: C253 ARESEC/C253 PUBPOL: Int Ec Dev Policy

Interests Economic planning and development, conducted field research in Latin America, sub-Saharan Africa, the Middle East, and the Indian subcontinent, focusing on rural development, quantitative analysis of development policies, impact analysis of social programs, technological innovations in agriculture, and the management of common property resources

Publications 25

Awards

Gonzalez-Navarro, Marco Assistant Professor, Agricultural and Resource Economics

See: Economics or Environmental Economics and Policy

Education **Tenure** N/A **Diss Supervised** 4 **Africa %** 10

Ph.D., 2009, Princeton University, Economics

M.A., 2003, ITAM, Economic Theory

B.A., 2002, ITAM, Economics

Academic Assistant Professor, UC Bekeley, Agricultural and Resource Economics, 2017-present;
Assistant Professor, University of Toronto, UTSC Management, CIRHR, 2011-2017

Overseas Indonesia

Language Spanish (5), Portuguese (5), French (4)

Courses 2: C171 ECON: Economic Development (Cross-listed w/Environmental Economics & Policy C151);
C270A ECON: Microeconomics of Development (with Jeremy Magruder)

Interests development economics, urban economics

Publications 2
"Paving Streets for the Poor: Experimental Analysis of Infrastructure Effects" (2016), Review of Economics and Statistics, May, Vol. 98, Num. 2, pp. 254-267 with Climent Quintana-Domeque;
"A New Engel on the Gains from Trade: Theory and Evidence Within and Across Countries", with David Atkin, Benjamin Faber and Thibault Fally (work in progress).

Awards Albert Berry Prize CDESG Canadian Economic Association 2015

Magruder, Jeremy R Associate Professor, Agricultural and Resource Economics

See: Environmental Economics and Policy or Economics

Education **Tenure** Yes **Diss Supervised** 5 **Africa %** 50

Ph.D., 2007, Yale University, Economics

M.Phil, 2004, Yale University, Economics

M.A., 2004, Yale University, Economics

B.A., 2002, Michigan State University, Economics

Academic Associate Professor (with tenure), UC Berkeley, Agricultural and Resource Economics, 2013-present;
Assistant Professor, UC Berkeley, Agricultural and Resource Economics, 2007 – 2013

Overseas South Africa, Kenya, Nigeria, Malawi

Language

Courses 3: 152 ENVECON: Adv Topics of Development/Trade; C251 ARESEC: Economic Development;
C270A: Economic Development

Interests Employment and Underemployment in Developing Countries, unemployment in South Africa, job networks in India, and HIV/AIDS in Malawi

Publications 5+
"Minding Small Change Among Small Firms in Kenya" (with Lori Beaman and Jonathan Robinson) (2014), Journal of Development Economics, vol 108. pp 69-86;
"Can Network Theory Based Targeting Increase Technology Adoption" (with Lori Beaman, Ariel BenYishay, and A. Mushfiq Mobarak), , Mimeo University of California, Berkeley, 2015;
"Labor Market Changes in Response to Immigration: Evidence from Internal Migration Driven by Weather Shocks" (with Marieke Kleemans; Mimeo, University of California, Berkeley, 2015

Awards

Mahajan, Aprajit Associate Professor, Agricultural and Resource Economics
See: Economics or Environmental Economics and Policy

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10
 Ph.D., 2004, Princeton University, Economics
 M.Sc., 1996, London School of Economics, Economics and Philosophy

Academic Associate Professor, UC Berkeley, Agricultural and Resource Economics, 2014-present;
 Assistant Professor, UC Los Angeles, Economics, 2012-2014;
 Visting Assistant Professor, Stanford University, Economics, 2013;
 Assistant Professor, Stanford University, Economics, 2004-2012;
 Acting Assistant Professor, Stanford University, 2003-2004

Overseas India, Brazil, Mexico, Pakistan

Language

Courses 2: C151 ENVECON/C171 ECON: Economic Development;
 C251 ENVECON/C270A ECON/C151 EEP: Microeconomics of Development

Interests

Publications 3
 Extremum Estimation and Numerical Derivatives (2015) (with H. Hong and D. Nekipelov), Journal of Econometrics, 188(1): 250-263;
 Micro-Loans, Bednets and Malaria: Evidence from a Randomized Controlled Trial (with B. Blackburn, Daniel Kopf, Lakshmi Krishnan, A. Tarozzi and J. Yoong), American Economic Review, 2014, 104(7):1909-41;
 Why do Firms in Developing Countries Have Low Productivity" (with Nick Bloom, David McKenzie and John Roberts) American Economic Review Papers and Proceedings, 2010, 100(2): 619-623

Awards

Sadoulet, Elisabeth Professor, Agricultural and Resource Economics
See: Economics

Education **Tenure** Yes **Diss Supervised** 8 **Africa %** 10
 Ph.D., 1983, University of Geneva
 M.A., 1968, University of Lyon
 B.A., 1962, Lycee Herriot, France

Academic Professor, UC Berkeley, 1985-present;
 University of Clermont-Ferrand, France;
 University of Geneva

Overseas Senegal, Burkina Faso, Ghana, Chile, Dominican Republic, Peru, Mexico, Colombia, Argetina, Brazil, Guatamala, China, India, Bangladesh

Language Spanish (3), Portuguese (3) French (5)

Courses 1: 259 ARESEC: Economic Development; C270A ECON/C251 ARESEC: Microeconomics of Development

Interests agricultural technologies, microcredit, conservation, conditional cash transfers, and property rights, has conducted field research in sub-Saharan Africa, Latin America, India, and China; Development Economics: Theory and Practice provides students and practitioners with the perspectives and the tools they need to think analytically and critically about the current major economic development issues in the world.

Publications 23

Awards Who's Who in Economics, 4th edition, published by Edward Elgar Publishing in 2003, Selection criteria: one of the 1,200 most frequented cited economists in the world years 1990-2000 using the Social Science Citation Index

Wydick, Bruce	Visiting Professor, Agricultural and Resource Economics				
Education	Tenure N/A	Diss Supervised	0	Africa %	50
	Ph.D., UC Berkeley				
Academic	Visiting Professor (from University of San Francisco), UC Berkeley, Agriculture & Resource Economics, 2018				
Overseas	Ethiopia, Rwanda, Kenya, Uganda, El Salvador, Western Guatemala, Bolivia, India, the Philippines				
Language					
Courses	1: C253 ARE: International Economic Development Policy (Cross-listed with Public Policy C253)				
Interests	Applies econometric, game-theoretic, and experimental methods to understanding issues of poverty, development, and social change with a particular focus on the evaluation of development policy and programs in poor countries				
Publications	7 "Wheels of Fortune: The Economic Impact of Wheelchair Provision in Ethiopia" (with Justin Grider). Based on Grider's thesis, winner of 2014 International New Economic Talent Competition and Conference, Prague, Czech Republic, May 2014. Journal of Development Effectiveness (February 2016), vol. 8, no.1, pp. 44-66. Media in Christianity Today; "Got Milk? The Impact of Heifer International's Livestock Donation Program in Rwanda on Nutritional Outcomes" (with Christopher Barrett, Sarah Pedersen, Svetlana Pimkina, and Rosemary Rawlins), Food Policy (February 2014) vol.44, no.1 pp.202-213. Media coverage in Humanosphere and Foreign Affairs.				
Awards					

Anthropology

Cohen, Lawrence	Professor, Anthropology				
Education	Tenure Yes	Diss Supervised	6	Africa %	15
	Ph.D.,1992 Anthropology, Harvard University				
	M.A., Anthropology, Harvard University				
	B.A., 1983, Religion, Harvard University				
Academic	Professor, Anthropology, UC Berkeley, 1992-present; Director of the Medical Anthropology Program, UC Berkeley/UC San Francisco; Visiting Professor and Chair, Universität Zürich, Switzerland (2008)				
Overseas	India, Malaysia				
Language					
Courses	1: 3AC ANTHRO: Introduction to Medical Anthropology				
Interests	The Other Kidney * engages the nature of immunosuppression and its accompanying global traffic in organs for transplant. It is part of a larger collaborative project with Nancy Scheper-Hughes, cultural anthropologist whose primary field is the critical study of medicine, health, and the body				
Publications					
Awards	Won the 1998 Victor Turner Prize, the 1989 AES First Book Prize, an Honorable Mention for the 1999 Wellcome Medal, and the 2003 J.I. Staley Prize, School of American Research for "No Aging in India: Alzheimer's the Bad Family and Other Modern Thing."				

Ferme, Mariane Professor, Anthropology

Education **Tenure** Yes **Diss Supervised** 3 **Africa %** 100

Ph.D., 1992, University of Chicago
M.A., 1984, University of Chicago
B.A., 1981, Wellesley College

Academic Professor, UC Berkeley, 1992-present;
Cambridge University and Churchill College, United Kingdom;
University of Chicago;
École des Hautes Etudes en Sciences Sociales (Paris)

Overseas Sierra Leone, Liberia, Guinea, Egypt, Morocco, Italy, Belgium, United Kingdom

Language Italian (5), French (5), Mende (4), Krio (3), Spanish (4), German (2), Latin (4), Ancient Greek (2), Arabic (2)

Courses 7

Interests West Africa and Sierra Leone; sociocultural theory and methods; history of anthropology; the political imagination; access to justice and transitional justice institutions; materiality; rural livelihoods

Publications 7

Awards Her research has been funded by the National Science Foundation, the Hellman Family Faculty Fund and France-Berkeley Fund at UC-Berkeley, the Harvard Academy for International and Area Studies, and the Carter Woodson Institute for African and African-American Studies at the University of Virginia, among others.

Fisher, Daniel Associate Professor, Anthropology

Education **Tenure** Yes **Diss Supervised** **Africa %** 10

Ph.D., New York University, Anthropology
Certificate in Culture and Media, New York University

Academic Associate Professor, UC Berkeley, Anthropology, present;
Lecturer, Macquarie University, Australia, 2013

Overseas Peru, Australia

Language

Courses 1: 138A ANTHRO: History and Theory of Ethnographic Film

Interests Social Cultural Anthropology; mobility, media, music and sound; Photography and Cinema; ethnographic video, photography, and sound product, Aboriginal Australia

Publications

Awards

Hirschkind, Charles Associate Professor, Anthropology

Education **Tenure** Yes **Diss Supervised** 3 **Africa %** 50
 Ph.D., 1999, Johns Hopkins University, Anthropology
 M.A., 1989, Columbia University, Anthropology
 B.A., 1988, UC Berkeley, Anthropology

Academic Director, UC Berkeley, Religious Studies, 2010-present;
 Assistant (2003-2006) to Associate Professor (2007-present), UC Berkeley, Anthropology, 2007-present;
 Assistant Professor, University of Wisconsin, Madison, Anthropology and Study of Religion, 2001-2003;
 Visiting Adjunct Faculty, the Graduate Faculty, New School for Social Research, NY, Spring 2001;
 Affiliated Faculty, Centre for the Study of Religion, University of Toronto, Canada, 2000-present;

Overseas Egypt, Middle East, Europe

Language Arabic (4), French (4), Italian (4), Spanish (4)

Courses 1: 3AC ANTRHO: Intro to Social/Cultural Anthropology

Interests Religious practice, media technologies, and emergent forms of political community in the Middle East, North America, and Europe; Religion, anthropology of the senses, media theory, language and performance, Islam and the Middle East

Publications 7+
 Introduction: New Media, New Public? (with Maria D'Abreu and Carlo Caduff) Current Anthropology, 2017;
 Prayer Machines: An Introduction. Material Religion 12 (1): 97-98, 2016;
 The Afterlife of Moorish Spain. In Nilufar Gole, ed. Islam and Public Controversy in Europe. Farnham, England: Ashgate Press, 2014;
 Cassette Sermons, Aural Modernities, and the Islamic Revival in Cairo. In ed. Jonathan Sterne, ed. The Sound Studies Reader. New York: Routledge, 2012

Awards Mellon Fellowship, 2015-2016

Holston, James Professor, Anthropology

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 10
 Ph.D., 1986, Yale University, Anthropology

Academic Professor, UC Berkeley, Anthropology, present

Overseas Brazil

Language

Courses 1: 3AC ANTHRO: Introduction Social/Cultural Anthropology

Interests current research examines the worldwide insurgence of democratic citizenships in the context of global urbanization. Three considerations frame this work: those of theme, method, and critique, Cities and citizenship; political theory, democracy, and law; planning and architecture; urban ethnography; Brazil, the Americas

Publications

Awards 2017, recipient of the Chancellor's Award for Public Service for his collaborative project with the City of Vallejo--AppCivist.

Karl, Brian Lecturer, Anthropology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
 Ph.D., 2007, Columbia University, Anthropology & Music
 M.A., Columbia University
 B.A., 1985, UC Los Angeles, Art and Literature

Academic Lecturer, UC Berkeley, Anthropology, 2017-present
 Adjunct Professor, Diversity Studies, California College of the Arts, 2013-present;
 Instructor, New School, New York, Creative Ecologies and other Social Science courses, 2007-present

Overseas Morocco, North Africa, Spain

Language

Courses 1: 3AC ANTHRO: Introduction to Sociol/Cultural Anthropology

Interests art, cultural anthropology and music (Morocco, Spain and US)

Publications His published work on art and culture has appeared in art-agenda, Artforum, Art Practical, Arts Quarterly, Cultural Anthropology, Daily Serving, Flash Art, Frieze, Hyperallergic, the Journal of Middle Eastern Studies, the Journal of North African Studies, Migration Studies, and Yishu Journal of Contemporary Chinese Art.

Awards Southern Exposure Writer in Residence May 2016

Maher, Lisa Assistant Professor, Anthropology

See: Archeology

Education **Tenure** Tenure Eligible **Diss Supervised** 0 **Africa %** 20
 Ph.D., University of Toronto, Anthropology

Academic Assistant to Associate Professor, UC Berkeley, Anthropology;
 Adjunct Graduate Faculty, University of Toronto, Anthropology;
 Postdoctoral Fellow, University of Cambridge, Biological Anthropology, 2005-2007

Overseas Near East, North Africa and Arabia

Language

Courses 1: 123 ANTHRO: Old World Prehistory

Interests archaeology, prehistory, geoarchaeology, landscape use, stone tools technology, emergence of social complexity, hunter-gatherers in the Old World, specifically the Near East, North Africa and Arabia, with the aim of reconstructing human-environment interactions during the Late Pleistocene

Publications Lahr, M.M., H. Barton, F. Crivellaro, R. Foley, L. Maher, J. Stock (2007) The central Saharan route out of sub-Saharan Africa: Palaeolithic and palaeoanthropological research. In Desert Migrations: people, environment and culture in the Libyan Sahara (by Mattingly, D., M.M.Lahr, S. Armitage, H. Barton, J. Dore, N. Drake, R. Foley, S. Merlo, M. Salem, J. Stock and K. White) Libyan Studies 38: 122-136.

Awards

McIsaac, Stephen Graduate Student Instructor, Anthropology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D. Candidate, UC Berkeley, Medical Anthropology
 B.A., Cape Breton University, Anthropology

Academic Graduate Student Instructor, UC Berkeley/UC San Francisco, Anthropology, 2013-2017

Overseas South Africa

Language isiXhosa (3), French (4)

Courses 1: R5B ANTRHO: Reading & Composition in Anthropology: Writing on Africa

Interests anthropology of medicine, science, and psychiatry; violence, subjectivity, memory, trauma, temporality
 Areas South Africa; Southern Africa; Africa

Publications McIsaac, Stephen. 2014. Time and the Possibility of Political Futures. TOPIA: Canadian Journal of Cultural Studies 32(1): 343-346.

Awards Social Science Research Council/A.W. Mellon Fnd Int'l Dissertation Research Fellowship 2015-2016;
 UC Berkeley Center for African Studies Rocca Dissertation Fellowship in Advanced African Studies 2015-2016;
 UC Berkeley Center for African Studies African Language Grant 2015;
 The A. Richard Diebold Jr. Fellowship in Anthropology 2014; Stanley Brandes Award for Ethnographic Fieldwork 2014;
 UC Berkeley Center for African Studies Rocca Pre-Dissertation Fellowship 2014

Moore, Donald S Associate Professor

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 100
 Ph.D., 1995, Stanford University
 M.A., 1989, Stanford University
 B.A., 1985, New College Florida

Academic UC Berkeley; Stanford University

Overseas Zimbabwe, South Africa

Language chiShona (chiManyika dialect)(4), Spanish (3), French (2)

Courses 1: Anthropology 183

Interests Cultural politics of identity; State-peasant relations; race and ethnicity; place, space, and landscape;
 governmentality; ethnographies of the state; critical perspectives on development; political economy;
 environmental politics; postcolonial theory; nationalism; globalization.

Publications 1

Awards

Price, Jason Lecturer, Anthropology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2017, UC Berkeley, Sociocultural Anthropology
 M.A., 2006, New York University, Cultural Anthropology
 B.A., 1999, Middlebury College, VT, Sociology/Anthropology

Academic Lecturer, UC Berkeley, Anthropology; - 2018-present
 Volunteer Professor, Prison University Project, San Quentin State Prison, San Rafael, CA, 2010;
 Teacher, Peace Corps, Lilongwe Malawi, English, 199-2002

Overseas Malawi

Language ChiTumbuka (3), ChiChewa (3), Spanish (1)

Courses 1: 183 ANTHRO: Topics in the Anthropological Study of Africa

Interests how global Pentecostal and charismatic Christianity have emerged as social, economic and political force, particularly in the developing countries of the “global South; ho health and healing, identity formation and management, political commentary and contestation, entrepreneurship and investment, and aesthetics and cultural production are indexed and enacted in personal transformations

Publications

Awards Fulbright IIE, Zomba, Malawi – 2012

Scheper-Hughes, Nancy Professor, Anthropology

Education **Tenure** Yes **Diss Supervised** 7 **Africa %** 25
 Ph.D., 1976, UC Berkeley
 B.A., 1970, UC Berkeley

Academic Chancellor's Professor, Anthropology and Medical Anthropology, UC Berkeley 1982 - present;
 Associate Professor, Anthropology & Social Medicine, UNC, Chapel Hill (1979-82);
 Assistant Professor, Anthropology, Southern Methodist University, Dallas, 1976-79;
 2010, Distinguished Professor, American University in Cairo, Egypt, five public lectures;
 1993-1994, Visiting Chair, Social Anthropology, University of Cape Town, Republic of South Africa;
 1982-2016: Faculty Advisor to departments and special programs at the University of California and UCSF Medical School, including the joint UCB-UCSF Joint Medical Program, Disability Studies, Women's Studies, Center for Latin American Studies, Townsend Center for the Humanities, Center for African Studies, Human Rights Center, Institute International Studies

Overseas Brazil, South Africa, Cuba, Ireland, Israel, Turkey, Moldova, Romania, Philippines

Language Portugese (3), Spanish (2)

Courses 1: 115ANTHRO: Introduction to Medical Anthropology

Interests Critical theory; social origins of illness; deviance, madness, & social control; popular culture & political consciousness; anthro of violence; democratization & civil society; psychological anthro; violence, genocide, social suffering; globalization of medicine & biomedical technologies; organ trafficking; law & disorder, democracy & death squads; motherhood & childhood; AIDS & human rights

Publications 20

Awards 2016, Tikkun Award, Tikkun Magazine, Network of Spiritual Progressives
 2013, AAA Anthropology in Public Policy Award, honoring positive influence on the course of government decision-making and action. AAA Meetings

Sunseri, Jun Assistant Professor, Anthropology - Archeology

Education **Tenure** Tenure Eligible **Diss Supervised** 0 **Africa %** 75-100

Ph.D., 2009, UC Santa Cruz, Anthropology
M.A., 2003, UC Santa Cruz, Anthropology
B.S., 1997, UC Los Angeles, Mechanical Engineering
B.A., 1997, UC Los Angeles, Anthropology

Academic Assistant Professor, UC Berkeley, Archeology/Anthropology, 2011-present;
Lab Manager, UC Berkeley, Bear Bones Archaeology Lab, 2012-present;
Chancellor's Postdoctoral Fellow, UC Berkeley, Archeology/Anthropology

Overseas Northern South Africa, Mali, Lesotho

Language

Courses 2: 2AC ANTHRO: Intro Archaeology; 230 ANTHRO: Special Topics in Archaeology

Interests Colonialism, Foodways, Landscapes, Historical and Contemporary Archaeology, Preservation and Heritage, Southwest US and Northern South Africa

Publications

Awards

Tichenor, Marlee Graduate Student Lecturer, Anthropology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100

Ph.D., 2016, UC Berkeley and San Francisco, Medical Anthropology
B.A., UC Berkeley, Anthropology and French with Honors Thesis
2007, UC Berkeley Study Abroad, University of Paris, Critical Cultural Studies

Academic Wellcome Trust Postdoctoral Research Fellow, University of Edinburgh, Global Health Governance Programme, Usher Institute, Jan 2017 - Dec 2019;
Lecturer, UC Berkeley, Department of Anthropology, Fall 2016

Overseas Senegal, West Africa, Switzerland

Language French (5), Wolof (2)

Courses 1: 189 ANTHRO: Race, Racialization, and the Production of the Other

Interests Anthropology of West Africa; Medicine, Science, and Technology; Global Health and Development

Publications 4

Tichenor, M. 2017. Knowledge for whom?: How the field both engages and produces publics. [Review of the books Public Anthropology in a Borderless World, by S. Beck and C.A. Maida, and Monitoring Movements in Development Aid, by C.B. Jensen and B.R. Winthereik] Journal of the Royal Anthropological Institute 24: 1-3;
Tichenor, M. & Sridhar, D. 2017. Universal health coverage, health systems strengthening, and the World Bank. British Medical Journal 358: j3347;
Tichenor, M. 2017. Data Performativity, Performing Health Work: Malaria and Labor in Senegal. Medical Anthropology 36(5): 436-448;
Tichenor, M. 2016. The Power of Data: Global Health Citizenship and the Senegalese Data Retention Strike. In Metrics: What Counts in Global Health. Vincanne Adams, ed. Pp. 106- 124. Durham: Duke University Press;
Battling Ebola. Social Science Matrix Research Streams. 2015

Awards 2019 Fondation Brocher Symposium Grant, Co-Organizer with Janelle Winters;
2018 Hayter Travel and Field Research Award, CAS, University of Edinburgh;
2017 ESRC Rapid Response Travel Fund, University of Edinburgh

Vaughn, Sarah Assistant Professor, Anthropology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10

Ph.D., 2013, Columbia University, Sociology
 B.A., 2006, Cornell University, Anthropology, Sociology, Inequality

Academic Assistant Professor, UC Berkeley, Sociocultural Anthropology, 2016-present

Overseas Caribbean, Latin America

Language

Courses 1: 189 ANTHRO: Special Topics in Social/CulturalAnthropology: Black Atlantic Environements

Interests Cultural Anthropology; (Post)colonial Science Studies; Environment; Expertise; Climate Change; Vulnerability; Critical Theories of Race and Racialization; Theories of Liberalism; Caribbean/Latin America

Publications Forthcoming. "The Political Economy of Regions: Climate Change and Dams in Guyana." Radical History Review. Special Issue: The Global South: Histories, Politics, Maps; May 2017. "Imagining the Ordinary in Participatory Climate Adaptation." Special Collection: Ways of Knowing in Weather, Climate, and Society 9(3): 533-43.

Awards

White, Timothy D Professor, Anthropology

See: Integrative Biology

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 50

Ph.D. University of Michigan, Ann Arbor

Academic Professor, UC Berkeley, Integrative Biology, 1977-present

Overseas Tanzania, Malawi, Kenya, Ethiopia, Jordan, Turkey, China, France

Language

Courses 2: 297 INTEGBI: Directed Field Studies; C100 ANTHRO: Human Paleontology

Interests Human evolution, early hominid skeletal biology, environmental context, and behavior, hominids spanning the Pliocene and Pleistocene, from phylogenetic and functional perspectives

Publications White, T.D., Lovejoy, C.O., Asfaw, B., Carlson, J.P. and Suwa, G. Neither chimpanzee nor human, Ardipithecus reveals the surprising ancestry of both. Proceedings of the Natl Academy of Science 112:16:4877-4884, 2015;
 White, T.D. Paleoanthropology: Five's a crowd in our family tree. Current Biology 23:3:R112-R115, 2013;
 Haile-Selassie, Y., Suwa, G., and White, T.D. Chapter 7, Hominidae. In: Y. Haile-Selassie and G. WoldeGabriel (Eds.), Ardipithecus kadabba: Late Miocene Evidence from the Middle Awash, Ethiopia. Berkeley: University of California Press. pp. 159-236, 2009.

Awards

Wilkie, Laurie A Professor, Anthropology
See: Folklore

Education **Tenure** Yes **Diss Supervised** 5 **Africa** %75-100
 Ph.D., 1994, UC Los Angeles, Archaeology
 M.A., 1990, UC Los Angeles, Archaeology
 B.A., 1988, Syracuse University, Anthropology

Academic Professor, UC Berkeley, Anthropology, 2008-present;
 Professor Folklore MA program, 2014-present;
 Adjunct Faculty, UC Berkeley, Gender & Women Studies, 2007-present;
 Assistant (1995-2001) to Associate professor (2001-2007), UC Berkeley, Anthropology, 1995-2007
 Visiting Associate Professor of Anthropology, Louisiana State University, 2001-2002

Overseas Caribbean

Language

Courses 2: 183 ANTHRO: Anthropology of Africa; R5B ANTHRO: Reading & Comprehension

Interests historical archaeology, oral history, material culture and ethnic identity, family & gender relations;
 North America, No. California, Caribbean African consumerism, creolization, multi-ethnic community

Publications 3
 2016. Conclusions: Minding the Gaps in the Diasporic Web. In Spaces In Between, edited by Lyndsey Bates, John Chenoweth and James Delle. University Press of Florida, Gainesville, pp. 329-351;
 Wilkie, Laurie A. 2015. "Childbirth" In The International Encyclopedia of Human Sexuality. First Edition. Edited by Patricia Whelehan and Anne Bolin. John Wiley and Sons, New York;
 2014 Strung Out on Archaeology: An Introduction to Archaeological Research. Left Coast Press.

Awards 2016 Distinguished Teaching Award Social Sciences

Arabic (Near Eastern Studies)

Bazian, Hatem Continuing Lecturer of Arabic, Near Eastern Studies

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa** % 100
 Ph.D., 2001, UC Berkeley, Near Eastern Studies
 B.A., 1991, SF State University, International Relations
 B.A., 1990, SF State University, Speech/Communications, Organization of Comm

Academic Continuing Lecturer, UC Berkeley, Near Eastern Studies, 2001-present;
 Professor and Co-Founder, Zaytuna College, CA, 2008-present;
 Adjunct Professor, Saint Mary's College of Moraga, Religious Studies, 2004-2010;
 Adjunct Professor, UC Berkeley, Boalt School of Law, 2003-2007;
 Adjunct Professor, UC Davis, Religious Studies, Winter 2005;
 Graduate Theological Union (Berkeley), 1994-2000;
 Part-time Faculty, UC Berkeley Extension, 1994-1995;
 Lecturer, Diablo Valley Community College, 1993-1995

Overseas Jerusalem

Language Arabic (5)

Courses 1: 20A/B ARABIC: Intermediate

Interests Islamic Law and the history of Muslims in Jerusalem. Arabic Language, Arab Society & Culture, Classical Arabic Literature & Poetry, Qur'anic Commentary, Colonialism & Post-Colonial Studies, Muslim American Studies, Islamic Studies, Diaspora Studies & Comparative Immigration/Migration Studies, Critical Race Theory, Multi-Cultural & Cross-Cultural Studies, International Relations & Globalization Studies, Palestine Studies, Social & Political Movement, Comparative Liberation Theologies

Publications

Awards Office of Public Diplomacy Grant, US Embassy, Brussels, Belgium, 2013

El-Sherif, Mona S Visiting Assistant Professor of Arabic, Near Eastern Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2010, UC Berkeley, Near Eastern Studies
 M.A., 2002, Washington University, St Louis, Islamic, Jewish and Near Eastern St

Academic Visiting Assistant Professor, UC Berkeley, Arabic Literature and Culture, 2017-present;
 Assistant Professor and Director, University of Miami, Arabic Language Program, 2013-2017;
 Assistant Professor of Arabic Language and Literature,
 Founder and Director of Arabic Language Program, The Colorado College, 2010-2013

Overseas

Language Arabic (5)

Courses 1: 30 ARABIC: Intermediate Arabic

Interests Arabic literature and culture, Film Studies

Publications

Awards

Khankan, Nathalie Lecturer of Arabic, Near Eastern Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2009, UC Berkeley
 M.A., 2001, University of Copenhagen

Academic Lecturer, UC Berkeley, Near Eastern Studies, Arabic, 2013-present

Overseas West Bank; Denmark

Language Arabic (5), Danish (5), German (4)

Courses 2: 1B NES: Elementary Arabic;
 20B NES: Intermediate Arabic

Interests Arabic language and literature

Publications Reperceiving the Pre-Islamic" Nasīb"
 N Khankan - Journal of Arabic Literature, 2002 - JSTOR

Awards

Laymoun, Nawal M Lecturer of Arabic, Near Eastern Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 M.A., 2010, National University

Academic Lecturer, UC Berkeley, Near Eastern Studies, Arabic, 2016-present;
 Lecturer, UC Berkeley, Extension, 2003-2008;
 Arabic Instructor, San Jose City College, 2012-Present;
 Vice Principal & Teacher, Fame Public Charter School, Social Studies and Science in the Dual
 Immersion Arabic Program, 2014-2015

Overseas

Language Arabic (5)

Courses 1: 30 NES: Intermediate Arabic

Interests Arabic Language, Language Immersion Pedagogy, curriculum development and Curriculum design

Publications

Awards

Tsung, Pei-Chen Graduate Student Instructor of Arabic, Near Eastern Studies

Education **Tenure** N/A **Diss Supervised** **Africa %** 100
 Ph.D., Candidate, UC Berkeley, Arabic Language and Literature
 M.A., Harvard University, Arabic and Islamic Studies
 B.A., National Chngi Univerisy, Arabic Language and Literature

Academic Arabic Graduate Student Instructor, UC Berkeley, Near Eastern Studies, 2013-present

Overseas

Language Chinese (5), Arabic (5), English (4)

Courses 1: 1B NES: Elementary Arabic

Interests classical Arabic literature and literary theory and criticism, more specifically focusing on the imagery in the poem and prose

Publications Her MA thesis is entitled "Beauty, Intoxication and Verbal Alchemy, the Imagery of Abu Nuwās' Wine Poetry through the Lens of al-Jurjānī's Literary Theory."

Awards

Architecture

Rael, Ronald Associate Professor and Eva Li Memorial Chair

Education **Tenure** Yes **Diss Supervised** 2008 **Africa %** 10
 M.A., Columbia University, Architecture
 B.A., University of Colorado, Boulder, Environmental Design

Academic Associate Professor, UC Berkeley, Architecture, Environmental Design, and Art Practice, present; Previous academic and professional appointments include positions at the Southern California Institute for Architecture (SCI_arc), Clemson University, the University of Arizona, and the Office for Metropolitan Architecture in Rotterdam

Overseas Kenya

Language

Courses 1: 100D ARCH: Architectural Design IV: Vipingo, Kenya-3D Printed Housing Design (Kenya field site)

Interests Design & Activism, additive manufacturing and earthen architecture

Publications 1
 Printing Architecture: Innovative Recipes for 3D Printing. Princeton Architectural Press, 2018.

Awards 2016 awarded the Digital Practice Award of Excellence by the The Association for Computer Aided Design in Architecture (ACADIA);
 2014 Rael's creative practice, Rael San Fratello (with architect Virginia San Fratello), was named an Emerging Voice by The Architectural League of New York—one of the most coveted awards in North American architecture

Art/History of Art

Budner, Keith Graduate Student Instructor

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
Ph.D. Candidate, UC Berkeley, Comparative Literature

Academic Graduate Student Instructor, UC Berkeley, History of Art, present

Overseas

Language

Courses 1: N190E HISTART: Special Topics in the Field of Art History

Interests Late Medieval and Early Modern Spain with complimentary interests in Latin, Italian, Greek and English literature, questions of individual vs. communal identity, the social function of genre, the relationship between historiography and literature, and the transmission of cultural forms against divergent socio-political backdrops

Publications

Awards

Mills, Ivy Lecturer, Art/History of Art

See: Rhetoric or College Writing

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 100
Ph.D., 2011, UC Berkeley, African American Studies
M.A., UC Berkeley, African American Studies
B.A., American University of Paris, Comp Literature & Gender Studies

Academic Lecturer, UC Berkeley, History of Art, 2014-present; Rhetoric, 2016-2018; English/College Writing Program, Summers 2014-2016; African American Studies, 2001-2014; Suffolk University's Dakar Campus, Women's Studies (2006-2008)

Overseas Senegal, France

Language Wolof (5), French (5) Spanish (2), Italian (2), Caribbean Creole (2)

Courses 5: HA 27: Visual Cultures of Africa; HA 190M: African Aesthetics; HA 192M: Urban Africa; HA 192M: Popular Visual Cultures of the Global South: Africa in India, India in Africa; HA R1B: African Bodies in Film, Art & Fashion; HA R1B: Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art; R1A RHETOR: Craft of Writing

Interests constitution of gendered subjects through hierarchies of caste, race, piety, kinship, & class in Senegal

Publications 4
"Queer Hyenas: Unmournable Life in Senegalese Orature and Visual Culture." Chapter in Gender and Sexuality in Senegalese Societies, Forthcoming, Lexington Press. Eds. Babacar Mbaye and Besi Muhonja

Awards 2016 Instructional Improvement Grant, "Developing New Courses on African Visual Culture," UC Berkeley;
AY 2000-01 & 2002-03 FLAS recipient Wolof

Berkeley International Office

Emmanuel, Ivor Director

See: Sociology

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 75

Ph.D., 1992, University of Illinois, Urbana-Champaign

M.A., 1980, Bowling Green State University

B.S., 1979, Bowling Green State University

Academic University of Illinois, Urbana-Champaign

Overseas South Africa, Cyprus, Germany, Norway, Australia, Japan, Korea, Russia, Ukraine

Language

Courses 1: 198 SOCIOL: Directed Study Group

Interests higher education; higher education in developing countries; international educational exchange

Publications 1

The Role of Selected Faculty at the University of Illinois at Urbana Champaign in the Academic Preparation of Graduate Students from Developing Countries, Dissertation, 1992.

Awards

Berkeley Language Center (BLC)

Doehla, Dan Co-Director, Berkeley World Language Project

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25

1980, NBCT, Secondary Single Subject Teaching Credential, UC Berkeley

M.A., 2000, UC Santa Barbara, French and Francophone Studies

B.A., 1979, UC Berkeley, French Language and Literature

Academic Co-Director & Teacher Trainer, Berkeley World Language Project, UC Berkeley, Language Center, 1988-present

Facilitator, Edutopia - The George Lucas Educational Foundation, specialist in World Languages, 2001-present;

Retired, High School French Teacher, Vintage High School, Napa, CA, 2005-2017;

Specialist and Trainer of PBL (Project-based Language Learning);

Education abroad for French Language, Literature and Culture:

1997, Université Cheick Anta Diop, Dakar, Sénégal, Francophone West African Literature and Cultural

Geography; 1987, (Quebecois Language, Literature and Culture, Université Laval, Quebec, Canada;

1978, Université de Paris 3, Sorbonne; 1977, Université de Pau, France

Overseas Senegal, Paris, South Africa, Namibia, Swaziland, and Mozambique

Language French (5), German, Italian, Spanish

Courses Outside of UCB: Teaching all aspects of French Courses, levels 1-AP

Interests French Language, Literature, Culture and Francophone West Africa Literature and Cultural Geography; issues and trends in world language instruction and learning, approaches to language acquisition

Publications

Awards California Language Teacher of the Year 2015

Kaiser, Mark Director, Language Media Center and Associate Director, BLC

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10

Ph.D., 1989, University of Michigan, Slavic Linguistics
M.A., 1983, University of Michigan, Slavic Linguistics
B.A., 1976, University of Wisconsin, Russian

Academic Director, UC Berkeley, Language Media Center, 1996 - present;
Associate Director, Berkeley Language Center, 1996 - present;
Associate Professor, Illinois State University, 1992-1996;
Assistant Professor, Illinois State University, 1986-1992;
Visiting Lecturer, Brigham Young University 1985-1986

Overseas Russia

Language Russian (5), French (4), German (4), Japanese (3), Czech (2), Old Church Slavonic (2), Ancient Greek (2), Hittite (4), Old Irish (2), Old English (2)

Courses

Interests collect and maintain multimedia library of materials related to language learning and teaching

Publications

Awards 2012 Excellence in Management (EIM) Award from the UC Berkeley Staff Assembly, EIM theme 'Leading through Change.'

Kern, Richard Director, Berkeley Language Center and Professor of French

Education **Tenure** Yes **Diss Supervised** 2 **Africa %** 10

Ph.D., 1988, UC Berkeley, Education, (Language & Literacy)
M.A., 1983, UC Berkeley, Education, (Language & Literacy)
B.A., 1979, UC Santa Cruz, Romance Languages summa cum laude

Academic Professor, UC Berkeley, French, 2013-present;
Assistant (1992-1998) to Associate Professor (1999-2013), UC Berkeley, French, 1992-2013;
Director, Summer Institute of French and Francophone Studies, UC Santa Barbara, 2005-2008;
Assistant Professor of French, University of Texas at Austin, 1988-1998;
Instructor, ESL, American University, Paris, 1980-1981 and Northamerican Institute, Spain, 1979-1980

Overseas France, Japan, Taiwan, Chile, Belgium

Language French (5), Spanish (5), Italian (3), Portuguese (3)

Courses

Interests French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy, psycholinguistics, reading, writing, and linkages between technology and literacy.

Publications 7
Screens and Scenes: Online Multimodal Communication and Intercultural Encounters, co-edited with Christine Develotte. Routledge, 2018; "Network-based language learning and teaching," with Paige Ware and Mark Warschauer, in Nelleke Van Deusen-Scholl and Nancy Hornberger (eds.) Encyclopedia of Language and Education, Third Revised Edition. Heidelberg: Springer (2017);
Language, Literacy, and Technology. Cambridge University Press, 2015.

Awards Chevalier dans l'Ordre des Palmes Académiques, French Government, 2015

Business, Haas School of

Levine, David I Professor, Eugene E. and Catherine M. Trefethen Chair in Business Admi

Education	Tenure Yes	Diss Supervised	0	Africa %	20
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PhD, 1987, Economics, Harvard University
 AM, 1985, Economics, Harvard University
 BA, 1982, Computer Science and Economics, UC Berkeley

Academic Eugene E./Catherine M. Trefethen Professor, Business Administration, UC Berkeley, 2006-present; Assistant (1987-1993), Associate (1993-2002), Professor (2002-2006), UC Berkeley, Business; Teaching Fellow, Harvard University

Overseas Ghana, Kenya, Senegal, Cambodia, Indonesia

Language

Courses 2: Design, Evaluate and Scale Development Technologies (MBA, joint with Engineering & Alice Agogino(new); Macroeconomics in the Global Economy (Undergraduate and MBA)

Interests obstacles to good management in large corporations to the foreign aid sector; causes/effects of high wages, workplace diversity, and employee involvement, investments in health, education in poor nations

Publications 5+
 “Design Thinking in Development Engineering,” with Martha A. Lesniewski and Alice M. Agogino, International Journal of Engineering Education, special issue 32, 3(B), May/June2016: 1396-1406;
 “Does Peer Use Influence Adoption of Efficient Cookstoves? Evidence from a Randomized Controlled Trial in Uganda” With Andrew Simons, Theresa Beltramo and Garrick Blalock. Forthcoming, Health Communications, 20, 2015: 55–66.

Awards “Smart Thermostat Design for the Smart Grid,” Patent Application 61/732,911, filed November 8, 2012. (Provisional patent); Listed in Who’s Who in Economics, a selection based on citation count, and Who’s Who of Professionals.

Raube, Kristiana Adjunct Professor, Business, Haas School of

Education	Tenure N/A	Diss Supervised	0	Africa %	25
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Ph.D., 1991, RAND Graduate School of Policy Studies, Public Policy Analysis
 M.P.H., 1987, University of California Los Angeles, Population and Family Health
 B.A., 1981, University of Colorado, Environmental, Population and Organismic Bi

Academic Country Director, Peace Corps, Liberia, 2018-present; Adjunct Professor, UC Berkeley, Haas School of Business, 1999-2017; Acting Director, Health Administration Studies, Associate Professor, University of Chicago, 1992-1999

Overseas Democratic Republic of the Congo, Togo, Uganda, Nigeria, Botswana, South Africa, East Africa, Pakistan, China, South India, Germany, Vietnam, Malaysia, Cambodia

Language French (3), Tshiluba (2)

Courses 1: 298A/B: International Business Development for MBAs

Interests Financing & delivery of health care to underserved populations; International health & development; Maternal, child health; Quality of care; Business & education models that create social impact

Publications 3+
 Bhandari, A., Dratler, S.J., Raube, K., Thulsiraj, R.D., “A Pioneering Vision for Global Health: Promising Solutions for Expanding Access to Care,” Health Affairs 27(4) 2008.

Awards Castlight Health: Disrupting the Health Care Industry, (A) and teaching note, 2014 – won 2015 Best Case Award in the Berkeley-Haas Case Series; Consulted to a Tanzanian university on the design and launch of a masters program in health monitoring and evaluation, second of its kind in Africa, funded by the US Centers for Disease Control and Prevention (2013-2014)

Sanchez De La Sierra, Raul Assistant Professor, Business, Haas School of

Education	Tenure N/A	Diss Supervised	0	Africa %	80
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Ph.D., 2014, Columbia University, Economics
M.Phil, 2011, Columbia University, Economics
M.Sc., 2008, Sciences-Po, Paris, Development Economics
B.Sc., 2004, Carlos III Madrid; L. Maximilians Universitat Munich, Economics

Academic Assistant Professor, UC Berkeley, Haas School of Business, 2015-present (on leave 2017-28);
Academy Scholar, Harvard University, 2-14-2015 and 2017-present;
Azrieli Global Scholar, Canadian Institute for Advanced Research, 2016-present

Overseas Democratic Republic of the Congo, Chile, Kyrgyzstan, Germany, France

Language Spanish (5), French (5), German (5), Italian (3), Portuguese (1), Swahili (1), Arabic (1)

Courses 1: 207 MBA: Ethics

Interests Development Economics, Political Economy, Taxation, Government

Publications 5
“On the Origin of States: Stationary Bandits and Taxation in Eastern Congo”, Revision requested,
Journal of Political Economy Media coverage: Marginal Revolution, Christopher Blattman’s blog,
Frankfurter Allgemeine, Die Zeit, Kris Berwouts, BBC Radio trade series (forthcoming);
“Why Being Wrong can be Right: Magical Warfare Technology and the Persistence of False Beliefs”
with N Nunn American Economic Review Papers and Proceedings (2017), Media coverage: VOXeu,
CIFAR;

Awards Founder and Director, Marakuja Kivu Research group; Academy scholar, Harvard University; Azrieli
scholar, Canadian Institute for Advanced Research; CONGO CALLING (2017, in production)
Feature-length documentary on humanitarian aid workers in the Congo

Schultz, Frank Lecturer, Business, Haas School of

Education	Tenure Security of Employment	Diss Supervised	0	Africa %	10
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Ph.D., University of Minnesota, Strategic Management
MBA, University of Michigan, Finance and General Management
B.A., University of Washington, Accounting

Academic Lecturer, Haas School of Business, 2005-present;
Adjunct Faculty, The Advisory Board Company, Physician Leadership Academy, 2004-2007;
Visiting Instructor/Assistant Professor, Michigan State University, Eli Broad Graduate School of
Management, 2000 – 2005;
Visiting Adjunct Instructor/Assistant Professor, University of Michigan, Ross School of Business, 2000-
2002;
Adjunct Instructor, The Citadel, Charleston Southern University, Johnson & Wales University, 1991-
1994

Overseas

Language

Courses 1: 298AB BUSI: International Business Development

Interests Expertise and deliberate practice, strategic leadership, strategic decision making, strategic management
of healthcare organizations, stakeholder management

Publications

Awards Earl F. Cheit Award for Excellence in Teaching, Undergraduate Program, 2010

Center for African Studies

Arriola, Leonardo Director, Center for African Studies

See: Political Science or UGIS or International and Area Studies

<i>Education</i>	<i>Tenure</i>	<i>Yes</i>	<i>Diss Supervised</i>	11	<i>Africa %</i>	100
	Ph.D., 2008, Stanford University, Political Science					
	M.P.A., 1999, Woodrow Wilson School at Princeton University					
	B.A., 1996, Claremont McKenna College, History and International Relations					
<i>Academic</i>	Associate Professor, UC Berkeley, Political Science, 2006-present;					
	Associate Professor, UC Berkeley, International and Area Studies, UGIS, present;					
	Associated Senior Researcher, Chr. Michelsen Institute, Bergen, Norway, 2018-present;					
	Director, Center for African Studies, University of California, Berkeley, 2016-present;					
	W. Glenn Campbell and Rita Ricardo-Campbell National Fellow and Susan Louise Dyer Peace Fellow, Hoover Institution, Stanford University, 2014-2015;					
	Visiting Scholar, Varieties of Democracy (V-Dem) Institute, Gothenburg University, Sweden, 2015;					
	Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2011;					
	Visiting Researcher, Institute of Ethiopian Studies, Addis Ababa University, 2010-2013;					
	Visiting Researcher, West African Research Center, Dakar, Senegal, 2005-2006					
<i>Overseas</i>	Cameroon, Kenya, Ethiopia, Djibouti, Somalia, Senegal, Madagascar, Zambia, Indonesia, Philippines					
<i>Language</i>	Amharic (4), Spanish (5), French (4)					
<i>Courses</i>	9	IAS 198: Directed Study Group;				
		191 POLISCI: Junior Seminar;				
		192 UGIS: Research Social Science;				
		196 POLISCI: Special Research Projects;				
		200B POLISCI: Com Analysis: Research;				
		207 POLISCI: Political Violence;				
		290SA POLISCI: Africa Research Seminar;				
		296 POLISCI: Direct Dissertation Research;				
		192B UGIS: Directed Group Study				
<i>Interests</i>	democratization, coalition politics, ethnic politics, and political violence in developing countries -- sub-Saharan Africa					
<i>Publications</i>	10+					
	Arriola, Leonardo R. 2018. "Financial Institutions: Politicized Development and Electoral Consequences." In Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments, edited by Nic Cheeseman. Cambridge: Cambridge University Press;					
	Arriola, Leonardo R. "Financial Institutions: Politicized Development and Electoral Consequences." In Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments, edited by Nic Cheeseman. Cambridge: Cambridge University Press, 2018;					
	Arriola, Leonardo R. and Terrence Lyons. "Ethiopia: The 100% Election." Journal of Democracy 27, 1: 76-88, 2016;					
	Arriola, Leonardo R. and Jared Osoro. "Political Economy of Financial Sector Integration in the East African Community." In Political Economy of Regional Integration in Sub-Saharan Africa, edited by Paul Brenton and Barak Hoffman. Washington, DC: World Bank, 2015.					
	Multiethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns (Cambridge University Press), which received a best book award from the African Politics section of the American Political Science Association (APSA) in 2013 and an honorable mention for the Gregory Luebbert Prize for best book from APSA's Comparative Politics section in 2014.					
<i>Awards</i>	Honorable Mention for the Gregory Luebbert Prize for best book from the Comparative Politics section of the American Political Science Association (APSA), 2014;					
	Best Book Award (2013) from the African Politics Conference Group, an organized section of the American Political Science Association (APSA) and the African Studies Association (ASA), 2013					
	Carol D. Soc Distinguished Graduate Student Mentoring Award, University of California, Berkeley, 2013;					

Driver, Tami L Special Projects Officer, Center for African Studies

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 100
 B.A., 1996, University of San Francisco, Public Administration

Academic Special Projects Officer, UC Berkeley, Center for African Studies, 2006-present;
 Program Administrator, UC Berkeley, Institute of International Studies

Overseas Kenya, Tanzania, France

Language French (2)

Courses

Interests Public and Non-Profit Administration, International Studies, K-12 education

Publications

Awards

Henry, Anna Student Services Advisor, MasterCard Foundation Scholars Program

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 100
 M.A., M.S., University of Illinois, Urbana-Champaign, African Studies and Library,
 B.S. Illinois State University, Politics and Government, African Studies minor
 (B.S. summa cum laude)

Academic Advisor, UC Berkeley, CAS and the MasterCard Foundation Scholars Program (MCFSP), 2016-present;
 Program Development Assistant, UCB Summer Sessions, Study Abroad& Lifelong Learning, 2015-
 2016;
 Education Intern, Museum of the African Diaspora, coordinated speakers and facilitated events for
 monthly “Scholarly Voices” series, 2011.

Overseas South Africa, Ghana, Rwanda, Thailand, Palestine

Language Zulu (3)

Courses Developed lesson plans, facilitated instruction, and assessed student exams and papers for a weekly
 course to 30 students at San Quentin Prison.

Interests Informal economy in South Africa

Publications Developed K-12 curriculum around gender, the environment, and resistance in the African Diaspora

Awards Foreign Language and Area Studies Fellowship, 2008-2010

Saavedra, Martha E Associate Director, Center for African Studies

See: International and Area Studies and Global Studies

<i>Education</i>	<i>Tenure</i>	<i>Diss Supervised</i>		<i>Africa %</i>	
	N/A		0	100	
	Ph.D., 1991, University of California Berkeley, Political Science				
	M.A., 1984, University of California Berkeley, Political Science				
	B.A., 1983, Rhodes College, International Studies, summa cum laude, Honors				
<i>Academic</i>	Instructor, UC Berkeley, Global Studies, Africa in the Global Context, Apr-May 2018; Co-instructor, UC Berkeley, Development Practice, Law, Politics and Policy, Spr 2018; Course facilitator, UC Berkeley, MCF Scholars Seminar, Spr 2015, 2016, 2017, 2018; Visiting Lecturer, Escuela de Estudios Universitarios Real Madrid, Universidad Europea de Madrid, MBA in Sport Management Program, Mar 2011, Apr 2012, Apr 2013, May 2014, Apr 2015, Su 2016; Instructor, UC Berkeley, Osher Life Long Learning Institute: African News, Spr 2014				
<i>Overseas</i>	Senegal, Sudan, Kenya, Ethiopia, Tanzania, Zambia, South Africa, Rwanda				
<i>Language</i>	Arabic (3), German (3), French (2), Spanish (2)				
<i>Courses</i>	2: 110 GLOBAL ST: Africa In Global Context (co-taught with Manuela Travaglianti); 198 IAS: Accessing International Education				
<i>Interests</i>	Politics – African, comparative, agrarian, gender, ethnic; Sport – gender, development, Islam, football (soccer); Development – gender, political economy, state-society relations				
<i>Publications</i>	4 “Sport for Peace and Development and Postcolonial Theory” in Sport for Development and Peace Handbook, edited by Holly Collison and Richard Giulianotti. Routledge. In press 2018; Review of The sexual and gender politics of sport mega-events: Roving colonialism, by Heather Sykes in the Sociology of Sport Journal, Special Issue on Sport, Feminism and the Global South, 2018; Co-authored with Peter Alegi, Amy Bass, Adrian Burgos Jr., Brenda Elsey, “Teaching Forum on Sport and Politics.” Radical History Review, Issue 125 May 2016				
<i>Awards</i>	Foreign Language Area Studies (Arabic), 1987-88				

City and Regional Planning

Acey, Charisma Assistant Professor, City and Regional Planning

Education **Tenure** Tenure Eligible **Diss Supervised** 0 **Africa %** 75

Ph.D., 2009, UC Los Angeles, Urban Planning
M.P.P., 1998, UC Los Angeles, Public Policy Analysis
B.A., 1995, Cal State Northridge, English, Afro-American Studies

Academic Assistant Professor, UC Berkeley, , City & Regional Planning, 2013 -present;
Assistant Professor, Ohio State University, Architecture, Institute for Study of Race & Ethnicity, 2009-13

Overseas Ghana, Nigeria, Uganda, South Africa, Central America

Language

Courses 3: 119 CY PLAN: Planning Sustainability; 198 CY PLAN: Dir Group Study;
254 CY PLAN: Sustainable Communities

Interests Sustainable urbanism in the U.S. & developing world (West Africa, Southern Africa, & Central America); water, sanitation, basic services delivery, poverty alleviation, environmental sustainability, environmental justice, urban governance, participatory planning, community-based development, international development, sustainable development, African studies

Publications 7

Sustainability from the Bottom-Up: Women as Change Agents in the Niger Delta. In Women's emancipation and civil society organisations: Challenging or maintaining the status quo? eds. Schwabenland, C., Lange, C., Onyx, J. and Nakagawa, S. (2016) Bristol: Policy Press;
Nigeria – The Right to Water: The Role of the Private Sector in Urban Water Sector Reform. In International Planning Case Studies (IPCS) project. University of Michigan and University of Colorado Denver. eds. Hoey, L., Rumbach, A., Shake, J. (2016)

Awards U.S. State Department Fellow in Malawi and an American Marshall Memorial Fellow to Europe

Corburn, Jason Professor, City and Regional Planning
See: Public Health, School of

Education **Tenure** Yes **Diss Supervised** 5 **Africa %** 25

Ph.D., Massachusetts Institute of Technology
M.C.P., Massachusetts Institute of Technology
B.A., Brandeis University

Academic Professor, UC Berkeley, City & Regional Planning & Public Health, 2016-present;
Professor, UC Berkeley, Graduate Group in Environmental Health Sciences, 2016-present;
Associate Professor, UC Berkeley, Public Health, 2010-2015;
Assistant (2007-2009) to Associate Professor (2009-2015), UC Berkeley, City & Regional Planning

Overseas Kenya

Language Spanish (4), French (3), Swahili (3)

Courses 5: 117AC CYPLAN: Urban & Community Health; 150E PBHLTH: Intro to Community Health;
190 CYPLAN: Urban Studies; 197 CYPLAN: Field Study; C256 CYPLAN: Healthy Cities

Interests Environmental policy & planning; environmental health; urban environmental justice & dispute resolution; social & spatial epidemiology; health impact assessment; science & technology studies

Publications 26

Corburn, J. & Sverdlik, A. 2017. Slum Upgrading & Health Equity. International Journal of Environmental Research and Public Health. 14(4), 342; doi:10.3390/ijerph14040342;
Corburn, J. and Hildebrand, C. 2015. Slum Sanitation and the Social Determinants of Women's Health in Nairobi, Kenya. Jour of Environmental & Public Health. doi:10.1155/2015/209505

Awards 2016 Chancellor's Award for Public Service, Community Engaged Teaching, UC Berkeley;
2016 "Street Science," 4th most frequently read book at Brandeis University

College Writing

Mills, Ivy Lecturer, College Writing
See: Rhetoric or Art/History of Art

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2011, UC Berkeley, African American Studies
 M.A., UC Berkeley, African American Studies
 B.A., American University of Paris, Comp Literature & Gender Studies

Academic Lecturer, UC Berkeley, History of Art, 2014-present; Rhetoric, 2016-2018; English/College Writing Program, Summers 2014-2016; African American Studies, 2001-2014; Suffolk University's Dakar Campus, Women's Studies (2006-2008)

Overseas Senegal, France

Language Wolof (5), French (5) Spanish (2), Italian (2), Caribbean Creole (2)

Courses 5: HA 27: Visual Cultures of Africa; HA 190M: African Aesthetics; HA 192M: Urban Africa; HA 192M: Popular Visual Cultures of the Global South: Africa in India, India in Africa; HA R1B: African Bodies in Film, Art & Fashion; HA R1B: Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art; R1A RHETOR: Craft of Writing

Interests constitution of gendered subjects through hierarchies of caste, race, piety, kinship, & class in Senegal

Publications 4
 "Queer Hyenas: Unmournable Life in Senegalese Orature and Visual Culture." Chapter in Gender and Sexuality in Senegalese Societies, Forthcoming, Lexington Press. Eds. Babacar Mbaye and Besi Muhonja

Awards 2016 Instructional Improvement Grant, "Developing New Courses on African Visual Culture," UC Berkeley;
 AY 2000-01 & 2002-03 FLAS recipient Wolof

Nanda, Aparajita Lecturer, College Writing
See: African American Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 30
 Ph.D., Jadavpur University, Calcutta, English
 M.A., Jadavpur University, Calcutta, English
 B.A., Presidency College, Calcutta, English Literature

Academic Visiting Associate Professor, UC Berkeley, present; Quarterly Adjunct Lecturer, University of Santa Clara, Ethnic Studies, present; Batrice Bain scholar, UC Berkeley, 2005; Associate Professor, Jadavpur University, Calcutta, English; Scottish Church College, and Rabindra Bharati University

Overseas India, Europe, North Africa, Turkey, South Korea

Language Bengali (5)

Courses 2: R1A: Freshman Composition; R1B: Freshman Composition

Interests African - American Literature, Asian-American Literature, Renaissance Literatu; postcolonial studies

Publications 3
 Ethnic Literatures and Transnationalism: Critical Imaginaries of a Global Age, New York: Routledge; The Strangled Cry: The Communication and Experience of Trauma, ed. Aparajita Nanda, Interdisciplinary Press: Oxford, UK, 2013; "Teaching Octavia Butler in a course on Colonialism and Science Fiction" Teaching Octavia Butler in the Academy. Ed Tarshia Stanley. New York: MLA Publication, (forthcoming).

Awards 2015 Awarded Professional Development Grant Award, UC Berkeley

Comparative Literature

Mezur, Katherine Lecturer

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
Ph.,D, University of Hawaii, Manoa, Theatre and Dance, Asian Performance
M.A., Mills College, Dance Studies, Theater/Dance, Choreography
B.A., Hampshire College, Film/Video and Photographic Arts

Academic Lecturer, UC Berkeley, Comparative Literature, 2016-present;
Has also taught at Georgetown University, the University of Washington, Seattle, and CAL Arts
Researcher, Theater and Gender Studies, Waseda University, 1991-1993

Overseas Japan, Berlin

Language

Courses 1: R1A COMPLIT: English Composition in Connection with the Reading of World Literature:
Playing War: Performance, Film, Animation, and New Media in Militarized Cultures

Interests transnational dance/theatre performance, gender studies, and new media performance in the Asia-Pacific region, migrations of corporeal cultures through performance and visual art, which includes contemporary butoh's 'diaspora' and dance theatre/media works by North-East Asian artists

Publications

Awards

Scholl, Caitlin A Graduate Student Lecturer, Comparative Literature

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 50
Ph.D., 2019 (expected), UC Berkeley, Comparative Literature
B.A., 2004, Reed College, Portland Oregon, English

Academic Graduate Student Instructor, UC Berkeley, Comparative Literature, 2017;
Volunteer Instructor, Prison Univeristy Project at San Quentin State Prison, 2001-2015

Overseas Morocco, Cameroon, France

Language Arabic (4), French (4), Spanish (3), Medumba/Bamileke (1), Bambara/Bamanakan (1)

Courses 1: R1A COMPLIT: English Comparative World Literature - Not Places and Bad Places

Interests intersection of economics and cultural production; The novel & narrative theory; Film studies; 20th- & 21st-century African literature, film, & intellectual history (focusing on West and Equatorial Africa & the Maghreb); Postcolonial theory; Orality; Human rights discourse and law; Trans-Saharan studies

Publications 5 conference papers
Dissertation: "Structural Adjustments: The Aesthetics of Neoliberalism in African Literature and Film"
"Reading for Plots" American Comparative Literature Assn Annual Meeting (Genre in Africa Panel)
Seattle, Washington (27 March 2015)

Awards Teaching Effectiveness Award, UC Berkeley, Sp2016; Outstanding Grad Student Instructor Award,
UC Berkeley, Sp2015; Fulbright U.S. Student Research Grant, Morocco;
Critical Language Enhancement Award (CLEA) for Colloquial Moroccan Arabic language study at the
Arabic Language Institute of Fez (ALIF) and Subul Assalam Centre for the Arabic Language (SACAL)
in Fez, Morocco, 2015

Computer Science

Brewer, Eric Professor, Computer Science

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	<i>Africa %</i>	20
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Ph.D., MIT, Electrical Engineering and Computer Science
M.S., MIT, Electrical Engineering and Computer Science
B.S., UC Berkeley, Electrical Engineering and Computer Science

Academic Professor, UC Berkeley, Computer Science, 1994-present

Overseas Kenya, Cambodia, India, Ghana, Indonesia, Japan

Language French (1)

Courses 1: CS294-12: Information, Communication, and Technology for Developing Regions

Interests Internet systems, developing regions, sensor networks, security, communications, health, education, and e-government, programming languages; Household Electricity Connections in Kenya (project); currently involved in the rigorous evaluation of solar microgrid deployments in East Africa and India.

Publications A. Madduri, J. Rosa, S. R. Sanders, E. Brewer, and P. Matthew, "Design and verification of smart and scalable DC microgrids for emerging regions," in Energy Conversion Congress and Exposition (ECCE), 2013 IEEE, 2013, pp. 73--79.

Awards Named a "Global Leader for Tomorrow" by the World Economic Forum, by the Industry Standard as the "most influential person on the architecture of the Internet" by InfoWorld as one of their top ten innovators, by Technology Review as one of the top 100 most influential people for the 21st century (the "TR100"), and by Forbes as one of their 12 "e-mavericks", for which he appeared on the cover.

Demography

Goldstein, Joshua Chancellor's Professor, Demography

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	0	<i>Africa %</i>	10
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Ph.D., UC Berkeley, Demography
M.A. (D.E.A.), Ecole des Hautes Etudes en Sciences Sociales, Paris, Demography

Academic Professor, UC Berkeley, Demography, 2013-present;
Professor, Princeton University, Sociology and Public Affairs, 2013;
Director of the Max Planck Institute for Demographic Research in Rostock, Germany.

Overseas

Language

Courses 1: C175 DEMOG: Economic Demography

Interests fertility, marriage, social demography, historical demography, population aging, formal demography

Publications

Awards

Johnson-Hanks, Jennifer Professor, Demography
See: Sociology

Education	Tenure Yes	Diss Supervised	4	Africa %	75
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Ph.D., 2000, Northwestern University
M.A., 1996, Northwestern University
B.A., 1994, UC Berkeley

Academic Associate to Full Professor, UC Berkeley, Sociology, 2000-present;
Assistant, Associate, to Full Professor, UC Berkeley, Department of Demography, 2000-present;
Associate Dean of Social Sciences, UC Berkeley, 2013-2017;
Profesor, University of Texas at Austin, 2009-2010

Overseas Cameroon, Kenya, Burkina Faso

Language French, (4), German (3), Eton/Ewondo (1)

Courses 2: 220 DEMOG: Human Fertility; C126 DEMOG/C126 SOCIOL: Sex, Death, and Data

Interests fertility; nuptiality, education, social organization, qualitative methods, theories of culture and population, intention and action, kinship, household & family, fertility/reproduction, gender

Publications 10
Johnson-Hanks, Jennifer. 2018. "When the Wages of Sin are Death: Premarital Sex and Infant Mortality in Africa." Chapter 9, Int'l Handbook on Gender and Demographic Processes, eddited by Nancy Riley and Jan Brunson. Springer Verlag

Awards

Development Engineering

Agogino, Alice M Professor, Development Engineering

Education	Tenure Yes	Diss Supervised	12	Africa %	20
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Ph.D., 1984, Stanford University, Engineering-Economic Systems
M.S., 1980, UC Berkeley, Mechanical Engineering
B.S., 1975, University of New Mexico, Mechanical Engineering

Academic Professor (1992-present), Associate Professor (1988-92), Assistant Professor (1984-1988), UC Berkeley, Mechanical Engineering, 1984-present;
Education Director, UC Berkeley, Blum Center for Developing Economies, 2016-present

Overseas Saudi Arabia, China, Europe, Singapore, Brazil

Language

Courses 1: 210 DEVENG: Development Engineering Research and Practice

Interests Sustainable, strategic product design; development engineering; intelligent learning systems; multimedia & computer-aided design; design databases; design theory and methods; MEMS synthesis; information retrieval & data mining; artificial intelligence, tensegrity robotics; gender/ethnic equity in engineering & technology

Publications 10+
"A Comparison of Two Transdisciplinary Human-Centered Design Approaches for Poverty Alleviation", (with J. Vechakul). Chapter in The Future of Transdisciplinary Design (eds. L. Blessing, A.J. Qureshi and K. Gericke), Springer Publishing, 2016. ISBN 978-3-319-06381-2;
"Design Thinking in Development", (with D. I. Levine, M.A. Lesniewski), International Journal of Engineering Education, 32 (3B), pp. 1396-1406, 2016

Awards 2017 ASME Design Theory and Methodology Award; 2017 Georgia Tech's Women in Science and Technology Distinguished Lecture Award, Feb. 28, 2017

Gadgil, Ashok		Professor, Development Engineering			
See: Mechanical Engineering					
Education	Tenure Yes	Diss Supervised	8	Africa %	25
	Ph.D., 1979, UC Berkeley, Physics				
	M.A., 1975, UC Berkeley, Physics				
	M.Sc., 1973, Indian Institute of Technology, Kanpur, Physics				
	B.Sc., 1971, University of Bombay, Physics, First Class Honors with Distinctions				
Academic	Professor, UC Berkeley, Civil & Environmental Engineering, 2008-present; Adjunct Professor, UC Berkeley, Energy & Resources Group, 2005-2008; Faculty Senior Scientist, Lawrence Berkeley National Laboratory, 1998-present; Fellow, Tata Energy Research Institute, India, Renewable Energy & Energy Efficiency Technologies, 1983-1988; Visiting Professor, Stanford University, Civil & Environmental Engineering, 2004-2005				
Overseas	India, Sudan				
Language	Hindi (5)				
Courses	1: C200 DEVENG: Development Technical Design				
Interests	Computational Fluid Dynamics of indoor air and pollutant transport; Simulation methods for complex non-linear systems; Energy efficiency in buildings; Drinking water treatment				
Publications	16 Publications 126 refereed archival journal papers, 120 conference papers, and 27 research reports; Patents Author or Co-author of 23 issued or pending patents.				
Awards	2017 Curry Stone Design Prize. Award for innovative excellence in humanitarian design. The Prize's stated mission is to "highlight, honor, and reward projects that improve daily living conditions for communities around the world; 2013: Tech Award. The top prize in Economic Development category, for the Berkeley-Darfur Stove and non-profit "Potential Energy" also co-founder and President, The Tech Museum, San Jose, CA.				

Development Practice

Danner, John		Visiting Faculty Lecturer, Development Practice			
Education	Tenure N/A	Diss Supervised	0	Africa %	10
	J.D., UC Berkeley, Law and Policy				
	MPH, MaEd, UC Berkeley, Law and Policy				
	B.A., Harvard University, General Studies cum laude				
Academic	Visiting Faculty Lecturer, Development Practice, Business, 2008-present; Visiting Faculty Member, Princeton University, Entrepreneurship-related courses, Fall 2008-present; Senior Fellow, UC Berkeley, Haas School of Business, 1999-present				
Overseas					
Language					
Courses	1: 225 Development Practice: Innovation, Product Development and Marketing				
Interests	innovation, strategy and venture development, delivering solar energy suitcases to provide light to maternal clinics in the emerging world, designing innovative cookstoves for impoverished families, delivering health education to adolescents girls in India, sharing through film the everyday lives of individuals around the world, innovation, entre- and intra-preneurship, leadership, organizational change				
Publications					
Awards	held senior-level state and federal positions, working for then-Governor Bill Clinton and the first U.S. Secretary of Education				

Fox, M. L Visiting Professor, Development Practice

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 75
Ph.D., 1982

Academic Visiting Professor, UC Berkeley, Development Practice, 2014-present;
Chief Economist, USAID, 2016-present;
Adjunct Professor, George Washington University, 2013-2014

Overseas Africa

Language

Courses 2: 233 DEVP: Law, Politics, and Policymaking

Interests employment, labor markets, social service delivery, and poverty reduction; advises governments in Africa, Latin America, Asia and Eastern Europe on how to develop, implement, and evaluate effective policies for employment, social security, and poverty reduction

Publications 20+
Structural Transformation in Employment and Productivity: What Can Africa Hope For? ML Fox, MAH Thomas, C Haines. International Monetary Fund, 2017;
Youth unemployment and earnings in Africa: evidence from Tanzanian retrospective data S Bridges, L Fox, A Gaggero, T Owens. Journal of African Economies 26 (2), 119-139, 2016;
Household Enterprises and Poverty Reduction in Sub-Saharan Africa L Fox, TP Sohnesen. Development Policy Review 34 (2), 197-221, 2016;
Gender, Economic Transformation and Women's Economic Empowerment in Tanzania L Fox. Supporting Economic Transformation, London, 2016

Awards

Galletti, Mattia P Lecturer, Development Practice

Education **Tenure** N/A **Diss Supervised** 0 **Africa %**
M.A., 1988, Institute Universitair d'Etudes du Development, Geneva
MS.c., 1987, SMEA, Cremona, Agriculture and Food Economics
B..S., 1985, Universita de Bologna, Political Science, Intl Economics

Academic Lecturer, UC Berkeley, Development Practice, 2016

Overseas Bhutan, Laos, Mongolia, Papua New Guinea, Iran, China, Vietnam, Indonesia, and India

Language

Courses 1: 295 DEVP: Implementation and Assessment of Internationally-Funded Development Projects

Interests international development on poverty issues, financing of food production projects in the developing world

Publications

Awards

Getz, Wayne M Professor, Development Practice

Education **Tenure** Yes **Diss Supervised** 6 **Africa %** 75

D.Sc., 1995, University of Cape Town, Zoology
 Ph.D., 1976, University of the Witwatersrand, Resource Wildlife Management
 B.Sc. Hons, 1971, University of the Witwatersrand, Mathematics/Applied Math

Academic A.Starker Leopold Professor of Wildlife Ecology, UC Berkeley, 1979-present;
 Professor, UC Berkeley, Development Practice, present;
 Has also taught at the University of Cape Town, South Africa

Overseas South Africa; Namibia; Botswana; Zimbabwe; Swaziland; Lesotho; Mozambique, Australia

Language Afrikaans (5)

Courses 1: 227 DEVP: Natural Resource Management

Interests Ecology of anthrax & parasitic co-infections in the plain's herbivores of Etosha National Park, Namibia; Bovine TB in wild animals, livestock, and humans in southern Africa; Movement Ecology: exploring the causes, patterns, mechanisms & consequences of organism movements with particular application to buffalo, zebra, elephants, jackal, & vultures; theoretical & applied questions in population biology (ecology, epidemiology, evolution) & social behavior.

Publications 23

Awards A. Starker Leopold Professor of Wildlife Ecology; Honorary Research Professor, Institute of Systems Science, Durban University of Technology, South Africa, 2012+; Honorary Professor, School of Mathematical Sciences, University of KwaZulu-Natal, South Africa, 2011+

Gilles, J. K Professor, Development Practice

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10

Ph.D., 1983, University of Wisconsin-Madison, Forestry/Agricultural Economics
 M.S., 1982, University of Wisconsin-Madison, Forestry
 M.A., 1982, University of Wisconsin-Madison, Agricultural Economics
 B.S., 1978, Michigan State University, Forestry

Academic Professor, UC Berkeley, Environmental Science, Policy & Management, Forest Economics, Development Practice, to present

Overseas

Language

Courses 1: 227 DEVP: Principles of Natural Resource Management

Interests econometric forecasting for forest industries, international trade in forest products, analysis of resource-dependent local economies, forestry development, harvest scheduling models, and wildland fire protection planning

Publications 2
 Gilles, J.K. 2015. The Berkeley Summit -- Looking Forward to the Future for Forestry Education. Journal of Forestry 113(6): 527

Awards

Popovic, Neil Adjunct Lecturer, Development Practice

Education **Tenure** Security of Employment **Diss Supervised** 0 **Africa %** 10

J.D., 1987, UC Berkeley
M.A., 1992, Tufts University, Fletcher School of Law and Diplomacy
B.A., 1983, UC Berkeley, Political Science

Academic Adjunct Lecturer, UC Berkeley, Boalt School of Law, Development Practice, 1996-present

Overseas Latin America, Italy

Language

Courses 1: 233 DEVP: Law, Politics, and Policymaking

Interests international environmental law, human rights and the environment, international arbitration and litigation, and consumer class actions

Publications

Awards Northern California Super Lawyers, 2012-2016 (International Law)

Ray, Isha, Isha Associate Professor, Development Practice

Education **Tenure** Yes **Diss Supervised** 16 **Africa %** 10

Ph.D., 1997, Stanford University
M.A., 1985, Stanford University
B.A., 1983, Oxford University

Academic Associate Professor, UC Berkeley, Energy & Resources Group, 2002-present
Faculty, UC Berkeley/San Francisco Joint Medical Program, current

Overseas India, Turkey, China, Italy, Jordan, United Kingdom

Language Bengali (4), Hindi (4)

Courses 1: 237 DEVP: Leadership, Conflict Resolution, and Community Development

Interests Political economy of water, on-farm water use, common property resource management, transnational river conflicts, resource access and environmental justice; Water and development; technology and development; common property resources

Publications 18
Zachary Burt, Robert M Njee, Yolanda Mbatia, Veritas Msimbe, Joe Brown, Thomas F Clasen, Hamisi M Malebo & Isha Ray (2017). User preferences and willingness to pay for safe drinking water: Experimental Evidence from Rural Tanzania. *Social Science and Medicine*, 173:63 – 71.

Awards United Nations Women's Empowerment and Sustainable Development. UN Women 2015-2016.

Reingold, Arthur L Professor, Development Practice
See: Public Health, School of

Education **Tenure** Yes **Diss Supervised** 10 **Africa %** 25
M.D. ,1976, University of Chicago
A.B., 1970, University of Chicago

Academic Professor, UC Berkeley, School of Public Health - Epidemiology, 1987-present;
Professor, UC San Francisco Departments of Epidemiology & Biostatistics and Medicine, 1989-present;
Edward Penhoet Distinguished Chair in Global PH & Infectious Diseases, 2009-2014
Associate Dean for Research, UC Berkeley School of Public Health, 2008-2014;

Overseas Uganda, Zimbabwe, West Africa, Central Africa, Nepal, New Zealand, Ivory Coast, Indonesia

Language French (3), Hebrew (2)

Courses 7: 112 PBHLTH: Global Health; C117 PBHLTH:MHGH Workshop; W212 PBHLTH:
Foundation sof Global Health; W253/257 PBHHLTH: Outbreak Investigation;
253B PBHLTH: Epidemiology Infectious Diseases; C232 DEVP: Foundations of Public Health

Interests Opportunistic infections in AIDS patients; interrelationship between TB & AIDS in developing countries; emerging & re-emerging infections in the U.S. & in developing countries; vaccine preventable diseases in the U.S. & in developing countries; AIDS research; Training in AIDS research methods.

Publications n/a

Awards President, American Epdemiologic Society, 2015-2016; Edward E. Penhoet Distinguished Chair in Global Public Health and Infectious Diseases at the UC Berkeley School of Public Health

Roland-Holst, David Adjunct Professor, Development Practice
See: Environmental Economics and Policy

Education **Tenure** Security of Employment **Diss Supervised** 0 **Africa %** 20
Ph.D., UC Berkeley
M.A., UC Berkeley
B.A., B.S. Case Western Reserve University

Academic Adjunct Professor, UC Berkeley, Agricultural & Resource Economics, 2004-present;
Facutly, Mills College, - 2004

Overseas Senegal, China, Asia, India

Language

Courses 2: C151 ENVECON/C171 ECON: Economic Development; C221 DEVP: Climate Change Eneregy

Interests economics related to environment, development, agriculture, and international trade,

Publications 3
Implications of Climate Change for Adaptations through Water Infrastructure and Conservation Y Xie, D Zilberman, D Roland-Holst - 2015;
An evaluation of neutral trade policy incentives under increasing returns to scale J De Melo, D Roland-Holst Modeling Developing Countries' Policies in General Equilibrium, 367-383;
Health and Animal Agriculture in Developing Countries Editors: Zilberman, D., Otte, J., Roland-Holst, D., Pfeiffer, D. (Eds.), 2011

Awards

Scharffenberger, George T Program Director, Development Practice

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 75
M.A., Institute of Development Studies University of Sussex (UK)
B.A., Georgetown University School of Foreign Service

Academic Lecturer, UC Berkeley, Masters of Development Practice and Public Health
Lecturer, UC Berkeley, Haas Business School

Overseas Senegal, Madagascar, Gambia, Morocco, Mali, Niger, Burkina Faso, Haiti, Bangladesh, Mongolia, Banjul

Language Wolof (5), French (4), Spanish (2)

Courses 2: 228 DEVP: Strategic Plan Project Management; 239 DEVP: Multidisciplinary Seminar

Interests particular focus on technology and the development of and support for information-based communities and networks; design, management and evaluation of international economic and social development activities

Publications 0

Awards Founding executive director of the Blum Center for Developing Economies with more than 40 years' experience in the design, management and evaluation of international economic and social development activities; held senior executive positions in three international, non-governmental organizations and in an internationally-oriented information technology company

Yago, Glenn Lecturer, Development Practice

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 10
Ph.D., University of Wisconsin, Madison

Academic Lecturer, UC Berkeley, Development Practice, 2016-2017;
Professor, State University of New York-Stony Brook and at the City University of New York Graduate Center in the Ph.D. program in economics;
Visiting professor, Hebrew University of Jerusalem.

Overseas

Language

Courses 1: 296 DEVP: Innovative Finance for Development

Interests Yago's work focuses on the innovative use of financial instruments to solve long-standing economic development and social and environmental challenges. His research and projects have contributed to policy innovations fostering the democratization of capital to traditionally underserved markets and entrepreneurs in the United States and around the world.

Publications

Awards

Zilberman, David	Professor, Development Practice			
Education	Tenure Yes	Diss Supervised	9	Africa % 25
	Ph.D., UC Berkeley, Agricultural and Resource Economics B.A., Tel Aviv University, Israel, Economics and Statistics			
Academic	Professor, UC Berkeley, Agriculture & Resource Economics, 1987-present; Assistant (1979-1983) to Associate Professor (1983-1987), UC Berkeley, Agr & Resource Econ; Postgraduate Research Agricultural Economist, UC Berkeley, 1977-1978; Lecturer (part-time), SF State, School of Business 1976-1978			
Overseas	Ivory Coast, Ethiopia, South Africa, Brazil, Israel, China, South Korea, Italy			
Language	Hebrew			
Courses	2: DEVP 222: Econ Sustainability & Residual Dev; DEVP299: Dev Prac Supervised Indep Study			
Interests	marketing, biotechnology, water, risk management, biofuels, natural resources, agricultural and environmental policy, the economics of innovation			
Publications	6+ Zilberman, David, and K Segerson. Top Ten Design Elements to Achieve More Efficient Conservation Programs (Washington, D.C.: The Council on Food, Agricultural & Resource Economics, 2012); F Wouterse, K Deininger, H Selod, O Badiane, J Swinnen, J von Braun, David Zilberman. Foreign Direct Investment in Land in West Africa: The Status Quo, Lessons from Other Regions, Implications for Research (Washington, D.C.: International Food Policy Research Institute, 2011)			
Awards	2011 University of California at Berkeley, College of Natural Resources, Career Achievement Award;			

Development Studies (International and Area Studies)

Hart, Gillian	Professor, Development Studies			
	See: Global Studies and Geography			
Education	Tenure Yes	Diss Supervised	0	Africa % 75
	Ph.D., 1978, Cornell University M.S., 1971, Rhodes University B.S., 1969, Rhodes University			
Academic	Professor, UC Berkeley, Global Studies, 1996-present Professor, UC Berkeley, Geography, 1991-2017; Distinguished Professor at the University of the Witwatersrand, 2016 Honorary Professor at the University of KwaZulu-Natal			
Overseas	South Africa, China, Malaysia			
Language	Indonesian/Malay (5), Dutch/Afrikaans (5)			
Courses	2: C112 GEOG/C100 DEVSTD: History Development/Underdevelopment; 100D GLOBAL: Global Development			
Interests	Political economy, social theory, critical development studies, gender, agrarian and regional studies, labor, Africa, Southeast Asia			
Publications	11 Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice. Progress in Human Geography 2016; Political Society and its Discontents: Translating Passive Revolution in India and South Africa. Economic and Political Weekly. Vol. L No. 43, October 2015; Rethinking the South African Crisis: Nationalism, Populism, Hegemony. Pietermaritzburg South Africa: University of KwaZulu-Natal Press. 2013; reprinted by University of Georgia Press. 2014			
Awards	2018 Awarded the Vega Medal by the Swedish Society for Anthropology and Geography for contributions to human geography; 2016 Distinguished Professor, University of the Witwatersrand, and Honorary Professor, University of KwaZulu-Natal.			

Page, Tiffany L Lecturer, International and Area Studies - Development Studies
See: Political Economy and Sociology

Education	Tenure Lecturer w/Security of Emp	Diss Supervised	0	Africa %	10
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Ph.D., 2011, UC Berkeley, Sociology
M.A., 2004, UC Berkeley, Sociology
B.A., 1998, UC Berkeley, Economics

Academic Lecturer, UC Berkele, Sociology, 2013-2017; International and Area Studies, 2011-present;
Program Director, Berkeley Summer Abroad Program in Chile, 2013-present
Adjunct, University of San Francisco, Masters Program in International Studies and Sociology, 2011;
Adjunct, College of Marin, Sociology, 2010;
Adjunct, College of San Mateo, Division of Social Sciences, 2008

Overseas Latin America

Language Spanish (5)

Courses 4: 150 DEVSTD/IAS: Advance Study/Development Study: Development & the Environment;
127 SOCIOL: Development & Globalization; 150 POLECON: Political Economy of Food

Interests rural development and politics, development and globalization, social movements, labor, the political economy of food

Publications Not applicable

Awards 2016 American Cultures Media Resources Center Fellow;
2015 The Chancellors' Public Scholar and American Cultures Engaged Scholarship Award, University of California, Berkeley

Dutch Studies

Dewulf, Jeroen Associate Professor, Dutch Studies

Education	Tenure Yes	Diss Supervised	0	Africa %	25
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Ph.D., 2007, University of Bern Switzerland, German Literature
M.A., 1998, University of Porto Portugal, German Studies
M.A., 1995, University of Porto Portugal, Portuguese Studies
B.A., 1994, University of Ghent Belgium, Germanic Philology (Dutch/German St

Academic Queen Beatrix Professor, Dutch Studies; Associate Professor, German literature, UC Berkeley, 2007-present

Overseas Belgium, Portugal, Germany, Brazil, Benelux, Switzerland

Language Dutch (5), English (5), German (5), Portuguese (5), French (4), Spanish (4)

Courses 1: 171 AC DUTCH: New Netherland

Interests European Studies, particularly related to multicultural citizenship in the Low Countries, and Postcolonial Studies, in particular Dutch, and Portuguese colonial history and literature, as well as issues related to migration, race and hybridity, contemporary Swiss literature

Publications 16
Jeroen Dewulf (2017), From the Kingdom of Kongo to Kongo Square: Kongo Dances and the Origins of the Mardi Gras Indians. Lafayette, LA: University of Louisiana at Lafayette Press. [Reviews: Matthew Teutsch: Black Perspectives; Jason Berry: New Orleans Magazine]

Awards Gold Medal from the Independent Publishers Book Awards in the Southeast--Best Regional Nonfiction category for "From the Kingdom of Kongo to Congo Square: Kongo Dances and the Origins of the Mardi Gras Indians" 2018;
Election to the Royal Flemish Academy of Belgium, 2017;

East Asian Languages and Cultures

Tansman, Alan Professor and Louis B. Agassiz Chair in Japanese

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10

Ph.D., Yale University
M.A., M. Phil, Yale University, Japanese Literature
M.S.J., Columbia University, Journalism
B.A., Columbia University, East Asian Studies
M.S.J., Columbia University, Journalism

Academic Professor, Department of East Asian Languages and Cultures

Overseas

Language

Courses 1: 101 ES LANG: Catastrophe, Memory, and Narrative: Comparative Responses in Atrocity in the Twentieth Century

Interests Modern Japanese Literature, literary and cultural theory, aesthetics and politics, Comparative Responses to Violence, literary history, area studies

Publications

Awards

Economics

Anand Kauer, Supreet Assistant Professor, Economics

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 15

Ph.D, 2012, Harvard University, Political Economy and Government
M.P.A., 2007, Harvard University, International Development
B.S., 2004, Columbia University, Operations Research: Engineering Mgmt Systems

Academic Assistant Professor, UC Berkeley, Economics, 2016-present;
Assistant Professor, Columbia University, Economics and School of International and Public Affairs, 2012 – 2016

Overseas Cote d'Ivoire, India

Language

Courses 2: 174 ECON: Poverty Impact Evaluation; 271 ECON: Development Economics Seminar

Interests Labor markets in developing countries, behavioral labor economics, psychology of poverty; research in progress - The Poor Tax: The Effects of Redistributive Pressure on Labor Supply in Cote D'Ivoire

Publications 3
“Nominal Wage Rigidity in Village Labor Markets,” Forthcoming, American Economic Review, 2018;
“The Morale Effects of Pay Inequality” (with Emily Breza and Yogita Shamdasani). Forthcoming, Quarterly Journal of Economics, 2018. 133(2): 611-663;
“Self-Control at Work” (with Michael Kremer and Sendhil Mullainathan). Journal of Political Economy, 2015. 123(6): 1227-1277 [lead article].

Awards 2018-2020 Sloan Research Fellowship;
2015 Recipient of the Distinguished CESifo Affiliate Award in Behavioural Economics

Gonzalez-Navarro, Marco Assistant Professor, Economics
See: Agricultural and Resource Economics or Environmental Economics and Policy

Education	Tenure N/A	Diss Supervised	4	Africa %	10
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Ph.D., 2009, Princeton University, Economics
M.A., 2003, ITAM, Economic Theory
B.A., 2002, ITAM, Economics

Academic Assistant Professor, UC Bekeley, Agricultural and Resource Economics, 2017-present;
Assistant Professor, University of Toronto, UTSC Management, CIRHR, 2011-2017

Overseas Indonesia

Language Spanish (5), Portuguese (5), French (4)

Courses 2: C171 ECON: Economic Development (Cross-listed w/Environmental Economics & Policy C151);
C270A ECON: Microeconomics of Development (with Jeremy Magruder)

Interests development economics, urban economics

Publications 2
"Paving Streets for the Poor: Experimental Analysis of Infrastructure Effects" (2016), Review of Economics and Statistics, May, Vol. 98, Num. 2, pp. 254-267 with Climent Quintana-Domeque;
"A New Engel on the Gains from Trade: Theory and Evidence Within and Across Countries", with David Atkin, Benjamin Faber and Thibault Fally (work in progress).

Awards Albert Berry Prize CDESG Canadian Economic Association 2015

Magruder, Jeremy R Associate Professor, Economics
See: Environmental Economics and Policy or Agricultural and Resource Economics

Education	Tenure Yes	Diss Supervised	5	Africa %	50
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Ph.D., 2007, Yale University, Economics
M.Phil, 2004, Yale University, Economics

Academic Associate Professor (with tenure), UC Berkeley, Agricultural and Resource Economics, 2013-present;
Assistant Professor, UC Berkeley, Agricultural and Resource Economics, 2007 – 2013

Overseas South Africa, Kenya, Nigeria, Malawi

Language

Courses 3: 152 ENVECON: Adv Topics of Development/Trade; C251 ARESEC: Economic Development;
C270A: Economic Development

Interests Employment and Undemployment in Developing Countries, unemployment in South Africa, job networks in India, and HIV/AIDS in Malawi

Publications 5+
"Minding Small Change Among Small Firms in Kenya" (with Lori Beaman and Jonathan Robinson) (2014), Journal of Development Economics, vol 108. pp 69-86;
"Can Network Theory Based Targeting Increase Technology Adoption" (with Lori Beaman, Ariel BenYishay, and A. Mushfiq Mobarak), , Mimeo University of California, Berkeley, 2015;
"Labor Market Changes in Response to Immigration: Evidence from Internal Migration Driven by Weather Shocks" (with Marieke Kleemans; Mimeo, University of California, Berkeley, 2015;
"Do Job Networks Disadvantage Women? Evidence from a Recruitment Experiment in Malawi" (with Lori Beaman and Niall Keleher), Mimeo, University of California, Berkeley, 2014

Awards

Mahajan, Aprajit Associate Professor, Economics
See: Environmental Economics and Policy or Agricultural and Resource Economics

Education	Tenure Yes	Diss Supervised	0	Africa %	10
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Ph.D., 2004, Princeton University, Economics
M.Sc., 1996, London School of Economics, Economics and Philosophy
B.A., 1995, Stanford University, Economics

Academic Associate Professor, UC Berkeley, Agricultural and Resource Economics, 2014-present;
Assistant Professor, UC Los Angeles, Economics, 2012-2014;
Visiting Assistant Professor, Stanford University, Economics, 2013;
Assistant Professor, Stanford University, Economics, 2004-2012;
Acting Assistant Professor, Stanford University, 2003-2004

Overseas India, Brazil, Mexico, Pakistan

Language

Courses 2: C151 ENVECON/C171 ECON: Economic Development;
C251 ENVECON/C270A ECON/C151 EEP: Microeconomics of Development

Interests

Publications 3
Extremum Estimation and Numerical Derivatives (2015) (with H. Hong and D. Nekipelov), Journal of Econometrics, 188(1): 250-263;
Micro-Loans, Bednets and Malaria: Evidence from a Randomized Controlled Trial (with B. Blackburn, Daniel Kopf, Lakshmi Krishnan, A. Tarozzi and J. Yoong), American Economic Review, 2014, 104(7):1909-41;
Why do Firms in Developing Countries Have Low Productivity" (with Nick Bloom, David McKenzie and John Roberts) American Economic Review Papers and Proceedings, 2010, 100(2): 619-623

Awards

Miguel, Edward Professor, Economics

Education	Tenure Yes	Diss Supervised	13	Africa %	100
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Ph.D., 2000, Harvard University, Economics
A.M., 1998, Harvard University, Economics
S.B., 1996, MIT, Economics & Mathematics

Academic Professor, UC Berkeley, Economics, 2009-present;
Oxfam Professor, UC Berkeley, Environmental and Resource Economics, present;
Assistant (2000-2005) to Associate Professor (with tenure-2005-2009), UC Berkeley, Economics;
Visiting Professor, Stanford University, Economics, 2007-2008;
Visiting Professor, Princeton University, Economics 2002-2003

Overseas Kenya, Tanzania, Sierra Leone, India

Language Spanish (4), French (3), Mandarin Chinese (3), Swahili (2), Polish (2)

Courses 4: 172 ECON: Economic Dev-Issues in African Econ Dev; 270B ECON: Dev Economics;
271 ECON: Development Economics Seminar; 291 ECON: Economics

Interests African economics development, economic causes/consequences of violence; impact of ethnic divisions on local collective action; interactions between health, education, productivity for the poor

Publications 37+
"Impacts and Determinants of Health Levels in Low-Income Countries" (co-author Pascaline Dupas), Handbook of Field Experiments, Volume 2, (eds.) E. Duflo and A. Banerjee, Elsevier, 2017;
"Healing the Wounds: Learning from Sierra Leone's Post-war Institutional Reforms" (co-authors Katherine Casey, Rachel Glennerster), in African Successes, Volume I: Government and Institutions, (eds.) S. Edwards, S. Johnson, and D. Weil. University of Chicago Press, 2016

Awards UC Berkeley Carol D. Soc Distinguished Graduate Student Mentoring Award, 2015; Chancellor's Award for Public Service for Research in the Public Interest, 2014; TEDxBerkeley (February 2014)

Rodriguez-Clare, Andres Professor

Education **Tenure** Yes **Diss Supervised** 0 **Africa %**

Ph.D., 1993, Stanford University, Economics
M.S., 1989, Ohio State University, Economics
B.S., 1988, Universidad de Costa Rica, Economics

Academic Professor, Edward G. and Nancy S. Jordan Professor of Economics, UC Berkeley, Economics, 2011-present;
Professor, Pennsylvania State University, Economics, 2005-2011;
Visiting Professor, MIT, Economics, 2004-2004;
Visiting Professor, Harvard, Kennedy School of Government, 2002;
Associate Professor, University of Chicago, Economics, Graduate School of Business, 1998-2002

Overseas China, Latin America

Language

Courses 1: 270C ECON: Development Economics

Interests international trade, economic growth, multinational production, technology diffusion, how countries gain from being open to the rest of the world; Such gains from openness take place through international trade, multinational production, and the diffusion of ideas

Publications 3+
"Trade Theory with Numbers: Quantifying the Consequences of Globalization" (with Arnaud Costinot), Handbook of International Economics Volume 4, edited by G. Gopinath, E. Helpman, and K. Rogoff, 2014. Online Appendix, Codes and Data

Awards Edward G. and Nancy S. Jordan Professor of Economics

Sadoulet, Elisabeth Professor, Economics
See: Agricultural and Resource Economics

Education **Tenure** Yes **Diss Supervised** 8 **Africa %** 10

Ph.D., 1983, University of Geneva
M.A., 1968, University of Lyon
B.A., 1962, Lycee Herriot, France

Academic Professor, UC Berkeley, 1985-present;
University of Clermont-Ferrand, France;
University of Geneva

Overseas Senegal, Burkina Faso, Ghana, Chile, Dominican Republic, Peru, Mexico, Colombia, Argentina, Brazil, Guatemala, China, India, Bangladesh

Language Spanish (3), Portuguese (3) French (5)

Courses 1: 259 ARESEC: Economic Development; C270A ECON/C251 ARESEC: Microeconomics of Development

Interests agricultural technologies, microcredit, conservation, conditional cash transfers, and property rights, has conducted field research in sub-Saharan Africa, Latin America, India, and China; Development Economics: Theory and Practice provides students and practitioners with the perspectives and the tools they need to think analytically and critically about the current major economic development issues in the world.

Publications 23

Awards Who's Who in Economics, 4th edition, published by Edward Elgar Publishing in 2003, Selection criteria: one of the 1,200 most frequented cited economists in the world years 1990-2000 using the Social Science Citation Index

Zucman, Gabriel	Assistant Professor, Economics				
Education	Tenure N/A	Diss Supervised	0	Africa %	10
	Ph.D., 2013, Paris School of Economics, Economics M.Sc., 2008 Paris School of Economics, Economic Policy Analysis 2010, Ecole Normale Supérieure Paris-Saclay				
Academic	Assistant Professor, UC Berkeley, Economics, 2015-present; Visiting Assistant Professor, SIEPR, Stanford University; 2017-2018; Assistant Professor of Economics, LSE (on leave 2015-2016)				
Overseas	France				
Language	French (5)				
Courses	3: 133 ECON: Global Inequality and Growth, Spr 2019; 230B ECON: Graduate Public Economics, Spr 2019; 231 ECON: Public Economics Seminar and Lunch, Spr 2019;				
Interests	global wealth, inequalities, taxation and tax havens				
Publications	3 “The Elephant Curve of Global Inequality and Growth”, with Facundo ALVAREDO, Lucas CHANCEL, Thomas PIKETTY, and Emmanuel SAEZ, American Economic Association: Papers & Proceedings, 2018, vol. 108, p. 103-108; “Global Inequality Dynamics: New Findings from WID.world” with Facundo ALVAREDO, Lucas CHANCEL, Thomas PIKETTY, and Emmanuel SAEZ, American Economic Review Papers & Proceedings, 2017, vol. 107, n°5, p. 404-409 (longer version: NBER working paper #23119)				
Awards	2018 Best Young French Economist Prize, Le Monde, Cercle des Économistes; 2018 Excellence in Refereeing Award 2017, American Economic Review; 2017 Excellence Award in Global Economic Affairs, Kiel Institute for the World Economy; 2014 French Economic Association award for best PhD dissertation				

Education, Graduate School of

Murphy-Graham, Erin	Associate Adjunct Professor, Education, Graduate School of				
Education	Tenure N/A	Diss Supervised	2005	Africa %	10-30
	Ed.D., 2005, Harvard University, Education M.Sc., 1999, Oxford University, Comparative & Intl Education B.A., 1998, Tufts University, Intl Relations & Spanish				
Academic	Associate Adjunct Professor, UC Berkeley, Graduate School of Education, 2013-present; Assistant Adjunct Professor, UC Berkeley, Graduate School of Education, 2005-2009 and 2011-2012; Assistant Professor, New York University, Culture, Education, & Human Development, 2009-2011				
Overseas	Honduras, Uganda, Colombia, Nicaragua, and the Caribbean				
Language	Spanish (5), Portuguese (3)				
Courses	2: C128 GLOBAL/C148 IAS/EDUC: Educ & Intl Development; W142 Educ in the Global World				
Interests	role education plays in fostering or inhibiting social change, how education can promote gender equity & women's empowerment, expansion & reform of secondary education in Latin America, the connection between research & policy				
Publications	3 Murphy-Graham, E. & Lloyd, C. 2016. Empowering adolescent girls in developing countries: The potential role of education. Policy Futures in Educ. 14 (5): 556-577; Murphy-Graham, E. & Lample, J. 2014. Learning to trust: Case studies from Honduras and Uganda. Int'l Journal of Educational Development 36: 51---62				
Awards	FLAS Fellowship, US Department of Education (2001, 2002)				

Energy and Resources Group

Harte, John Professor, Energy and Resources Group

Education	Tenure Yes	Diss Supervised	Africa %	10
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Ph.D., 1965, University of Wisconsin, Physics
B.A., 1961, Harvard University

Academic Professor, UC Berkeley, Energy and Resources Group, and the Environmental Science, Policy & Management, -present;
Also taught at Yale University; Rocky Mountain Biological Laboratory, Gothic, Colorado

Overseas

Language

Courses 1: 102 ERG: Quantitative Aspects of Global Environmental Problems

Interests Global change, ecosystem ecology, biodiversity, energy policy, theoretical ecology; research spans a range of scales from plot to landscape to global, and uses field investigations and mathematical modeling

Publications

Awards

Kammen, Daniel Professor, Energy and Resources Group
See: Public Policy, Goldman School of

Education	Tenure Yes	Diss Supervised	13	Africa %	75
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Ph.D., 1988, Harvard University, Physics
M.A., 1986, Harvard University, Physics
A.B., 1984, Cornell University, Physics cum laude

Academic Professor, UC Berkeley, Public Policy, 2001-present;
Associate to Full Professor, UC Berkeley, Nuclear Engineering 1999- present;
Associate Professor to Full Professor, UC Berkeley, Energy & Resources Group, 1998-present;
Assistant Professor, Princeton University, Public and Intl Affairs, 1993-1999

Overseas Kenya, Zimbabwe, Ethiopia, Latin America, India

Language Swahili (3), Spanish (3)

Courses 2: C100 ENERES/C184 PUBPOL: Energy and Society; C200 ENERES: Energy and Society

Interests Systems science of energy innovation, deployment, impacts. Low-carbon energy service delivery household to village to national & regional scales, energy policy, energy innovation, process research & devel, Energy services & under-served communities

Publications 32
South Sudan's Renewable Energy Potential: A Building Block for Peace, Dan Kammen, Mozersky, D., US Institute for Peace, Jan 2018;
Sustainable Low-Carbon Expansion for the Power Sector of an Emerging Economy: The Case of Kenya, Avila N, Bodelon C, Pablo, J, Daniel Kammen, Shaw B. 2017. 10.1021/acs.est.7b00345

Awards 2016 Apointed as one of five U.S. Science Envoys by the US State Department;
2011 Fellow, Named by Secretary of State Hilary Clinton-the 1st Clean Energy Fellow to the Americas, Founder of Renewable & Appropriate Entergy Laboratory (RAEL), Coord. lead author for the Intergovt'l Panel on Climate Change (IPCC), which won the Nobel Peace Prize, 2017; Permanent Fellow of the African Academy of Sciences

Kueppers, Lara M Assistant Professor, Energy and Resources Group

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
 Ph.D, 2003, UC Berkeley, Environmental Science, Policy & Management
 B.S., M.S., 1996, Stanford University, Earth Systems - Biosphere track

Academic Assistant Professor, UC Berkeley, Energy and Resources Group, 2017-present;
 Assistant Professor, UC Merced, School of Natural Sciences, UC Merced, 2006-2013;
 Instructor, Rocky Mountain Biological Laboratory, Colorado, 2006

Overseas

Language

Courses 1: 102 ERG: Quantitive Aspects of Global Environmental Problems

Interests Climate-ecosystem interactions, ecological impacts of climate change, agriculture and climate change, plant-microbe interactions, regional climate modeling, model-experiment integration, species effects on ecosystem function, climate change policy

Publications

Awards Women @ The Lab award, Lawrence Berkeley National Laboratory, 2015

Ramachandran, Divya Lecturer, Energy and Resources Group
See: Information, School of

Education **Tenure** N/A **Diss Supervised** 0 **Africa %**

Academic Lecturer, UC Berkeley, Energy and Resources Group and Information, Spring 2017

Overseas

Language

Courses 1: C283 INFO/ERG: Information and Communications Technology For Development

Interests interaction design, qualitative user research, user interface design, human-computer interaction for international development

Publications

Awards

Engineering

Kadir, Khalid Lecturer, Engineering

See: International and Area Studies and Global Poverty and Practice

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 75
Ph.D., 2010, UC Berkeley, Civil and Environmental Engineering
M.S.E., UC Berkeley, Civil and Environmental Engineering
B.S.E., University of Michigan, Mechanical Engineering

Academic Lecturer, UC Berkeley: Global Poverty & Practice, Political Economy, and the College of Engineering;
Core Faculty, Presidio Graduate School, San Francisco, 2016-present;
Adjunct Professor, Presidio Graduate School, San Francisco, 2015-2016;
Graduate Student Instructor, University of California, Berkeley (5 semesters) 2002-2010;
Fulbright Fellow, Fulbright IIE Program, US Department of State, 2007

Overseas Morocco, Ghana, El Salvador, Europe, India

Language Arabic (3), Danis (2)

Courses 4: 101 POLECON: Contemporary Theory Political Economy; 105 GPP: Global Practice;
157AC ENGIN/IAS: Engineering, Environment & Society; 196GPP: Global Capstone

Interests broader implications of water and wastewater treatment and how these relate to international
development and poverty alleviation

Publications 5
Cushing, L., Wesner, A., and Kadir, K. (2018) "Educating socially responsible engineers through
critical, community-engaged pedagogy," Journal of Engineering Education;

Awards 2017 Distinguished Teaching Award

English

Greer, Erin E Graduate Student Instructor, English

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
Ph.D., UC Berkeley, English
M.St., University of Oxford, English, Distinction
B.A., Duke University, Literature, Philosophy, magna cum laude, Distinction

Academic Assistant Professor of Literature, University of Texas, Dallas, 2017- present;
Graduate Student Instructor, UC Berkeley, English, 2011-2017

Overseas

Language

Courses 1: R1B ENG: Reading and Composition:
The Cultural Lives of Higher Education

Interests Anglophone literature; 19th-Century British, 20th- and 21st-Century British, Critical Theory, Gender &
Sexuality Studies; Educator, scholar, and activist with seven years of experience in researching and
writing across disciplines, English literature and philosophy, community organizing and coalition
building.

Publications

Awards

JanMohamed, Abdul R Professor, English

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 25
 Ph.D., 1977, Brandeis University
 B.A., 1970, University of Hawaii

Academic Professor, UC Berkeley, English, 1983-present

Overseas Uganda, Kenya, East Africa

Language

Courses 3: 139 ENGL: The Cultures of English; 165 ENG: Special Topics: New-Slave Narratives;
 173 ENG: The Language and Literatures of Film: (Post)colonial Film

Interests Colonialist literature and culture; Commonwealth/Third World Anglophone Literature; Minority Discourse Theory; Critical theory

Publications 4

His publications include *Manichean Aesthetics: The Politics of Literature in Colonial Africa*; *The Nature and Context of Minority Discourse* (co-edited with David Lloyd); *The Death-Bound-Subject: Richard Wright's Archaeology Of Death*; (ed.) *Reconsidering Social Identification: Race, Gender, Class, and Caste*.

Awards *Manichean Aesthetics* selected by Choice as one of the outstanding academic books of 1984

Jones, Donna V Associate Professor, English

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 75-100
 Ph.D., UC Berkeley, Comparative Literature

Academic Associate Professor, UC Berkeley, English, 2012-current;
 Assistant Professor, UC Berkeley, English, 2004-2012;
 Taught at Stanord University and Princeton University

Overseas Senegal

Language

Courses 2: N125D ENGLISH: 20th Century Novel; N180Z ENGLISH: Science Fiction

Interests science fiction and African and Afro-Caribbean literature, what the longing for immortality, seemingly now on the technological horizon, reveals about the human condition; and how has literature expressed a desire for personal and cultural rebirth; critical theory, narrative & the novel

Publications 7

"The New Vitalism: Towards a Cultural and Philosophical Study of Biotechnology", *Journal on African Philosophy*, No. 11 (2015);
 Review of Souleymane Bachir Diagne *African Art as Philosophy: Senghor, Bergson and The Idea of Negritude*, *Journal of Anthropological Research*, no. 69, vol. 1 (2013): 132-134

Awards 2010 Winner of the Jeanne and Aldo Scaglione Prize in Comparative Literary Studies

Saha, Poulomi Assistant Professor, English

Education **Tenure** Tenure eligible **Diss Supervised** 0 **Africa %**

Ph.D., University of Pennsylvania, English
 B.A., Mount Holyoke College, International Relations, English

Academic Assistant Professor, UC Berkeley, English, 2016-present

Overseas India

Language

Courses 1: 138 ENGL: Studies in World Literature in English: Orphans, Feral Children, Runaways
 --Strange Childhood in World Literature

Interests late 19th century decline of British colonial rule in the Indian Ocean through to the Pacific and the rise of American global power and domestic race relations in the 20th century, postcolonial studies, ethnic American literature, and gender and sexuality theory

Publications

Awards Helen Tartar First Book Subvention Prize by the American Comparative Literature Association (2017)

Serpell, Namwali Associate Professor, English

Education **Tenure** Yes **Diss Supervised** 2 **Africa %** 50

Ph.D. Harvard University

Academic Assistant Professor, English, UC Berkeley

Overseas Zambia

Language

Courses Contemporary Novel Since 2000 (ENG125E); Short Fiction (ENG 143A/2); Long Narrative: The Novel (ENG 143/1); Special Topics: Black Science Fiction (ENG166); Honors (ENGH195 B); Graduate Readings (ENG203/2); The Novel (180N1)

Interests Narrative and the Novel; 20th and 21st Century American and British Literature; Critical Theory; 20th-century American literature, contemporary fiction, ethics and literature, aesthetics, theories of reading

Publications (2014). Seven Modes of Uncertainty. Harvard University Press; "Of Being Bridge." The Comparatist 36.1 (2012): 4-23; (2012). The Novel After Theory by Judith Ryan (review). MLN,127(5), 1256-1260; "Muzungu." Callaloo 30.4 (2008): 1081-1089.

Awards "The Sack" won the 2015 Caine Prize for African Writing; 2014, chosen as one of the Africa 39, a project of the Hay Festival; "Muzungu," was selected by Alice Sebold for inclusion in "The Best American Short Stories 2009, and was shortlisted for the 2010 Caine Prize for African Writing.

Environmental Economics and Policy

Faber, Benjamin Assistant Professor, Environmental Economics and Policy

See: Economics

Education	Tenure Tenure Eligible	Diss Supervised	4	Africa %	10
	Ph.D., 2013, London School of Economics and Political Science				
	MSc 2006, London School of Economics, Economic Geography				
	BSc, 2005, London School of Economics, Geogrphy and Economics				
Academic	England				
Overseas	England, Congo, China, Switzerland, Paris, Germany, India, Paraguay, Chile				
Language	German (5), French (3), Spanish (3)				
Courses	3: C151 ENVECON/C171 ECON: Economic Development; 270C ECON: Development Economics; 271 ECON: Development Economic Seminar				
Interests	International trade, developmental economics				
Publications	2				
	“Artisanal Mining, Livelihoods, and Child Labor in the Cobalt Supply Chain of the Democratic Republic of Congo”, with Benjamin Krause (Berkeley) and Raul Sanchez de la Sierra (Berkeley);				
	“Cleaning Up the Supply Chain: Evidence from Multinational Sourcing in the Congo”, with Benjamin Krause (Berkeley) and Raul Sanchez de la Sierra (Berkeley), Baseline data collection completed				
Awards	2017 AER Excellence in Refereeing Award;				
	2016 Hellman Family Faculty Award;				
	2016 JEG Best Referee Award				

Gonzalez-Navarro, Marco Assistant Professor, Environmental Economics and Policy

See: Agricultural and Resource Economics or Economics

Education	Tenure N/A	Diss Supervised	4	Africa %	10
	Ph.D., 2009, Princeton University, Economics				
	M.A., 2003, ITAM, Economic Theory				
	B.A., 2002, ITAM, Economics				
Academic	Assistant Professor, UC Bekeley, Agricultural and Resource Economics, 2017-present;				
	Assistant Professor, University of Toronto, UTSC Management, CIRHR, 2011-2017				
Overseas	Indonesia				
Language	Spanish (5), Portuguese (5), French (4)				
Courses	2: C171 ECON: Economic Development (Cross-listed w/Environmental Economics & Policy C151);				
	C270A ECON: Microeconomics of Development (with Jeremy Magruder)				
Interests	development economics, urban economics				
Publications	2				
	“Paving Streets for the Poor: Experimental Analysis of Infrastructure Effects” (2016), Review of Economics and Statistics, May, Vol. 98, Num. 2, pp. 254-267 with Climent Quintana-Domeque;				
	"A New Engel on the Gains from Trade: Theory and Evidence Within and Across Countries", with David Atkin, Benjamin Faber and Thibault Fally (work in progress).				
Awards	Albert Berry Prize CDESG Canadian Economic Association 2015				

Magruder, Jeremy R Associate Professor, Environmental Economics and Policy

See: Economics or Agricultural and Resource Economics

Education **Tenure** Yes **Diss Supervised** 5 **Africa %** 50
Ph.D., 2007, Yale University, Economics
M.Phil, 2004, Yale University, Economics
M.Phil, 2004, Yale University, Economics

Academic Associate Professor (with tenure), UC Berkeley, Agricultural and Resource Economics, 2013-present;
Assistant Professor, UC Berkeley, Agricultural and Resource Economics, 2007 – 2013

Overseas South Africa, Kenya, Nigeria, Malawi

Language

Courses 3: 152 ENVECON: Adv Topics of Development/Trade; C251 ARESEC: Economic Development;
C270A: Economic Development

Interests Employment and Underemployment in Developing Countries, unemployment in South Africa, job
networks in India, and HIV/AIDS in Malawi

Publications 5+
“Minding Small Change Among Small Firms in Kenya” (with Lori Beaman and Jonathan Robinson)
(2014), Journal of Development Economics, vol 108. pp 69-86;
“Can Network Theory Based Targeting Increase Technology Adoption” (with Lori Beaman, Ariel
BenYishay, and A. Mushfiq Mobarak), , Mimeo University of California, Berkeley, 2015;
“Labor Market Changes in Response to Immigration: Evidence from Internal Migration Driven by
Weather Shocks” (with Marieke Kleemans; Mimeo, University of California, Berkeley, 2015;
“Do Job Networks Disadvantage Women? Evidence from a Recruitment Experiment in Malawi” (with
Lori Beaman and Niall Keleher), Mimeo, University of California, Berkeley, 2014

Awards

Mahajan, Aprajit Associate Professor, Environmental Economics and Policy

See: Economics or Agricultural and Resource Economics

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10
Ph.D., 2004, Princeton University, Economics
M.Sc., 1996, London School of Economics, Economics and Philosophy
B.A., 1995, Stanford University, Economics

Academic Associate Professor, UC Berkeley, Agricultural and Resource Economics, 2014-present;
Assistant Professor, UC Los Angeles, Economics, 2012-2014;
Visiting Assistant Professor, Stanford University, Economics, 2013;
Assistant Professor, Stanford University, Economics, 2004-2012;
Acting Assistant Professor, Stanford University, 2003-2004

Overseas India, Brazil, Mexico, Pakistan

Language

Courses 2: C151 ENVECON/C171 ECON: Economic Development;
C251 ENVECON/C270A ECON/C151 EEP: Microeconomics of Development

Interests

Publications 3
Extremum Estimation and Numerical Derivatives (2015) (with H. Hong and D. Nekipelov), Journal of
Econometrics, 188(1): 250-263;
Micro-Loans, Bednets and Malaria: Evidence from a Randomized Controlled Trial (with B. Blackburn,
Daniel Kopf, Lakshmi Krishnan, A. Tarozzi and J. Yoong), American Economic Review, 2014,
104(7):1909-41;
Why do Firms in Developing Countries Have Low Productivity" (with Nick Bloom, David McKenzie
and John Roberts) American Economic Review Papers and Proceedings, 2010, 100(2): 619-623

Awards

Roland-Holst, David Adjunct Professor, Environmental Economics and Policy
See: Development Practice

Education	Tenure Security of Employment	Diss Supervised	0	Africa %	20
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Ph.D., UC Berkeley
M.A., UC Berkeley
B.A., B.S. Case Western Reserve University

Academic Adjunct Professor, UC Berkeley, Agricultural & Resource Economics, 2004-present;
Faculty, Mills College, - 2004

Overseas Senegal, China, Asia, India

Language

Courses 2: C151 ENVECON/C171 ECON: Economic Development; C221 DEVP: Climate Change Energy

Interests economics related to environment, development, agriculture, and international trade,

Publications 3
Implications of Climate Change for Adaptations through Water Infrastructure and Conservation Y Xie, D Zilberman, D Roland-Holst - 2015;
An evaluation of neutral trade policy incentives under increasing returns to scale J De Melo, D Roland-Holst Modeling Developing Countries' Policies in General Equilibrium, 367-383;
Health and Animal Agriculture in Developing Countries Editors: Zilberman, D., Otte, J., Roland-Holst, D., Pfeiffer, D. (Eds.), 2011

Awards

Environmental Science, Policy and Management

O'Rourke, Dana Associate Professor

Education	Tenure Yes	Diss Supervised	0	Africa %	10
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PhD, UC Berkeley
MS, UC Berkeley
BS, MIT

Academic UC Berkeley

Overseas

Language

Courses 1: 260 ESPM: Governance of Global Production

Interests Global supply chains; Environmental, social, and health impacts of global production systems and new strategies of governance. Co-Founder of "Good Guide"

Publications 10
"Transforming Consumption: From Decoupling, to Behavior Change, to System Changes for Sustainable Consumption." Annual Review of Environment and Resources. 2015. "Opportunities and Obstacles for Corporate Social Responsibility Reporting in Developing Countries", World Bank, 2004.

Awards

Environmental Science, Policy, and Management

Brashares, Justin Professor and G.R. & W.M. Goertz Chair

Education **Tenure** Yes **Diss Supervised** 6 **Africa %** 100
Ph.D., 2001, University of British Columbia, Wildlife Ecology
M.Sc., 1997, University of Wisconsin-Madison
B.A., 1993, Drew University, Biology

Academic Associate to Full Professor, UC Berkeley, ESPM, Wildlife Ecology & Conservation, 2003-present; Postdoctoral Researcher, University of British Columbia; NSF Postdoctoral Fellow Cambridge University

Overseas Ghana, Cameroon, Botswana, Tanzania, Madagascar

Language Kiswahili (4), Twi (1), Spanish (2), French (2)

Courses 1: 114 ESPM Wildlife Ecology

Interests Community and population ecology of wildlife in altered ecosystems; causes and ecological consequences of wildlife utilization; Landscape planning and monitoring for wildlife conservation in Africa and California

Publications 30+
Effects of the hippopotamus on the chemistry and ecology of a changing watershed Keenan Stears, Douglas J. McCauley, Jacques C. Finlay, James Mpemba, Ian T. Warrington, Benezeth M. Mutayoba, Mary E. Power, Todd E. Dawson, and Justin S. Brashares. PNAS May 29, 2018. 115 (22) E5028-E5037; published ahead of print May 14, 2018;
Human health alters the sustainability of fishing practices in East Africa. Kathryn J. Fiorella, Erin M. Milner, Charles R. Salmen, Matthew D. Hickey, Dan O. Omollo, Abdi Odhiambo, Brian Mattah, Elizabeth A. Bukusi, Lia C. H. Fernald, and Justin S. Brashares. PNAS April 4, 2017. 201613260

Awards

Carr, Claudia Associate Professor, Environmental Science, Policy, and Management

Education **Tenure** Yes **Diss Supervised** 2 **Africa %** 75
Ph.D., 1972, University of Chicago
M.A., 1966, University of Oklahoma
B.A., 1963, University of Oklahoma

Academic Associate Professor, UC Berkeley, Environmental Science, Policy, and Management, present; Also taught at UC Santa Cruz

Overseas Kenya, Ethiopia, Somalia, Tanzania, Sudan

Language French (3), Swahili (4), Oromo (3), Dasanetch (3)

Courses 1: 165 ESPM: International Rural Development Policy

Interests International and rural resource development; public policy and international rural development; water resources and public policy; African natural resources and development; river basin development and conservation; pastoralism and development

Publications 11
Carr, C.J. 2017. River Basin Development and Human Rights in Eastern Africa -- A Policy Crossroads, Springer Publishing AG Switzerland.

Awards Director, South Omo/North Turkana Research Project;
Co-founder, Africa Resources Working Group;
Co-Director, Joint African/American Research Group for Refugees in the Horn of Africa (Ford Foundation)

Morello-Frosch, Rachel Professor, Environmental Science, Policy, and Management
See: Public Health, School of

Education	Tenure Yes	Diss Supervised 9	Africa % 20
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Ph.D., 1998, UC Berkeley, Environmental Health Science, Public Health
M.PH., 1993, UC Berkeley, Epidemiology & Biostatistics
B.S., 1988, UC Berkeley, Development Studies

Academic Professor, UC Berkeley ESPM Society & Environment Division/SPH CHHD Division, 2010-present;
Director, UC Berkeley School of Public Health DrPH Program 2010-2013

Overseas

Language

Courses 1: C167 ESPM: Environmental Health & Development

Interests structural determinants of environmental health disparities, air pollution and perinatal outcomes,
environmental justice, models for community-based environmental health research, social movements,
science, and environmental health policy-making, ethics of biomonitoring and exposure assessment

Publications 3+
Solomon GM, Morello-Frosch R, Zeise L, Faust J (2016) Cumulative Environmental Impacts: Science
and Policy to Protect Communities. Annual Review of Public Health. 2016 Jan 6. [Epub ahead of print];
Morello-Frosch R, Brown P (2014) "Science, Social Justice and Post-Belmont Research Ethics:
Implications for Regulation and Environmental Health Science." In: Science and Technology Studies
Handbook, Daniel Kleinman and Kelly Moore, eds;
Cushing L, Morello-Frosch R, Wander M, Pastor M .The Haves, the Have-nots and the Health of
Everyone: The Relationship Between Social Inequality and Environmental Quality. Annual Review of
Public Health. Forthcoming, 2015;

Awards 2012 - UC, Berkeley Chancellor's Award for Research in Public Service;
2010 - American Public Health Association Damu Smith Environmental Health Achievement Award

Peluso, Nancy L Professor, Environmental Science, Policy, and Management

Education	Tenure Yes	Diss Supervised 6	Africa % 10
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Ph.D., 1988, Cornell University
M.S., 1983, Cornell University
B.S., 1977, Friends World College

Academic Henry J. Vaux Distinguished Professor, UC Berkeley, Forest Policy, 2010-present;
Co-Director, Berkeley Workshop on Environmental Politics, 2004 –2012;
Associate (1997-2001) to Professor (2001-2010), UC Berkeley, ESPM;
Assistant to Associate Professor, Yale University, Forestry & Environmental Studies, 1992-96

Overseas Indonesia, Nigeria, East Malaysia, Thailand, France

Language Indonesian (5), Javanese (2), French (4), Dutch (2)

Courses 1: 168 ESPM: Political Ecology

Interests Natural resource sociology, political ecology, relationships between landscape change, resource access,
& political economy, Southeast Asian resources, tropical forest management, Intl Assn for the Study of
Common Property, global geopolitics

Publications 5
Peluso, Nancy Lee, and Michael Watts. "Resource Violence." Chapter 19 in Critical Environmental
Politics, Carl Death, ed. London: Routledge, 2013.

Awards Berkeley's Sarlo Award for Graduate Student Mentoring;
Served as a National Endowment of the Humanities Fellow, a John Simon Guggenheim Fellow, a
Harry Frank Guggenheim Fellow, and as the Edward J. Taaffe Distinguished Lecturer in Geography

Film & Media

Blaylock, Jennifer Graduate Student Lecturer, Film & Media

Education	Tenure N/A	Diss Supervised	0	Africa %	100
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Ph.D., Candidate, UC Berkeley, Film & Media Studies
M.A., 2014, UC Berkeley, Film & Media Studies
M.A., 2010, New York University, Moving Image Archiving and Preservation
B.A., 2006, UC Berkeley, Anthropology, minor in English

Academic Graduate Student Lecturer, UC Berkeley, Film & Media, 2012-present

Overseas Ghana, Senegal

Language French (3), Spanish (2); Twi (1)

Courses 1: R1A FILM: Writing-Film Focus

Interests African and postcolonial studies, new media and technology studies, nonfiction and nontheatrical media.

Publications Dissertation: Spectacularly Mobile: Transnational Histories of New Media in Ghana

Awards 2017 Daniel E. Koshland, Jr. Art of Writing Fellow;
2016–17 University of California Humanities Research Institute Dissertation Research Grant;
2011–14 Mellon Discovery Fellowship, Townsend Center for the Humanities

Folklore

Wilkie, Laurie A Professor, French
See: Anthropology

Education	Tenure Yes	Diss Supervised	5	Africa %	75-100
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Ph.D., 1994, UC Los Angeles, Archaeology
M.A., 1990, UC Los Angeles, Archaeology
B.A., 1988, Syracuse University, Anthropology

Academic Professor, UC Berkeley, Anthropology, 2008-present;
Professor Folklore MA program, 2014-present;
Adjunct Faculty, UC Berkeley, Gender & Women Studies, 2007-present;
Assistant (1995-2001) to Associate professor (2001-2007), UC Berkeley, Anthropology, 1995-2007

Overseas Caribbean

Language

Courses 2: 183 ANTHRO: Anthropology of Africa; R5B ANTHRO: Reading & Comprehension

Interests Anthro, historical archaeology, oral history, material culture & ethnic identity, family & gender relations, Caribbean, Bahamas, African consumerism, creolization, multi-ethnic community

Publications 3
2016. Conclusions: Minding the Gaps in the Diasporic Web. In Spaces In Between, edited by Lyndsey Bates, John Chenoweth and James Delle. University Press of Florida, Gainesville, pp. 329-351;
Wilkie, Laurie A. 2015. "Childbirth" In The International Encyclopedia of Human Sexuality. First Edition. Edited by Patricia Whelehan and Anne Bolin. John Wiley and Sons, New York;
2014 Strung Out on Archaeology: An Introduction to Archaeological Research. Left Coast Press

Awards 2016 Distinguished Teaching Award Social Sciences

French

Britto, Karl A Associate Professor, French

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	3	<i>Africa %</i>	25
Ph.D., 1996, Yale University, French					
M.A., 1992, Yale University, French					
A.B., 1988, Harvard University, Romance Languages & Literature, Magna cum lau					
<i>Academic</i>	Assitant to Associate Professor, UC Berkeley, French and Comparative Literature, 1996-present				
<i>Overseas</i>	France, Africa, Portugal, Vietnam, South East Asia				
<i>Language</i>	French (5), Spanish (3), Portuguese (3), Vietnamese (1), Old French and Latin, Arabic (2)				
<i>Courses</i>	1: 251 FRENCH: Francophoone Literature				
<i>Interests</i>	Africa, cultural studies, the Caribbean, literature, francophone literature, colonial and postcolonial literature, Vietnam, gender and identity				
<i>Publications</i>	n/a				
<i>Awards</i>	UC Berkeley Distinguished Teaching Award, 2008				

Kern, Richard Professor, French
See: Berkeley Language Center (BLC)

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	2	<i>Africa %</i>	10
Ph.D., 1988, UC Berkeley, Education, (Language & Literacy)					
M.A., 1983, UC Berkeley, Education, (Language & Literacy)					
B.A., 1979, UC Santa Cruz, Romance Languages summa cum laude					
<i>Academic</i>	Professor, UC Berkeley, French, 2013-present; Assistant (1992-1998) to Associate Professor (1999-2013), UC Berkeley, French, 1992-2013; Director, Summer Institute of French and Francophone Studies, UC Santa Barbara, 2005-2008; Assistant Professor of French, University of Texas at Austin, 1988-1998; Instructor of English-as-a-second-language at the American University, Paris, 1980-1981; Instructor in English-as-a-second-language at the Northamerican Institute, Barcelona, Spain, 1979-1980				
<i>Overseas</i>	France, Japan, Taiwan, Chile, Belgium				
<i>Language</i>	French (5), Spanih (5), Italian (3), portugese (3)				
<i>Courses</i>	0				
<i>Interests</i>	French language and linguistics, applied linguistics, second language acquisition, foreign language pedagogy, psycholinguistics, reading, writing, and linkages between technology and literacy.				
<i>Publications</i>	7 Screens and Scenes: Online Multimodal Communication and Intercultural Encounters, co-edited with Christine Develotte. Routledge, 2018; “Network-based language learning and teaching,” with Paige Ware and Mark Warschauer, in Nelleke Van Deusen-Scholl and Nancy Hornberger (eds.) Encyclopedia of Language and Education, Third Revised Edition. Heidelberg: Springer (2017); Language, Literacy, and Technology. Cambridge University Press, 2015.				
<i>Awards</i>	Chevalier dans l’Ordre des Palmes Académiques, French Government, 2015				

Gender and Women's Studies

Bacchetta, Paola Associate Professor, Gender and Women's Studies

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	0	<i>Africa %</i>	10
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Ph.D. Sorbonne University, Paris
D.E.A. Sorbonne University, Paris
M.A. Sorbonne University, Paris
B.A. American University in Paris

Academic Associate Professor, UC Berkeley, Gender & Women's Studies, 2002-present

Overseas France, India

Language French (5), Italian (5), French (5), Spanish (3), Hindi (3)

Courses 1: 102 GWS: Transnational Feminism: An overview of transnational feminist theories and practices, which address the workings of power that shape our world, and women's practices of resistance within and beyond the U.S. The course engages with genealogies of transnational feminist theories, including analyses of women, gender, sexuality, "race," racism, ethnicity, class, nation; postcoloniality; international relations; post-"development"; globalization; area studies; and cultural studies.

Interests Transnational feminist and queer theory; decolonial and postcolonial theory; queer of color theory; aggregationalities (intersectionalities, assemblages, articulation theorizations, co-formations and co-productions); continental social and critical theory; and theories of spatialities.

Publications 2
Speaking (Here-Now), P Bacchetta - Qui Parle: Critical Humanities and Social Sciences, 2017 - muse.jhu.edu;
Right-Wing Women: From Conservatives to Extremists Around the World, Paola Bacchetta, Margaret Power, Routledge, 2103, ISBN1136615709, 9781136615702

Awards

Geography

Chari, Sharad Associate Professor, Geography

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	0	<i>Africa %</i>	75
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Ph.D., 2000, UC Berkeley, Geography

Academic Associate Professor, UC Berkeley, Geography, 2016-present;
Associate Professor, University of the Witwatersrand (Wits), South Africa, Indian Studies in Africa & Anthropology, 2013-2016;
Assistant Professor, London School of Economics, Human Geography, 2004-2012

Overseas South Africa, Mozambique, Mauritius, Reunion, Mayotte/te Comores, India

Language

Courses 3: 170 GEOG: Special Topics; 20 GEOG: Globalization; 200B GEOG: Geographic Thought

Interests Geography as history of the present and as Earth/world-writing, social theory, political economy, development, agrarian studies, labor and work, racial/sexual capitalism, Black radical tradition, biopolitical struggle, oceanic humanities (in the Global South), photography, South Asia, South Africa, Indian Ocean

Publications 6
2017, and Susanne Freidberg, Vinay Gidwani, Jesse Ribot and Wendy Wolford eds. Other Geographies, in the Work of Michael Watts. Oxford: Wiley Blackwell;
2017, "The Blues and the Damned: (Black) life that survives capital and biopolitics." Critical African Studies, 9, 2: 152-173;
2017, "Three moments of Stuart Hall in South Africa: Postcolonial-postsocialist Marxisms of the future." Critical Sociology, 43, 6: 831-845.

Awards

Eckhouse, James Graduate Student Lecturer, Geography

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25
 Ph.D. Candidate, UC Berkeley, Geography
 B.A., UC Berkeley

Academic Graduate Student Lecturer, UC Berkeley, Geography, 2018

Overseas

Language

Courses 1 130 GEOG: Food and the Environment

Interests future global oil production, state strategies to ensure cheap oil and the concurrence of the ongoing economic crisis with concerns over energy scarcity

Publications

Awards

Figueroa, Meleiza Graduate Student Lecturer, Geography

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
 Ph.D. Candidate, UC Berkeley, Geography
 M.A., 2011, University of Chicago
 B.A., 2010, UC Los Angeles, Geography & Environmental Studies

Academic Graduate Student Lecturer, UC Berkeley, Geography, 2017

Overseas

Language

Courses 1: 130 GEOG: Food and the Environment

Interests Urban agriculture, agroecology & agroforestry, political ecology, capitalist social relations & crises, peasant studies, food politics in marginalized communities, migration, rural-urban interconnections, informal settlements, land struggles, dynamics of urbanization in the Global South, Amazônia, North & Northeast Brazil, Latin American studies, Black Atlantic & diaspora studies, production of space

Publications 1
 Figueroa, Meleiza. 2015. "Food Sovereignty in Everyday Life: A People-Centered Approach to Food Systems." (link is external) Globalizations 12(4), 498–512.

Awards

Hart, Gillian Professor, Geography
See: Global Studies and Development Studies

Education	Tenure Yes	Diss Supervised	0	Africa %	75
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Ph.D., 1978, Cornell University
M.S., 1971, Rhodes University
B.S., 1969, Rhodes University

Academic Professor, UC Berkeley, Global Studies, 1996-present
Professor, UC Berkeley, Geography, 1991-2017;
Distinguished Professor at the University of the Witwatersrand, 2016
Honorary Professor at the University of KwaZulu-Natal

Overseas South Africa, China, Malaysia

Language Indonesian/Malay (5), Dutch/Afrikaans (5)

Courses 2: C112 GEOG/C100 DEVSTD: History Development/Underdevelopment;
100D GLOBAL: Global Development

Interests Political economy, social theory, critical development studies, gender, agrarian and regional studies,
labor, Africa, Southeast Asia

Publications 11
Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice. Progress in Human
Geography 2016 (early online publication);
Political Society and its Discontents: Translating Passive Revolution in India and South Africa.
Economic and Political Weekly. Vol. L No. 43, October 2015;
Rethinking the South African Crisis: Nationalism, Populism, Hegemony. Pietermaritzburg South Africa:
University of KwaZulu-Natal Press. 2013; reprinted by University of Georgia Press. 2014

Awards 2018 Awarded the Vega Medal by the Swedish Society for Anthropology and Geography for
contributions to human geography;
2016 Distinguished Professor, University of the Witwatersrand, and Honorary Professor, University of
KwaZulu-Natal.

Hsing, You-Tien Professor, Geography

Education	Tenure Yes	Diss Supervised	2	Africa %	10
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Ph.D., 1993, UC Berkeley

Academic Professor, UC Berkeley, Geography, Spring 2017

Overseas China

Language

Courses 1: 215 GEOG: Seminar in Comparative Development (x-listed w/ City and Regional Planning 279)

Interests Political economy of development, local-global articulation in the process of international economic
structuring

Publications

Awards Pamela P. Fong Family Distinguished Chair in China Studies

Kosek, Jon Associate Professor, Geography

Education *Tenure* Yes *Diss Supervised* 5 *Africa %* 25
 Ph.D., 2002, UC Berkeley, Geography
 M.E.S., 1995, Yale University, Forestry and Environmental Studies

Academic Assistant (2008-2017) to Associate (2017-present) Professor, UC Berkeley, Geography
 University of New Mexico, American Studies and Anthropology 2004-2008;
 Ciriacy-Wantrup Fellowship, UC Berkeley, Rhetoric, 2003;
 Lang Postdoctoral Fellowship and Lecturer, Stanford University, Cultural & Social Anthropology, 2002

Overseas Africa, Peru, Bolivia

Language Spanish (5)

Courses 1: 10 GEOG: World Regions

Interests Cultural Politics of Nature and Difference; Cultural Geography, Science and Technology Studies;
 Critical Race Theory; Critical Cartography; Biopolitics; Human and the Non-human; and
 Environmental Politics; Human Rights; Environmental Justice; Colonialism/Post colonialism

Publications 2+
 "Purity and Pollution: Racial Degradation and Environmental Anxieties." in Liberation Ecologies:
 Environment, Development, Social Movements, edited by Richard Peet and Michael Watts. London:
 Routledge. 2004;
 Race, Nature, and the Politics of Difference. Donald S. Moore, and Anand Pandian, eds. Durham,
 N.C.: Duke University Press. 2003.

Awards His book Understories received the John Hope Franklin Book Award for the Best Book in American
 Studies (2007); spent over 8 years working for non-profits, doing applied research on human rights,
 environmental justice, and poverty in the U.S., Africa and Latin America

Laudati, Ann A Visiting Professor, Geography

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 100
 Ph.D., 2007, University of Oregon, Environmental Geography
 M.A., 2001 Ohio University, Geography summa cum laude

Academic Visiting Professor of Human Geography; Ciriacy-Wantrup Postdoc, UC Berkeley, Geography, 2016-
 present;
 Lecturer, University of Bristol, Human-Environment Relations, Geographical Sciences, 2013–2015;
 Assistant Professor, Utah State University, Human Geography, Environment & Society, College of
 Natural Resources, 2008–2012

Postdoc in Sustainability Science, Harvard University, Center for International Development, 2007-
 2008

Overseas Democratic Republic of the Congo, Botswana, Somaliland

Language

Courses 1: 170 GEOG: Special Topics in Geography: Conflict and Violence in Africa

Interests Natural Resource Conflict; War Economies; Livelihood (&) Security; Africa; Conservation and
 Development; Political Ecology; Qualitative (Field) Methods

Publications Laudati, A. Forthcoming. "Dangerous Fields: Researching in/on Conflict Settings", ACME: An
 International Journal for Critical Geographies;
 Laudati, A. and C. Mertens Forthcoming. "Rape and Resources: Congo's (Toxic) Discursive Complex",
 African Studies Review;
 Laudati, A. 2016. "The Making of a Shadow Economy: Securing Insecurity in Eastern DRC's Cannabis
 Trade", Review of African Political Economy 43(148): 190-205.

Awards

Marston, Andrea Graduate Student Lecturer, Geography

Education	Tenure N/A	Diss Supervised 0	Africa % 10
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Ph.D. Candidate, UC Berkeley, Geography
M.A., 2012, University of British Columbia, Geography
B.A., 2009, Duke University, Int'l Comparative Studies, Env Science & Policy

Academic Graduate Student Lecturer, UC Berkeley, Geography, 2018-present

Overseas Bolivia

Language

Courses 1: 04 GEO: World Peoples and Cultural Environments

Interests politics of small-scale tin mining (known as cooperative mining) near the city of Oruro, Bolivia

Publications

Awards

Sayre, Nathan F Professor and Chair, Geography

Education	Tenure Yes	Diss Supervised 11	Africa % 10
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Ph.D., 1999, University of Chicago, Anthropology
M.A., 1995, University of Chicago, Anthropology
B.A., 1992, Yale University, Philosophy, summa cum laude

Academic Assistant (2004-2010), Associate (2010-2016) Professor (2016-present) and Chair (2013-present), UC Berkeley, Geography; Affiliated Faculty, UC Berkeley, Energy and Resources Group, Graduate Program in Range, Berkeley Food Institute

Overseas South Africa, Tanzania

Language

Courses 3: 10 GEOG: World Regions, Peoples and States; 130 GEOG: Food and the Environment; 203 GEOG: Nature and Culture: Social Theory, Social Practice, and the Environment

Interests ranching and pastoralism, rangeland ecology and management, history of range science, endangered species, scale, the state, Western environmental history, local ecological knowledge, conservation and urbanization/land use change

Publications 9
Sayre, Nathan F. Forthcoming. Race, Nature, Nation and Property in the Origins of Range Science. In Rebecca Lave, Christine Biermann, and Stuart Lane, eds. The Handbook of Critical Physical Geography. Palgrave;
Sayre, Nathan F. 2017. The Politics of Scale: A History of Rangeland Science. Chicago and London: University of Chicago Press

Awards

Tiberio, Alessandro Graduate Student Lecturer, Geography

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10

Ph.D. Candidate, UC Berkeley, Geography
M.A., UC Berkeley, Asian Studies
M.A., London School of Economics, History

Academic Graduate Student Lecturer, UC Berkeley, Geography, 2017-present

Overseas Germany, China, Balkans

Language

Courses 1 N20 GEOG: Globalization

Interests history and political economy, Central Europe and East and Central Asia

Publications

Awards

Watts, Michael J Professor, Geography

See: Development Studies or Global Studies or International and Area Studies

Education **Tenure** Yes **Diss Supervised** 11 **Africa %** 100

Ph.D., 1979, University of Michigan
M.A., 1974, University of Michigan
B.S., 1972, University of London

Academic Professor, UC Berkeley, Geography and IAS Development/Global Studies, 1979-present

Overseas Nigeria, Niger, Senegal, Gambia, Ethiopia, South Africa, India, Vietnam

Language Hausa (4), French (4)

Courses 8: 10A GLOBAL: Global Studies; IAS 98/198 Directed Study Group; 198 DEVST: Directed Group Studies; C32 GEOG/C10 DEVST: Introduction to Development;
24 GEOG: Freshman Seminar; 98 GEOG: Directed Study Group; 200B Geographic Thought

Interests political economy of development and in particular energy and agro-food sectors in Africa; Islam, development, Africa, social movements, political economy, political ecology, geography, South Asia, peasant societies, social and and cultural theory, U.S. agriculture, Marxian political economy

Publications 48
Ecologies of Rule: Politics, Political Economy and Environmental Governance in Nigeria, in Carl Levan, (ed), Handbook of Nigeria. London: Oxford University Press, Forthcoming; Insurgent Nigeria: Authority, Ordering Power and Nigerian Capitalism, in Sylvester Akhaine (ed), Nigerian Capitalism. London: Palgrave, Forthcoming;
2018; Frontiers: Precarity, authority and insurgency at the edge of the state, World Development, 101 May, pp.477-488

Awards Chancellor's Professor, UB 1997-2000; Social Sciences Teaching Award, UC Berkeley 1997; Distinguished Teacher Award, Academic Senate, UC Berkeley, 1991

Global Poverty and Practice

Haskaj, Fatmir Lecturer, Global Poverty and Practice

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25
 Ph.D., The City University of New York, Graduate Center
 B.A., Sarah Lawrence College

Academic Overseas Lecturer, UC Berkeley, Global Poverty and Practice, to present

Language

Courses 1: 115 GPP: Global Poverty and Practice: Challenges and Hopes in the New Millennium

Interests political economy, development, critical theory and urban studies, social theory, globalization, development, immigration and race and ethnic relations

Publications

Awards

Kadir, Khalid Lecturer, Global Poverty and Practice
See: Engineering and International and Area Studies and Global and Poverty Practice

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 75
 Ph.D., 2010, UC Berkeley, Civil and Environmental Engineering
 M.S.E., UC Berkeley, Civil and Environmental Engineering
 B.S.E., University of Michigan, Mechanical Engineering

Academic Overseas Lecturer, UC Berkeley: Global Poverty & Practice, Political Economy, and the College of Engineering; Core Faculty, Presidio Graduate School, San Francisco, 2016-present; Adjunct Professor, Presidio Graduate School, San Francisco, 2015-2016; Graduate Student Instructor, University of California, Berkeley (5 semesters) 2002-2010; Fulbright Fellow, Fulbright IIE Program, US Department of State, 2007

Language Arabic (3), Danis (2)

Courses 3: 105 GPP: Global Practice; 196 GPP: Global Capstone
 157AC ENGIN/IAS: Engineering, Environment & Society;

Interests broader implications of water and wastewater treatment and how these relate to international development and poverty alleviation

Publications 5
 Cushing, L., Wesner, A., and Kadir, K. (2018) "Educating socially responsible engineers through critical, community-engaged pedagogy," Journal of Engineering Education;

Awards 2017 Distinguished Teaching Award

Lucas, Cecilia C Lecturer, Global Poverty and Practice

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25
 Ph.D., UC Berkeley, Graduate School of Education, Socia/Cultural Studies
 M.A., UC Berkeley, Graduate School of Education, Socia/Cultural Studies
 B.F.A., University of Illinois at Urbana-Champaign, Theater/Performance Studies

Academic Lecturer, UC Berkeley, International and Area Studies, Peace and Conflict Studies, Global Poverty and Practice, present

Overseas

Language

Courses 1: 196 GPP: Global Poverty and Practice Capstone Course

Interests Education, Ethnic Studies and Performance Studies, issues related to white U.S. citizens' engagement with racial justice and decolonization projects

Publications

Awards

Talwalker, Clare Continuing Lecturer, Global Poverty and Practice
See: International and Area Studies and Development Studies

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10
 Ph.D., 2000, Duke University, Cultural Anthropology
 B.A., 1990, Dartmouth College, History/Anthropology

Academic Lecturer, UC Berkeley, IAS and Interim Director, Global Poverty & Practice Minor, 2008-current
 Assistant Professor of Anthropology, University of Dayton, 2001-2005;
 Instructional Staff, Cultural Anthropology, Duke University, 1992-2000

Overseas India, Indonesia

Language Marathi, Hindi (3), Gujarati (2), French (1), Spanish (1)

Courses 1: 105 GPP: Global Practice: The Ethics, Methods, and Pragmatics of Global Practice

Interests Cultural anthropology; comparative colonial and postcolonial/Third World studies; capitalism and globalization/transnational studies; South Asia (focus on Bombay/Mumbai, Marathi modernity, vernacular publics, poverty discourse), critical poverty studies

Publications 2+
 2016 "Fixing Poverty" in Encountering Poverty: Thinking and Acting in an Unequal World, by A Roy, G Negron-Gonzalez, Kweku O Agyemang, and Clare Talwalker, (Berkeley: UC Press);
 2016 "Introducing Poverty" (contributing author) in Encountering Poverty: Thinking and Acting in an Unequal World, by A Roy, G Negron-Gonzalez, Kweku O Agyemang, and Clare Talwalker, (Berkeley: UC Press)

Awards

Global Studies

Beecher, David Lecturer, Global Studies**See: International and Area Studies**

<i>Education</i>	<i>Tenure</i>	<i>Diss Supervised</i>		<i>Africa %</i>	
	N/A	0		10	
	Ph.D., 2014, UC Berkeley, Soviet and European History				
	M.A., 2014, UC Berkeley, Soviet and European History				
	B.A., 2000, Harvard University, French and American History & Literature				
<i>Academic</i>	Lecturer, UC Berkeley, International & Area Studies, Global Studies, 2014-present; Instructor of English for three years in Le Havre, France, and Potsdam, Germany				
<i>Overseas</i>	Estonia, Russia, France				
<i>Language</i>	Estonian (4), French (5), German (5) Russian (5)				
<i>Courses</i>	1: 45 IAS: Survey of World History				
<i>Interests</i>	Comparative Methods. History and political economy; Four themes guide his historical research and his teaching: language, the university, the city, and the state.				
<i>Publications</i>					
<i>Awards</i>	History Department Best Doctoral Dissertation Award (2015)				

Saavedra, Martha E Lecturer, Global Studies, and Associate Director, Center for African Studi**See: International and Area Studies or Center for African Studies**

<i>Education</i>	<i>Tenure</i>	<i>Diss Supervised</i>		<i>Africa %</i>	
	N/A	0		100	
	Ph.D., 1991, University of California Berkeley, Political Science				
	M.A., 1984, University of California Berkeley, Political Science				
	B.A., 1983, Rhodes College, International Studies, summa cum laude, Honors				
<i>Academic</i>	Instructor, UC Berkeley, Global Studies, Africa in the Global Context, Apr-May 2018; Co-instructor, UC Berkeley, Development Practice, Law, Politics and Policy, Spr 2018; Course facilitator, UC Berkeley, MCF Scholars Seminar, Spr 2015, 2016, 2017, 2018; Visiting Lecturer, Escuela de Estudios Universitarios Real Madrid, Universidad Europea de Madrid, MBA in Sport Management Program, Mar 2011, Apr 2012, Apr 2013, May 2014, Apr 2015, Su 2016; Instructor, UC Berkeley, Osher Life Long Learning Institute: African News, Spr 2014				
<i>Overseas</i>	Senegal, Sudan, Kenya, Ethiopia, Tanzania, Zambia, South Africa, Rwanda				
<i>Language</i>	Arabic (3), German (3), French (2), Spanish (2)				
<i>Courses</i>	2: 110 GLOBAL ST: Africa In Global Context (co-taught with Manuela Travaglianti); 198 IAS: Accessing International Education				
<i>Interests</i>	Politics – African, comparative, agrarian, gender, ethnic; Sport – gender, development, Islam, football (soccer); Development – gender, political economy, state-society relations				
<i>Publications</i>	4 “Sport for Peace and Development and Postcolonial Theory” in Sport for Development and Peace Handbook, edited by Holly Collison and Richard Giulianotti. Routledge. In press 2018; Review of The sexual and gender politics of sport mega-events: Roving colonialism, by Heather Sykes in the Sociology of Sport Journal, Special Issue on Sport, Feminism and the Global South, 2018; Co-authored with Peter Alegi, Amy Bass, Adrian Burgos Jr., Brenda Elsey, “Teaching Forum on Sport and Politics.” Radical History Review, Issue 125 May 2016				
<i>Awards</i>	Foreign Language Area Studies (Arabic), 1987-88				

Global Studies (International and Area Studies)

Ballenger, Stephanie Lecturer, Global Studies

Education Ph.D., UC Berkeley, Latin American History

Tenure N/A

Diss Supervised 0

Africa % 10

Academic Lecturer, UC Berkeley, International and Area Studies - Global Studies, 2017-present

Overseas

Language

Courses 1: 100S GLOBAL: Global Societies

Interests The intersection of medicine and religion in the eighteenth and nineteenth centuries, cross-cultural and transnational approaches to health and the politics of health, history and cultures of medicine and the body, and the relationship between the modernization of medical knowledge and the formation of modern national and cultural identities.

Publications

Awards

Bartu, Peter Lecturer, Global Studies

See: Middle Eastern Studies

Education Ph.D., 1998, Monash University, History, Centre of South East Asian Studies
B.A., 1987, University of New South Wales, History, Literature

Tenure Lecturer w/Security of Emp

Diss Supervised 0

Africa % 35

Academic Lecturer, UC Berkeley, IAS, Peace & Conflict Studies, 2007-present;
Visiting Fellow, Asia-Pacific College of Diplomacy at the Australian National University, Nov 2007;
Lecturer: Twice-yearly to Helsinki Espana Post-Graduate course for the training of Experts in the field of Assistance and Cooperation to UN/OSCE peace missions - Madrid, 2004-2010

Overseas Djibouti, Eritreat, Libya, Malawi, Iraq, Nepal, East Timor, Cambodia, Syria, Australia

Language Bahasa Indonesia (4+), Khmer (3), Arabic (2)

Courses 2: 102 GLOBAL: Critical Thinking in Global Studies;
130 MES: Cross-listed topics: New Approaches to Crises and Political Transition in the Middle East and North Africa

Interests political transitions in the Middle East and North Africa, the Gulf states, and international organizations and global governance

Publications 1
African Security Volume 10, 2017 Issue 3-4: Unpacking the Mediation Mandate 'What Mandate? Mediating During Warfighting in the Libyan Revolution'.

Awards In 2011 he was a member of the UN's stand-by mediation team and worked in Benghazi and Tripoli during the Libyan revolution among other assignments in Djibouti, Iraq and Malawi.

Gottreich, Emily B Associate Adjunct Professor, Global Studies
See: International and Area Studies or Middle Eastern Studies

Education *Tenure* N/A *Diss Supervised* 2 *Africa %* 25
 am inHistory & Middle Eastern Studies, Harvard University
 M.A., 1992, Middle Eastern Studies, Harvard University
 B.A., 1989, Middle Eastern Studies, UC Berkeley

Academic Associate Adjunct Professor, UC Berkeley, History and International and Area Studies,2007-present;
 Lecturer, UC Berkeley, 2001-2006;
 Vice Chair (2003-2015) to Chair (2015-present), UC Berkeley, Center for Middle Eastern Studies

Overseas North Africa, Middle East

Language French (5), Modern Standard Arabic (4), Morocco Arabic (4), Hebrew (3), Judeo-Arabic (2)

Courses 4: 45 IAS: Survey World History; 142 GS: Jews and Muslims
 197MES: Field Studies; 199 MES: Supervised Independent Study and Research

Interests Muslim-Jewish relations, cities in the Middle East and North Africa, Moroccan society, and
 constructions of Sephardic, Mizrahi, and Arab Jewish identity, Middle East historiography

Publications 7

Awards 2009-present, Lifetime Fellow, Tangier American Legation Institute for Moroccan Studies;
 Phi Beta Kappa Excellence in Teaching Award, 2015

Hart, Gillian Professor, Global Studies
See: Geography and Development Studies

Education *Tenure* Yes *Diss Supervised* 0 *Africa %* 75
 Ph.D., 1978, Cornell University
 M.S., 1971, Rhodes University
 B.S., 1969, Rhodes University

Academic Professor, UC Berkeley, Global Studies, 1996-present
 Professor, UC Berkeley, Geography, 1991-2017;
 Distinguished Professor at the University of the Witwatersrand, 2016
 Honorary Professor at the University of KwaZulu-Natal

Overseas South Africa, China, Malaysia

Language Indonesian/Malay (5), Dutch/Afrikaans (5)

Courses 2: C112 GEOG/C100 DEVSTD: History Development/Underdevelopment;
 100D GLOBAL: Global Development

Interests Political economy, social theory, critical development studies, gender, agrarian and regional studies,
 labor, Africa, Southeast Asia

Publications 11
 Relational Comparison Revisited: Marxist Postcolonial Geographies in Practice. Progress in Human
 Geography 2016 (early online publication);
 Political Society and its Discontents: Translating Passive Revolution in India and South Africa.
 Economic and Political Weekly. Vol. L No. 43, October 2015;
 Rethinking the South African Crisis: Nationalism, Populism, Hegemony. Pietermaritzburg South Africa:
 University of KwaZulu-Natal Press. 2013; reprinted by University of Georgia Press. 2014

Awards 2018 Awarded the Vega Medal by the Swedish Society for Anthropology and Geography for
 contributions to human geography;
 2016 Distinguished Professor, University of the Witwatersrand, and Honorary Professor, University of
 KwaZulu-Natal.

Randhawa, Karenjot B Lecturer, Global Studies
See: Peace and Conflict Studies (International and Area Studies)

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 10
 Ph.D., George Mason University, Conflict Analysis and Resolution

Academic Lecturer at UC Berkeley, International & Area Studies, Peace & Conflict Studies, 2015-present;
 Adjunct Professor of Law at UC Hastings, San Francisco, currently;
 Adjunct Professor of Law at the Straus Institute for Dispute Resolution, Pepperdine University,
 currently

Overseas India

Language

Courses 3: Global Studies 100P: Approaches to Peace & Conflict; Global Studies 133: International Conflict;
 PACS 100: Peace Theories

Interests specializes in designing and delivering cross-cultural and conflict resolution trainings for a variety of
 public and private groups in the United States and internationally including healthcare organizations,
 university administration, social service programs and county departments; conducted facilitations for
 city planning processes, immigrant rights policy initiatives and dialogue around racism and
 discrimination after the 9/11 attacks

Publications 1
 Civil Society in Malerkotla, Punjab: Fostering Resilience Through Religion (Lexington, 2012) examines
 peacebuilding through religion and civil society;
 Co-author in Conflict Across Cultures: A Unique Bridging Experience (Nicolas Brealey, 2006) and
 Religion and Human Security: A Global Perspective (Oxford University Press, 2012).

Awards

Travaglianti, Manuela Lecturer, Global Studies
See: Peace and Conflict Studies (International and Area Studies)

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 100
 Ph.D., 2014, New York University, Politics
 M.A., 2006, Università degli Studi di Catania, Italy, European Union Studies
 B.A., 2004, Università degli Studi di Catania, Italy, International Relations

Academic Lecturer, UC Berkeley, Faculty Affiliate, Center for African Studies, UC Berkeley, 2015-present;
 Graduate Fellow Stanford Center on International Conflict and Negotiations, Stanford, 2012-2013;
 Adjunct instructor New York University, Political Theory, Comparative Politics, Fall 2008, Fall 2009

Overseas Burundi, Malawi, Côte d'Ivoire, Sub-Saharan Africa

Language Italian (5), English (5), French (5)

Courses 2: 110K GLOBAL: Global Africa; 119 PACS: Special Topics

Interests ethnic politics, civil wars and peace building, with a focus on the relation between elections and
 violence, specializing in Sub-Saharan Africa; carried out fieldwork in Burundi.

Publications 4
 Threatening your own. Electoral violence within ethnic groups in Burundi and beyond (book
 manuscript);
 How abolishing school fees increased support for the incumbent in Burundi (African Affairs 2017; 116
 (462): 101-124);
 Malawi: widespread tension, limited violence (in Claes eds. Electing Peace. Violence prevention and
 impact at the polls, US Institute of Peace Press, 2016)

Awards 2015-17 NSF Rapid Response Research (No. 1600320, with Leo Arriola, Aila Matanock);
 2016-17 Presidential Chair Fellow, Curriculum Enrichment Grant, UC Berkeley, 'Enhancing African
 Studies'

Watts, Michael J Professor, Global Studies
See: Geography or Development Studies or International and Area Studies

Education	Tenure Yes	Diss Supervised	11	Africa %	100
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Ph.D., 1979, University of Michigan
M.A., 1974, University of Michigan
B.S., 1972, University of London

Academic Professor, UC Berkeley, Geography and IAS Development/Global Studies, 1979-present

Overseas Nigeria, Niger, Senegal, Gambia, Ethiopia, South Africa, India, Vietnam

Language Hausa (4), French (4)

Courses 8: 10A GLOBAL: Global Studies; IAS 98/198 Directed Study Group; 198 DEVST: Directed Group Studies
C32 GEOG/C10 DEVST: Introduction to Development;
24 GEOG: Freshman Seminar; 98 GEOG: Directed Study Group; 200B Geographic Thought

Interests political economy of development and in particular energy and agro-food sectors in Africa; Islam, development, Africa, social movements, political economy, political ecology, geography, South Asia, peasant societies, social and and cultural theory, U.S. agriculture, Marxian political economy

Publications 48
Ecologies of Rule: Politics, Political Economy and Environmental Governance in Nigeria, in Carl Levan, (ed), Handbook of Nigeria. London: Oxford University Press, Forthcoming;
Insurgent Nigeria: Authority, Ordering Power and Nigerian Capitalism, in Sylvester Akhaine (ed), Nigerian Capitalism. London: Palgrave, Forthcoming;
2018 Frontiers: Precarity, authority and insurgency at the edge of the state, World Development, 101 May, pp.477-488

Awards Chancellor's Professor, UB 1997-2000; Social Sciences Teaching Award, UC Berkeley 1997; Distinguished Teacher Award, Academic Senate, UC Berkeley, 1991

Zook, Darren Continuing Lecturer, Global Studies
See: Peace and Conflict Studies (International and Area Studies)

Education	Tenure Lecturer w/Security of Emp	Diss Supervised	0	Africa %	10
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Ph.D., UC Berkeley, Political Science
M.A., UC Berkeley
B.A., University of Texas Austin

Academic Lecturer, UC Berkeley, Political Science, 1997-present;
Claremont College; UC Davis

Overseas Asia

Language German (3), French (3), Hindi (3), Tamil (3), Indonesian (3), Malay (3), Korean (2), Japanese (2)

Courses 3: 10A GLOBAL: Introduction to Global Studies; 126 PACS: International Human Rights;
173 GLOBAL: International Human Rights

Interests Human rights, comparative Asian politics, international law, and the proliferation of weapons of mass destruction; currently at work on a book-length manuscript on the legal and political dimensions of decolonization and its legacy for global politics.

Publications He is currently at work on a book-length manuscript on the legal and political dimensions of decolonization and its legacy for global politics.

Awards Osher Lifelong Learning Institute's Excellence in Teaching and Learning award (May 2018)

Graduate Student Instructor Teaching and Resource Center (GSITRC)

von Hoene, Linda Director, GSITRC

Education	Tenure N/A	Diss Supervised	Africa %	10
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Ph.D., UC Berkeley, German Studies
M.A., Ohio State University, German Language & Literature
B.A., Binghamton University, German and Economics

Academic Director, UC Berkeley, Graduate Student Instructor Teaching and Resource Center (GSITRC), 2000-present;
Assistant Dean, UC Berkeley, Professional Development, 2015-present

Overseas Germany

Language German (5)

Courses foreign language, pedagogy and assessment workshops to Graduate Student Instructors

Interests Pedagogy, assessment teaching and learning, teaching tools (i.e. teaching portfolio, teaching statements, creating grading rubrics)

Publications

Awards Chancellor's Outstanding Staff Award, 2005

Haas Institute of Equity, Inclusion, and Diversity

Elsheikh, Elsadiq Researcher & Director, Global Justice Project

Education	Tenure N/A	Diss Supervised	0	Africa %	50
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M.A., 2007, School for International Training, VT, Social Justice & Sustainable Development
B.A., Ohio State University
B.A., Pandeion University, Athens Greece

Academic Ohio State University

Overseas Sudan and East Africa, Middle East, Colombia, and Southern Europe

Language Arabic (5)

Courses 0

Interests themes and socio-political dynamics related to Africa's large-scale land deals, financialization, global food system, human and indigenous peoples' rights, political ecology, social movements, state and citizenship, and structural racialization

Publications 6

Awards

Health and Medical Sciences

Prata, Ndola Professor in Residence, Health and Medical Sciences

See: Public Health, School of

Education	Tenure Yes	Diss Supervised	1	Africa %	100
	M.Sc., 1996, University of London, Medical Demography M.D., 1989, University of Angola				
Academic	Associate Professor in Residence, UC Berkeley, Public Health, 2000-present; Fred H. Bixby Endowed Chair in Population Planning, UC Berkeley, Public Health, current				
Overseas	Angola, Kenya, Ethiopia, Nigeria, Rwanda, Tanzania, Mozambique, The Sahel Region, France, Mexico, India, Ecuador, Belgium, Costa Rica				
Language	Portuguese (5), French (5), Spanish (?)				
Courses	4: 265 HMEDSCI: Epidemiology, Reproduction Twg; 181 PBHLTH: Poverty & Population; 212A PBHLTH: International Maternal Health; 213A PBHLTH: Family Planning				
Interests	Reproductive health economics, family planning ability to pay and financing, and adolescent sexual behavior in developing countries; expansion of use of misoprostol to control postpartum hemorrhage				
Publications	8+ Prata, N., Bell, S., Weidert, K., Carvalho, A., & Neves, I. (2016 in press). Varying family planning strategies across age categories: differences in factors associated with current modern contraceptive use among young and adult women in Luanda, Angola. Open Access Journal of Contraception; Prata, N., & Summer, A. (2015). Assessing political priority for reproductive health in Ethiopia. Reproductive Health Matters. 2015 Nov; 23(46): 158-68; Goldblatt, A., Kwena, Z., Lahiff, M., Agot, K., Minnis, A., Prata, N., Lin, J., Bukusi, E.A., & Auerswald, C.L., 2015. Prevalence and correlates of HIV infection among street boys in Kisumu, Kenya. PLoS One. 2015 Oct; 10(10): e0140005.				
Awards	2014 Robert O. Collins Fellowship Award (faculty research in African studies or African languages)				

History

Astourian, Stephan H Associate Adjunct Professor, History

Education	Tenure N/A	Diss Supervised	0	Africa %	25
	Ph.D., 1996, UC Los Angeles M.A., 1982, UC Los Angeles B.A., 1980 University of Paris I, Sorbonne				
Academic	Associate Adjunct Professor, UC Berkeley, 2002-present; Executive Director, UC Berkeley, Armenian Studies Program, 2002-present				
Overseas	Armenia, Turkey, France				
Language	Armenian (5), Turkish (5), French (5), Russian (4)				
Courses	1: 103U HIST: Proseminar: Studies in Comparative Histories (Comparative Genocides - 25% Rwanda)				
Interests	Middle Eastern History (post-1500), Turkish polarization, Linguistics, History of Armenia				
Publications	2				
Awards					

Emerson, Mark C Adjunct Professor, History

Education **Tenure** Security of Employment **Diss Supervised** 0 **Africa %** 10

Ph.D., 2004, UC Santa Barbara, History
M.A., 1994, University of New Mexico, Europe and Latin America
B.A., 1993, University of New Mexico, History and Anthropology

Academic Adjunct Professor, UC Berkeley, History, 2018-present;
Adjunct Professor, Sul Ross State University, History, 2016-present;
Assistant (2008-2013) to Associate Professor (2013-2016), Sul Ross State University, History;
Assistant Professor, Chadron State University, History, 2007-2008;
Assistant Professor, Rio Grande College, History, 2006-2007;
Instructor, Southwestern College, History, 2005-2006

Overseas

Language

Courses 1 HIST: Seminar in Historical Research and Writing for History Major

Interests Areas of Concentration: Iberia, Early Modern Europe, Atlantic World, Latin America

Publications 1
Forthcoming: "She lay down with her like a man with a woman": Same-Sex Female Intimacy and Desire in Early Seventeenth-Century Portugal in Portuguese Studies Review 21.2 (2015)

Awards

Hall, Bruce Associate Professor, History

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 100

Ph.D., 2005, U of Illinois at Urbana-Champaign, History
M.A., 1995, Queen's University, Kingston Ontario Canada, History
B.A., 1994, University of Toronto, History and African Studies

Academic Associate Professor, UC Berkeley, History, 2017-present;
Assistant (2008-13) to Associate Professor (2013-2017), Duke University, History and secondary appointment in African and African American Studies, core faculty Duke Islamic Studies Center;
Assistant Professor, University of Buffalo (SUNY), History, 2006-2008;
Andrew W. Mellon Postdoctoral Fellow, Johns Hopkins University, History, 2005-2007

Overseas Mali, Eritrea, Libya, Niger, Mauritania,

Language Arabic (4), French (4), Songhay (4)

Courses 1: 10 HISTORY: Africa

Interests Muslim intellectual history in West and North Africa; Slavery; Social and Economic history of West and North Africa; Race; Mali; Songhay

Publications 11
Amadou Fofana and Bruce S. Hall, "Timbuktu: what call to action? Timbuktu (dir. Abderrahmane Sissako, 2014, Mali)," in Black Camera 9, 1 (2017);
Bruce S. Hall "Rethinking the Place of Timbuktu in the Intellectual History of Muslim West Africa," in Landscapes, Sources, and Intellectual Projects: Politics, History, and the West African Past, ed. Toby Green and Benedetta Rossi (Leiden, Brill, forthcoming);
Bruce S. Hall, "Vernacular Media, Muslim Ethics and Conservative Critiques of Power in the Niger Bend, Mali," in Religion, Media & Marginality in Africa, ed. Felicitas Becker and Joel Cabrita (Athens, OH: Ohio University; Press, in press)

Awards 2012 Co-winner, American Historical Association, Martin A. Klein prize for the most distinguished work of scholarship on African history published in English

Kanogo, Tabitha Professor, History

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 100
Rhodes Scholar 1982-85 Somerville College Oxford
Ph.D., 1981, University of Nairobi
B.A., 1974, University of Nairobi

Academic Kenyatta U; UC Berkeley; Stanford U (worked with Teacher's Curriculum Institute on Africa Curriculum unit for middle school)

Overseas Kenya; Uganda and Tanzania; Nigeria; Oxford, England; East Africa;

Language Kikuyu (5), Swahili (5), Luo (4)

Courses 6: 24 HISTORY: Freshman Seminar-Endangered Children and Youth in Contemporary Africa; 112B HISTORY: South Africa 1652-Present; 112C HISTORY: Colonialism & Nationalism-Africa; 280H HISTORY: Advanced Studies-Africa; 285H HISTORY: Research Seminar-Africa; 299 HISTORY: Directed Readings

Interests Labor history; Gender' Colonialism & de-colonization; Women in colonial Kenya; endangered children in colonial and post-colonial Kenya

Publications

Awards Mentor in Undergraduate Research Apprentice Program (URAP) since 1999; Consultant to California History and Social Science Project on K-12 curriculum development, Summer 2002.

Miller, Maureen Professor

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 15
PhD (history) Harvard University, 1989
MA (history, medieval studies) Catholic University of America, 1983
BA (history) The American University, 1981

Academic 2006- Full Professor, University of California, Berkeley; 2004- Associate Professor, University of California, Berkeley; 2002-2003 Associate Professor, George Mason University; 1999- 2002 Assistant Professor, George Mason University; 1995-2000 Associate Professor, Hamilton College; 1989-1995 Assistant Professor, Hamilton College; 1986-1989 Tutor and Teaching Fellow, Harvard University

Overseas Italy, Europe

Language Italian

Courses 1: GS140/History100U "Medieval Sacred Kingship: Embodied Power and the Divine in Europe and Africa c. 500-1500"

Interests Medieval religious beliefs and practices; Movements for reform in the eleventh and twelfth centuries; the extraordinary capacity of individuals and societies for change

Publications 3

Awards

Schneider, Elena Assistant Professor, History

Education **Tenure** Tenure Eligible **Diss Supervised** 0 **Africa %** 33

Ph.D., 2011, Princeton University, History
M.A., 2006, Princeton University, History
B.A., 1999, Harvard University, History and Literature, magna cum laude, highest

Academic Assistant Professor, UC Berkeley, History, 2013-present;
Visiting Assistant Professor, College of William & Mary, History, 2011-2013

Overseas

Language

Courses 1: 280E HIST: Advanced Studies: Sources/General Literature of the Several Fields

Interests Cuba and the Caribbean; colonial Latin America; The Atlantic World, 1400-1898, comparative colonialism and slavery, and the Black Atlantic, role of African descent in British invasion and occupation of Havana in 1762; her research explores the ways that war, trade, and slavery integrated the Atlantic world across regional and what would later become national boundaries.

Publications 6
The Occupation of Havana: Slavery, War, and Empire in the Eighteenth-century Atlantic World (The Omohundro Institute/U of North Carolina Press, forthcoming);
Book Chapter: "Routes into Eighteenth-century Cuban Slavery: African Diaspora and Geopolitics," in From the Galleons to the Highlands: Slave Trade Routes in the Spanish Americas, edited by Alex Borucki, David Eltis, and David Wheat (University of New Mexico Press, forthcoming);
"African Slavery and Spanish Empire: Imperial Imaginings and Bourbon Reform in Eighteenth-century Cuba and Beyond," Journal of Early American History, 5:1 (2015): 3-29.

Awards Hellman Fellowship Award, University of California, Berkeley 2017
Humanities Research Fellowship, University of California, Berkeley 2016
Townsend Center for the Humanities Fellowship, University of California, Berkeley 2015-2016

Skiba, Lynsay Lecturer, History

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25

J.D., UC Berkeley
Ph.D., UC Berkeley, Latin American History
N.A., Universidad de Belgrano, International Economic Policy

Academic Lecturer, UC Berkeley, 2015-2016, and 2018-present;
Associate Director of Programs at Matrix, 2016-2018;
Executive Director of UC Berkeley's Human Rights Program, 2015-2018

Overseas Argentina

Language Spanish (5)

Courses 1: 103 HIST: Problems in Interpretation in the Several Fields of History: Studies in Comparative History

Interests development of the rule of law and rights advocacy in twentieth-century Argentina, research examines the globalization of human rights law in the Americas and beyond

Publications

Awards

Industrial Engineering and Operations Research

Goldberg, Ken Professor, Industrial Engineering and Operations Research

<i>Education</i>	<i>Tenure</i>	<i>Yes</i>	<i>Diss Supervised</i>	<i>Africa %</i>	10
M.S., Ph.D., 1990, Carnegie Mellon University					
B.S.E., 1984, Moore School of Engineering					
B.S., 1984, University of Pennsylvania					
<i>Academic</i>	TED Talk: "Can Robots Inspire Us To Be Better Humans?" TEDxBerkeley-Feb-2012, TED-May-2012				
<i>Overseas</i>	Africa, China, Brazil, Moscow, Europe				
<i>Language</i>					
<i>Courses</i>	Spring 14: IEOR 170: Industrial Design and Human Factors; Fall13: IEOR 115: Industrial and Commercial Data Systems; Fall13: NWMEDIA 201: Questioning New Media; Fall13: IEOR 24: Freshman Seminar: Intro to IEOR				
<i>Interests</i>	CITRIS Data and Democracy Initiative; The MasterCard (African) Scholars Program; African Robotics Network (AFRON): Ultra-Affordable Robot Challenge, Robotics. Automation. Medical Robotics. Art. Networked Robots and Cameras. Social Information Filtering. Algorithmic Automation. New Media. Algorithms for Feeding, Fixturing, Grasping, and Assembly				
<i>Publications</i>	Fixture-Based Industrial Robot Calibration for Silicon Wafer Handling. Mike Tao Zhang and Ken Goldberg. Industrial Robot, Vol. 32(1), January 2005				
<i>Awards</i>					

Information, School of

Blumenstock, Joshua Assistant Professor, Information, School of

<i>Education</i>	<i>Tenure</i>	<i>N/A</i>	<i>Diss Supervised</i>	0	<i>Africa %</i>	75
Ph.D., 2012, UC Berkeley, Information Science						
M.A., UC Berkeley, Economics						
B.A., 2003, Wesleyan University, Computer Science and Physics, high honors						
<i>Academic</i>	Assistant Professor, UC Berkeley, School of Information, 2016-present; Director of the Data-Intensive Development Lab, present; Assistant Professor, University of Washington, Seattle, Information School, 2013-2016; Adjunct Assistant Professor, University of Washington, Seattle, Computer Science and Engineering, 2013-2016					
<i>Overseas</i>	Rwanda, Tanzania, Afghanistan, Estonia, China, South Africa, Cape Verde, Argentina, Costa Rica, Sri Lanka					
<i>Language</i>						
<i>Courses</i>	1: 290 INFO: Special Topics: Data-Intensive International Development					
<i>Interests</i>	data science, information economics, technology for developing regions, intersection of machine learning and development economics, focuses on using novel data and methods to better understand the causes and consequences of global poverty					
<i>Publications</i>	9					
	Aker, J.C. and Blumenstock, J.E. (2014). The Economic Impacts of New Technologies in Africa. In: Monga, C. & Lin, J.Y. The Oxford Handbook of Africa and Economics. pp. 354-371. Oxford University Press;					
	Blumenstock, J.E. (2018, forthcoming). Design and Practice of Mobile Money. In: Maurer, B., Muharaj, S., & Small, I. Money at the Margins Global Perspectives on Technology, Financial Inclusion and Design. pp. 354-371. Berghahn Books.					
<i>Awards</i>	Intel Faculty Early Career Honor, a Gates Millennium Grand Challenge award, a Google Faculty Research Award, and former fellow of the Thomas J. Watson Foundation and the Harvard Institutes of Medicine					

Burrell, Jenna Associate Professor, Information, School of

Education	Tenure Yes	Diss Supervised	3	Africa %	75
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Ph.D., 2007, London School of Economics, Sociology
 B.A., 2001, Cornell University, Computer Science with honors

Academic Associate Professor, UC Berkeley, School of Information, 2013-present;
 Assistant Professor, UC Berkeley, School of Information, 2007-2013

Overseas Uganda, Ghana, Brazil, England, Ireland

Language French (3), Twi (basic - 10 week course)

Courses 2: 203 INFO: Social Issues Information; 272 INFO: Qualitative Research Methods

Interests theories of materiality, user agency, transnationalism, post-colonial relations, digital representation, and especially the appropriation of Info & Communication Tech.(ICTs) by individuals & social groups on the African continent.

Publications 7
 Burrell, J. (2016) Material Ecosystems: Theorizing (Digital) Technologies in Socio-Economic Development. Information Technologies and Intl Development, 12(1);
 Burrell, J. (2016) How the Machine 'Thinks': Understanding the Opacity of Machine Learning Algorithms Big Data & Society, 3(1);
 Burrell, J. (2012) Invisible Users: Youth in the Internet Cafés of Urban Ghana. Cambridge: MIT Press

Awards Grant from Google Corporation (2017-2018), "Addressing Algorithmic Opacity and Fairness: a crossdisciplinary investigation" - \$200,000

Duguid, Paul Adjunct Professor, Information, School of

Education	Tenure Security of Employment	Diss Supervised	0	Africa %	10
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M.A., 1980, Washington University, St Louis, English Literature
 B.A., 1976, Bristol University, UK, English & Philosophy

Academic Adjunct Professor, UC Berkeley, School of Information, 2016-present

Overseas

Language

Courses 1: 203 INFO: Social and Organizational Issues of Information

Interests Information and authenticity. From a historical perspective: how we come to trust information we encounter and how we led credibility to information we share and what role brands and other forms of certification play.

Publications Paul Duguid, "The Ageing of Information." Journal of the History of Ideas. 76(3): 347-368

Awards

Ramachandran, Divya Lecturer, Information, School of
See: Energy and Resources Group

Education **Tenure** N/A **Diss Supervised** 0 **Africa %**
Ph.D., 2010, UC Berkeley, Computer Science
B.S., 2004, University of Utah, Computer Engineering

Academic Lecturer, UC Berkeley, Energy and Resources Group and Information, Spring 2017

Overseas

Language

Courses 1: C283 INFO/ERG: Information and Communications Technology For Development

Interests interaction design, qualitative user research, user interface design, human-computer interaction for international development

Publications

Awards

Integrative Biology

Bowie, Rauri C Associate Curator, and Research Associate
See: Museum of Vertebrate Zoology

Education **Tenure** Yes **Diss Supervised** **Africa %** 100
2003 University of Capetown South Africa

Academic Associate Professor, UC Berkeley, Integrative Biology, 2006-present;
Curator of Birds, UC Berkeley, Museum of Vertebrate Zoology, 2006-present;
Faculty, Stellenbosch University, South Africa, 2005-2006;

Overseas East Africa, South Africa, Australia, Europe

Language

Courses Ornithology & Natural History of the Vertebrates; intensive module on molecular ecology in Conservation Biology

Interests Integrative Biology, Zoology, Ornithology, biodiversity, Marine and Coast Management

Publications 24+

Fuchs, J. and Bowie, R.C.K. (2015). Concordant genetic structure in two species of woodpecker distributed across the primary West African biogeographic barriers. *Molecular Phylogenetics and Evolution*. 88: 64-74;
Lauron, E.J., Loiseau, C., Bowie, R.C.K., Spicer, G.S., Smith, T.B., Melo, M. and Sehgal, R.N.M. (2015). Coevolutionary patterns and diversification of avian malaria parasites in African sunbirds (Family Nectariniidae). *Parasitology*. 142: 635-647;
Muteveri, T., Matthee, C.A., Bowie, R.C.K. and von der Heyden, S. (2015). High population connectivity and Pleistocene range expansion in the direct-developing plough shell, *Bullia rhodostoma*, along the South African coast. *African Journal of Marine Science*. 7: 21-31.

Awards

White, Timothy D Professor, Integrative Biology
See: Anthropology

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 50
Ph.D. University of Mich Ann Arbor

Academic Professor, UC Berkeley, Integrative Biology, 1977-present

Overseas Tanzania, Malawi, Kenya, Ethiopia, Jordan, Turkey, China, France

Language

Courses 2: 297 INTEGBI: Directed Field Studies; C100 ANTHRO: Human Paleontology

Interests Human evolution, early hominid skeletal biology, environmental context, and behavior, hominids spanning the Pliocene and Pleistocene, from phylogenetic and functional perspectives

Publications White, T.D., Lovejoy, C.O., Asfaw, B., Carlson, J.P. and Suwa, G. Neither chimpanzee nor human, Ardipithecus reveals the surprising ancestry of both. Proceedings of the Natl Academy of Science 112:16:4877-4884, 2015;
White, T.D. Paleoanthropology: Five's a crowd in our family tree. Current Biology 23:3:R112-R115, 2013;
Haile-Selassie, Y., Suwa, G., and White, T.D. Chapter 7, Hominidae. In: Y. Haile-Selassie and G. WoldeGabriel (Eds.), Ardipithecus kadabba: Late Miocene Evidence from the Middle Awash, Ethiopia. Berkeley: University of California Press. pp. 159-236, 2009.

Awards

International and Area Studies

Arriola, Leonardo Associate Professor, International and Area Studies

See: Political Science or UGIS or International and Area Studies

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	11	<i>Africa %</i>	100
	Ph.D., 2008, Stanford University, Political Science				
	M.P.A., 1999, Woodrow Wilson School at Princeton University				
	B.A., 1996, Claremont McKenna College, History and International Relations				
<i>Academic</i>	Associate Professor, UC Berkeley, Political Science, 2006-present; Associated Senior Researcher, Chr. Michelsen Institute, Bergen, Norway, 2018-present; Director, Center for African Studies, University of California, Berkeley, 2016-present; W. Glenn Campbell and Rita Ricardo-Campbell National Fellow and Susan Louise Dyer Peace Fellow, Hoover Institution, Stanford University, 2014-2015; Visiting Scholar, Varieties of Democracy (V-Dem) Institute, Gothenburg University, Sweden, 2015; Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2011; Visiting Researcher, Institute of Ethiopian Studies, Addis Ababa University, 2010-2013; Visiting Researcher, West African Research Center, Dakar, Senegal, 2005-2006				
<i>Overseas</i>	Cameroon, Kenya, Ethiopia, Djibouti, Somalia, Senegal, Madagascar, Zambia, Indonesia, Philippines				
<i>Language</i>	Amharic (4), Spanish (5), French (4)				
<i>Courses</i>	9 IAS 198: Directed Study Group; 191 POLISCI: Junior Seminar; 192 UGIS: Research Social Science; 196 POLISCI: Special Research Projects; 200B POLISCI: Com Analysis: Research; 207 POLISCI: Political Violence; 290SA POLISCI: Africa Research Seminar; 296 POLISCI: Direct Dissertation Research; 192B UGIS: Directed Group Study				
<i>Interests</i>	democratization, coalition politics, ethnic politics, and political violence in developing countries -- sub-Saharan Africa				
<i>Publications</i>	10+ Arriola, Leonardo R. 2018. "Financial Institutions: Politicized Development and Electoral Consequences." In <i>Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments</i> , edited by Nic Cheeseman. Cambridge: Cambridge University Press; Arriola, Leonardo R. "Financial Institutions: Politicized Development and Electoral Consequences." In <i>Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments</i> , edited by Nic Cheeseman. Cambridge: Cambridge University Press, 2018; Arriola, Leonardo R. and Terrence Lyons. "Ethiopia: The 100% Election." <i>Journal of Democracy</i> 27, 1: 76-88, 2016; Arriola, Leonardo R. and Jared Osoro. "Political Economy of Financial Sector Integration in the East African Community." In <i>Political Economy of Regional Integration in Sub-Saharan Africa</i> , edited by Paul Brenton and Barak Hoffman. Washington, DC: World Bank, 2015. <i>Multiethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns</i> (Cambridge University Press), which received a best book award from the African Politics section of the American Political Science Association (APSA) in 2013 and an honorable mention for the Gregory Luebbert Prize for best book from APSA's Comparative Politics section in 2014.				
<i>Awards</i>	Honorable Mention for the Gregory Luebbert Prize for best book from the Comparative Politics section of the American Political Science Association (APSA), 2014; Best Book Award (2013) from the African Politics Conference Group, an organized section of the American Political Science Association (APSA) and the African Studies Association (ASA), 2013 Carol D. Soc Distinguished Graduate Student Mentoring Award, University of California, Berkeley, 2013;				

Beecher, David Lecturer, International and Area Studies
See: Global Studies

Education	Tenure N/A	Diss Supervised 0	Africa % 10
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Ph.D., 2014, UC Berkeley, Soviet and European History
M.A., 2014, UC Berkeley, Soviet and European History
B.A., 2000, Harvard University, French and American History & Literature

Academic Lecturer, UC Berkeley, International & Area Studies, Global Studies, 2014-present;
Instructor of English for three years in Le Havre, France, and Potsdam, Germany

Overseas Estonia, Russia, France

Language Estonian (4), French (5), German (5) Russian (5)

Courses 1: 45 IAS: Survey of World History

Interests Comparative Methods. History and political economy; Four themes guide his historical research and his teaching: language, the university, the city, and the state.

Publications

Awards History Department Best Doctoral Dissertation Award (2015)

Gottreich, Emily B Associate Adjunct Professor, International and Area Studies
See: Middle Eastern Studies or Global Studies (International and Area Studies)

Education	Tenure N/A	Diss Supervised 2	Africa % 25
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Ph.D., 1999, Joint Program in History & Middle Eastern Studies, Harvard University
M.A., 1992, Middle Eastern Studies, Harvard University
B.A., 1989, Middle Eastern Studies, UC Berkeley

Academic Associate Adjunct Professor, UC Berkeley, History and International and Area Studies, 2007-present;
Lecturer, UC Berkeley, 2001-2006;
Vice Chair (2003-2015) to Chair (2015-present), UC Berkeley, Center for Middle Eastern Studies

Overseas North Africa, Middle East

Language French (5), Modern Standard Arabic (4), Morocco Arabic (4), Hebrew (3), Judeo-Arabic (2)

Courses 4: 45 IAS: Survey World History; 142 GS: Jews and Muslims
197MES: Field Studies; 199 MES: Supervised Independent Study and Research

Interests Muslim-Jewish relations, cities in the Middle East and North Africa, Moroccan society, and constructions of Sephardic, Mizrahi, and Arab Jewish identity, Middle East historiography

Publications 7

Awards 2009-present, Lifetime Fellow, Tangier American Legation Institute for Moroccan Studies;
Phi Beta Kappa Excellence in Teaching Award, 2015

Kadir, Khalid Lecturer, International and Area Studies
See: Engineering and Global Poverty and Practice

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 75
 Ph.D., 2010, UC Berkeley, Civil and Environmental Engineering
 M.S.E., UC Berkeley, Civil and Environmental Engineering
 B.S.E., University of Michigan, Mechanical Engineering

Academic Lecturer, UC Berkeley: Global Poverty & Practice, Political Economy, and the College of Engineering;
 Core Faculty, Presidio Graduate School, San Francisco, 2016-present;
 Adjunct Professor, Presidio Graduate School, San Francisco, 2015-2016;
 Graduate Student Instructor, University of California, Berkeley (5 semesters) 2002-2010;
 Fulbright Fellow, Fulbright IIE Program, US Department of State, 2007

Overseas Morocco, Ghana, El Salvador, Europe, India

Language Arabic (3), Danis (2)

Courses 4: 101 POLECON: Contemporary Theory Political Economy; 105 GPP: Global Practice;
 157AC ENGIN/IAS: Engineering, Environment & Society; 196GPP: Global Capstone

Interests broader implications of water and wastewater treatment and how these relate to international
 development and poverty alleviation

Publications 5
 Cushing, L., Wesner, A., and Kadir, K. (2018) "Educating socially responsible engineers through
 critical, community-engaged pedagogy," Journal of Engineering Education;

Awards 2017 Distinguished Teaching Award

Karras, Alan Senior Lecturer and Director, International and Area Studies

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 10
 Ph.D., University of Pennsylvania, Atlantic and Caribbean History
 M.A., The Johns Hopkins University, History
 B.A., The John Hopkins University, History

Academic Senior Lecturer, UC Berkeley, International & Area Studies, Political Economy, Global Studies, 1996-
 present;
 Also taught at Georgetown's School of Foreign Service; University of Tennessee

Overseas Trinidad, Bahamas France, Great Britain, Suriname

Language French (3), Hebrew (2), Spanish (2)

Courses 1: 45 IAS World History

Interests Research interests range from Scottish migration to the Caribbean in the eighteenth century, to global
 histories of smuggling and corruption in the modern world. He is particularly interested in the nexus
 between classical theories of political economy and illicit activities.

Publications 3+
 Smuggling: contraband and corruption in world history, Alan L. Karras, Rowman & Littlefield
 Publishers, Inc., ISBN: 978-0-7425-6732-0, 2010.

Awards 2017, Distinguished Service Award from Berkeley's division of Social Sciences;
 Currently serves on the College Board committee charged with implementing the new curriculum and
 exam in AP World History

Newsome, Bruce Lecturer, International and Area Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 15

Ph.D., University of Reading, Strategic Studies
M.A., University of Pennsylvania, Political Science
B.A., Kings College London, War Studies honors

Academic Lecturer, UC Berkeley, International and Area Studies;
Faculty at the Defence Academy of the United Kingdom, and the University of Pennsylvania

Overseas

Language

Courses 1: 102 IAS: Scope and Methods of Research in International and Area Studies

Interests global security risks, international conflict, counterterrorism and counterinsurgency, and social scientific methods

Publications 3

Awards

Saavedra, Martha E Lecturer, International and Area Studies and Associate Director, Center for
See: Global Studies or Center for African Studies

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100

Ph.D., 1991, University of California Berkeley, Political Science
M.A., 1984, University of California Berkeley, Political Science
B.A., 1983, Rhodes College, International Studies, summa cum laude, Honors

Academic Instructor, UC Berkeley, Global Studies, Africa in the Global Context, Apr-May 2018;
Co-instructor, UC Berkeley, Development Practice, Law, Politics and Policy, Spr 2018;
Course facilitator, UC Berkeley, MCF Scholars Seminar, Spr 2015, 2016, 2017, 2018;
Visiting Lecturer, Escuela de Estudios Universitarios Real Madrid, Universidad Europea de Madrid,
MBA in Sport Management Program, Mar 2011, Apr 2012, Apr 2013, May 2014, Apr 2015, Su 2016;
Instructor, UC Berkeley, Osher Life Long Learning Institute: African News, Spr 2014

Overseas Senegal, Sudan, Kenya, Ethiopia, Tanzania, Zambia, South Africa, Rwanda

Language Arabic (3), German (3), French (2), Spanish (2)

Courses 2: 110 GLOBAL ST: Africa In Global Context (co-taught with Manuela Travaglianti);
198 IAS: Accessing International Education

Interests Politics – African, comparative, agrarian, gender, ethnic; Sport – gender, development, Islam, football (soccer); Development – gender, political economy, state-society relations

Publications 4
“Sport for Peace and Development and Postcolonial Theory” in Sport for Development and Peace Handbook, edited by Holly Collison and Richard Giulianotti. Routledge. In press 2018; Review of The sexual and gender politics of sport mega-events: Roving colonialism, by Heather Sykes in the Sociology of Sport Journal, Special Issue on Sport, Feminism and the Global South, 2018; Co-authored with Peter Alegi, Amy Bass, Adrian Burgos Jr., Brenda Elsey, “Teaching Forum on Sport and Politics.” Radical History Review, Issue 125 May 2016

Awards Foreign Language Area Studies (Arabic), 1987-88

Watts, Michael J Professor International and Area Studies
See: Geography or Global Studies or Development Studies

Education	Tenure Yes	Diss Supervised 11	Africa % 100
	Ph.D., 1979, University of Michigan		
	M.A., 1974, University of Michigan		
	B.S., 1972, University of London		
Academic	Professor, UC Berkeley, Geography and IAS Development/Global Studies, 1979-present		
Overseas	Nigeria, Niger, Senegal, Gambia, Ethiopia, South Africa, India, Vietnam		
Language	Hausa (4), French (4)		
Courses	8: 10A GLOBAL: Global Studies; IAS 98/198 Directed Study Group; 198 DEVST: Directed Group Studies C32 GEOG/C10 DEVST: Introduction to Development; 24 GEOG: Freshman Seminar; 98 GEOG: Directed Study Group; 200B Geographic Thought		
Interests	political economy of development and in particular energy and agro-food sectors in Africa; Islam, development, Africa, social movements, political economy, political ecology, geography, South Asia, peasant societies, social and and cultural theory, U.S. agriculture, Marxian political economy		
Publications	48 Ecologies of Rule: Politics, Political Economy and Environmental Governance in Nigeria, in Carl Levan, (ed), Handbook of Nigeria. London: Oxford University Press, Forthcoming; Insurgent Nigeria: Authority, Ordering Power and Nigerian Capitalism, in Sylvester Akhaine (ed), Nigerian Capitalism. London: Palgrave, Forthcoming; 2018 Frontiers: Precarity, authority and insurgency at the edge of the state, World Development, 101 May, pp.477-488		
Awards	Chancellor's Professor, UB 1997-2000; Social Sciences Teaching Award, UC Berkeley 1997; Distinguished Teacher Award, Academic Senate, UC Berkeley, 1991		

Italian Studies

Fuller, Mia	Associate Professor, Italian Studies		
Education	Tenure Yes	Diss Supervised	Africa % 25
	Ph.D., 1994, UC Berkeley, Social/Cultural Anthropology		
	M.A., 1984, UC Berkeley, Social/Cultural Anthropology		
	B.A., 1981, Sarah Lawrence College, Literature, Mathematics, Anthropology		
Academic	Associate Professor, UC Berkeley, Italian Studies 2004-present		
Overseas	Ethiopia, Eritrea, Egypt, Libya, Tunisia, France, Greece, Italy, England		
Language	Italian (4), French (4), Arabic-modern standard (3), Spanish (3) German (1)		
Courses	Active Africanist Faculty on campus, but no courses listed for 2014-2018		
Interests	Anthropology of colonialism, Fascism, post-coloniality, and post-colonialism; colonial architecture, space, and cities; invented communities; national amnesia and memorialization; Italy, circum-Mediterranean, North Africa, East Africa.		
Publications	3 "Tripoli, Libya: Scale and (Im)Mobility in the Control of Colonial Territory," The Funambulist Magazine 10(2017): 18-21; "Italian Colonial Rule." Oxford Bibliographies in African Studies. Ed. Thomas Spear. New York: Oxford University Press, 30 September 2014; "Asmara, Eritrea" by Anonymous Productions / Caterina Borelli, Watertown, MA: Documentary Educational Resources, 2008. Interviews by Mia Fuller.		
Awards			

Law, Boalt School of

Adams, Bradford Lecturer, Law, Boalt School of

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
J.D., UC Berkeley, Boalt School of Law

Academic Lecturer, UC Berkeley, Law, 2016;
Executive Director, Human Rights Watch, Asia Division, 2002-present

Overseas Cambodia

Language

Courses 1: 263 LAW: International Human Rights

Interests human rights issues in twenty countries, from Afghanistan to the Pacific

Publications He has written for publications including the New York Times, Washington Post, Guardian, Foreign Affairs, and Wall Street Journal.

Awards

Fletcher, Laurel Clinical Adjunct Professor & Director, Int'l Human Rights Law Clinic

Education **Tenure** Security of Employment **Diss Supervised** 0 **Africa %** 10
J.D., 1990, Harvard University
B.A., 1986, Brandeis University, summa cum laude

Academic Clinical Professor, UC Berkeley, Boalt School of Law, Intl Human Rights Law Clinic, 2005-present;
Lecturer (1993-2000) to Clinical Director (2001-2005), UC Berkeley, Intl Human Rights Law Clinic;
Clinical Visiting Professor, Yale Law School, 2010-2011

Overseas Uganda, Sudan, South Africa, Bosnia, Haiti, Dominican Republic, Mexico, India, Denmark, Italy,
Spain, Berlin, Poland, Japan, Sri Lanka

Language German (2-3); Spanish (2-3)

Courses 5: 262.6 LAW: Un Human Rights Pract Course; 263.3 LAW: Colloq On Int'L Human Rights;
283.1H LAW: Adv Intl Human Rts Clinic Sem; 283H LAW: Intl Human Rights Clinic Sem;
295.5H LAW: Intl Human Rights Law Clinic
295.5I LAW: Adv Intl Human Rights Clinic

Interests Human rights research and advocacy; gender-based violence and armed conflict; transitional justice;
economic, cultural and social rights.

Publications 9+
International Criminal Law and the Subordination of Emancipation: The Question of Legal Hierarchy
in Transitional Justice, in OXFORD HANDBOOK OF INT'L CRIMINAL LAW (Kevin Jon Heller,
Frédéric Mégret, Sarah Nouwen, Jens Ohlin, Darryl Robinson, eds., Oxford Univ. Press) (forthcoming);
Working Paper: International and Domestic Laws Relating to IDP and Refugee Men in Uganda, 2013,
coeditor: Chris Dolan

Awards Director, Int'l Human Rights Law Clinic; Co-Faculty Director, Miller Institute for Global Challenges
and the Law

Koenig, Kimberly A Lecturer and Director, Law, Boalt School of

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 10

Ph.D., 2013, UC Berkeley, Jurisprudence and Social Policy
M.A., 2009, UC Berkeley, Jurisprudence and Social Policy
J.D., 2003, University of San Francisco
B.A., 1994, UC Los Angeles, World Arts & Cultures, summa cum laude

Academic Lecturer and Director, UC Berkeley, Human Rights Center and Boalt School of Law, 2012-present;
Assistant Professor, University of San Francisco, 2003-2008

Overseas Uganda, Cambodia

Language

Courses 3: 154 LEGALST: International Human Rights; 295.4 Advanced Human Rights Investigative Lab;
295.4A/B: Human Rights Investigative Lab Seminar/Practice

Interests human rights and international criminal law

Publications 5

Hiding in Plain Sight: The Pursuit of War Criminals from Nuremberg to the War on Terror , with Eric Stover and Victor Peskin (UC Press, 2016);
Jonathan Simon and Alexa Koenig, "Torture: Legal Perspectives," in International Encyclopedia of the Social and Behavioral Sciences, 2nd Edition (Elsevier, Ltd., forthcoming Spring 2015);

Awards 2017 PBS NewsHour, discussing the launch of the Human Rights Investigations Lab (February 2017);
2015 winner of the MacArthur Award for Creative and Effective Institutions

Mayali, Laurent Professor, Law, Boalt School of

See: Legal Studies

Education *Tenure* Yes *Diss Supervised* 2 *Africa %* 20

Docteur d'Etat en Droit, University of Montpellier, France
D.E.A., University of Montpellier, France
Maitrise en Droit, University of Montpellier, France

Academic Lloyd M. Robbins Professor of Law UC Berkeley, La 1996 to present;
Professor of Law, UC Berkeley, Law, 1988-1996;
Director of the Robbins Collection in religious and Civil Law, 1988 to present;
Associate Professor, UC Berkeley, Rhetoric, 1985- 1988.
-Visiting Professor in the Universities of Bordeaux III (1991), Paris II (1992), Ecole des Hautes Etudes en Sciences Sociales, Paris, (1997), Toulouse (1998) and Montpellier (2000), Seoul National University (2014)

Overseas France, Korea, Japan, the Balkans

Language French (5)

Courses 1: 139 LGLST: Comparative Perspectives on Norms and Legal Traditions;
264.7 LAW: Comparative Law

Interests Legal history, customary law, and comparative law; Fall 2014 Undergraduate Research Apprentice Program: Reconfiguring the uprising: populist aspirations and the legal profession in Tunisia; and Juvenile justice in the contemporary Middle East and North Africa

Publications 1

Laurent Mayali, A Comparative Examination of Counter-Terrorism Law and Policy, 16 J. Korean L. 93 (2016)

Awards

Mohamed, Saira Professor, Law, Boalt School of

Education	Tenure Yes	Diss Supervised	3	Africa %	25
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J.D., 2005, Columbia University School of Law
M.A., 2005, Columbia University, School of Intl and Public Affairs
B.A., 2000, Yale University, History & Intl Studies, cum laude

Academic Assistant (2010) to Full Professor (2017), UC Berkeley, School of Law, 2010-present;
James Milligan Fellow, Columbia Law School, NY, 2009-2010

Overseas Syria, Afghanistan, Sudan

Language

Courses 1: 263.3 LAW: Colloquium on International Human Rights

Interests Criminal law and human rights, responses to mass atrocity, roles of criminal law and armed force in preventing and stopping widespread violence, the meaning of responsibility in mass atrocity crimes, seeks to unsettle conventional conceptions of choice and participation in this context

Publications 10
Of Monsters and Men: Perpetrator Trauma and Mass Atrocity, 115 COLUM. L. REV. 1157 (2015);
Deviance, Aspiration, and the Stories We Tell: Reconciling Mass Atrocity and the Criminal Law, 124 YALE L.J. 1628, 2015

Awards 2018 Women of Berkeley Law Professor of the Year Award;
2014 U.C. Berkeley Robert O. Collins Prize for junior faculty research in African studies;
2008 US Dept of State, Washington, DC Senior Adviser to the Special Envoy for Sudan

Natale, Katrina Clinical Teaching Fellow

Education	Tenure N/A	Diss Supervised	0	Africa %	10
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J.D., 2015, UC Berkeley, Boalt School of Law, International Law
B.A., University of Oregon, Political Science and International Studies

Academic Clinical Teaching Fellow, UB Berkeley, International Human Rights Law Clinic, Law School, 2015-present

Overseas Cambodia, Latin America

Language

Courses 1: 295.5I LAW: Advanced International Human Rights Clinic

Interests human rights litigation around the world, social justice, issues of human rights, transitional justice, and domestic and sexual violence both in US and abroad

Publications

Awards

O'Connell, Jamie (James) Lecturer, Law, Boalt School of

Education	Tenure N/A	Diss Supervised	0	Africa %	50
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J.D., 1992, Yale University
A.B., 1994, Harvard University, Sociology, magna cum laude

Academic UC Berkeley, School of Law Berkeley:
Senior Fellow, Miller Institute for Global Challenges and the Law July 2012 – present;
Lecturer in Residence (Continuing Appointment), Fall 2005, Fall 2006, July 2008 – present;
Faculty of Law, University of Valencia, Spain: Fulbright Senior Scholar Sep–Dec 2016, and Visiting
Professor Sep. 2016 – June 2017;
Harvard Law School Cambridge, Massachusetts: Lecturer in Law Spring 2010
Lecturer, Columbia Law School, New York, Fall 2009;
Supervisor and Yale Law School/Open Society Justice Initiative Fellow in Human Rights, Human
Rights Clinic, Fourah Bay College Freetown, Sierra Leone 2002-2003

Overseas South Africa, Sierra Leone, Thailand, Burma, Argentina

Language

Courses 1: 264.3 LAW: Transitional Justice

Interests Int'l Law, Human Rights, Transitional Justice, Law & Dev, Peace & Conflict Studies, post-conflict
reconstr., Business, Social Responsibility & Human Rights

Publications Empowering the Disadvantaged after Dictatorship and Conflict: Legal Empowerment, Transitions and
Transitional Justice, in LEGAL EMPOWERMENT: PRACTITIONERS' PERSPECTIVES 113
(Stephen Golub ed., 2010).

Awards President, Int'l Professional Partnerships for Sierra Leone, Oct 2009-present;
Democracy Educator, Civic Educ Unit-Inst for Democracy in So Africa

powell, john a Professor, Law, Boalt School of

Education	Tenure Yes	Diss Supervised	0	Africa %	10
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Post-Doc, 1978-1980, Human Rights Fellow, University of Minnesota
Juris Doctor, 1973, University of California, Berkeley (Boalt Hall)
B.A., 1969, Psychology, Stanford University

Academic UC Berkeley, The Ohio State University, University of Minnesota, University of San Francisco,
Columbia School of Law, American University

Overseas Mozambique, India, Australia, Botswana, Brazil, Central/Northern Europe, Ethiopia, Japan, Kenya
Malawi, New Zealand, Seychelles, South Africa, Tanzania, Thailand, Zambia and Zimbabwe

Language

Courses

Interests

Publications

Awards

Stover, Eric Adjunct Professor, Law, Boalt School of
See: Public Health, School of

Education	Tenure Security of Employment	Diss Supervised	0	Africa %	10
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M.S., 1978, Columbia University
 B.A., 1974, Colorado College

Academic Adjunct Professor, UC Berkeley, Law and Public Health, 1996-present

Overseas Argentina; Bolivia; Bosnia; Brazil; Cambodia; Chile; Croatia; El Salvador; Egypt; Guatemala; Honduras; Israel/West Bank; Kenya; London; Mexico; Phillipines; Rwanda; South Africa; Sudan; Thailand; Uruguay, Yugoslavia.

Language French (3), Spanish (3), Portuguese (3)

Courses 3: 154 LEGALST: Human Rights; 264.6 LAW: Health & Human Rights; 211 PBHLTH: Health & Human Rights

Interests utilizing empirical research methods to address emerging issues in human rights and international humanitarian law

Publications 4, currently researching and writing a book on the pursuit of war crime suspects from Nuremberg to 9/11

Awards Chancellor's Faculty Public Service Award for 2013; Best Human Rights Book of 2005: "The Witnesses: War Crimes and The Promise of Justice in The Hague, " Am Polit Sci Assn; Notable Book of the Year for 1999, NY Times Book Review, for "Witnesses from the Grave: The Stories Bones Tell"; Former executive director of Physicians for Human Rights (PHR) and a founding member of the International Campaign to Ban Land Mines, which received the Nobel Prize in 1997.

Legal Studies

Mayali, Laurent Professor, Legal Studies
See: Law, Boalt School of

Education	Tenure Yes	Diss Supervised	2	Africa %	20
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Docteur d'Etat en Droit, University of Montpellier, France
 D.E.A., University of Montpellier, France
 Maitrise en Droit, University of Montpellier, France

Academic Lloyd M. Robbins Professor of Law UC Berkeley, La 1996 to present;
 Professor of Law, UC Berkeley, Law, 1988-1996;
 Director of the Robbins Collection in religious and Civil Law, 1988 to present;
 Associate Professor, UC Berkeley, Rhetoric, 1985- 1988.
 Visiting Professor in the Universities of Bordeaux III (1991), Paris II (1992), Ecole des Hautes Etudes en Sciences Sociales, Paris, (1997), Toulouse (1998) and Montpellier (2000), Seoul National University (2014)

Overseas France, Korea, Japan, the Balkans

Language French (5)

Courses 1: 139 LGLST: Comparative Perspectives on Norms and Legal Traditions;
 264.7 LAW: Comparative Law

Interests Legal history, customary law, and comparative law; Fall 2014 Undergraduate Research Apprentice Program: Reconfiguring the uprising: populist aspirations and the legal profession in Tunisia; and Juvenile justice in the contemporary Middle East and North Africa

Publications 1
 Laurent Mayali, A Comparative Examination of Counter-Terrorism Law and Policy, 16 J. Korean L. 93 (2016)

Awards

Linguistics

Hyman, Larry Professor, Linguistics

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 100
Ph.D., 1972, UC Los Angeles, Linguistics
M.A., 1969, UC Los Angeles, Linguistics
B.A., 1969, UC Los Angeles, Linguistics

Academic Professor (Chair 1991-2002), UC Berkeley, Linguistics, 1988-present;
Chercheur Associé, ERSS (UMR 5610), CNRS, & Université de Toulouse-Le Mirail, May-Aug 2001;
Professor, University of Southern California, Linguistics, 1981-1988;
Acting Associate Professor, UC Berkeley, Linguistics, 1975

Overseas Nigeria, Cameroon, West Africa, Uganda, Paris

Language Hausa (5), Igbo (5), French (5), Bantu, Niger-Congo languages (2)

Courses 5: 5 LING: Language & Linguistics; 24 LING: Freshman Seminar; 115 LING: Phonology & Morphology;
140 LING: Introduction to Field Methods; 290E LING: Phonology

Interests Grassfield Bantu langs: Luganda, Gwari, Bamileke, Mbam-Nkam, Bamikeek-Dschang, Haya, Babanki, Gokana, Aghem, Kinande; phonological theory, tonal geometry, tone systems, comparative & historical study-Bantu lang family; Comp Bantu On-Line Dictionary (CBOLD)

Publications 13
In press: - Laura J. Downing & Larry M. Hyman, "Information structure in Bantu". To appear in Caroline Féry & Shinichiro Ishihara (eds), OUP Handbook of Information Structure, Part IV, Language Studies; "Disentangling conjoint, disjoint, metatony, tone cases, augments, prosody, and focus in Bantu." To appear in Jenneke van der Wal & Larry M. Hyman (eds), The conjoint/disjoint alternation in Bantu, 99-120. Berlin: De Gruyter Mouton

Awards

Inkelas, Sharon Professor, Linguistics

Education **Tenure** Yes **Diss Supervised** 2 **Africa %** 20
Ph.D., 1989, Stanford University, Linguistics
B.A., 1984, Pomona College, Mathematics magna cum laude

Academic Assistant (1992-1996) Associate (2996-2004) Professor, UC Berkeley, Linguistics;
Assistant Professor, University of Maryland, Linguistics, 1989-1992 (on leave 1990-1992);
Lecture, UC Los Angeles, Linguistics, 1989

Overseas Nigeria

Language Hausa (3); French (3); Turkish (2); German (3)

Courses 1: 211 LING: Advanced Phonetic Theory

Interests Phonology-morphology interaction, phonology, syntax, Hausa, Bantu languages

Publications 8
"The role of morphology in Generative Phonology, Autosegmental Phonology and Prosodic Morphology." A. Hippisley and G. Stump (eds.), The Cambridge Handbook of Morphology. Cambridge University Press, 2017;
The Interplay of Morphology and Phonology, Sharon Inkelas, Oxford Surveys in Syntax & Morphology, Oxford University Press, 2014. ISBN: 9780199280476

Awards 2017 Distinguished Service Award, Division of Social Sciences, UC Berkeley

Mechanical Engineering

Gadgil, Ashok Professor, Mechanical Engineering

See: Development Engineering

Education	Tenure Yes	Diss Supervised	8	Africa %	25
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Ph.D., 1979, UC Berkeley, Physics
M.A., 1975, UC Berkeley, Physics
M.Sc., 1973, Indian Institute of Technology, Kanpur, Physics

Academic Professor, UC Berkeley, Civil & Environmental Engineering, 2008-present;
Adjunct Professor, UC Berkeley, Energy & Resources Group, 2005-2008;
Faculty Senior Scientist, Lawrence Berkeley National Laboratory, 1998-present;
Fellow, Tata Energy Research Institute, India, Renewable Energy & Energy Efficiency Technologies, 1983-1988;
Visiting Professor, Stanford University, Civil & Environmental Engineering, 2004-2005

Overseas India, Sudan

Language Hindi (5)

Courses 1: C200 DEVENG/C200 MENG: Development Technical Design

Interests Computational Fluid Dynamics of indoor air and pollutant transport; Simulation methods for complex non-linear systems; Energy efficiency in buildings; Drinking water treatment

Publications 16
Publications 126 refereed archival journal papers, 120 conference papers, and 27 research reports;
Patents Author or Co-author of 23 issued or pending patents.

Awards 2017 Curry Stone Design Prize. Award for innovative excellence in humanitarian design. The Prize's stated mission is to "highlight, honor, and reward projects that improve daily living conditions for communities around the world;
2013: Tech Award. The top prize in Economic Development category, for the Berkeley-Darfur Stove and non-profit "Potential Energy" also co-founder and President, The Tech Museum, San Jose, CA.

Middle Eastern Studies

Bartu, Peter Lecturer, Middle Eastern Studies
See: Global Studies (International and Area Studies)

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 35
 Ph.D., 1998, Monash University, History, Centre of South East Asian Studies
 B.A., 1987, University of New South Wales, History, Literature

Academic Lecturer, UC Berkeley, IAS, Peace & Conflict Studies, 2007-present;
 Visiting Fellow, Asia-Pacific College of Diplomacy at the Australian National University, Nov 2007;
 Lecturer: Twice-yearly to Helsinki Espana Post-Graduate course for the training of Experts in the field of Assistance and Cooperation to UN/OSCE peace missions - Madrid, 2004-2010

Overseas Djibouti, Eritreat, Libya, Malawi, Iraq, Nepal, East Timor, Cambodia, Syria, Australia

Language Bahasa Indonesia (4+), Khmer (3), Arabic (2)

Courses 2: 102 GLOBAL: Critical Thinking in Global Studies;
 130 MES: Cross-listed topics: New Approaches to Crises and Political Transition in the Middle East and North Africa

Interests political transitions in the Middle East and North Africa, the Gulf states, and international organizations and global governance

Publications 1
 African Security Volume 10, 2017 Issue 3-4: Unpacking the Mediation Mandate 'What Mandate? Mediating During Warfighting in the Libyan Revolution'.

Awards In 2011 he was a member of the UN's stand-by mediation team and worked in Benghazi and Tripoli during the Libyan revolution among other assignments in Djibouti, Iraq and Malawi.

Gottreich, Emily B Associate Adjunct Professor, Middle Eastern Studies
See: International and Area Studies or Global Studies (International and Area Studies)

Education **Tenure** N/A **Diss Supervised** 2 **Africa %** 25
 am inHistory & Middle Eastern Studies, Harvard University
 M.A., 1992, Middle Eastern Studies, Harvard University
 B.A., 1989, Middle Eastern Studies, UC Berkeley

Academic Associate Adjunct Professor, UC Berkeley, History and International and Area Studies, 2007-present;
 Lecturer, UC Berkeley, 2001-2006;
 Vice Chair (2003-2015) to Chair (2015-present), UC Berkeley, Center for Middle Eastern Studies

Overseas North Africa, Middle East

Language French (5), Modern Standard Arabic (4), Morocco Arabic (4), Hebrew (3), Judeo-Arabic (2)

Courses 4: 45 IAS: Survey World History; 142 GS: Jews and Muslims
 197MES: Field Studies; 199 MES: Supervised Independent Study and Research

Interests Muslim-Jewish relations, cities in the Middle East and North Africa, Moroccan society, and constructions of Sephardic, Mizrahi, and Arab Jewish identity, Middle East historiography

Publications 7

Awards 2009-present, Lifetime Fellow, Tangier American Legation Institute for Moroccan Studies;
 Phi Beta Kappa Excellence in Teaching Award, 2015

Music

Davies, James Associate Professor, Music

Education **Tenure** Yes **Diss Supervised** 3 **Africa %** 35
Ph.D., Gonville & Caius College, Cambridge University
B.A. Performance Studies, University of Johannesburg, South Africa

Academic Assistant to Associate Professor, UC Berkeley, Music, current

Overseas South Africa, Europe

Language

Courses 1: 170 Music: History, Culture & Analysis

Interests Colonial melodrama, diva-concepts, aging castrati, musical gift albums, histories of pianistic touch, township opera and danced Beethoven symphonies.

Publications 4
South Africa's Ongoing Transition', The Opera Quarterly 28/1 (2012), 54-71;
"Struggling with the Order of Things: SASRIM 2011," SAMUS: South African Music Studies 30 (2011);
South African Music Studies 30 (2011); with Lindiwe Dovey, "Bizet in Khayelitsha: U-Carmen

Awards 2007 Jerome Roche Prize

Ladzekpo, Cornelius K Senior Lecturer, Music

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 100
M.A., 1972, University of Ghana
Diploma, 1969, University of Ghana

Academic Senior Lecture, UC Berkeley, Music, 1973-present;
Youth West African Music & Dance Ensemble, East Bay Center for the Performing Arts, 1974-present;
Faculty, University of Ghana, Institute of African Studies 1972-1973

Overseas England, France, Ghana, Niger, Togo, Dahomey, Ivory Coast, Guinea, Mali, Gambia, Algeria, Tunisia, Egypt, Israel, Cote d'Ivoire

Language Ewe (5)

Courses 1: 148 MUSIC: African Music Performance

Interests Music, drumming, dance

Publications His "Atsiagbekor," a traditional Anlo-Ewe war dance drumming suite, is featured in the PBS documentary African Dance at Jacob's Pillow Dance Festival.

Awards Honoree, Ethnic Dance Festival, Palace of Fine Arts, San Francisco, CA (1994-95); Ruth Beckford Award for Extraordinary People in Dance (1996-97); He is a member of a famous family of African musicians and dancers who traditionally serve as lead drummers and composers among the Anlo-Ewe people of southeastern Ghana in West Africa. C.K. Ladzekpo has been a lead drummer and instructor with the Ghana National Dance Ensemble, the University of Ghana's Institute of African Studies, and the Arts Council of Ghana.

Near Eastern Studies

Lucarelli, Rita Assistant Professor, Near Eastern Studies

Education **Tenure** Tenure Eligible **Diss Supervised** 1 **Africa %** 10
Ph.D., 2005, Leiden University, Netherlands
M.A., 1998, Leiden University, Egyptology

Academic Assistant Professor of Egyptology, UC Berkeley, Near Eastern Studies, present;
Lecturer (Wissenschaftliche Mitarbeiterin), Egyptology of Bonn University, 2009-2012;
Lecturer, University of Verona, University of Bari, Italy, Egyptology, 2005 to 2010

Overseas Italy, Egypt, Germany, Netherlands

Language

Courses 1: 18 NES: Introduction to Ancient Egypt

Interests Religion, magic and science in ancient Egypt and in Antiquity, ancient Egyptian funerary literature, demonology in ancient Egypt and Antiquity, Digital Humanities and Egyptology

Publications 11

2016 Ancient Egyptian demons. The evidence of the magical and funerary papyri of the New kingdom and of the Third Intermediate Period, in: P. Kousoulis, N. Lazaridis (eds.), Proceedings of the Tenth International Congress of Egyptologists, University of the Aegean, Rhodes 22-29 May 2008, 2 vols., Orientalia Lovaniensia Analecta 241, Peeters Publishers, 1187-1194.

Awards DAAD grant Bonn 2017

Redmount, Carol Associate Professor, Near Eastern Studies

Education **Tenure** Yes **Diss Supervised** 1 **Africa %** 10
Ph.D., 1989, University of Chicago, Near Eastern Lang and Civilizations
M.T.S, 1976, Harvard Divinity School, Old Testament/Hebrew Bible Studies
B.A., 1974, Oberlin College, Anthropology & Religion, highest honors

Academic Associate Professor, UC Berkeley, Near Eastern Studies, 1998-present;
Lecturer 1990-1992, Assistant Professor 1992-1998, UC Berkeley, Near Eastern Studies;
Curator of Egyptian Archaeology, Hearst Museum of Anthropology, UC Berkeley, 1998-present

Overseas Egypt, Israel, Tunisia, Cyprus

Language French (3), German (2), Egyptian Colloquial Arabic (2), Biblical Hebrew (1), Ancient Egyptian (1), Latin (1), Attic Greek (1), Phoenician (1)

Courses 2: 18 NES: Intro to Ancient Egypt; 24 NES: Freshman Seminar: Egyptian Archaeology at Cal

Interests Egyptology, Syro-Palestinian Archaeology, Anthropology and Religious and Biblical Studies; fieldwork in Egypt, ancient Egyptian urbanism, cultural heritage destruction, and ancient ceramics

Publications

Awards

Outreach

Carter, Shane Program Coordinator, ORIAS

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
M.A., 1997, Fairfield University, Curriculum and Instruction
B.S., 1993, Georgetown University, Foreign Service

Academic Program Coordinator, UC Berkeley, ORIAS, 2015-present;
Head of Department/Teacher, Drew School, 1999-2014;
Teacher, Newton Public High School, Social Studies, 1996-1999

Overseas

Language

Courses n/a

Interests Dedicated social studies teacher, creative curriculum writer, and organized institutional leader, with extensive experience building educational programs and applying relevant technology to a wide range of professional tasks.

Publications n./a

Awards

Reinhard, Rachel B Director, UC Berkeley History Social Science Project
See: UC Berkeley History Social Science Project

Education **Tenure** N/A **Diss Supervised** **Africa %** 10
Ph. D., 2005 UC Berkeley, History,
M.A., 2000, UC Berkeley, History,
B.A.,1996,Barnard College, American Studies, magna cum laude

Academic Director, CA History-Social Science Project, UC Berkeley, 2013 - present;
Director, Alumni Affairs, Teach for America Bay Area, 2010-2013;
Assistant Professor, SUNY Cortland, History, 2005-2008

Overseas China

Language

Courses 0

Interests social studies, US history, K-12 teacher training

Publications 0

Awards Peace Corps, Guizhou University, China (2009-2010); John Demos Prize in American Studies, magna cum laude

Sato, Nancy E Education Evaluator

Education	Tenure N/A	Diss Supervised	0	Africa %	10
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Ph.D., 1991, Stanford University, Social Studies, Anthropology
M.Ed., 1991, Stanford University, Evaluation Training Program
M.A., 1991, Stanford University, East Asian Studies
B.A., 1975, Harvard University, Psychology, Social Relations cum laude

Academic Board of Trustees, Board of Governors, Odyssey Middle School, CA. Trustee, Governor, 2010-present; Curriculum Consultant: Evaluation and Teaching: • UC Berkeley, UCLA Confucius Institute, San Mateo County Office of Education, Program evaluation and curriculum consultant for professional development program to improve teaching about China. Program for secondary teachers involves one-week Pre-orientation workshops followed by a 4-week trip to China (2006-current); • K-6th grade teacher and curriculum specialist at Medaka no Gakko, Japanese language and culture summer school (1997-current); Educational Evaluation (Developed research instruments and/or assisted data collection and analysis), 2003-current: [partial list]: • Sojourn to the Past, experiential Civil Rights journey for secondary students and their teachers through key areas of the South [current]; • Berkeley Policy Associates, "Evaluation of DOE Teaching American History Programs;" • Peninsula Community Foundation, "Evaluation of Community Leadership Training Program;" • SRI International, "Evaluation of Educational Technology."

Overseas Japan, China

Language

Courses

Interests

Publications

Awards 2000: Harvard Varsity Club, Hall of Fame Year 2000 Inductee

Peace and Conflict Studies (International and Area Studies)

Ogata, Tetsushi Lecturer, Peace and Conflict Studies

Education	Tenure N/A	Diss Supervised	0	Africa %	15
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Ph.D., 2014, George Mason University, Conflict Analysis and Resolution
M.S. George Mason University, ICAR, Conflict Analysis and Resolution
B.A., Soka University of America, International Studies

Academic Lecturer, UC Berkeley, International and Area Studies, Peace and Conflict Studies, 2014-2017; Visiting Assistant Professor, Soka University, Peace and Conflict Studies, 2017-present; Director, Genocide Prevention Program at the School for Conflict Analysis and Resolution, George Mason University

Overseas Sudan, South Sudan, Rwanda

Language

Courses 2: 119 PACS: Special Topics: Prevention of Genocide and Mass Atrocities;
170 PACS: Conflict Resolution Social Change, and the Cultures of Peace

Interests genocide, peace and conflict studies, conflict analysis and resolution

Publications 1
Manojlovic, Borislava; Ogata, Tetsushi; and Bartoli, Andrea (2016) "Guest Editors' Introduction to the Special Issue: Towards the Prevention of Genocide," Genocide Studies and Prevention: An International Journal: Vol. 9: Iss. 3: 1-3.DOI

Awards

Randhawa, Karenjot B Lecturer, Peace and Conflict Studies
See: Global Studies (International and Area Studies)

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 10
 Ph.D., George Mason University, Conflict Analysis and Resolution

Academic Lecturer at UC Berkeley, International & Area Studies, Peace & Conflict Studies, 2015-present;
 Adjunct Professor of Law at UC Hastings, San Francisco, currently;
 Adjunct Professor of Law at the Straus Institute for Dispute Resolution, Pepperdine University,
 currently

Overseas India

Language

Courses 3: Global Studies 100P: Approaches to Peace & Conflict; Global Studies 133: International Conflict;
 PACS 100: Peace Theories

Interests specializes in designing and delivering cross-cultural and conflict resolution trainings for a variety of
 public and private groups in the United States and internationally including healthcare organizations,
 university administration, social service programs and county departments; conducted facilitations for
 city planning processes, immigrant rights policy initiatives and dialogue around racism and
 discrimination after the 9/11 attacks

Publications 1
 Civil Society in Malerkotla, Punjab: Fostering Resilience Through Religion (Lexington, 2012) examines
 peacebuilding through religion and civil society;
 Co-author in Conflict Across Cultures: A Unique Bridging Experience (Nicolas Brealey, 2006) and
 Religion and Human Security: A Global Perspective (Oxford University Press, 2012).

Awards

Travaglianti, Manuela Lecturer, Peace and Conflict Studies
See: Global Studies (International and Area Studies)

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 100
 Ph.D., 2014, New York University, Politics
 M.A., 2006, Università degli Studi di Catania, Italy, European Union Studies
 B.A., 2004, Università degli Studi di Catania, Italy, International Relations 891950

Academic Lecturer, UC Berkeley, Faculty Affiliate, Center for African Studies, UC Berkeley, 2015-present;
 Graduate Fellow Stanford Center on International Conflict and Negotiations, Stanford, 2012-2013;
 Adjunct instructor New York University, Political Theory, Comparative Politics, Fall 2008, Fall 2009

Overseas Burundi, Malawi, Côte d'Ivoire, Sub-Saharan Africa

Language Italian (5), English (5), French (5)

Courses 2: 110K GLOBAL: Global Africa; 119 PACS: Special Topics

Interests ethnic politics, civil wars and peace building, with a focus on the relation between elections and
 violence, specializing in Sub-Saharan Africa; carried out fieldwork in Burundi.

Publications 4
 Threatening your own. Electoral violence within ethnic groups in Burundi and beyond (book
 manuscript);
 How abolishing school fees increased support for the incumbent in Burundi (African Affairs 2017; 116
 (462): 101-124);
 Malawi: widespread tension, limited violence (in Claes eds. Electing Peace. Violence prevention and
 impact at the polls, US Institute of Peace Press, 2016)

Awards 2015-17 NSF Rapid Response Research (No. 1600320, with Leo Arriola, Aila Matanock);
 2016-17 Presidential Chair Fellow, Curriculum Enrichment Grant, UC Berkeley, 'Enhancing African
 Studies'

Zook, Darren Continuing Lecturer, Peace and Conflict Studies
See: Global Studies (International and Area Studies)

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 10
 Ph.D., UC Berkeley, Political Science
 M.A., UC Berkeley
 B.A., University of Texas Austin

Academic Lecturer, UC Berkeley, Political Science, 1997-present;
 Claremont College; UC Davis

Overseas Asia

Language German (3), French (3), Hindi (3), Tamil (3), Indonesian (3), Malay (3), Korean (2), Japanese (2)

Courses 3: 10A GLOBAL: Introduction to Global Studies; 126 PACS: International Human Rights;
 173 GLOBAL: International Human Rights

Interests Human rights, comparative Asian politics, international law, and the proliferation of weapons of mass
 destruction; currently at work on a book-length manuscript on the legal and political dimensions of
 decolonization and its legacy for global politics.

Publications He is currently at work on a book-length manuscript on the legal and political dimensions of
 decolonization and its legacy for global politics.

Awards Osher Lifelong Learning Institute's Excellence in Teaching and Learning award (May 2018)

Political Economy

Page, Tiffany L Lecturer, Political Economy
See: International and Area Studies - Development Studies and Sociology

Education *Tenure* Lecturer w/Security of Emp *Diss Supervised* 0 *Africa %* 10
 Ph.D., 2011, UC Berkeley, Sociology
 M.A., 2004, UC Berkeley, Sociology
 B.A., 1998, UC Berkeley, Economics

Academic Lecturer, UC Berkeley, Sociology, 2013-2017; International and Area Studies, 2011-present;
 Program Director, Berkeley Summer Abroad Program in Chile, 2013-present
 Adjunct, University of San Francisco, Masters Program in International Studies and Sociology, 2011;
 Adjunct, College of Marin, Sociology, 2010;
 Adjunct, College of San Mateo, Division of Social Sciences, 2008

Overseas Latin America

Language Spanish (5)

Courses 3: 150 DEVSTD/IAS: Advance Study/Development Study: Development & the Environment;
 127 SOCIOL: Development & Globalization; 150 POLECON: Political Economy of Food

Interests rural development and politics, development and globalization, social movements, labor, the political
 economy of food

Publications Not applicable

Awards 2016 American Cultures Media Resources Center Fellow;
 2015 The Chancellors' Public Scholar and American Cultures Engaged Scholarship Award, University
 of California, Berkeley

Political Science

Arriola, Leonardo Associate Professor Political Science, and Director, Center for African Studies
See: UGIS or International and Area Studies

Education **Tenure** Yes **Diss Supervised** 11 **Africa %** 100

Ph.D., 2008, Stanford University, Political Science
M.P.A., 1999, Woodrow Wilson School at Princeton University
B.A., 1996, Claremont McKenna College, History and International Relations

Academic Associate Professor, UC Berkeley, Political Science, 2006-present;
Associated Senior Researcher, Chr. Michelsen Institute, Bergen, Norway, 2018-present;
Director, Center for African Studies, University of California, Berkeley, 2016-present;
W. Glenn Campbell and Rita Ricardo-Campbell National Fellow and Susan Louise Dyer Peace Fellow, Hoover Institution, Stanford University, 2014-2015;
Visiting Scholar, Varieties of Democracy (V-Dem) Institute, Gothenburg University, Sweden, 2015;
Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2011;
Visiting Researcher, Institute of Ethiopian Studies, Addis Ababa University, 2010-2013;
Visiting Researcher, West African Research Center, Dakar, Senegal, 2005-2006

Overseas Cameroon, Kenya, Ethiopia, Djibouti, Somalia, Senegal, Madagascar, Zambia, Indonesia, Philippines.

Language Amharic (4), Spanish (5), French (4)

Courses 9 IAS 198: Directed Study Group;
191 POLISCI: Junior Seminar;
192 UGIS: Research Social Science;
196 POLISCI: Special Research Projects;
200B POLISCI: Com Analysis: Research;
207 POLISCI: Political Violence;
290A POLISCI: Africa Research Seminar;
290B POLISCI: Research & Writing;
296 POLISCI: Direct Dissertation Research

Interests democratization, coalition politics, ethnic politics, and political violence in developing countries -- sub-Saharan Africa

Publications 10+
Arriola, Leonardo R. 2018. "Financial Institutions: Politicized Development and Electoral Consequences." In *Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments*, edited by Nic Cheeseman. Cambridge: Cambridge University Press;
Arriola, Leonardo R. "Financial Institutions: Politicized Development and Electoral Consequences." In *Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments*, edited by Nic Cheeseman. Cambridge: Cambridge University Press, 2018;
Arriola, Leonardo R. and Terrence Lyons. "Ethiopia: The 100% Election." *Journal of Democracy* 27, 1: 76-88, 2016;
Arriola, Leonardo R. and Jared Osoro. "Political Economy of Financial Sector Integration in the East African Community." In *Political Economy of Regional Integration in Sub-Saharan Africa*, edited by Paul Brenton and Barak Hoffman. Washington, DC: World Bank, 2015.
Multiethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns (Cambridge University Press), which received a best book award from the African Politics section of the American Political Science Association (APSA) in 2013 and an honorable mention for the Gregory Luebbert Prize for best book from APSA's Comparative Politics section in 2014.

Awards Honorable Mention for the Gregory Luebbert Prize for best book from the Comparative Politics section of the American Political Science Association (APSA), 2014;
Best Book Award (2013) from the African Politics Conference Group, an organized section of the American Political Science Association (APSA) and the African Studies Association (ASA), 2013;
Carol D. Soc Distinguished Graduate Student Mentoring Award, University of California, Berkeley, 2013

Bussell, Jennifer Assistant Professor, Political Science
See: Public Policy, Goldman School of

<i>Education</i>	<i>Tenure</i> Tenure Eligible	<i>Diss Supervised</i>	<i>Africa %</i>	
			25	
	Ph.D., 2009, Political Science, UC Berkeley, Political Science			
	M.A., 2003, UC Berkeley, Political Science			
	B.A., 1997, University of Chicago, Anthropology			
Academic	Assistant Professor, UC Berkeley, Gruber Faculty Fellow, Political Science, 2013-present Assistant Professor, UC Berkeley, Goldman School of Public Policy, 2013-present; Assistant Professor, University of Texas at Austin, Public Affairs, 2010-2013; Researcher, Climate Change and African Political Stability, Robert S. Strauss Center, Texas, 2010-2013; Visiting Assistant Professor, Yale University, South Asian Studies and Political Science, 2012-2013;			
Overseas	South Asia, Africa, Latin America			
Language				
Courses	Teaches - Politics and Policy Making in Developing Countries			
Interests	Information technology, public management, politics, comparative public policy, corruption and governance, comparative politics and the political economy of development and governance, principally in South Asia and Africa			
Publications				
Awards				

Chaudhry, Kiren A Associate Professor, Political Science

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	<i>Africa %</i>	
			10	
	Ph.D., 1990, Harvard University			
	M.A., 1983, Harvard University			
	B.A., 1980, University of Michigan			
Academic	Associate Professor, UC Berkeley, Political Science, 1989-present; Also taught at Harvard University			
Overseas	India, Saudi Arabia, Algeria, Yemen Republic, Iraq, England (London), Pakistan			
Language	Urdu/Hindi (5), Punjabi (5), Arabic (4), French (2)			
Courses	1: 139B POLISCI: Development Politics			
Interests	Political Economy, Middle East/North Africa, Identity Politics, Trauma Theory, South Asia			
Publications	"The Regional Economy Write Large: New and Recurring Forms of Poverty and Inequality in the Arab World," Leonard Binder, ed., Devastated Economies, (UC Press, 2007)			
Awards				

Dunning, Thad Robson Professor, Political Science

Education	Tenure Yes	Diss Supervised	Africa %	30
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Ph.D., 2006, UC Berkeley, Political Science
M.A., 2006 Economics, 2002 Political Science, UC Berkeley
B.A. 1996, Brown University, Independent/Politics, highest honors

Academic Robson Professor of Political Science, 2013-present;
Director, Center on the Politics of Development (CPD);
Assistant (2006-2009) Associate (2010-2013) to Professor (2013-2013), Yale University, Political Science, 2006-2013;
Fellow, MacMillan Center; Affiliated Faculty, Institution for Social and Policy Studies

Overseas Latin America, South Africa, India, United Kingdom

Language Portuguese (5), Spanish (5), Mandarin Chinese (3)

Courses Comparative Politics Colloquium (graduate course)

Interests Political economy, ethnic politics, and comparative clientelism in developing countries; research design, causal inference, statistical methods, multi-method research

Publications Brokers, Voters, and Clientelism: The Puzzle of Distributive Politics (2013, Cambridge University Press, co-authored with Susan Stokes, Marcelo Nazareno, and Valeria Brusco),

Awards Awards for Natural Experiments in the Social Sciences: Best Book Award, Experimental Research Section of the American Political Science Association;
Book Brokers, Voters and Clientelism was awarded the Luebbert Prize from the APSA's Comparative Politics section and the Best Book Award from the APSA 's Comparative Democratization Section

Fish, M. S Professor, Political Science

Education	Tenure Yes	Diss Supervised	3	Africa %	10
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Ph.D., 1993, Stanford University, Political Science
M.A., 1986, Johns Hopkins, Advanced International Studies
B.A., 1984, Cornell University, History and Government, magna cum laude

Academic Assistant (1995-98), Associate (1998-2006), Professor (2006-present), UC Berkeley, Political Science;
Assistant Professor, University of Pennsylvania, Political Science, 1993-95;
Visiting Fulbright Professor, Airlangga University, Indonesia, Faculty of Social & Political Sciences, 2007;
Visiting Fulbright Professor, European University, St. Petersburg, Russia, Political Science & Sociology, 2000-01

Overseas Former Soviet Union and Eastern Europe, Western Europe, East Asia, Latin America

Language Russian (5), Indonesian (4), Italian (3), French (2)

Courses 1: 2 POLISCI: Introduction to Comparative Politics

Interests Post-Soviet politics, democratization and regime change, and general comparative politics.

Publications 2+
Are Muslims Distinctive? A Look at the Evidence. New York: Oxford University Press, 2011. 408 pages. (Selected for Choice's Outstanding Academic Titles, 2012: Top 25 Books)

Awards Recipient of Choice's "Outstanding Academic Titles 2012: Top 25 Books" for Are Muslims Distinctive: A Look at the Evidence; Dean's Commendations for Excellence in Undergraduate Teaching, School of Arts and Sciences, University of Pennsylvania.

Guowitz, Amy Lecturer, Political Science

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 10
Ph.D., 1999, Cornell University

Academic Lecturer, UC Berkeley, Political Science, 2001-present
Fellow at Harvard University's Center for International Affairs, up to 2001

Overseas Mexico, Canada, England, France, Germany, Switzerland, Hungary, Czechoslovakia, Italy, Morocco, China, Japan, Taiwan, S. Korea, Malaysia

Language German (4), French (4)

Courses 1: 124C POLISCI: Ethics and Justice in International Affairs

Interests International Relations, teaching and researching in the areas of international relations theory, international ethics, human rights, and the politics of immigration

Publications "Migrant rights and activism in Malaysia: Opportunities and constraints." J Asian Stud 59(4), Nov 2000.
"Mobilizing International Norms: Domestic Actors, Immigrants, and the Japanese State," (April, 1999).

Awards SSRC-MacArthur Politics in a Changing World Fellowship

Hyde, Susan Professor, Political Science

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10
Ph.D., 2006, UC San Diego, Political Science
M.A., 2003, UC San Diego, Political Science
B.A., 2000, Linfield College, Highest Departmental Honors

Academic Professor, UC Berkeley, Political Science, 2016-present;
Assistant (2006-2012) Associate (2013-2015) Professor (2016), Yale University, Political Science & Intl Affairs

Overseas

Language

Courses 1: 123Y POLISCI: Special Topics in International Relations: International Organizations

Interests International influences on domestic politics, with a focus on the developing world, International election observation, election fraud, and democracy promotion, international norms, foreign aid, experimental research methods, electoral violence

Publications Forthcoming. Emilie Hafner-Burton, Susan D. Hyde, and Ryan Jablonski. "Surviving Elections: Election Violence, Incumbent Victory, and Post-Election Repercussions." British Journal of Political Science ;
"Information and Self-Enforcing Democracy: The Role of International Election Observation" with Nikolay Marinov. International Organization. 68: 2, pp 329-359;
2014."When Do Governments Resort to Election Violence?" with Emilie Hafner-Burton and Ryan Jablonski. British Journal of Political Science. 44, 1: 149-179. Published online February 26, 2013.

Awards Gustav Ranis International Book Prize for the best book on international affairs by a member of the Yale faculty, Co-winner, MacMillan Center, Yale University, 2012; honorable Mention, Best Article Award, Comparative Democratization Section, 2012 for "Catch Us If You Can: Election Monitoring and International Norm Diffusion" AJPS

Klocek, Jason Graduate Student Lecturer, Political Science

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 30

Ph.D., 2018, UC Berkeley, Political Science
M.A., 2010, UC Berkeley, Political Science
M.A., 2009, Georgetown University, Conflict Resolution
B.A. 2003, University of Notre Dame, Psychology and Philosophy

Academic Postdoc, Notre Dame, Ctr of Study of Religion & Society, Global Religion Research Initiative, 2018-2020;
Graduate Student Lecturer, UC Berkeley, Political Science, 2011- 2017;
Visiting Fellow at the Uppsala Forum on Democracy, Peace and Justice at Uppsala University in 2015.

Overseas East Africa, Middle East, Sweden, United Kingdom

Language

Courses 1: 123J POLISCI: Topics in International Relations - Small Wars and Insurgency

Interests British military history and conflicts in the Middle East and East Africa.

Publications 5
“Taming the Gods: How Religious Conflict Shapes State Repression,” with Peter Henne, Journal of Conflict Resolution (2017). Advanced Online Publication. doi: 10.1177/0022002717728104;
"Religion and War: An Overview," with Ron E. Hassner, in Paul A. Djupe, Mark J. Rozell, and Ted Jelen, eds., Oxford Research Encyclopedia of Politics & Religion (Oxford University Press, forthcoming);

Awards 2015 Weber Best Paper Award, Religion and Politics Section, American Political Science Assn;
2015 Best Graduate Student Paper Award, Religion and Intl Relations Section, Intl Studies Assn

Matanock, Aila Assistant Professor

Education **Tenure** Tenure Eligible **Diss Supervised** 2 **Africa %** 50-75

Ph.D., 2012, Stanford University, Political Science
M.A., 2008, Stanford University, Political Science
B.A., 2005, Harvard University, Social Studies magna cum laude, highest honors

Academic Assistant Professor, UC Berkeley, Political Science, 2013-present

Overseas Columbia, sub-Saharan Africa

Language

Courses 2: 125 POLISCI: Civil Conflict and International Intervention; 191 POLISCI: Statebuilding

Interests International enforcement during and after civil conflict, State-building and peace-building, Survey experiments and multi-method research design

Publications 7+
Electing Peace: From Civil Conflict to Political Participation. 2017. Cambridge, U.K.: Cambridge University Press.;
Matanock, Aila M. Forthcoming. “External Engagement: Explaining the Spread of Electoral Participation Provisions in Civil Conflict Settlements.” International Studies Quarterly;
Matanock, Aila M., and Paul Staniland. Forthcoming. “How and Why Armed Groups Participate in Elections.” Perspectives on Politics.

Awards Carol D. Soc Distinguished Graduate Student Mentoring Award for Junior Faculty, UC-Berkeley [one awarded annually across all fields] (2018);
Research Grant (with Leo Arriola, Manuela Travaglianti, and CERAC), Carnegie Corporation (\$300,000) (2018-2020);
Minerva Research Initiative (w/Leo Arriola & Michaela Mattes), Department of Defense (\$1,835,844) (2017-2019);
Awarded an Instructional Improvement Grant to integrate technology and create simulations for course on Civil Conflict and Intl Intervention (Fall 2016)

Naseemullah, Adnan Lecturer, Political Science

Education **Tenure** N/A **Diss Supervised** 0 **Africa %**

Ph.D., 2010, UC Berkeley, Political Science
M.A., 2004, UC Berkeley, Political Science
B.A., 2002, Swathmore College, Political Science

Academic King's College London, present;
Lecturer in International Relations and South Asia, Department of War Studies and the School of Global Affairs / India Institute, 2014-present;
Scharf Fellow in Political Economy, Johns Hopkins University, Political Science, 2013–2014;
Fellow in Comparative Politics, London School of Economics, Government, 2010- 2013.

Overseas India, Pakistan, China

Language

Courses 1: 2 POLISCI: Introduction to Comparative Politics

Interests comparative industrialization, state capacity, state formation and political order, in relation to the Indian subcontinent

Publications 2
“The Colonial Construction of Political Orders,” book manuscript in progress;
Development under Statism, Department of Political Science, University of California, Santa Barbara, January 2016.

Awards

Post, Alison Associate Professor, Political Science

Education **Tenure** Yes **Diss Supervised** 4 **Africa %** 10

Ph.D., Harvard University, Government
M.Sc., London School of Economics, Urban & Regional Planning
M.A., Harvard University, Government
B.A. History, Stanford University

Academic Assistant ((2009-2017) Associate (2017-present) UC Berkeley, Political Science and Global Metropolitan Studies Program;
Visiting Assistant Professor, Stanford University, Center on Democracy, Development and the Rule of Law (CDDRL), Fall 2014;

Overseas India, South America

Language German (4), Spanish (4)

Courses 2: 203 POLISCI: Urban and Subnational Politics in Developing Countries

Interests Comparative Political Economy, Environmental Policy, Regulation, Urban Politics and Policy, Latin America

Publications “Cities and Politics in the Developing World.” 2018. The Annual Review of Political Science;
“The Politics of Urban Informality: Innovations in Theory and Research Design from the City’s Margins.” 2018 (Forthcoming) . Special issue for Studies in Comparative International Development. (co-edited with Adam Auerbach, Adrienne LeBas, and Rebecca Weitz-Shapiro)

Awards Carol D. Soc Distinguished Graduate Student Mentoring Award for Junior Faculty, U.C. Berkeley, 2015

Wilfahrt, Martha Assistant Professor, Political Science

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2015, Cornell University, Government
 M.A., 2008, Indiana University-Bloomington, Political Science
 B.A., 2005, University of Wisconsin-Madison, Geography & Political Science

Academic Assistant Professor, UC Berkeley, Political Science, 2018-present;
 Mellon Postdoc (2015-17), Visiting Asst Professor (2017-18), Northwestern University, Political Science;
 Undergraduate/Graduate Instructor, Cornell University, 2016-18;
 Cornell Prison Education Program, Comparative Inequality and Development, Spring 2011

Overseas Senegal, Botswana, Mali, Niger

Language French (4), Pulaar (1), Bambara (1)

Courses n/a

Interests Africa, Political economy of development; politics of public goods provision; decentralization and local governance; informal institutions, comparative politics, comparative historical analysis

Publications 6
 2018. Precolonial Legacies and the Contemporary Politics of Public Goods Provision in Decentralized West Africa. *World Politics* 70(2), pp. 239-74;
 2018. The Politics of Local Government Performance: Elite Cohesion and Cross-Village Constraints in Decentralized Senegal. *World Development* 103, pp. 149-61

Awards 2016 Janice N. and Milton J. Esman Best Dissertation Prize, Cornell University;
 FLAS (Bambara), Indiana University, 2007-08

Wittenberg, Jason Associate Professor, Political Science

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10
 Ph.D., 1999, Massachusetts Institute of Technology, Political Science
 M.A., The American University, International Affairs
 B.A., UC, Berkeley, Physics

Academic Assistant (2005-2011) to Associate Professor (2011-present), UC Berkeley, Political Science;
 Assistant Professor, University of Wisconsin, Madison, Political Science, 2000-2005;
 Fulbright Teaching and Research Fellow, Central European University, Budapest, Spring 2015

Overseas Budapest, Greece, Japan

Language Hungarian (5), German (2), Spanish (2)

Courses 1: 149W POLISCI: Topics in Area Study: Dictatorship and Its Discontents

Interests Eastern Europe & the post-Soviet region, quantitative analysis, religion and politics, electoral analysis, ethnic conflict

Publications 2
 A Decade of Democratic Decline and Stagnation. (with Laura Jakli and M. Steven Fish). In Christian Haerpfer, Ronald Inglehart, and Christian Welzel (Eds.), *Democratization*. Second Edition. London: Oxford University Press, in press;
 Failed Democratization (with M. Steven Fish). In Christian Haerpfer, Ronald Inglehart, and Christian Welzel (Eds.), *Democratization*. London: Oxford University Press, 2009, pp. 249-265.

Awards

Portuguese Studies Program

Adao, Deolinda M Executive Director

Education	Tenure N/A	Diss Supervised	Africa %	10
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Ph.D., 2007, Luso-Brazilian Languages and Literatures, UC Berkeley
M.A., 2002, Hispanic Language and Literature, UC Berkeley
B.A., 2000, Spanish Languages and Literatures, UC Berkeley

Academic

Overseas Portugal, Spain

Language Portuguese (5), Spanish (5)

Courses Teaching Spanish and Portuguese Instructor Peralta Community Colleges, Berkeley City College. (2007- present); Graduate Instructor, Department of Spanish and Portuguese University of California, Berkeley (2000- 2005) Portuguese Instructor, Intensive Summer Institute and Coordinator of Study Abroad Program, Portugal California State University, Stanislaus. (1998)

Interests Portuguese Literature (all periods); Brazilian Literature, (19th and 20th Centuries); Luso-African Literature (20th Century); Hispanic Literature (Iberian, Latin American and Caribbean (19th and 20th Centuries); Feminist and Post-Colonial Theory

Publications Articles "Novos Espaços do Feminino: Uma leitura de Ventos do Apocalipse de Paulina Chiziane" Mata, Inocência & Padilha, Laura (Org.), MULHERES DE ÁFRICA: VOZES DE UMA MARGEM SEMPRE PRESENTE. Lisboa: CEA-FLUL/Edições Colibri, 2007

Awards

Practice of Art

deSouza, Allan Associate Professor, Practice of Art

Education	Tenure Yes	Diss Supervised	0	Africa %	50
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UCLA, 1997, Photography Masters
BFA, 1983, Bath Academy of Art
Goldsmith College in London

Academic Associate Professor, Photography Department head, UC, Berkeley, 2013-present; Associate Professor/Chair, New Genres Department at San Francisco Art Institute (SFAI), 2006-2012.

Overseas Kenya, UK, France, Sweden, New Delhi, Italy, Germany, China, Canada, Korea, Ireland

Language

Courses 1: 119 ART: Global Perspectives of Art

Interests Photography, contemporary art, Art Pedagogy, performance, postcolonial studies, Contemporary African Art, South Asian Art

Publications 3
Kerman, Monique, Grappling with “Diaspora” in Contemporary Black British Art, in African and Black Diaspora, Routledge, 2012;
Gopinath, Gayatri, in Political Emotions, eds. Staiger, J, et al, Routledge. Haney, Erin, Photography and Africa, Reaktion Books, 2010;
Enwezor, O; Okeke-Agulu, C, Contemporary African Art Since 1980, Damiani Press, 2009;

Awards

Eicher, Amanda J Lecturer, Practice of Art

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25

M.F.A., 2010, UC Berkeley, Art Practice
 B.A., 1998, Bryn Mawr College, English and Fine Arts
 1997, University of Yaounde, Cameroon, African Studies

Academic Lecturer, UC Berkeley, Art Practice, 2010-present;
 Graduate Student Instructor, UC Berkeley, Art Practice, 2008-2010;
 High School, Middle School, and Elementary Instructor, Metas Program, Contra Costa College La
 Raza Studies Department, San Pablo, 2009-2013.

Overseas professional work has included projects in Cameroon, Rwanda, Kyrgyzstan, Sweden, Morocco, and El
 Salvador

Language

Courses 1: 119 ART: Global Perspectives in Contemporary Art

Interests projects investigate the roles artists play in development processes; the ways groups engage in creative
 thinking; and intersections between traditional community-based art practices and contemporary
 approaches to social engagement in art, relational aesthetics, and dialogic practices.

Publications

Awards

Wofford, Jenifer Lecturer, Practice of Art

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10

M.F.A., UC Berkeley
 B.A., San Fransisco Art Institute

Academic Lecturer, UC Berkeley, Practice of Art, 2016;
 Has also led numerous studio courses and/or advised graduate students at University of San Francisco,
 California College of the Arts, San Francisco Art Institute, San Francisco State University, Diablo
 Valley College and Vermont College of Fine Arts since 2007

Overseas Hong Kong, Dubai, Malaysia, Philipines, Czech Republic

Language

Courses 1: 119 ART: Global Perspectives in Contemporary Art

Interests hybridity, authenticity and global culture, frequently from an ironic, humorous perspective

Publications

Awards recipient of a 2017 Joan Mitchell Foundation Painters and Sculptors Grant

Public Health, School of

Corburn, Jason Professor, Public Health, School of

See: City and Regional Planning

Education	Tenure Yes	Diss Supervised	5	Africa %	25
	Ph.D., Massachusetts Institute of Technology				
	M.C.P., Massachusetts Institute of Technology				
	B.A., Brandeis University				
Academic	Professor, UC Berkeley, City & Regional Planning & Public Health, 2016-present;				
	Professor, UC Berkeley, Graduate Group in Environmental Health Sciences, 2016-present;				
	Associate Professor, UC Berkeley, Public Health, 2010-2015;				
	Assistant (2007-2009) to Associate Professor (2009-2015), UC Berkeley, City & Regional Planning				
Overseas	Kenya				
Language	Spanish (4), French (3), Swahili (3)				
Courses	5: 117AC CYPLAN: Uran & Community Health; 150E PBHLTH: Intro to Community Health;				
	190 CYPLAN: Urban Studies; 197 CYPLAN: Field Study; C256 CYPLAN: Healthy Cities				
Interests	Environmental policy & planning; environmental health; urban environmental justice & dispute resolution; social & spatial epidemiology; health impact assessment; science & technology studies				
Publications	26				
	Corburn, J. & Sverdlik, A. 2017. Slum Upgrading & Health Equity. International Journal of Environmental Research and Public Health. 14(4), 342; doi:10.3390/ijerph14040342;				
	Corburn, J. and Hildebrand, C. 2015. Slum Sanitation and the Social Determinants of Women's Health in Nairobi, Kenya. Jour of Environmental & Public Health. doi:10.1155/2015/209505				
Awards	2016 Chancellor's Award for Public Service, Community Engaged Teaching, UC Berkeley;				
	2016 "Street Science," 4th most frequently read book at Brandeis University				

Ekstrand, Maria Associate Adjunct Professor, Public Health, School of

Education	Tenure N/A	Diss Supervised	0	Africa %	10
	Ph.D, 1986, Auburn University, Clinical Psychology				
	M.S., 1982, Auburn University, Clinical Psychology				
	B.A., 1980, Emory University, Psychology, summa cum laude				
Academic	Associate Adjunct Professor, UC Berkeley, Public Health, current;				
	Associate Professor, UC San Francisco School of Medicine, Center for AIDS Prevention Studies, current				
Overseas	India				
Language					
Courses	1: 253D PUBHLTH: Behavior and Policy Science in HIV Treatment & Prevention				
Interests	Primary/secondary HIV prevention (focus on India); role of alcohol in sexual risk among vulnerable populations, gender issues, factors involved in the acquisition and maintenance of behavior change, the role of AIDS stigma in HIV prevention, and adherence to antiretroviral therapy and the development of drug resistance				
Publications	3				
	Collaborative Care for Mental Health in Low- and Middle-Income Countries: A WHO Health Systems Framework Assessment of Three Programs B Acharya, M.D., Maria Ekstrand, Ph.D., P Rimal, M.A., MK. Ali, M.D., M.B.A., S Swar, M.D., K Srinivasan, M.D., V Mohan, M.D., Ph.D., J Unützer, M.D., M.P.H., LA Chwastiak, M.D., M.P.H. published Online: Aug 2017				
Awards					

Fernald, Lia C Professor, Public Health, School of

Education	Tenure Yes	Diss Supervised 2	Africa % 75
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Ph.D., 1999, University of London, Intl Nutrition & Child Development
MBA, 2000, UC Berkeley
B.A., 1994, Swathmore College, Biological Anthropology and Public Policy

Academic Assistant (2005-09), Associate (2009-14), Professor (2014-present), UC Berkeley, Public Health, Community Health Services, and Director, Public Health Nutrition, present;
Assitant Professor (Adjunct), UC San Francisco, Department of Medicine, 2003-2005

Overseas Madagascar, Kenya, Malawi, Senegal, South Africa, Asia, Latin America

Language

Courses 2: 196 PB HLTH - Global Nutrition; 206D PB HLTH - International Food and Nutrition Programs and Policies

Interests Psychosocial and biological determinants of health; Obesity, overweight, and nutritional and epidemiologic transition; Malnutrition, international child health and development; Immigrant health, inequalities and health disparities; Early experience, stress hormones, salivary cortisol

Publications 5
Fernald, L.C.H., Kariger, P.K., Hidrobo, M., and Gertler, P.J. Socio-economic gradients in child development in very young children: Evidence from India, Indonesia, Peru and Senegal. Proceedings of the National Academy of Science (PNAS) (2012) Oct 16;109 Suppl 2:17273-80.

Awards 2012-2018 Project: Addressing malnutrition in Madagascar, Co-PI, Strategic Impact Evaluation Fund, World Bank, To evaluate the cost-effectiveness of combined interventions designed to tackle chronic malnutrition using a multi-arm randomized controlled trial;
2014-2019 Distributing storybooks in Kenya to improve early literacy among vulnerable children, CoPI, Strategic Impact Evaluation Fund, World Bank, To examine the effectiveness of a community-based, storybook distribution program to improve literacy among children in western Kenya

Gertler, Paul Professor

See: Business

Education	Tenure Yes	Diss Supervised 2	Africa % 10
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Ph.D., 1985, University of Wisconsin
B.A.,1978, Uuniversity of Wisconsin

Academic UC Berkeley; UC San Francisco; Harvard University; University of the Philippines; University of Indonesia; State University of New York

Overseas Ivory Coast & other African countries, Peru, Jamaica, Philippines, Bangladesh, Indonesia, Thailand, China, Korea, Sri Lanka, India, Mynamar, Korea, Argentina, Honduras, Brazil

Language

Courses 3: PH 235 Impact Evaluation for Health Professionals (F16; PH 290 :Applied Impact Evaluation: How to Learn What Works to Lower Global Poverty (Sp17, Sp18)

Interests Social health insurance in developing countries; Financing & allocating public health care resources in developing countries,

Publications 22: including co-authored “The Half-Life of Happiness: Hedonic Adaptation in Subjective Well-being of Slum Dwellers to an Improvement in Housing”, Journal of the European Economic Association, January 2018; “Are there Synergies from Combining Hygiene and Sanitation Promotion Campaigns: Evidence from a Large-Scale Cluster-Randomized Trial in Rural Tanzania”, PLoS ONE, 2017, 12(11); Impact Evaluation in Practice, 2016, World Bank.

Awards Li Ka Shing Professor, UCB; Honorary Doctorate, Erasmus University, The Netherlands, 2015; Committee on Teaching Excellence (CoTE) Award, UC Berkeley, 2014.

Halpern, Jodi Professor, Public Health, School of

Education	Tenure Yes	Diss Supervised	0	Africa %	25
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Ph.D., 1994, Yale University, Philosophy
M.D., M.A., 1989, Yale University,
B.A., 1982, Yale University, Philosophy

Academic Assistant (1998-2005), Associate Professor (2006-2013), Professor (2013-present),
UC Berkeley/UC San Francisco Joint Medical Program, Bioethics & Medical Humanities, Public
Health;
Assistant Professor, UC Los Angeles Neuropsychiatric Institute, Psychiatry & Biobehavioral Sciences,
1996-1998

Overseas China, India

Language

Courses 1: 200APUBHLTH: Current issues in Public Health Ethics: Research and Practice

Interests empathy and healthcare ethics, public health ethics/distributive justice ethical implications of managed
care, patient autonomy, agency and human rights

Publications 2017, Benner, P., Halpern, J., Gordon, D., Poppell, C., Kelley, P. "Beyond Pathologizing Harm:
Understanding PTSD in the Context of War Experience." Journal of Medical Humanities.
<https://doi.org/10.1007/s10912-017-9484-y>;
2016 Harris, L., Halpern, J., Prata, N., Chavka, W., Gerrdts, C. "Conscientious Objection to Abortion
Provision: Why Context Matters," Global Public Health;
2017 Halpern, J. The Therapeutic Effects of Empathy in Healthcare. Emotion Researcher,
International Society for Research on Emotion, Summer.

Awards 2018 World Economic Forum Invited Expert, Davos, Switzerland
2017 World Economic Forum Invited Expert, Dalian, China

Harris, Eva Professor, Director of the Center for Global Public Health

Education	Tenure Yes	Diss Supervised		Africa %	10
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Ph.D. 11993, UC Berkeley, Molecular & Cell Biology
B.A. 1987, Harvard University, Biochemical Sciences

Academic Professor, UC Berkeley, Public Health, 1993-present

Overseas Nicaragua, Europe

Language French (5), Spanish (5)

Courses 1: 260F PUBHLTH: Infectious Disease Research in Developing Countries

Interests Pathogenesis and epidemiology of infectious diseases, particularly dengue; interested in transferring
advanced technology to the developing world and building scientific capacity.

Publications 7
Fong, H. and Harris, E. (2015) Technology, innovation, and health equity. Bull World Health Organ.
93:438-438A.

Awards

Martin, Abigail Lecturer, Public Health, School of

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 10
 Ph.D., UC Berkeley, Environmental Science, Policy and Management
 B.A., Barnard College, CUNY, Sociology and Environmental Science

Academic Lecturer, UC Berkeley, Public Health, 2018-present

Overseas Brazil

Language

Courses 1: 160C ENVHLTH/ C167 ENVPOLSCI: Environmental Health and Development

Interests politics and policies of low-carbon economic development, including multi-level governance strategies for reducing greenhouse gas emissions, environmental justice issues in clean energy development, the politics of expertise in governing low-carbon industries, and urban and industrial planning for climate change mitigation and adaptation.

Publications

Awards

McCoy, Sandra I Associate Adjunct Professor, Public Health, School of

Education **Tenure** N/A **Diss Supervised** 4 **Africa %** 100
 Ph.D, 2008, University of North Carolina, Chapel Hillm, Epidemiology
 M.PH., 2002, University of Michigan, Epidemiology
 B.A., 1999, UC Berkeley, Molecular and Cell Biology

Academic Assistant (2011-2017) to Associate Adjunct Professor (2017-Present), UC Berkeley, Epidemiology; Faculty Affiliate, I4Y (Innovations for Youth) School of Public Health, 2016-present; Affiliate Researcher, Consortium for Research on HIV, AIDS, & TB (CISIDAT) Cuernavaca, Mexico, 2015-present

Overseas Zimbabwe, Uganda, South Africa, Tanzania, Italy, United kingdom, Thailand, Malaysia

Language

Courses 2: 253B PBHLTH: Epidemiology/Infectious Diseases (Art Reingold); PH250A PUBHLTH: Epidemiologic Methods I

Interests Prevention and control of HIV and other sexually transmitted infections, demand creation for HIV prevention, treatment, and care programs, women's economic empowerment, multi-sectoral approaches to health, impact evaluation and implementation science

Publications 22
 McCoy SI, Fahey C*, Buzdugan R, Mushavi A, Mahomva A, Cowan FM, Padian NS. Targeting eMTCT efforts using geospatial analysis of mother-to-child HIV transmission in Zimbabwe. AIDS. 2016 Jul 17;30:1829-37. PMID: 27124895;
 Rawat R, McCoy SI, Kadiyala S. Poor diet quality is associated with low CD4 count and anemia and predicts mortality among antiretroviral therapy naive HIV-positive adults in Uganda. J Acquir Immune Defic Syndr 2013; 62:246-53

Awards 2014-2019 Principal Investigator, Understanding the Mechanism of Action of Cash and In-Kind Transfers to Improve the Health of People Living with HIV Infection in Tanzania, NIH/NIMH R03MH105327-01A1; Total award \$115,970

Morello-Frosch, Rachel Professor, Public Health, School of
See: Environmental Science, Policy, and Management

Education	Tenure Yes	Diss Supervised 9	Africa % 20
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Ph.D., 1998, UC Berkeley, Environmental Health Science, Public Health
M.PH., 1993, UC Berkeley, Epidemiology & Biostatistics
B.S., 1988, UC Berkeley, Development Studies

Academic Professor, UC Berkeley ESPM Society & Environment Division/SPH CHHD Division, 2010-present;
Director, UC Berkeley School of Public Health DrPH Program 2010-2013

Overseas

Language

Courses 1: C167 ESPM/160 PUBHLTH: Environmental Health & Development

Interests structural determinants of environmental health disparities, air pollution and perinatal outcomes,
environmental justice, models for community-based environmental health research, social movements,
science, and environmental health policy-making, ethics of biomonitoring and exposure assessment

Publications 3+
Solomon GM, Morello-Frosch R, Zeise L, Faust J (2016) Cumulative Environmental Impacts: Science
and Policy to Protect Communities. Annual Review of Public Health. 2016 Jan 6. [Epub ahead of print];
Morello-Frosch R, Brown P (2014) "Science, Social Justice and Post-Belmont Research Ethics:
Implications for Regulation and Environmental Health Science." In: Science and Technology Studies
Handbook, Daniel Kleinman and Kelly Moore, eds

Awards 2012 - UC, Berkeley Chancellor's Award for Research in Public Service;
2010 - American Public Health Association Damu Smith Environmental Health Achievement Award

Potts, David M Professor, Public Health, School of

Education	Tenure Yes	Diss Supervised 5	Africa % 25
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Ph.D., 1965, St. Catherine's and Sussex Colleges Cambridge University
M.B., 1962, University College Hospital Medical School
M.A., 1960, St. Catherine's College Cambridge University
B.A., 1959, St. Catherine's College Cambridge University

Academic Professor, UC Berkeley, Public Health, 1992-present;
Sidney Sussex College Cambridge, prior to 1992.

Overseas Nigeria, Tanzania, Sub-Saharan Africa; Bangkok, Thailand

Language

Courses 4: 101 PBHLTH: Sustainable World; 116 PBHLTH: Seminar Health Medical Issues;
181 PBHLTH: Poverty & Population; 196 PBHLTH: Special Topics in Public Health

Interests Economics & mobilization of resources for int'l family planning; biology of human sexual behavior;
AIDS prevention strategies & resource needs; biological origins of human warfare; OASIS (Organizing
to Advance Solutions in the Sahel) Initiative, threats posed by climate change and rapid population
growth in Sahel and Northern Nigeria

Publications 8
Potts has written 300 scientific articles on methods of contraception, the epidemiology and clinical
aspects of abortion ethics, drug development and approval, and 10 books on a wide variety of topics.

Awards Honorary Fellowship of the Royal College of Obstetricians (London), the Carl Schultz Award for
Lifetime Achievement in Public Health of the American Public Health Association;
Led FHI into HHIV/AIDS prevention, setting up the first sex worker intervention in Africa and
winning the first USAID grant to work on HIV prevention;
founded the Bixby Center for Population, Health and Sustainability focused on family planning, safe
motherhood and girls' education;

Prata, Ndola Professor in Residence, Public Health, School of
See: Health and Medical Sciences

Education	Tenure Yes	Diss Supervised 1	Africa % 100
	M.Sc., 1996, University of London, Medical Demography M.D., 1989, University of Angola		
Academic	Associate Professor in Residence, UC Berkeley, Public Health, 2000-present; Fred H. Bixby Endowed Chair in Population Planning, UC Berkeley, Public Health, current		
Overseas	Angola, Kenya, Ethiopia, Nigeria, Rwanda, Tanzania, Mozambique, The Sahel Region, France, Mexico, India, Ecuador, Belgium, Costa Rica		
Language	Portuguese (5), French (5), Spanish (?)		
Courses	4: 265 HMEDSCI: Epidemiology, Reproduction Twg; 181 PBHLTH: Poverty & Population; 212A PBHLTH: International Maternal Health; 213A PBHLTH: Family Planning		
Interests	Reproductive health economics, family planning ability to pay and financing, and adolescent sexual behavior in developing countries; expansion of use of misoprostol to control postpartum hemorrhage		
Publications	8+ Prata, N., Bell, S., Weidert, K., Carvalho, A., & Neves, I. (2016 in press). Varying family planning strategies across age categories: differences in factors associated with current modern contraceptive use among young and adult women in Luanda, Angola. Open Access Journal of Contraception; Prata, N., & Summer, A. (2015). Assessing political priority for reproductive health in Ethiopia. Reproductive Health Matters. 2015 Nov; 23(46): 158-68; Goldblatt, A., Kwena, Z., Lahiff, M., Agot, K., Minnis, A., Prata, N., Lin, J., Bukusi, E.A., & Auerswald, C.L., 2015. Prevalence and correlates of HIV infection among street boys in Kisumu, Kenya. PLoS One. 2015 Oct; 10(10): e0140005.		
Awards	2014 Robert O. Collins Fellowship Award (faculty research in African studies or African languages)		

Reingold, Arthur L Professor, Public Health
See: Development Practice

Education	Tenure Yes	Diss Supervised 10	Africa % 25
	M.D. ,1976, University of Chicago A.B., 1970, University of Chicago		
Academic	Professor, UC Berkeley, School of Public Health - Epidemiology, 1987-present; Professor, UC San Francisco Departments of Epidemiology & Biostatistics and Medicine, 1989-present; Edward Penhoet Distinguished Chair in Global PH & Infectious Diseases, 2009-2014 Associate Dean for Research, UC Berkeley School of Public Health, 2008-2014;		
Overseas	Uganda, Zimbabwe, West Africa, Central Africa, Nepal, New Zealand, Ivory Coast, Indonesia		
Language	French (3), Hebrew (2)		
Courses	7: 112 PBHLTH: Global Health; C117 PBHLTH:MHGH Workshop; W212 PBHLTH: Foundation sof Global Health; W253/257 PBHHLTH: Outbreak Investigation; 253B PBHLTH: Epidemiology Infectious Diseases; C232 DEVP: Foundations of Public Health		
Interests	Opportunistic infections in AIDS patients; interrelationship between TB & AIDS in developing countries; emerging & re-emerging infections in the U.S. & in developing countries; vaccine preventable diseases in the U.S. & in developing countries; AIDS research; Training in AIDS research methods.		
Publications	n/a		
Awards	President, American Epdemiologic Society, 2015-2016; Edward E. Penhoet Distinguished Chair in Global Public Health and Infectious Diseases at the UC Berkeley School of Public Health		

Smith, Kirk R Professor of Global Environmental Health

Education **Tenure** Yes **Diss Supervised** **Africa %** 25

Ph.D., 1977, UC Berkeley, Biomed and Environmental Health
M.P.H., 1972, UC Berkeley, Environmental Health Sciences
B.A., 1968, UC Berkeley, Physical Sciences: Physics and Astronomy

Academic Professor, UC Berkeley, Public Health, 1995-present

Overseas Kenya, Zimbabwe, Brazil, Thailand, China, India, Nepal, Guatemala

Language German (2), Spanish (2), Russian (1)

Courses 1: 271D PUBHLTH: Global Burden of Disease and Comparative Risk Assessment

Interests Health-damaging air pollution in developing countries, environmental and health implications of economic development, policy and regulation applications of exposure assessment, co-benefits (warming and ill-health reductions) of greenhouse gas controls.

Publications 4+
Goldemberg J, Martinez-Gomez J, Sagar A, Smith KR, 2018, Household air pollution, health, and climate change: Cleaning the air, Environ Res Letters, 13: 030201;
Shen G, Hays, MD, Smith KR, Williams C, Faircloth JW, Jetter JD. Evaluating the performance of household liquefied petroleum gas cookstoves, Envir Sci and Tech 2018 Jan 16;52(2):904-915. doi: 10.1021/acs.est.7b05155. Epub 2018 Jan 2;

Awards 2012, Tyler Prize for environmental achievement

Stover, Eric Adjunct Professor, Public Health, School of
See: Law, Boalt School of

Education **Tenure** Security of Employment **Diss Supervised** 0 **Africa %** 10

M.S., 1978, Columbia University
B.A., 1974, Colorado College

Academic Adjunct Professor, UC Berkeley, Law and Public Health, 1996-present

Overseas Argentina; Bolivia; Bosnia; Brazil; Cambodia; Chile; Croatia; El Salvador; Egypt; Guatemala; Honduras; Israel/West Bank; Kenya; London; Mexico; Phillipines; Rwanda; South Africa; Sudan; Thailand; Uruguay, Yugoslavia.

Language French (3), Spanish (3), Portuguese (3)

Courses 3: 154 LEGALST: Human Rights; 264.6 LAW: Health & Human Rights; 211 PBHLTH: Health & Human Rights

Interests utilizing empirical research methods to address emerging issues in human rights and international humanitarian law

Publications 4, currently researching and writing a book on the pursuit of war crime suspects from Nuremberg to 9/11

Awards Chancellor's Faculty Public Service Award for 2013; Best Human Rights Book of 2005: "The Witnesses: War Crimes and The Promise of Justice in The Hague, " Am Polit Sci Assn; Notable Book of the Year for 1999, NY Times Book Review, for "Witnesses from the Grave: The Stories Bones Tell"; Former executive director of Physicians for Human Rights (PHR) and a founding member of the International Campaign to Ban Land Mines, which received the Nobel Prize in 1997.

Zyba, Sarah Lecturer, Public Health, School of

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 100
 Ph.D., 2017, UC Davis, Nutritional Biologoy/International Nutrition
 Pre-med Post Bacc, 2011, Mills College
 B.A., 2007, San Diego State University, Psychology

Academic Lecturer, UC Berkeley, Public Health, Summer 2017;
 Postdoctoral Researcher, UC Davis, 2018-present

Overseas

Language

Courses 1: 118 PUBHLTH: Nutrition in Developing Countries

Interests experience and training in clinical research and community-based health and development programs both in the United States and Sub-Saharan Africa, knowledgeable in global nutrition, food security, and cultural components of behavior change

Publications

Awards

Public Policy, Goldman School of

Dejanvry, Alain Professor, Public Policy, Goldman School of
See: Agricultural and Resource Economics

Education **Tenure** Yes **Diss Supervised** 6 **Africa %** 10
 Ph.D., 1966, UC Berkeley
 M.S., 1963, UC Berkeley
 1962, Ingenieur Agronome, Institute National Agronmique Paris

Academic Professor, UC Berkeley, 1966-present;
 Université d'Auvergne, Clermont-Ferrand;

Overseas Sierra Leone, Senegal, Burkina Faso, Ghana, Chile, Dominican Republic, Peru, Mexico, Colombia, Brazil

Language French (3); Spanish (3)

Courses 1: C253 ARESEC/C253 PUBPOL: Int Ec Dev Policy

Interests Economic planning and development, conducted field research in Latin America, sub-Saharan Africa, the Middle East, and the Indian subcontinent, focusing on rural development, quantitative analysis of development policies, impact analysis of social programs, technological innovations in agriculture, and the management of common property resources

Publications 25

Awards

Kammen, Daniel Professor, Public Policy
See: Energy Resource Economics

Education	Tenure Yes	Diss Supervised 13	Africa % 75
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Ph.D., 1988, Harvard University, Physics
M.A., 1986, Harvard University, Physics
A.B., 1984, Cornell University, Physics cum laude

Academic Professor, UC Berkeley, Public Policy, 2001-present;
Associate to Full Professor, UC Berkeley, Nuclear Engineering 1999- present;
Associate Professor to Full Professor, UC Berkeley, Energy & Resources Group, 1998-present;
Assistant Professor, Princeton University, Public and Intl Affairs, 1993-1999

Overseas Kenya, Zimbabwe, Ethiopia, Latin America, India

Language Swahili (3), Spanish (3)

Courses 2: C100 ENERES/C184 PUBPOL: Energy and Society; C200 ENERES: Energy and Society

Interests Systems science of energy innovation, deployment, impacts. Low-carbon energy service delivery household to village to national & regional scales, energy policy, energy innovation, process research & devel, Energy services & under-served communities

Publications 32
South Sudan's Renewable Energy Potential: A Building Block for Peace, Dan Kammen, Mozersky, D., US Institute for Peace, Jan 2018;
Sustainable Low-Carbon Expansion for the Power Sector of an Emerging Economy: The Case of Kenya, Avila N, Bodelon C, Pablo, J, Daniel Kammen, Shaw B. 2017. 10.1021/acs.est.7b00345

Awards 2016 Apointed as one of five U.S. Science Envoys by the US State Department;
2011 Fellow, Named by Secretary of State Hilary Clinton-the 1st Clean Energy Fellow to the Americas, Founder of Renewable & Appropriate Entergy Laboratory (RAEL), Coord. lead author for the Intergovt'l Panel on Climate Change (IPCC), which won the Nobel Peace Prize, 2017; Permanent Fellow of the African Academy of Sciences

Rhetoric

Mills, Ivy Lecturer, Rhetoric

See: Art/History of Art or College Writing

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 100
Ph.D., 2011, UC Berkeley, African American Studies
M.A., UC Berkeley, African American Studies
B.A., American University of Paris, Comp Literature & Gender Studies

Academic Lecturer, UC Berkeley, History of Art, 2014-present; Rhetoric, 2016-2018; English/College Writing Program, Summers 2014-2016; African American Studies, 2001-2014; Suffolk University's Dakar Campus, Women's Studies (2006-2008)

Overseas Senegal, France

Language Wolof (5), French (5) Spanish (2), Italian (2), Caribbean Creole (2)

Courses 5: HA 27: Visual Cultures of Africa; HA 190M: African Aesthetics; HA 192M: Urban Africa; HA 192M: Popular Visual Cultures of the Global South: Africa in India, India in Africa; HA R1B: African Bodies in Film, Art & Fashion; HA R1B: Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art; R1A RHETOR: Craft of Writing

Interests constitution of gendered subjects through hierarchies of caste, race, piety, kinship, & class in Senegal

Publications 4
"Queer Hyenas: Unmournable Life in Senegalese Orature and Visual Culture." Chapter in Gender and Sexuality in Senegalese Societies, Forthcoming, Lexington Press. Eds. Babacar Mbaye and Besi Muhonja

Awards 2016 Instructional Improvement Grant, "Developing New Courses on African Visual Culture," UC Berkeley;
AY 2000-01 & 2002-03 FLAS recipient Wolof

Sociology

Burawoy, Michael Professor, Sociology

Education **Tenure** Yes **Diss Supervised** **Africa %** 10
Ph.D., 1976, University of Chicago
M.A., 1972, University of Zambia
B.A., 1968, University of Cambridge

Academic UC Berkeley; Univ of Chicago; Yale; University Wisconsin at Madison; Northwestern

Overseas Zambia, Hungary, Russia

Language Hungarian (2), Russian (2)

Courses SOC 271A: Methodology of the Social Sciences; 280C: Political Sociology; 101: History of Sociological Theory; 101B: Sociology and Beyond

Interests observer of industrial workplaces in four countries: Zambia, United States, Hungary and Russia; postcolonialism, organization of consent to capitalism, the peculiar forms of class consciousness and work organization in state socialism, and dilemmas of transition from socialism to capitalism

Publications (2012). Conversations with Bourdieu: the Johannesburg moment. Wits University Press. (With Von Holdt, K.; (2001) Manufacturing the global. Ethnography, 2(2), 147-159; Burawoy, M. (1981). The capitalist state in South Africa: Marxist and sociological perspectives on race and class. Political power and social theory, 2(81), 279-335. Global Ethnography and Ethnography Unbound (both UC Press);

Awards

Emmanuel, Ivor Lecturer, Sociology
See: Berkeley International Office

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 75

Ph.D., 1992, University of Illinois, Urbana-Champaign
M.A., 1980, Bowling Green State University
B.S., 1979, Bowling Green State University

Academic Lecturer, UC Berkeley, Sociology, 2016
University of Illinois, Urbana-Champaign

Overseas South Africa, Cyprus, Germany, Norway, Australia, Japan, Korea, Russia, Ukraine

Language

Courses 1: 198 SOCIOL: Directed Study Group

Interests higher education; higher education in developing countries; international educational exchange

Publications 1
The Role of Selected Faculty at the University of Illinois at Urbana Champaign in the Academic Preparation of Graduate Students from Developing Countries, Dissertation, 1992.

Awards

Enriquez, Laura Professor, Sociology

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 10

Ph.D., 1985, UC Santa Cruz, Sociology
M.A., 1979, UC Santa Cruz, Sociology
B.A., 1977, UC Santa Barbara, Sociology and Psychology summa cum laude

Academic Assistant (1990-1996) Associate (1996-2009) Professor (2009-present), UC Berkeley, Sociology;
Instructor, UC Santa Cruz, Latin American Studies, 1982;
Teaching Assistant, UC Santa Cruz, Sociology, 1979-1982

Overseas Nicaragua, Cuba, Russia, China, Venezuela

Language

Courses 1: 280H SOCIO: Development

Interests Development in Latin America; Latin American Emigration to Europe; Rural Sociology, Political Sociology; Social Movements

Publications

Awards

Johnson-Hanks, Jennifer Professor, Sociology
See: Demography

Education	Tenure Yes	Diss Supervised	4	Africa %	75
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Ph.D., 2000, Northwestern University
M.A., 1996, Northwestern University
B.A., 1994, UC Berkeley

Academic Associate to Full Professor, UC Berkeley, Sociology, 2000-present;
Assistant, Associate, to Full Professor, UC Berkeley, Department of Demography, 2000-present;
Associate Dean of Social Sciences, UC Berkeley, 2013-2017;
Profesor, University of Texas at Austin, 2009-2010

Overseas Cameroon, Kenya, Burkina Faso

Language French, (4), German (3), Eton/Ewondo (1)

Courses 2: 220 DEMOG: Human Fertility; C126 DEMOG/C126 SOCIOL: Sex, Death, and Data

Interests fertility; nuptiality, education, social organization, qualitative methods, theories of culture and population, intention and action, kinship, household & family, fertility/reproduction, gender

Publications 10
Johnson-Hanks, Jennifer. 2018. "When the Wages of Sin are Death: Premarital Sex and Infant Mortality in Africa." Chapter 9, Int'l Handbook on Gender and Demographic Processes, eddited by Nancy Riley and Jan Brunson. Springer Verlag

Awards

Nathan, Laura Lecturer

Education	Tenure n/a	Diss Supervised	0	Africa %	10
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PhD, Sociology, UC Los Angeles, 1981
BA, Sociology, UC Santa Barbara

Academic Professor Emirata, Mills College, 1982-present.
Director, American Cancer Sociey, California Division, 2002-2014

Overseas

Language

Courses 1: Sociology 115G: Global Health and Social Justice

Interests

Publications

Awards

Page, Tiffany L Lecturer, Sociology
See: Political Economy and International and Area Studies - Development Studies

Education **Tenure** Lecturer w/Security of Emp **Diss Supervised** 0 **Africa %** 10
 Ph.D., 2011, UC Berkeley, Sociology
 M.A., 2004, UC Berkeley, Sociology
 B.A., 1998, UC Berkeley, Economics

Academic Lecturer, UC Berkele, Sociology, 2013-2017; International and Area Studies, 2011-present;
 Program Director, Berkeley Summer Abroad Program in Chile, 2013-present
 Adjunct, University of San Francisco, Masters Program in International Studies and Sociology, 2011;
 Adjunct, College of Marin, Sociology, 2010;
 Adjunct, College of San Mateo, Division of Social Sciences, 2008

Overseas Latin America

Language Spanish (5)

Courses 3: 150 DEVSTD/IAS: Advance Study/Development Study: Development & the Environment;
 127 SOCIOL: Development & Globalization; 150 POLECON: Political Economy of Food

Interests rural development and politics, development and globalization, social movements, labor, the political economy of food

Publications Not applicable

Awards 2016 American Cultures Media Resources Center Fellow;
 2015 The Chancellors' Public Scholar and American Cultures Engaged Scholarship Award, University of California, Berkeley

Swidler, Ann Professor of the Graduate School, Sociology

Education **Tenure** Yes **Diss Supervised** 7 **Africa %** 100
 Ph.D., 1975, UC Berkeley, Sociology
 M.A., 1971, UC Berkeley, Sociology
 B.A., 1966, Harvard University, Sociology, cum laude

Academic Professor, UC Berkeley, Graduate School, 2017-present
 Associate (1987-1996) to Professor (1986-2017), UC Berkeley, Sociology;
 Assistant Professor, Stanford University, Sociology, 1979-1987;
 Assistant Professor, Harvard University, Sociology, 1975-1979

Overseas Botswana, Malawi, Tanzania

Language French (4), Latin (3)

Courses n/a

Interests Culture; religion; theory; institutionalization, African responses to HIV/AIDS

Publications 6+
 2017 Ann Swidler and Susan Cotts Watkins, A Fraught Embrace: The Romance and Reality of AIDS Altruism in Africa. Princeton University Press;
 2015. Ann Swidler and Susan Cotts Watkins, "Practices of Deliberation in Rural Malawi." Pp. 133-166 in Patrick Heller and Vijayendra Rao (editors), Deliberation and Development: Rethinking the Role of Voice and Collective Action in Unequal Societies, The World Bank, Washington DC;
 2015. S. Watkins, P. Anglewicz, N. Angotti, A. Kaler, and A. Swidler, "Accurate information as a tool to decrease HIV test refusals in research studies." Bulletin of the World Health Organization 93:357-358;
 2013. "African Affirmations: The Religion of Modernity and the Modernity of Religion: International Sociology 28(6): 680-696.

Awards 2015-16 Social Science Distinguished Teaching Award, University of California, Berkeley

Tugal, Cihan Associate Professor, Sociology

Education **Tenure** Yes **Diss Supervised** 0 **Africa %** 20
 Ph.D., 2003, University of Michigan, Sociology
 B.A., Bogazici University, Istanbul, Sociology, Valedictorian

Academic Assistant (2005-2010) to Associate Professor (2010-present), UC Berkeley, Sociology;
 Visiting Associate Professor, Koç University, Istanbul, 2014, Visiting Scholar, Koc University, 2014;
 Visiting Assistant Professor, UC San Diego, Fall 2010;
 Mellon Post-Doctoral Fellow, Northwestern University, Sociology, 2003-2005

Overseas Turkey, Egypt, Iran

Language

Courses 1: 127 SOCIO: Development and Globalization

Interests how the interaction between religion and politics shapes everyday life, urban space, class relations, and national identity, ringing in a cultural perspective to politics and economics, Islamic mobilization in Egypt and Iran

Publications 2017 Caring for the Poor: Islamic and Christian Benevolence in a Liberal World, Routledge;
 2016 The Fall of the Turkish Model: How the Arab Uprisings Brought down Islamic Liberalism, Verso (Translated to German and Turkish);
 2013 "Contesting Benevolence: Market Orientations among Muslim Aid Providers in Egypt," Qualitative Sociology 36/2: 141-159

Awards

Spanish and Portuguese

Pinheiro, Duarte C Camões Institute Lecturer, Coordinator of the Portuguese Studies Progra

Education **Tenure** N/A **Diss Supervised** 0 **Africa %** 25
 Ph.D., Univresity Fernando Pessa Porto
 B.A., University of Coimbra

Academic Lecturer and Coordinator of the Portuguese Studies Program, UC Berkeley, Spanish and Portuguese, - present;
 Portuguese Coordinator and Advisor, San Jose State University, World Languages and Literatures;
 Instructor, University of L'Aquila, Italy, Portuguese Language, 2006-2013;
 University of Salerno, Portuguese Language and Literature, 2010-2013

Overseas Italy, Spain

Language Portuguese (5)

Courses 1: 135 PORT: Luso-Brazillian Literature

Interests Portuguese Crime Fiction, Literary Theory, Linguistics, and Contemporary Portuguese Literature

Publications

Awards

Theater, Dance, and Performance Studies

Tabot-Smith, Amara Continuing Lecturer, Theater, Dance, and Performance Studies

Education M.F.A., Hollins Univeristy, Frankfurt Universit of Music and Performing Arts, Ge

Tenure Lecturer w/Security of Emp

Diss Supervised 0

Africa % 25

Academic Continuing Lecturer, UC Berkeley, Theater, Dance & Performance Studies, -present;
Artist in Residence at Stanford University, present;
Artistic Director and Founder, Deep Waters Dance Theater;
Co-artistic Director with Sherwood Chen , Headmistress;
Former Associate Artistic Director and Dancer, Urban Bush Women Dance Company, 1996- 2005;
Has taught at institutions such as SF State University, Naropa University, University of Colorado, Boulder, and Columbia College in Chicago;

Overseas Senegal, Germany, Republic of Congo

Language

Courses

Interests Afro Futurist Conjure art; Her dance making practice utilizes Yoruba spiritual ritual to address issues of social and environmental justice, community, identity and belonging

Publications

Awards part of the inaugural cohort of the UBW Choreographic Institute Fellowship awards (2017);
2018 USA Artist Fellow, is a 2017 recipient of the Urban Bush Women Choreographic Center fellowship, and is a 2016 recipient of the Creative Capital Grant with Ellen Sebastian Chang; won a San Francisco Guardian 2013 Best of the Bay award for He Moved Swiftly But Gently Down the Not Too Crowded Street: Ed Mock and Other True Tales in a City That Once Was.

Tigner, Latanya D Lecturer, Theater, Dance, and Performance Studies

Education M.A., Arts Administration
B.A. Physical Education/Dance

Tenure N/A

Diss Supervised 0

Africa % 75-100

Academic Lecturer, UC Berkeley, Theater, Dance & Performance Studies, 2017- present;
Instructor, Contra Costa Collge, Dance, present

Overseas

Language

Courses 1: 166 THEATER: Speical Topics: Theater Arts: Memory, Revival, and Hip-Hop:
Dancing the African Diaspora

Interests Studied and toured nationally and internationally, performing multidisciplinary works rooted African diasporic dance forms

Publications set choreography for several theater productions: San Francisco Shakespeare's A Winter's Tale (2016); Ubuntu Theatre's production of Dance of the Holy Ghost (2015); Delina Dream Productions' An Open Love Letter to Black Fathers (2015); Contra Costa College's production of In the Blood and For Colored Girls (2014); and Purlie Victorious (2014)

Awards one of four choreographers commissioned for Dimensions' Down the Congo Line; her New Orleans contribution to Down the Congo Line was selected to appear in the internationally acclaimed San Francisco Ethnic Dance Festival in June 2013. Latanya has also presented her work in Black Choreographer's Festival 2005, 2012 and 2013.

UC Berkeley History Social Science Project

Reinhard, Rachel B Director, UC Berkeley History Social Science Project

See: UC Berkeley History Social Science Project

Education *Tenure* N/A *Diss Supervised* 0 *Africa %* 10

Academic Director, CA History-Social Science Project, UC Berkeley, 2013 - present;
Director, Alumni Affairs, Teach for America Bay Area, 2010-2013;
Assistant Professor, SUNY Cortland, History, 2005-2008

Overseas China

Language

Courses

Interests Social studies, US history, K-12 teacher training

Publications

Awards Peace Corps, Guizhou University, China (2009-2010); John Demos Prize in American Studies, magna cum laude

Undergraduate Interdisciplinary Studies (UGIS)

Arriola, Leonardo Associate Professor and Director, UGIS

See: Political Science or International and Area Studies

<i>Education</i>	<i>Tenure</i> Yes	<i>Diss Supervised</i>	11	<i>Africa %</i>	100
Ph.D., 2008, Stanford University, Political Science					
M.P.A., 1999, Woodrow Wilson School at Princeton University					
B.A., 1996, Claremont McKenna College, History and International Relations					
<i>Academic</i>	Associate Professor, UC Berkeley, Political Science, 2006-present; Associated Senior Researcher, Chr. Michelsen Institute, Bergen, Norway, 2018-present; Director, Center for African Studies, University of California, Berkeley, 2016-present; W. Glenn Campbell and Rita Ricardo-Campbell National Fellow and Susan Louise Dyer Peace Fellow, Hoover Institution, Stanford University, 2014-2015; Visiting Scholar, Varieties of Democracy (V-Dem) Institute, Gothenburg University, Sweden, 2015; Visiting Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2011; Visiting Researcher, Institute of Ethiopian Studies, Addis Ababa University, 2010-2013; Visiting Researcher, West African Research Center, Dakar, Senegal, 2005-2006				
<i>Overseas</i>	Cameroon, Kenya, Ethiopia, Djibouti, Somalia, Senegal, Madagascar, Zambia, Indonesia, Philippines				
<i>Language</i>	Amharic (4), Spanish (5), French (4)				
<i>Courses</i>	9 IAS 198: Directed Study Group (MCF); 191 POLISCI: Junior Seminar; 192 UGIS: Research Social Science; 196 POLISCI: Special Research Projects; 200B POLISCI: Com Analysis: Research; 207 POLISCI: Political Violence; 290SA POLISCI: Africa Research Seminar; 296 POLISCI: Direct Dissertation Research; 192B UGIS: Directed Group Study				
<i>Interests</i>	democratization, coalition politics, ethnic politics, and political violence in developing countries -- sub-Saharan Africa				
<i>Publications</i>	10+ Arriola, Leonardo R. 2018. "Financial Institutions: Politicized Development and Electoral Consequences." In <i>Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments</i> , edited by Nic Cheeseman. Cambridge: Cambridge University Press; Arriola, Leonardo R. "Financial Institutions: Politicized Development and Electoral Consequences." In <i>Institutions and Democracy in Africa: How the Rules of the Game Shape Political Developments</i> , edited by Nic Cheeseman. Cambridge: Cambridge University Press, 2018; Arriola, Leonardo R. and Terrence Lyons. "Ethiopia: The 100% Election." <i>Journal of Democracy</i> 27, 1: 76-88, 2016; Arriola, Leonardo R. and Jared Osoro. "Political Economy of Financial Sector Integration in the East African Community." In <i>Political Economy of Regional Integration in Sub-Saharan Africa</i> , edited by Paul Brenton and Barak Hoffman. Washington, DC: World Bank, 2015. <i>Multiethnic Coalitions in Africa: Business Financing of Opposition Election Campaigns</i> (Cambridge University Press), which received a best book award from the African Politics section of the American Political Science Association (APSA) in 2013 and an honorable mention for the Gregory Luebbert Prize for best book from APSA's Comparative Politics section in 2014.				
<i>Awards</i>	Honorable Mention for the Gregory Luebbert Prize for best book from the Comparative Politics section of the American Political Science Association (APSA), 2014; Best Book Award (2013) from the African Politics Conference Group, an organized section of the American Political Science Association (APSA) and the African Studies Association (ASA), 2013 Carol D. Soc Distinguished Graduate Student Mentoring Award, University of California, Berkeley, 2013;				

University of California, Berkeley

Position Description for Amharic and Igbo Language Instructors

With Title VI NRC grant funds, the Department of African American Studies at the University of California, Berkeley intends to hire qualified non-tenure-track instructors in the following African languages:

- Amharic
- Igbo

Positions commence at the beginning of the semester, and appointments may be renewable based on need, funding, and performance.

Department and Program Mission

The Department of African American Studies is an intellectual community committed to producing, refining and advancing knowledge of Black people in the United States, the Caribbean, Latin America, Europe and Africa. A key component of our mission is to interrogate the meanings and dimensions of slavery and colonialism, and their continuing political, social and cultural implications. The Program in African Languages is jointly organized with the Center for African Studies. The Language Program provides students with the opportunity to pursue fluency in African languages, to better understand African cultures and knowledge systems and to prepare for research, work and careers.

Minimum Qualifications

- Native or near-native proficiency in both the respective language and English.
- Bachelors' degree by the time of application.

Additional Qualifications

- Demonstrated success teaching the respective language at the college/university level in the U.S.

Preferred Qualifications:

- Masters or PhD in Second Language Acquisition, Applied Linguistics, or closely related field.
- Experience teaching the respective African language(s).

The ideal candidate will be familiar with theories of second language acquisition and foreign language pedagogy and will have at least an MA degree, preferably a PhD, in teaching the African language under consideration, either Amharic or Igbo, as a foreign language, applied linguistics, second language acquisition, or related field.

Job Description

Responsibilities include teaching from one to three courses per semester. Number and levels of course will vary by departmental need. The Program in African Languages will support the instructor to make all courses available for distance learning through the UC Cross-Enrollment system. Instructors will collaborate closely with the language program coordinator, the Center for African Studies, the Berkeley Language Center, and the Department of African American Studies faculty to advance African language study and actively contribute to building a rigorous and cohesive African language program.

Salary

Minimum annual full-time salary rate of \$47,584 to a maximum of \$134,237. Salary commensurate with experience and teaching assignment. Some credit given to prior college-level teaching experience (not including graduate student or summer session teaching).

We will encourage applications from individuals who will contribute to diversity in higher education. The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants

will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see:
<http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>.

The department is also interested in individuals who may have had non-traditional career paths or who may have taken time off for family reasons (e.g., children, disabled, or elderly), or who have achieved excellence in careers outside academe (e.g., in professional or industry service).

Requirements

Document requirements

- Curriculum Vitae - Your most recently updated C.V.
- Cover Letter
- Statement of Teaching - Detailed description of relevant teaching experience
 - Teaching Evaluations

Reference requirements

- 3-5 references required (contact information only)

Note: Course enrollments are for AY2016/2017 and AY 2017/2018. Projections course for AY 2018/2019 and Summer 2019 will appear with "0" enrollments. Term and projection columns: F=Fall; S=Spring; M=Summer. Courses funded by grant are checked.

Appendix 2

UC Berkeley Courses with African Content 2016-2018

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment				Content
Instructor	Term Year	Units	UG	Grad	All	Course subtitle

African American Studies

<input type="checkbox"/>	R1A	Freshman Composition				100%
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Nanda, A	F	2016	4	18	0	18	Literature of Africa and its Diaspora
Nanda, A	S	2017	4	17	0	17	Literature of Africa and its Diaspora
Nanda, A	M	2017	4	15	0	15	Literature of Africa and its Diaspora
Davis, E	F	2017	4	17	0	17	Literature of Africa and its Diaspora
Staff	M	2018	4	0	0	0	Literature of Africa and its Diaspora

2 year course totals 67 0 67

<input type="checkbox"/>	R1B	Freshman Composition				varies
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Continued training in expository and argumentative writing, with more emphasis on literary interpretation. Satisfies the second half of the Reading and Composition requirement. African content varies with instructor.

Makana, S	M	2016	4	16	0	16	
Nanda, A	F	2016	4	16	0	16	Race, Gender, Sexuality in African American Literature
Nanda, A	S	2017	4	16	0	16	

2 year course totals 48 0 48

<input type="checkbox"/>	4A	Africa: History and Culture				100%
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Pre-Colonial

Staff	F	2016	4	70	0	70	
Gamal, A	M	2017	4	16	0	16	
Nwokeji, GU	F	2017	4	81	0	81	
Nwokeji, GU	F	2018	4	0	0	0	

2 year course totals 167 0 167

<input type="checkbox"/>	4B	Africa: History and Culture (Modern)				100%
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20th Century

Gamal, A	M	2016	4	11	0	11	
Nwokeji, GU	S	2019	4	0	0	0	
TBA	M	2019	4	0	0	0	

2 year course totals 11 0 11

<input type="checkbox"/>	24	Freshman Seminar				100%
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Department

T6\$? Instructor	Course Number and Title	16/17, 17/18 Enrollment					Course subtitle	Content	
		Term	Year	Units	UG	Grad			All
Mchombo, S		S	2017	1	17	0	17	Language and Politics in Southern Africa	
Mchombo, S		F	2018	1	0	0	0	Language and Politics in Southern Africa	
Mchombo, S		S	2019	1	0	0	0	Language and Politics in Southern Africa	
<i>2 year course totals</i>					17	0	17		
<input type="checkbox"/>	112A Political and Economic Development in the Third World								50-75%
<i>Examines the structural and actual manifestations of Third World underdevelopment and the broad spectrum of theoretical explanations from both the international and intranational perspective.</i>									
Nimako, K		S	2018	4	66	0	66		
<i>2 year course totals</i>					66	0	66		
<input type="checkbox"/>	112B Political and Economic Development in the Third World								50-75%
<i>Examines policies of Third World nations to modernize socio-political and economic systems and the impediments to development. African content is significant.</i>									
		S	2019	4	0	0	0		
<i>2 year course totals</i>					0	0	0		
<input type="checkbox"/>	114 Introduction to African Linguistics								100%
Mchombo, S		F	2016	3	5		5		
Mchombo, S		F	2018	3	0	0	0		
<i>2 year course totals</i>					5	0	5		
<input type="checkbox"/>	115 Language and Social Issues in Africa								100%
Mchombo, S		S	2017	3	39	0	39		
Mchombo, S		S	2019	3	0	0	0		
<i>2 year course totals</i>					39	0	39		
<input type="checkbox"/>	118 The Slave Trade and Culture in the Modern Atlantic World								50%
<i>Explores the role of the transatlantic slave trade in the evolution of the Atlantic world, comprising four continents: Africa, Europe, and North and South America.</i>									
Nwokeji, GU		S	2017	3	11	0	11		
Nwokeji, GU		S	2018	3	18	0	18		
<i>2 year course totals</i>					29	0	29		
<input type="checkbox"/>	119 Selected Topics in the Sociohistorical Development of the Black World								25%
<i>Topics will vary each semester. African content varies by instructor. Makana drew on her research in gender and militarism in Angola and other African countries.</i>									
Makana, S		M	2017	3	8	1	9	Gender & Violence: A Transnational Perspective	
<i>2 year course totals</i>					8	1	9		
<input type="checkbox"/>	120 Africa: From Revolution to Globalization								100%
Nwokeji, GU		S	2017	4	10	0	10		

Department

T6\$? Course Number and Title **16/17, 17/18 Enrollment** **Content**

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Nwokeji, GU	S	2018	4	28	0	28	
Nwokeji, GU	S	2019	4	0	0	0	
<i>2 year course totals</i>				38	0	38	
<input type="checkbox"/> 123	Social and Political Thought in the Diaspora						25%
<i>An examination of social and political thought of Africans traveling across the Diaspora, with particular focus on the 19th and 20th centuries.</i>							
TBA	F	2018	3	0	0	0	
<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/> 139	Topics in African American Social Organization and Institutions						50-100%
<i>African content varies by topic and instructor.</i>							
Connell, R	M	2017	3	9	0	9	Race and Environment
<i>2 year course totals</i>				9	0	9	
<input type="checkbox"/> 197	Field Study						100%
Mchombo, S	S	2017	2	9	0	9	
<i>2 year course totals</i>				9	0	9	
<input type="checkbox"/> 198BC	Directed Group Study						100%
Makana, S	S	2017	1	7	0	7	
<i>2 year course totals</i>				7	0	7	
<input type="checkbox"/> 240	Special Topics in Cultural Studies of the Diaspora						25%
<i>Year-long graduate seminar will curate an exhibition at the Berkeley Art Museum and Pacific Film Archive focused on issues of migration, diaspora, and exile in the visual arts. Will include Africa-specific material.</i>							
Raiford, L	F	2018	4	0	0	0	Diaspora Migration Exile
Raiford, L	S	2019	4	0	0	0	Diaspora Migration Exile
<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/> 241	Special Topics in Development Studies of the Diaspora						25-100%
<i>One hour of lecture per week per unit. Topics will vary from term to term depending on student demand and faculty availability. Nwokeji's course is 100% African content.</i>							
Laguerre, M S	S	2018	3				
Nwokeji, GU	F	2018	3	0	0	0	
<i>2 year course totals</i>				0	0	0	
<i>2 year department total</i>				520	1	521	

AFRICAN LANGUAGES (In African American Studies)

<input checked="" type="checkbox"/> 7A-B	Elementary Amharic						100%
<i>New course with Title VI & UCB funding</i>							
TBA	F	2018	4	0	0	0	
TBA	S	2019	4	0	0	0	

Department

T6\$? Instructor	Course Number and Title	16/17, 17/18 Enrollment			Course subtitle	Content	
		Term	Year	Units			
				UG	Grad	All	
		<i>2 year course totals</i>			0	0	0
<input checked="" type="checkbox"/>	8A-B Intermediate Amharic						100%
	<i>New course with Title VI & UCB funding</i>						
TBA	F	2018	4	0	0	0	
TBA	S	2019	4	0	0	0	
		<i>2 year course totals</i>			0	0	0
<input type="checkbox"/>	10A Intermediate Swahili						100%
Kyeu, D	F	2016	4	2	1	3	
Kyeu, D	F	2017	4	1	1	2	
Kyeu, D	F	2018	4	0	0	0	
		<i>2 year course totals</i>			3	2	5
<input type="checkbox"/>	10B Intermediate Swahili (2nd sem in 2nd yr sequence)						100%
Kyeu, D	S	2017	4	3	1	4	
Kyeu, D	S	2018	4	2	1	3	
Kyeu, D	S	2019	4	0	0	0	
		<i>2 year course totals</i>			5	2	7
<input type="checkbox"/>	11A Elementary Swahili						100%
Kyeu, D	F	2016	4	11	4	15	
Kyeu, D	F	2017	4	14	3	17	
Kyeu, D	F	2018	4	0	0	0	
		<i>2 year course totals</i>			25	7	32
<input type="checkbox"/>	11B Elementary Swahili (2nd sem of 1st yr sequence)						100%
Kyeu, D	S	2017	4	11	2	13	
Kyeu, D	S	2018	4	13	3	16	
Kyeu, D	S	2019	4	0	0	0	
		<i>2 year course totals</i>			24	5	29
<input checked="" type="checkbox"/>	13A-B Elementary Igbo						100%
	<i>New course with Title VI & UCB funding</i>						
TBA	F	2018	4	0	0	0	
	S	2019	4	0	0	0	
		<i>2 year course totals</i>			0	0	0

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment			UG	Grad	All	Course subtitle	Content
	Instructor	Term	Year					
<input checked="" type="checkbox"/> 14A-B Intermediate Igbo								100%
<i>New course with Title VI & UCB funding</i>								
TBA	F	2018	4	0	0	0		
TBA	S	2019	4	0	0	0		
2 year course totals				0	0	0		
<input type="checkbox"/> 15A Advanced Swahili								100%
Mchombo, S	F	2018	4	0	0	0		
2 year course totals				0	0	0		
<input type="checkbox"/> 15B Advanced Swahili (2nd sem of 3rd yr sequence)								100%
Kyeu, D	S	2017	4	3	0	3		
Kyeu, D	S	2018	4	3	0	3		
Kyeu, D	S	2019	4	0	0	0		
2 year course totals				6	0	6		
<input type="checkbox"/> 30A Elementary Chichewa								100%
Mchombo, S	F	2016	4	1	0	1		
Mchombo, S	F	2018	4	0	0	0		
2 year course totals				1	0	1		
<input type="checkbox"/> 30B Elementary Chichewa (2nd sem of 1st yr sequence)								100%
Mchombo, S	S	2017	4	1	0	1		
Mchombo, S	S	2019	4	0	0	0		
2 year course totals				1	0	1		
<input type="checkbox"/> 31A Intermediate Chichewa								100%
Mchombo, S	F	2018	4	0	0	0		
2 year course totals				0	0	0		
<input type="checkbox"/> 31B Intermediate Chichewa (2nd sem of 2nd yr sequence)								100%
Mchombo, S	S	2019	4	0	0	0		
2 year course totals				0	0	0		
2 year department total				65	16	81		

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

Agricultural and Resource Economics

C251 Microeconomics of Development (Cross-listed with Economics C270A) 25-50%
Alternative development strategies, relationship between macroeconomic and agricultural policies. Agrarian institutions. The political economy of policy reform. Includes African cases.

Sadoulet, E	F	2016	3	0	5	5	
A Mahajan; J Magruder	F	2017	3	0	5	5	
J Magruder; M Gonzalez-Na	F	2018	3	0	0	0	
<i>2 year course totals</i>			0		10	10	

C253 International Economic Development Policy (Cross-listed with Public Policy C253) 25%
Emphasizes development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. Includes African case studies.

Dejanvry, A	F	2016	3	0	24	24	
Dejanvry, A	F	2016	3	0	5	5	
Dejanvry, A	F	2017	3	0	4	4	Section 1
Dejanvry, A	F	2017	3	0	23	23	Section 2, MDP Students only
Dejanvry, A; Wydick W	F	2018	3	0	0	0	Section 2; (X-listed with PUBPOI C253, 2 sections)
Dejanvry, A	F	2018	3	0	0	0	Section 1, (X-listed with Public Policy C253; 2 sections)
<i>2 year course totals</i>			0		56	56	

259 Rural Economic Development Workshop 25-50%
Presentation and criticism of ongoing research by faculty, staff and students, including significant research in Africa

Sadoulet, E	F	2016	1	0	9	9	
Sadoulet, E	S	2017	1	0	9	9	
Sadoulet, E	F	2017	1	0	5	5	
Sadoulet, E	S	2018	1	0	8	8	
Magruder, J	F	2018	1	0	0	0	
<i>2 year course totals</i>			0		31	31	
<i>2 year department total</i>			0		97	97	

Anthropology

2AC Introduction to Archaeology varies
Prehistory and cultural growth. African content varies with instructor and case studies

Sunseri, J	F	2018	4	0	0	0	
<i>2 year course totals</i>			0		0	0	

3 Introduction to Social and Cultural Anthropology 25%
The structure and dynamics of human culture and social institutions. African content varies with instructor.

Staff	M	2016	4	52	2	54	
Holston, J	F	2016	4	478	0	478	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle	
Cohen, L	S	2017	4	446	0	446		
Karl, B	M	2017	4	35	1	36		
Hirschkind, C	F	2017	4	475	0	475		
Cohen, L	S	2018	4	460	0	460		
Staff	M	2018	4	0	0	0		
Staff	F	2018	4	0	0	0		
Staff	S	2019	4	0	0	0		
2 year course totals				1946	3	1949		
<input type="checkbox"/>	R5B	Reading and Composition in Anthropology					varies	
<i>Specific case studies explore the social worlds fashioned through the production, consumption and circulation of media. African content based on instructor's research.</i>								
McIsaac, S	S	2017	4	18	0	18	Writing Africa	
2 year course totals				18	0	18		
<input type="checkbox"/>	C100	Human Paleontology (X-listed with Integrative Biology C185L)					25%	
<i>Early human origins, especially within African continent.</i>								
White, T	S	2017	4	13	0	13		
2 year course totals				13	0	13		
<input type="checkbox"/>	115	Introduction to Medical Anthropology					25-75%	
<i>Cultural, psychological and biological aspects of the definitions, causes, symptoms and treatment of illness. Comparative study of medical systems, practitioners and patients. Africa-content varies with instructor.</i>								
Scheper-Hughes, N	F	2016	4	54	0	54		
2 year course totals				54	0	54		
<input type="checkbox"/>	123A	Old World Prehistory					25%	
<i>Explores human evolution, behavior and culture. Focuses on interconnected transitions in Africa, Europe, the Middle East and Asia.</i>								
Maher, L	S	2018	4	76	0	76		
2 year course totals				76	0	76		
<input type="checkbox"/>	138A	History and Theory of Ethnographic Film					10-40%	
<i>Traces development of ethnographic film, including African examples.</i>								
Fisher, D	F	2016	4	90	1	91		
Fisher, D	F	2017	4	49	0	49		
Fisher, D	F	2018	4	0	0	0		
2 year course totals				139	1	140		
<input type="checkbox"/>	138B	Field Production of Ethnographic Film					25%	
<i>Trains students in methods of ethnographic field film production. Based on the previous coursework in Anthro 138A, students will work toward the production of an ethnographic video from elected project proposals. African content introduced by instructor and students.</i>								
Fisher, D	S	2019	5	0	0	0		
2 year course totals				0	0	0		

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle	
<i>2 year course totals</i>				16	8	24		
<input type="checkbox"/> 15 A	Spoken Arabic							varies
	<i>African content depends on dialect studied.</i>							
Staff	S	2019		0	0	0	Moroccan or Egyptian	
<i>2 year course totals</i>				0	0	0		
<input type="checkbox"/> 020A	Intermediate Arabic							100%
Mohamed, H	F	2016	5	13	1	14		
Bazian, H	F	2016	5	11	0	11		
Elmahdy, E	F	2016	5	12	0	12		
Bazian, H	F	2017	5	17	0	17		
Elmahdy, E	F	2017	5	9	1	10		
Mohamed, H	F	2017	5	12	3	15		
Haitham S. Mohamed	F	2018	5	0	0	0		
Elmahdy, E	F	2018	5	0	0	0		
Bazian, H	F	2018	5	0	0	0		
<i>2 year course totals</i>				74	5	79		
<input type="checkbox"/> 020B	Intermediate Arabic							100%
Staff	S	2017	5	5	0	5		
Bazian, H	S	2017	5	8	2	10		
Mohamed, H	S	2017	5	13	1	14		
Bazian, H	S	2018	5	16	1	17		
Elmahdy, E	S	2018	5	11	0	11		
Khankan, N	S	2018	5	5	1	6		
Staff	S	2019	5	0	0	0		
<i>2 year course totals</i>				58	5	63		
<input type="checkbox"/> 030	Intermediate Arabic							100%
Laymoun, N	M	2016	10	10	2	12		
El-Sherif, M	M	2017	10	7	0	7		
Staff	M	2019	10	0	0	0		
<i>2 year course totals</i>				17	2	19		

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/> 100A	Advanced Arabic						100%
Mohamed, H	F	2016	3	11	3	14	
Elmahdy, E	F	2016	3	7	0	7	
Mohamed, H	F	2017	3	15	2	17	
Elmahdy, E	F	2017	3	15	2	17	
Haitham S. Mohamed	F	2018	3	0	0	0	
<i>2 year course totals</i>				48	7	55	
<input type="checkbox"/> 100B	Advanced Arabic						100%
Mohamed, H	S	2017	3	13	3	16	
Mohamed, H	S	2018	3	11	2	13	
Staff	S	2019	3	0	0	0	
<i>2 year course totals</i>				24	5	29	
<input type="checkbox"/> 111A	Survey of Arabic Literature (in Arabic)						varies
<i>This course is designed primarily for majors and prospective majors in Arabic studies.</i>							
<i>A. The Classical Periods: A literary-historical survey of Arabic literature from pre-Islamic times to the middle of the thirteenth century, with emphasis on the more important achievements of major Arab authors.</i>							
<i>B. The Post-Abbasid and Modern Periods: A literary-historical survey of Arabic literature from the middle of the thirteenth century to the present.</i>							
Diab, A	F	2018	3	0	0	0	Sira: Arabic Self-Narratives
<i>2 year course totals</i>				0	0	0	
<i>2 year department total</i>				543	55	598	

Architecture

<input type="checkbox"/> 100D	Architectural Design IV						varies
<i>Design projects may include architectural precedents, context, landscape and urban issues, envelope, structure, and tectonics in the design of buildings, as well as social, cultural, and technological issues.</i>							
Rael, R	S	2017	5	13	0	13	Vipingo, Kenya - 3D Printed Housing Design (field site)
<i>2 year course totals</i>				13	0	13	
<i>2 year department total</i>				13	0	13	

Art/History Of Art

<input type="checkbox"/> R1B	Reading and Writing about Visual Experience						100%
<i>Content reflects instructor's African expertise.</i>							
Mills, I	F	2016	4	18	0	18	Visual Experience
Mills, I	F	2016	4	19	0	19	Visual Experience
Mills, I	F	2016	4	19	0	19	African Bodies in Film, Art, and Fashion
Mills, I	F	2016	4	18	0	18	Visual Experience
Mills, I	F	2016	4	17	0	17	African Bodies in Film, Art, and Fashion

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content
	Instructor	Term	Year	Units	UG	Grad		
	Mills, I	S	2017	4	18	0	18	Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art
	Mills, I	S	2017	4	18	0	18	Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art
	Mills, I	S	2017	4	17	0	17	Visual Experience
	Mills, I	F	2017	4	18	0	18	Visual Experience
	Mills, I	S	2018	4	17	0	17	Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art
	Mills, I	F	2018	4	0	0	0	Hyenas, Donkeys, and Dirty Diesels: Figures of Social Death in Children's Animation, Folktales, and World Art
	<i>2 year course totals</i>				179	0	179	
<input type="checkbox"/>	190M	Special Topics in Fields of Art History: Global Modernism						100%
	<i>African content varies with instructor. (Mills' course is 100% African content)</i>							
	Mills, I	S	2018	4	20	0	20	African Aesthetics
	<i>2 year course totals</i>				20	0	20	
<input type="checkbox"/>	190T	Transcultural						100%
	<i>Topics explore themes and problems that reflect current research interests of the instructor, and supplement regular curricular offerings.</i>							
	Mills, I	F	2018	4	0	0	0	Contemporary African Art in Transnational Perspective
	<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/>	N190E	Special Topics in the Field of Art History						25%
	<i>Explores mapping practices and mapmaking technologies. Examines European interactions with indigenous visual practices in Africa, Asia and the Americas.</i>							
	Budner, K	M	2018	3	0	0	0	Mapping the Modern World: Cartography in the Age of Discovery, Rediscovery and Invention, 1400-1700
	<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/>	192M	Undergraduate Seminar: Problems in Research and Interpretation: Global Modernism						100%
	<i>Focuses on a particular theme or corpus of art and visual culture from a cross-cultural perspective within a modern context. 100% Africa content with Ivy Mills as instructor.</i>							
	Mills, I	F	2017	4	9	1	10	Undergraduate Seminar: Urban Africa
	Mills, I	S	2019	4	0	0	0	The Aesthetics of African Power: A Black Panther Syllabus
	<i>2 year course totals</i>				9	1	10	
<input type="checkbox"/>	290	Special Topics in Fields of Art History: X-listed with CYPLAN 291						100%
	Mills, I & Acey, C	S	2019	4	0	0	0	Infrastructure Imaginaries: Informal Urbanism, Creativity, and Ecology in Lagos, Nigeria
	<i>2 year course totals</i>				0	0	0	
	<i>2 year department total</i>				208	1	209	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

Business Administration

207 Ethics and Responsible Business Leadership varies

African content introduced by instructor. Sanchez de la Sierra incorporates DR Congo, mining, technology, etc.

Sanchez de la Sierra, R S 2017 1 0 63 63

Sanchez de la Sierra, R S 2017 1 0 61 61

2 year course totals 0 124 124

298AB International Business Development for MBAs 25%

Students develop projects for clients. Enrollments here are just for projects in Africa (e.g. Ghana, Gabon, Madagascar, Rwanda, Tanzania, Senegal, South Africa, etc.)

Raube, K F 2016 2 0 16 16

Raube, K S 2017 2 0 16 0

Raube, K; Shultz, F F 2017 2 0 16 0

Schultz, F S 2018 2 0 16 0

Schultz, F F 2018 2 0 0 0

Schultz, F S 2019 2 0 0 0

2 year course totals 0 64 16

2 year department total 0 188 140

City and Regional Planning

119 Planning for Sustainability 25%

Examines how the concept of sustainable development applies to cities and urban regions. African cases included.

Acey, C F 2016 3 74 0 74

Acey, C F 2017 3 138 1 139

Acey, C F 2018 3 0 0 0

2 year course totals 212 1 213

190 Advanced Topics in Urban Studies varies

Africa content varies with instructor. J Corburn's students work on water and sanitation issues in Mathare Valley, Nairobi. Includes spring break travel to Kenya to collaborate with partners.

Corburn, J S 2017 4 1 0 1

Corburn, J S 2019 4 0 0 0

2 year course totals 1 0 1

197 Field Studies varies

Supervised individual field studies. Africa content varies with student and faculty focus.

Corburn, J F 2017 2 4 0 4

Acey, C F 2017 2 4 0 4

Acey, C F 2018 2 0 0 0

2 year course totals 8 0 8

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/> C256	Healthy Cities (x-listed as PHC233)						25%
<i>Explores common origins of urban planning and public health and urban health inequities in the 21st century. Incorporates African issues and cases, especially from instructor's research.</i>							
Corburn, J	F	2016	3	2	10	12	
Corburn, J	F	2017	3	3	28	31	
Corburn, J	F	2018	3	0	0	0	
2 year course totals				5	38	43	
<input type="checkbox"/> 290	Topics in City and Metropolitan Planning						varies
<i>Africa content varies with instructor.</i>							
Acey, C	F	2017	3	0	6	6	
2 year course totals				0	6	6	
<input type="checkbox"/> 291	Special Projects Studio in Planning (x-listed w/ Art History 290)						100%
<i>Studio on special projects in planning. Faculty and students will travel to Lagos for fieldwork over spring break, 2019</i>							
Acey, C, & Mills, I	S	2019		0	0	0	Infrastructure Imaginaries: Informal Urbanism, Creativity, and Ecology in Lagos, Nigeria
2 year course totals				0	0	0	
2 year department total				226	45	271	

College Writing

<input type="checkbox"/> R1A	Accelerated Reading and Composition						50%
<i>Themes and ideas from pre-colonial Nigeria to post-colonial Caribbean moving onto the "neo-colonial" New World.</i>							
Nanda, A	S	2018	6	14	0	14	Literatures of the African Diaspora
Nanda, A	F	2018	6	0	0	0	Literatures of the African Diaspora
Nanda, A	S	2019	6	0	0	0	Literatures of the African Diaspora
2 year course totals				14	0	14	
<input type="checkbox"/> 5C	Film						50%
<i>Summer English Language Studies. Content varies by instructor. Ivy Mills includes</i>							
Mills, I	M	2016	3	13	0	13	
2 year course totals				13	0	13	
2 year department total				27	0	27	

Comparative Literature

<input type="checkbox"/> R1A	English Composition in Connection with the Reading of World Literature						varies
<i>Includes plays and/or short stories from South Africa, Liberia. (Africa content varies w/ instructor)</i>							
Scholl, C	F	2017	4	35	0	35	
Mezur, K M	S	2018	4	21	0	21	Playing War: Performance, Film, Animation, and New Media in Militarized Cultures
2 year course totals				56	0	56	
2 year department total				56	0	56	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor Term Year Units UG Grad All Course subtitle

Demography

C126 Population Issues (x-listed with Sociology C126) 25%
Introduces population issues and field of demography. Topics include demographic transition, resource issues, economic development, the environment, population control, family planning, birth control, family and gender, aging, intergenerational transfers, and international migration. Africa-content included and reflects instructor's expertise and research

Johnson-Hanks, J	F	2016	4	29	5	34	Social Consequences of Population Dynamics
Johnson-Hanks, J	F	2017	4	40	0	40	Social Consequences of Population Dynamics
Johnson-Hanks, J	F	2018	4	0	0	0	Sex, Death, and Data

2 year course totals 69 5 74

C175 Economic Demography 25%

Staff	S	2017	3	31	4	35	
Goldstein, J., Langer, E	S	2018	3	52	3	55	

2 year course totals 83 7 90

220 Graduate Seminar in Human Fertility 30%
Focused on 20th-century theories about reproductive rates, and particularly theories of why and when birth rates decline. Extensive use of African data.

Johnson-Hanks, J	S	2018	4		4	4	
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2 year course totals 4 4

2 year department total 152 16 168

Development Engineering

C200 Design, Evaluate, and Scale Development Technologies (x-listed w/ MecEng C200) 25%
Via projects and case studies, student teams define the problem and work with potential users to design a solution. Includes African-focused projects - ICT, solar power, cookstoves, etc.

Gadgil, A	F	2016	3	0	15	15	
Gadgil, A	F	2019	3	0	0	0	

2 year course totals 0 15 15

210 Development Engineering Research and Practice Seminar varies
Integrates engineering, economics, business, natural resource development and social sciences to develop, implement, and evaluate new technological interventions that address the needs of people living in poverty in developing regions. Focuses on work-in-progress presentations by the students, including those with Africa-based projects.

Agogino, A	S	2017	2		8	8	
Agogino, A	S	2018	2	0	13	13	

2 year course totals 0 21 21

21 Global Poverty: Challenges and Hopes in the New Millennium 30%
Provides a rigorous understanding of 20th century development and thus 21st century poverty alleviation, including African experiences.

TBD	S	2019	4	0	0	0	
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2 year course totals 0 0 0

2 year department total 0 36 36

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor Term Year Units UG Grad All Course subtitle

Development Practice

C221 Climate, Energy and Development (Cross-listed with Public Policy C221 and Energy and Resources Group C221) 25%

Examines the role of energy science, technology, and policy in international development. African cases included

Roland-Holst, D	F	2016	3	0	20	20
Roland-Holst, D	F	2017	3	0	20	20
Roland-Holst, D	F	2018	3	0	0	0

2 year course totals 0 40 40

222 Economics of Sustainable Resource Development 25%

Includes African case studies

Zilberman, D	F	2016	3		24	24
Zilberman & Roland-Holst	F	2017	3	0	28	28
Staff	F	2018	3	0	0	0

2 year course totals 0 52 52

225 Innovation, Product Development, and Marketing 25%

Focus is on developing countries and alternative knowledge and innovation systems. African cases studied.

Danner, J	S	2017	3	0	15	15
Danner, J & Scharffenberger	S	2018	3	1	14	15
Scharffenberger, G	S	2019	3	0	0	0

2 year course totals 1 29 30

227 Principles of Natural Resource Management 25%

Addresses sustainability, agriculture, biodiversity, water, air, etc. in developing context. African cases covered.

Getz, W	S	2017	2	0	15	15
Gillless, J K	S	2018	2	1	20	21
Staff	S	2019	2	0	0	0

2 year course totals 1 35 36

228 Strategic Planning Project Management 25%

Interdisciplinary introduction via portfolio of models, tools, and techniques drawn from the private, nonprofit, and public sectors. African cases included.

Scharffenberger, G	F	2016	3	0	25	25
Scharffenberger, G	F	2017	3	0	27	27
Scharffenberger, G	F	2018	3	0	0	0

2 year course totals 0 52 52

233 Law, Politics and Policymaking 25%

Explores mechanisms of politics, political economy, and policymaking delving into fundamentals of business, as well as environmental, international, and human rights law in the context of development. Extensive use of African cases.

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content	
	Instructor	Term	Year	Units	UG	Grad			All
	Fox, M	S	2017	3	0	30	30		
	Popovic, N & Saavedra, M	S	2018	3	0	32	32		
	Popovic, N & Saavedra, M	S	2019	3	0	0	0		
<i>2 year course totals</i>					0	62	62		
<input type="checkbox"/>	237	Leadership, Conflict Resolution, and Community Development					25%		
	<i>Considers communal natural resource management, leadership and conflict resolution in development in a global context. Includes African cases.</i>								
	Ray, I	S	2017	3	0	23	23		
	Ray, I	S	2018	3	0	30	30		
	Staff	S	2019	3	0	0	0		
<i>2 year course totals</i>					0	53	53		
<input type="checkbox"/>	239	Multidisciplinary Seminar					25%		
	<i>Master of Development Practice students interact with a diverse group of invited guest speakers, including academics and practitioners, including Africanists.</i>								
	Scharffenberger, G	F	2016	2	0	24	24	Section 1	
	Scharffenberger, G	F	2016	2	0	24	24	Section 2	
	Scharffenberger, G	S	2017	2	0	24	24	Section 1	
	Scharffenberger, G	S	2017	2	0	24	24	Section 2	
	Scharffenberger, G	F	2017	2	0	49	49		
	Scharffenberger, G	S	2018	2	0	49	49		
	Scharffenberger, G	F	2018	2	0	0	0		
<i>2 year course totals</i>					0	194	194		
<input type="checkbox"/>	295	Implementation and Assessment of Internationally-Funded Development Projects					25-50%		
	<i>African cases studied.</i>								
	Galletti, M P	F	2016	1	0	21	21		
<i>2 year course totals</i>					0	21	21		
<input type="checkbox"/>	296	Innovative Finance for Development					varies		
	<i>African cases studied.</i>								
	Yago, G H	S	2017	1	0	12	12		
<i>2 year course totals</i>					0	12	12		
<input type="checkbox"/>	299	Supervised Independent Study					varies		
	<i>African cases studied.</i>								
	Zilberman, D	S	2017	4	0	14	14		
<i>2 year course totals</i>					0	14	14		
<i>2 year department total</i>					2	564	566		

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

Development Studies

C10 Introduction to Development (Cross-listed with Geography C32) 25-50%

Draws on examples and theories developed from the African experience. (Will be folded into Global Studies 10)

Watts, M S 2017 4 119 0 119

Watts, M F 2017 4 57 0 57

2 year course totals 176 0 176

C100 History of Development and Underdevelopment (Cross-listed with Geography C112) 25%

Draws on examples and theories developed from the African experience. (Will be folded into Global Studies 100)

Hart, G P S 2017 4 105 0 105

Hart, G P S 2018 4 64 0 64

2 year course totals 169 0 169

150 Advanced Studies of Development 25-75%

Advanced multidisciplinary research in current issues and topics in international and area studies. African content varies with instructor.

Talwalker, C F 2016 4 9 0 9

Page, T F 2016 4 13 0 13

2 year course totals 22 0 22

198 Directed Group Studies varies

African content varies with instructor.

Watts, M S 2017 2 5 0 5

2 year course totals 5 0 5

2 year department total 372 0 372

Economics

C171 Economic Development (Cross-listed with Environmental Economics and Policy C151 section 1) 25%

Mahajan, A F 2016 4 94 0 94

Faber, B S 2017 4 29 0 29

Mahajan, A F 2017 4 133 0 133

Gonzalez-Navarro, M F 2018 4 0 0 0

2 year course totals 256 0 256

172 Case Studies in African Economic Development (Issues in African Economic Development) 100%

Miguel, E S 2017 4 96 0 96

Miguel, E S 2018 4 86 0 86

Miguel, E S 2019 4 0 0 0

2 year course totals 182 0 182

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

174 Global Poverty and Impact Evaluation 25-75%
Explores tools for rigorously measuring impact of development programs. Weekly case studies of field research, including significant African examples, covers impact evaluation theory and methods.

Anand, S	S	2017	4	40	0	40
Anand, S	F	2017	4	55	1	56
Finan, F	S	2018	4	45	2	47
Staff	S	2019	4	0	0	0
2 year course totals				140	3	143

270B Development Economics 25%
Problems of underdevelopment and poverty, policy issues, and development strategies.

Miguel, E	S	2017	3	0	17	17
Miguel, E	S	2017	3	0	17	17
Miguel, E	S	2018	3	2	22	24
Miguel, E	S	2018	3	2	22	24
Miguel, E	S	2019	3	0	0	0
Staff	S	2019	3	0	0	0
2 year course totals				4	78	82

270C Development Economics 25%
Basic macro-policy planning with investment project analysis for developing economies.

Faber,B/Rodriguez-Clare, A	S	2017	3	0	12	12
Staff	S	2019	3	0	0	0
2 year course totals				0	12	12

C270A Microeconomics of Development (Cross-listed with Agricultural and Resource Economics 25%
C251 section 1)
Problems of underdevelopment and poverty, policy issues, and development strategies.

Sadoulet, E	F	2016	3	0	9	9
A Mahajan; J Magruder	F	2017	3	0	12	12
Magruder J, Gonzalez-Navar	F	2018	3	0	0	0
2 year course totals				0	21	21

271 Seminar in Economic Development and Planning 30-40%
Problems of underdevelopment and poverty, policy issues, and development strategy.

Miguel, E	F	2016	3	0	13	13
Faber, B	S	2017	3	0	18	18
Miguel, E	F	2017	3	0	18	18
Anand, S	S	2018	3		20	20

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Miguel, E	F	2018	3	0	0	0	
Staff	S	2019	3	0	0	0	
<i>2 year course totals</i>				0	69	69	
<input type="checkbox"/>	291	Departmental Seminar					varies
<i>Africa content varies by instructor and speakers.</i>							
Miguel, E	S	2017	1		4	4	
<i>2 year course totals</i>					4	4	
<i>2 year department total</i>				582	187	769	

Education

<input type="checkbox"/>	W142	Education in a Global World					25%
<i>What is globalization? What are the implications of living in a "global world" for education? How can education be used as a tool to promote global social justice and prosperity? Includes African case studies.</i>							
Murphy-Graham, E	S	2017	3	26	0	26	
Murphy-Graham, E	M	2017	3	64	1	65	
Murphy-Graham, E	F	2017	3	52	1	53	
Murphy-Graham, E	F	2018	3	0	0	0	
<i>2 year course totals</i>				142	2	144	
<input type="checkbox"/>	C148	Education and International Development (x-listed with IAS C1481 and GS128)					25%
<i>Comprehensive overview of international development education. Emphasizes three core themes: 1) the purpose of education; 2) how contemporary development policy conceptualizes education; 3) education as a tool for social transformation.</i>							
Murphy-Graham, E	F	2016	4	30	3	33	
Murphy-Graham, E	S	2018	4	34	3	37	
Murphy-Graham, E	S	2019	4	0	0	0	
<i>2 year course totals</i>				64	6	70	
<i>2 year department total</i>				206	8	214	

Energy and Resources Group

<input type="checkbox"/>	C100	Energy and Society (Cross-listed with Public Policy C184)					25%
<i>Introduction to the technology, politics, economics, and environmental effects of energy in contemporary society. Includes African examples and material.</i>							
Kammen, D M	F	2016	4	108	0	108	
Kammen, D M	F	2017	4	119	0	119	
Kammen, D M	F	2018	4	0	0	0	
<i>2 year course totals</i>				227	0	227	
<input type="checkbox"/>	102	Quantitative Aspects of Global Environmental Problems					varies
<i>Transport and fate of persistent pollutants, impact of human activities on climate, acid precipitation and other interventions in biogeochemical cycles, environmental consequences of nuclear war. African cases included.</i>							
Harte, J	S	2017	4	74	13	87	

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Kueppers, L	S	2018	4	73	14	87	
	S	2019	4	0	0	0	
<i>2 year course totals</i>				147	27	174	

C200 Energy and Society (Cross-listed with Public Policy C284) 10-25%

Introduction to the technology, politics, economics, and environmental effects of energy in contemporary society. Includes African examples and material.

Kammen, D M	F	2016	4	0	23	23
Kammen, D M	F	2017	4	0	31	31
Kammen, D M	F	2018	4	0	0	0
<i>2 year course totals</i>				0	54	54

C221 Climate, Energy and Development (Cross-listed with Dev Practice C221 and Pub Pol C221) 25%

Examines the role of energy science, technology, and policy in international development. African cases included.

Roland-Holst, D	F	2016	3	0	2	2
Roland-Holst, D	F	2017	3	0	1	1
Roland-Holst, D	F	2018	3	0	0	0
<i>2 year course totals</i>				0	3	3

C283 Information and Communications Technology For Development (x-listed w/ Info C283) 40%

Reviews current literature and debates. An interdisciplinary and practice-oriented course, it draws on insights from economics, sociology, engineering, computer science, management, public health, etc.

Ramachandran, D	S	2017	3	3	8	11
Staff	S	2019	3	0	0	0
<i>2 year course totals</i>				3	8	11
<i>2 year department total</i>				377	92	469

Engineering

157AC Engineering, the Environment, and Society (X-listed with IAS 157AC) 25%

African case studies included.

Kadir, K	S	2017	4	51	0	51
Kadir, K	S	2018	4	47	1	48
Kadir, K	S	2019	4	0	0	0
<i>2 year course totals</i>				98	1	99
<i>2 year department total</i>				98	1	99

English

R1B Reading and Composition varies

2017 course explored debates in Higher Education in the US and South Africa (#FeesMustFall, #RhodesMustFall). Students read JM Coetzee and A Mbembe among others.

Greer, E E	F	2017	4	18	0	18	The Cultural Lives of Higher Education
<i>2 year course totals</i>				18	0	18	

Department

T6\$? Course Number and Title		16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/>	125D	The 20th Century Novel					25%
<i>Focuses on themes of history, modernism, and empire. Achebe's Things Fall Apart is one of four novels intensely studied in the class.</i>							
Jones, D V	F	2016	4	46	0	46	
Jones, D V	M	2017	4	27	0	27	
Jones, D V	F	2017	4	40	0	40	
Jones, D V	M	2018	4	0	0	0	
Jones, D V	F	2018	4	0	0	0	
2 year course totals				113	0	113	
<input type="checkbox"/>	138	Third World Literature					varies
<i>African content varies by instructor and texts.</i>							
Saha, P	S	2018	4	45	0	45	Orphans, Feral Children, Runaways -- Strange Childhood in World Literature
2 year course totals				45	0	45	
<input type="checkbox"/>	139	The Cultures of English					varies
<i>African content varies by instructor, topics and texts.</i>							
Janmohamed, Abdul R	S	2017	4	26	0	26	
2 year course totals				26	0	26	
<input type="checkbox"/>	165	Special Topics					25%
<i>Topic Vary By Semester. 25% of books in 'Neo-Slave Narratives' have explicit Africa-focus.</i>							
Janmohamed, Abdul R	S	2018	4	12	0	12	Neo-Slave Narratives
2 year course totals				12	0	12	
<input type="checkbox"/>	166	Special Topics					25%
<i>Include fictions that issue out of and/or purport to describe the African, the Caribbean, and the African-American experience.</i>							
Serpell, C N	F	2017	0	30	0	30	Black Science Fiction
2 year course totals				30	0	30	
<input type="checkbox"/>	173	The Language and Literature of Films					25%
<i>Examines films on the nature and structure of Western colonialism and postcolonialism and the struggle between imperial ideology and indigenous resistance. Includes African films and novels.</i>							
Janmohamed, Abdul R	S	2018	4	22	0	22	(Post)colonial Film
2 year course totals				22	0	22	
<input type="checkbox"/>	180Z	Science Fiction					varies
<i>Study of speculative fiction (or science fiction) as a genre. Topics may vary from semester to semester. Focus may be historical or thematic. Often includes African science fiction.</i>							
Jones, D V	S	2017	4	57	0	57	
Jones, D V	M	2017	4	26	0	26	
	S	2019	4	0	0	0	
2 year course totals				83	0	83	
2 year department total				349	0	349	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

Environmental Economics and Policy

C151 Economic Development (Cross-listed with Economics C171 section 1) **varies**

Problems of underdevelopment and poverty, policy issues, and development strategy

Mahajan, A	F	2016	4	94	0	94
Mahajan, A	F	2016	4	80	0	80
Faber, B	S	2017	4	20	0	20
Roland-Holst, D	F	2017	4	88	0	88
Gonzalez-Navarro, M	F	2018	4	0	0	0

2 year course totals 282 0 282

152 Advanced Topics in Development and International Trade **25-50%**

Uses cases studies from Africa

Magruder, J	F	2016	3	33	0	33
Gonzalez-Navarro, M	S	2018	3	88	0	88
Staff	S	2019	3	0	0	0

2 year course totals 121 0 121

2 year department total 403 0 403

Environmental Science Policy and Management

114 Wildlife Ecology **25%**

Includes case studies from Ghana, Tanzania, Cameroon, etc. reflecting research of instructor and lab affiliates.

Brashares, J	S	2017	3	163	0	163
Brashares, J	S	2018	3	136	2	138
Brashares, J	S	2019	3	0	0	0

2 year course totals 299 2 301

165 International Rural Development Policy **50%**

Comparative analysis of policy systems governing natural resource development in the rural Third World. Includes issues of agricultural and mineral development, rural hunger, resource availability, technology, and patterns of international aid. Examples especially from the Horn of Africa

Carr, C J	F	2016	4	50	0	50
Carr, C J	S	2017	4	48	0	48
Carr, C J	S	2018	4	50	0	50
Carr, C J	S	2019	4	0	0	0

2 year course totals 148 0 148

C167 Environmental Health and Development (x-listed w/ Pub Hlth C160) **40%**

Examines influence of technologies and other human activities on the patterns of infectious diseases.. cholera, bubonic plague and smallpox; tuberculosis, malaria and HIV; Ebola, vCJD; industrial chemicals & cancers. Also impact of war.

Morello-Frosch, R	S	2017	4	140	1	141
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Department

T6\$? Instructor	Course Number and Title	Term	Year	16/17, 17/18 Enrollment			Course subtitle	Content
				Units	UG	Grad		
Morello-Frosch, R		S	2018	4	111	0	111	
TBD		M	2018	4	0	0	0	(Summer Session D, July-Aug)
Staff		S	2019	4	0	0	0	
2 year course totals					251	1	252	
<input type="checkbox"/>	260 Governance of Global Production							varies
<i>This course explores critical policy and theoretical questions in the governance of global production. Africa content varies with cases and industries studied.</i>								
O'Rourke, Dara		S	2018	3	0	13	13	
Staff		S	2019	3	0	0	0	
2 year course totals					0	13	13	
2 year department total					698	16	714	

Film and Media

<input type="checkbox"/>	R1A Writing-Film Focus							50%
<i>African content included based on instructor's selections.</i>								
Blaylock, J		F	2017	4	33	0	33	
2 year course totals					33	0	33	
2 year department total					33	0	33	

French

<input type="checkbox"/>	103B Language and Culture							varies
<i>Dans ce cours, nous analyserons la manière dont des penseurs, cinéastes et écrivains du vingtième siècle ont pris parti pour ou contre la formation d'un empire colonial français et de l'indépendance des pays colonisés.</i>								
Tlatli, T		S	2018	4	17	0	17	Littérature, cinéma et colonialisme
2 year course totals					17	0	17	
<input type="checkbox"/>	141 French Studies in an International Context							varies
<i>Examines themes from French literary, intellectual, or cultural history in its interrelation with non-French texts and contexts. African content varies with instructor and texts.</i>								
Sanyal, D		S	2018	4	30	0	30	
2 year course totals					30	0	30	
<input type="checkbox"/>	151B Francophone Literature: Francophone Africa							35%
Tlatli, T		S	2017	4	7	0	7	
2 year course totals					7	0	7	
<input type="checkbox"/>	183A Configurations of Crisis							varies
<i>Impact of the Algerian war on France</i>								
Tlatli, T		S	2018	4	16	0	16	L'impact de la guerre d'Algérie dans la France contemporaine
2 year course totals					16	0	16	
<input type="checkbox"/>	185 Literature and Colonialism							25-50%
<i>Examines literature developed in France at the height of the colonial era. The themes of travel, neo-civilisation, the reaction of European countries to the discovery of Africa.</i>								

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment						Content	
	Instructor	Term	Year	Units	UG	Grad		All
	Tlatli, T	F	2016	4	7	0	7	
	<i>2 year course totals</i>				7	0	7	
<input type="checkbox"/> 251	Francophone Literature						50%	
	<i>Relationship between oral and written cultures in Francophone Africa and the Caribbean.</i>							
	Tlatli, T	S	2017	4	0	3	3	Le Colonialisme - Objet philisophique et littéraire
	Tlatli, T	F	2017	4	0	5	5	
	Britto, K	S	2018	4	0	6	6	
	<i>2 year course totals</i>				0	14	14	
	<i>2 year department total</i>				77	14	91	

Geography

004 **World Peoples and Cultural Environments** **10-25%**

Historical and contemporary cultural-environmental patterns. The development and spread of cultural adaptations, human use of resources, transformation and creation of human environments.

Staff	M	2016	3	17	1	18	
Staff	M	2017	3	25	0	25	
Marston, AJ	M	2018	3	0	0	0	
	<i>2 year course totals</i>				42	1	43

010 **World Regions, Peoples, and States** **25%**

Provides a framework for recognizing and analyzing the major distinctive regions of the world in comparative context. Explores interrelations between environment, economy, ethnicity, and the national identity and viability of states

Kosek, J G	F	2016	4	313	0	313	
Kosek, J G	F	2017	4	300	0	300	
	F	2018	4	0	0	0	
	<i>2 year course totals</i>				613	0	613

20 **Globalization** **25%**

Explores instability in geographical patterns of employment, production, and consumption in the contemporary world; consequences of NAFTA, the EU, and post-colonial migration flows. African cases included.

Chari, S	S	2018	4	230	0	230	
Staff	S	2019	4	0	0	0	
	<i>2 year course totals</i>				230	0	230

N20 **Globalization** **25%**

Explores instability in geographical patterns of employment, production, and consumption in the contemporary world; consequences of NAFTA, the EU, and post-colonial migration flows. African cases included.

Staff	M	2016	4	64	7	71	
Tiberio, A	M	2018	4	0	0	0	
	<i>2 year course totals</i>				64	7	71

24 **Freshman Seminar** **25%**

African content varies with instructor. Watts draws on significant African material and cases.

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content		
		Instructor	Term	Year	Units	UG		Grad	All
		Watts, M	F	2017	1	14	0	14	What Does It Mean to be Modern?
		<i>2 year course totals</i>				14	0	14	
<input type="checkbox"/>	C32	Introduction to Development (Cross-listed with Development Studies C10 section 1)							25%
		<i>Includes extensive material on African experience.</i>							
		Watts, M	S	2017	4	24	0	24	
		Watts, M	F	2017	4	28	0	28	
		Watts, M	F	2018	4	0	0	0	
		<i>2 year course totals</i>				52	0	52	
<input type="checkbox"/>	98	Directed Group Study							100%
		<i>Includes African cases and draws on instructor's research.</i>							
		Watts, M	S	2017	1	1	0	1	
		<i>2 year course totals</i>				1	0	1	
<input type="checkbox"/>	C112	History of Development and Underdevelopment (cross-listed with IAS/Development Studies C100 and Global Studies 100D)							25%
		<i>Draws on examples and theories developed from the African experience.</i>							
		Hart, G P	S	2017	4	24	3	27	
		Hart, G P	S	2018	4	36	0	36	
		Hart, G P	S	2018	4	52	0	52	
		<i>2 year course totals</i>				112	3	115	
<input type="checkbox"/>	130	Food and the Environment							25-50%
		<i>Considers the role of natural resources in the world economy, national development and human welfare focusing on the Third World. Examines origins of scarcity and abundance, population growth and migration, hunger and poverty. African content varies with instructor.</i>							
		Sayre, N F	S	2017	3	232	0	232	
		Figueroa, M	M	2017	3	25	0	25	
		Sayre, N F	S	2018	3	226	0	226	
		Eckhouse, JG	M	2018	3	0	0	0	
		Staff	S	2019	3	0	0	0	
		<i>2 year course totals</i>				483	0	483	
<input type="checkbox"/>	170	Special Topics in Geography							25-50%
		<i>Post-Colonial Geographies</i>							
		Chari, S	F	2017	3	22	0	22	
		Laudati, A	F	2017	3	28	0	28	Conflict and Violence in Africa
		Laudati, A	S	2018	3	20	1	21	Conflict and Violence in Africa
		Staff	S	2019	3	0	0	0	
		<i>2 year course totals</i>				70	1	71	

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Course subtitle	Content
		Instructor	Term	Year	Units	UG		
<input type="checkbox"/>	200B Geographic Thought							25-50%
	<i>Includes African cases and draws on instructor's research.</i>							
	Watts, M	S	2017	4	0	7	7	
	Chari, S	S	2018	4	0	10	10	
	2 year course totals				0	17	17	
<input type="checkbox"/>	215 Seminar in Comparative International Development							25%
	<i>Includes African cases</i>							
	Hsing, Y T	S	2017	4	0	4	4	
	2 year course totals				0	4	4	
	2 year department total				1681	33	1714	

Global Poverty and Practice

<input type="checkbox"/>	105 The Ethics, Methods, and Pragmatics of Global Practice							varies
	<i>African content varies with instructor and students' research.</i>							
	Talwalker, C	F	2016	4	13	0	13	
	Kadir, K	S	2017	4	25	0	25	
	Talwalker, C	S	2017	4	19	0	19	
	Talwalker, C	S	2017	4	16	0	16	
	Talwalker, C	F	2017	4	16	0	16	
	Talwalker, C	S	2018	4	19	0	19	
	Talwalker, C	S	2018	4	19	0	19	
	Kadir, K	S	2018	4	33	0	33	
	Talwalker, C	F	2018	4	0	0	0	
	Staff	S	2019	4	0	0	0	
	2 year course totals				160	0	160	
<input type="checkbox"/>	115 Global Poverty and Practice: Challenges and Hopes in the New Millenium							25%
	<i>Provides rigorous understanding of 20th century development and thus 21st century poverty alleviation. Examines popular ideas, institutional framework, and the social and political mobilizations addressing poverty.</i>							
	Haskaj, F	F	2016	4	319	0	319	
	Haskaj, F	F	2017	4	335	1	336	
	Haskaj, F	F	2018	4	0	0	0	
	2 year course totals				654	1	655	
<input type="checkbox"/>	196 Global Poverty and Practice Capstone Course							25%
	<i>A forum to reflect on the Practice Experience component, which for many students will have taken place in an African country, of the Global Poverty and Practice minor. Students will also explore academic and professional post-graduation options.</i>							
	Kadir, K	F	2016	3	17	0	17	

Department

T6\$? Instructor	Course Number and Title	Term	Year	16/17, 17/18 Enrollment			Course subtitle	Content
				Units	UG	Grad		
Lucas, C		F	2016	3	16	0	16	
Kadir, K		F	2016	3	18	0	18	
Lucas, C		F	2016	3	14	0	14	
Lucas, C		S	2017	3	13	0	13	
Lucas, C		F	2017	3	5	0	5	
Kadir, K		F	2017	3	20	0	20	
Kadir, K		F	2017	3	18	0	18	
Kadir, K		S	2018	3	19	0	19	
Lucas, C		F	2018	3	0	0	0	Section 1
Kadir, K		F	2018	3	0	0	0	Section2
Kadir, K		F	2018	3	0	0	0	Section 3
Staff		S	2019	3	0	0	0	
<i>2 year course totals</i>					140	0	140	
<i>2 year department total</i>					954	1	955	

Global Studies

10A Introduction to Global Studies **25%**

African case studies included.

Watts, M	F	2017	4	58		58
Zook, D	S	2018	4	164		164
Watts, M	F	2018	4	0	0	0
<i>2 year course totals</i>				222	0	222

10B Critical Issues in Global Studies **varies**

Student engage with global studies through the lens of the humanities. African content varies by instructor and course material.

Pirillo, D	S	2018	3	31		31	
Talwalker, C	F	2018	3	0	0	0	Cultures and Capitalisms
Zook, D	F	2018	3	0	0	0	Food, Drink, Culture, Politics
Staff	S	2019	3	0	0	0	
<i>2 year course totals</i>				31	0	31	

100D Global Development: Theory, History, Geography **25%**

Students to assess the multiple, nonlinear, and interconnected paths of change in Africa, Asia, Latin America, and the Middle East.

Hart, G P	S	2018	4	52	0	52
Hart, G P	S	2019	4	0	0	0
<i>2 year course totals</i>				52	0	52

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content
	Instructor	Term	Year	Units	UG	Grad		
<input type="checkbox"/>	100P	Approach to Peace and Conflict Studies						25%
		<i>African case studies included.</i>						
	Randhawa, K B	S	2018	4	25	0	25	
	Randhawa, K B	F	2018	4	0	0	0	
			2 year course totals	25	0	25		
<input type="checkbox"/>	100S	Global Societies						25%
		<i>African case studies included.</i>						
	Ballenger, S	S	2017	4	21	0	21	
	Ballenger, S	S	2018	4	35	0	35	
		S	2019	4	0	0	0	
			2 year course totals	56	0	56		
<input type="checkbox"/>	102	Critical Thinking in Global Studies						25%
		<i>Methods and ethics class. African case studies included.</i>						
	Bartu, P	S	2018	4	10	0	10	
	Ballenger, Bartu, Page	F	2018	4	0	0	0	3 Sections
	Staff	S	2019	4	0	0	0	multiple sections
			2 year course totals	10	0	10		
<input type="checkbox"/>	110K	Africa in Global Context						100%
	Travaglianti, M	S	2017	3	11	0	11	
	Travaglianti, M & Saavedra, M	S	2018	3	22	1	23	
	Travaglianti, M	S	2019	3	0	0	0	
			2 year course totals	33	1	34		
<input type="checkbox"/>	C128	Education and International Development (x-listed w/ Educ C148)						25%
		<i>African case studies included. (Was IAS C148)</i>						
	Murphy-Graham, E	S	2018	4	20	0	20	
	Murphy-Graham, E	S	2019	4	0	0	0	
			2 year course totals	20	0	20		
<input type="checkbox"/>	133	International Conflict						25%
		<i>African case studies included.</i>						
	Randhawa, K B	S	2018	3	26	0	26	
			2 year course totals	26	0	26		
<input type="checkbox"/>	140	Special Topics in Global Societies and Cultures						varies
		<i>Africa content varies with instructor and texts. Fall 2018 compares the development of Christian sacred kingship in Western Europe with the influence of Islam on ideas and practices of rulership in several African kingdoms. (x-listed with History 100U.)</i>						

Department

T6\$? Course Number and Title		16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Miller, M	F	2018	4	0	0	0	Medieval Sacred Kingship: Embodied Power and the Divine in Europe and Africa c. 500-1500
<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/>	154	Special Topics: Global Middle East					30%
<i>Examines the Arab Spring in North Africa and the Middle East</i>							
Monshipouri, M	M	2017	4	5	1	6	The Middle East and North Africa After the Arab Spring
Bartu, P	S	2018	4	34	1	35	Political Transistion in Middle East and North Africa
<i>2 year course totals</i>				39	2	41	
<input type="checkbox"/>	173	International Human Rights					vareis
<i>Addresses issues in international human rights law; approach will be both thematic and comparative. African cases studied. (Previously was Peace and Conflict Studies 126)</i>							
Zook, D	F	2017	4	37	0	37	
Zook, D	F	2018	4	0	0	0	
<i>2 year course totals</i>				37	0	37	
<input type="checkbox"/>	210	MA Seminar for Global Studies					varies
<i>Reading seminar, required of all MA students in Global Studies.</i>							
Beecher D	F	2018	4	0	0	0	
<i>2 year course totals</i>				0	0	0	
<i>2 year department total</i>				551	3	554	

Health and Medical Sciences

<input type="checkbox"/>	265	Epidemiology/Reproductive Health/Evaluation Research Thesis Working Group					varies
<i>Provides Joint-Medical Program students a supportive small group student-centered environment in which to discuss their research with other students. African content emerges from student research and faculy advising.</i>							
Prata, N	S	2017	4	0	4	4	
<i>2 year course totals</i>				0	4	4	
<i>2 year department total</i>				0	4	4	

History

<input type="checkbox"/>	10	African History					100%
Hall, B	F	2017	4	38	0	38	
Hall, B	F	2018	4	0	0	0	
<i>2 year course totals</i>				38	0	38	
<input type="checkbox"/>	24	Freshman Seminar					100%
Kanogo, T	F	2016	1	17	0	17	Mau Mau: Liberation War in Colonial Kenya, 1952-1955
Kanogo, T	S	2017	1	9	0	9	Endangered Children and Youth in Contemporary Africa
Kanogo, T	F	2017	1	14	0	14	Endangered Children and Youth in Contemporary Africa: Documentaries

Department

T6\$? Instructor	Course Number and Title	Term	Year	16/17, 17/18 Enrollment			Course subtitle	Content
				Units	UG	Grad		
Kanogo, T		S	2018	1	10	0	10	Endangered Children and Youth in Contemporary Africa: Documentaries
Kanogo, T		S	2019	1	0	0	0	Endangered Children and Youth in Contemporary Africa: Documentaries
<i>2 year course totals</i>				50	0	0	50	
<input type="checkbox"/>	100U Special Topics in Comparative History							varies
<i>Fall 2018: Compares the development of Christian sacred kingship in Western Europe with the influence of Islam on ideas and practices of rulership in several African kingdoms. (x-listed with Global Studies 140)</i>								
Miller, M		F	2018	4	0	0	0	Medieval Sacred Kingship: Embodied Power and the Divine in Europe and Africa c. 500-1500
<i>2 year course totals</i>				0	0	0	0	
<input type="checkbox"/>	101 Seminar in Historical Research and Writing for History Majors							25-50%
<i>Guides work on individual research projects. African content varies with instructor and student research.</i>								
Emerson, M		S	2018	5	5	0	5	Research Topics on the History of Atlantic Societies, 1400-1900
<i>2 year course totals</i>				5	0	0	5	
<input type="checkbox"/>	103H Proseminar: Africa							100%
Hall, B		F	2017	4	38	0	38	Making Muslim Africa
Staff		S	2019	4	0	0	0	
<i>2 year course totals</i>				38	0	0	38	
<input type="checkbox"/>	103U Problems in Interpretation in the Several Fields of History: Studies in Comparative History							25%
<i>The geographic scope will be global, with case studies drawn from Europe, Asia, Africa, and Latin America.</i>								
Astourian, S		S	2017	4	9	0	9	
Skiba, L		S	2018	4	11	0	11	Refugee Law, Policy, and Experience
Staff		S	2019	4	0	0	0	
<i>2 year course totals</i>				20	0	0	20	
<input type="checkbox"/>	112B Modern South Africa, 1652-Present							100%
Kanogo, T		F	2017	4	26	0	26	
Kanogo, T		S	2019	4	0	0	0	
<i>2 year course totals</i>				26	0	0	26	
<input type="checkbox"/>	112C Colonialism and Nationalism in Africa							100%
Kanogo, T		S	2017	4	35	0	35	
<i>2 year course totals</i>				35	0	0	35	
<input type="checkbox"/>	280E Advanced Studies: Sources/General Literature: Latin America							25%
<i>History of the Atlantic world, c. 1400-1888. Explores linked histories between and among the various "Atlantic worlds" from Europe to West Africa to North and South America and the Caribbean. Topics include empires and states; war, trade, and slavery; maritime history; capitalism and Atlantic economies; environmental history; migration, identity, and diaspora; cultural encounter and religion; the interrelated histories of gender, sexuality, and race; and revolt, rebellion, and revolution.</i>								

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment						Course subtitle	Content
	Instructor	Term	Year	Units	UG	Grad		
Schneider, E	S	2018	4	0	11	11	The Atlantic World	
<i>2 year course totals</i>				0	11	11		
<input type="checkbox"/> 280H	Advanced Studies: Sources/General Literature: Africa						100%	
Kanogo, T	F	2016	4	0	2	2		
Kanogo, T	S	2017	4	0	2	2		
Kanogo, T	F	2017	4	0	3	3	Visions of Africa: Inventing and Documenting a Continent	
Kanogo, T	S	2018	4	0	2	2		
Hall, B	F	2018	4	0	0	0	Innovative Approaches in African History: The last 10 years	
<i>2 year course totals</i>				0	9	9		
<input type="checkbox"/> 280H/2	Research Seminar in African History						100%	
Staff	S	2019	4	0	0	0		
<i>2 year course totals</i>				0	0	0		
<input type="checkbox"/> 285H	Africa						100%	
Kanogo, T	F	2016	4	0	3	3		
Kanogo, T	F	2017	4	0	1	1	Visions of Africa: Inventing and Documenting a Continent	
Kanogo, T	S	2018	4	0	2	2		
<i>2 year course totals</i>				0	6	6		
<input type="checkbox"/> 299	Directed Reading						100%	
<i>Special Topics on Africa</i>								
Kanogo, T	S	2017	4	0	1	1		
<i>2 year course totals</i>				0	1	1		
<i>2 year department total</i>				212	27	239		

Information

<input type="checkbox"/> 181	Technology and Poverty						50%	
<i>Examines interplay between technological systems, social processes, economic activities, and political contingencies in efforts to alleviate poverty. Significant African content.</i>								
Burrell, J	S	2019	4	0	0	0		
<i>2 year course totals</i>				0	0	0		
<input type="checkbox"/> 203	Social and Organizational Issues of Information						25%	
<i>Includes African cases and draws on instructor's research.</i>								
Duguid, P	S	2017	2	0	51	51		
Burrell, J	S	2018	2	0	51	51		
<i>2 year course totals</i>				0	102	102		

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/>	272	Qualitative Research Methods for Information Systems and Management					25-50%
		<i>Includes African cases and draws on instructor's research.</i>					
Burrell, J	F	2016	3	0	25	25	
Burrell, J	F	2018	3	0	0	0	
		2 year course totals	0	25	25		
<input type="checkbox"/>	C283	Information and Communications Technology for Development (X-listed w/ ERGC283)					25%
		<i>Interdisciplinary and practice-oriented course, it drawing on economics, sociology, engineering, computer science, management, public health, etc. Incorporates African experience.</i>					
Ramachandran, D	S	2017	3	3	8	11	
		2 year course totals	3	8	11		
<input type="checkbox"/>	290	Special Topics in Information: Information, Communication & Technology for Development (ICTD) Research Seminar					25-50%
		<i>Africa content varies with instructor; African cases usually feature prominently.</i>					
Blumenstock, J	S	2017	4	0	21	21	Data-Intensive International Development
Burrell, J	F	2018	4	0	0	0	
		2 year course totals	0	21	21		
		2 year department total	3	156	159		

Integrative Biology

<input type="checkbox"/>	C195	Introduction to Global Health Disparities Research (x-listed with PH C117)					25-75%
		<i>Prepares students to conduct a ten-week infectious disease research project in a disease-endemic country. Provides background in neglected tropical disease research, international research ethics, and the conduct of health research in low-resource settings, including African locations.</i>					
Reingold, A	S	2017	2	2	0	2	
Reingold, A	S	2018	2	3	0	3	
Reingold, A	S	2019	2	0	0	0	
		2 year course totals	5	0	5		
<input type="checkbox"/>	297	Directed Field Studies					25-75%
		<i>Human evolution in Africa.</i>					
White, T	F	2017	2	0	2	2	
		2 year course totals	0	2	2		
		2 year department total	5	2	7		

International and Area Studies

<input type="checkbox"/>	45	Survey of World History					varies
		<i>Includes impact of slave trade in Africa; Africa's role in the development of modernity; colonialism and post-colonialism in Africa.</i>					
Staff	M	2016	4	58	0	58	
Beecher, D I	F	2016	4	151	0	151	
Gottreich, E	S	2017	4	153	0	153	
Staff	F	2017	4	204	0	204	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle	
Karras, A	S	2018	4	207	0	207		
Staff	M	2018	4	0	0	0		
Staff	M	2018	4	0	0	0		
Beecher, D	F	2018	4	0	0	0		
<i>2 year course totals</i>				773	0	773		
<input type="checkbox"/>	098	Changing Perspectives of Globalization: Depends on Who You Talk To					25%	
<i>African content varies by instructor</i>								
Watts, M	F	2016	2	9	0	9		
<i>2 year course totals</i>				9	0	9		
<input type="checkbox"/>	C148	Education and International Development (Cross-listed with Education C148)					25%	
<i>Comprehensive overview of international development education. Emphasizes three core themes: 1) the purpose of education; 2) how contemporary development policy conceptualizes education; 3) education as a tool for social transformation. (Became Global Studies c128)</i>								
Murphy-Graham, E	F	2016	4	31	0	31		
<i>2 year course totals</i>				31	0	31		
<input type="checkbox"/>	150	Advanced Studies in International and Area Studies					varies	
<i>Africa content varies by topic and instructor</i>								
Bartu, P	S	2017	4	20	0	20	New Approaches to Crises and Political Transition in the Middle East and North Africa	
Staff	M	2017	4	9	2	11	War & Society in the Twentieth Century	
Monshipouri, M	M	2017	4	4	0	4	The Middle East and North Africa After the Arab Spring	
Ballenger, S	F	2018	4	0	0	0	Commodities and Cultures in the Making of the World Economy	
Page, T	F	2018	4	0	0	0	Development and the Environment	
<i>2 year course totals</i>				33	2	35		
<input type="checkbox"/>	157AC	Engineering, the Environment & Society (X-listed with Engineering 157AC)					25%	
<i>African case studies included.</i>								
Kadir, K	S	2017	4	10	0	10		
Kadir, K	S	2018	4	10	0	10		
Kadir, K	S	2019	4	0	0	0		
<i>2 year course totals</i>				20	0	20		
<input type="checkbox"/>	198	Directed Group Study					varies	
<i>Africa content varies by topic and instructor</i>								
Watts, M	F	2016	1	11	0	11		
Arriola, L & Saavedra, M	S	2017	1	16	0	16	Mastercard Foundation Scholars Africa Leadership Seminar	
Arriola, L & Saavedra, M	S	2018	1	10	7	17	Mastercard Foundation Scholars Africa Leadership Seminar	
<i>2 year course totals</i>				37	7	44		

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment						Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<i>2 year department total</i>				903	9	912	

Law

262.6 UN Human Rights Practicum Clinic **varies**

African cases included

Fletcher, L E	F	2017	1	0	12	12
Fletcher, L E	F	2018	1	0	0	0

2 year course totals 0 12 12

263 International Human Rights **varies**

African case studies included.

Adams, B	S	2017	3	0	16	16
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2 year course totals 0 16 16

263T International Human Rights **25%**

African cases included

Fletcher, L	F	2018	4	0	0	0
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2 year course totals 0 0 0

263.2 Business, Social Responsibility and Human Rights **25%**

Includes African cases prominently.

O'Connell, J	S	2018	3	0	29	29
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2 year course totals 0 29 29

263.3 Colloquium on International Human Rights **25%**

African cases included

Fletcher, L E, Mohamed, S	S	2018	1	0	36	36
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Staff	S	2019	1	0	0	0
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2 year course totals 0 36 36

264.3 Transitional Justice **40%**

Examines four cases: South Africa's Truth and Reconciliation Commission; the prosecution of Chile's former dictator, Augusto Pinochet; Argentina's reparations to victims of its military regime; and Sierra Leone's internationally-supported Special Court

O'Connell, J	F	2017	3	0	18	18
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2 year course totals 0 18 18

264.6 Health and Human Rights (x-listed with PH 211) **varies**

Explores how international human rights and humanitarian laws and norms impact public health. African cases included.

Stover, E	F	2017	3	0	7	7
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Stover, E	F	2018	3	0	0	0
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2 year course totals 0 7 7

264.7 Comparative Law **25%**

African cases included

Mayali, L	F	2016	3	0	33	33
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Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<i>2 year course totals</i>				0	33	33	
<input type="checkbox"/>	283H	International Human Rights Law Clinic Seminar					25%
<i>African cases included</i>							
Fletcher, L E	F	2017	2	0	11	11	
Fletcher, L E	S	2018	2	0	9	9	
Staff	F	2018	2	0	0	0	
<i>2 year course totals</i>				0	20	20	
<input type="checkbox"/>	283 1H	Advanced International Human Rights Clinic					25%
<i>African cases included</i>							
Fletcher, L E	F	2016	1	0	2	2	
Fletcher, L E	F	2017	1	0	5	5	
Fletcher, L E	S	2018	1	0	12	12	
<i>2 year course totals</i>				0	19	19	
<input type="checkbox"/>	295.4	Advanced Human Rights Investigation Lab					25%
<i>African cases included</i>							
Koenig, K	S	2018	2	0	2	2	
Staff	S	2019	2	0	0	0	
<i>2 year course totals</i>				0	2	2	
<input type="checkbox"/>	295.4A	Human Rights Investigation Lab Seminar					25%
<i>African cases studied.</i>							
Koenig, K	F	2017	2	0	5	5	
Koenig, K	S	2018	2	0	13	13	
Staff	S	2019	2	0	0	0	
<i>2 year course totals</i>				0	18	18	
<input type="checkbox"/>	295.4B	Human Rights Investigation Lab Practicum					25%
<i>African cases studied.</i>							
Koenig, K	F	2017	2	0	6	6	
Koenig, K	F	2018	2	0	0	0	
<i>2 year course totals</i>				0	6	6	
<input type="checkbox"/>	295 5I	Advanced International Human Rights Clinic					25%
<i>African cases included</i>							
Natale, K	F	2016	5	0	2	2	
Fletcher, L E	F	2017	5	0	6	6	
Fletcher, L E	S	2018	5	0	12	12	
<i>2 year course totals</i>				0	20	20	

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/>	295.5H International Human Rights Law Clinic						25%
	<i>African cases included</i>						
Fletcher, L E	F	2016	4	0	10	10	
Fletcher, L E	F	2017	4	0	11	11	
Fletcher, L E	S	2018	4	0	9	9	
	<i>2 year course totals</i>			0	30	30	
	<i>2 year department total</i>			0	266	266	

Legal Studies

<input type="checkbox"/>	139 Comparative Perspectives on Norms and Legal Traditions						25%
	<i>African cases included</i>						
Mayali, L	S	2017	4	6	0	6	
	<i>2 year course totals</i>			6	0	6	
<input type="checkbox"/>	154 Human Rights, Research & Practice						25%
	<i>Overview of international human rights, including historical and theoretical foundations;. Rwanda and other African cases included.</i>						
Stover, E / Koenig, K A	S	2017	4	95	0	95	
Stover, E / Koenig, K A	S	2018	4	85	0	85	
Stover, E / Koenig, K A	S	2019	4	0	0	0	
	<i>2 year course totals</i>			180	0	180	
	<i>2 year department total</i>			186	0	186	

Linguistics

<input type="checkbox"/>	005 Language and Linguistics						25%
	<i>An introduction to the scientific study of language featuring African languages (Hyman)</i>						
Hyman, L	F	2016	4	97	0	97	
Hyman, L	S	2018	4	44	0	44	
Hyman, L	F	2018	4	0	0	0	
	<i>2 year course totals</i>			141	0	141	
<input type="checkbox"/>	24 Freshman Seminar						varies
	<i>African content varies with instructor: Jenks and Hyman emphasize African languages</i>						
Hyman, L	F	2016	1	19	0	19	Language Myths
Hyman, L	S	2018	4	18	0	18	
Hyman, L	F	2018	1	0	0	0	
Jenks, P	F	2018	1	0	0	0	
	<i>2 year course totals</i>			37	0	37	
<input type="checkbox"/>	115 Phonology and Morphology						25%
	<i>Introduction to important cross-linguistic phonological and morphological phenomena as well as standard methods of description and analysis.</i>						

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content
	Instructor	Term	Year	Units	UG	Grad		
	Hyman, L	S	2018	4	88	0	88	
	<i>2 year course totals</i>				88	0	88	
<input type="checkbox"/>	140	Introduction to Field Methods						varies
	<i>A less commonly studied language is used to learn linguistic field methods. Hyman and Jenks select African languages for this course.</i>							
	Hyman, L	F	2016	3	7	0	7	
	<i>2 year course totals</i>				7	0	7	
<input type="checkbox"/>	240 B	Field Methods II						varies
	<i>A less commonly studied language is used to learn linguistic field methods. Hyman and Jenks select African languages for this course.</i>							
	Hyman/Jenks	S	2019	4	0	0	0	
	<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/>	290E	Phonology						varies
	<i>African linguistics content varies with instructor (e.g., Hyman will emphasize African languages).</i>							
	Hyman, L	S	2017	3	0	5	5	
	<i>2 year course totals</i>				0	5	5	
	<i>2 year department total</i>				273	5	278	

Mechanical Engineering

<input type="checkbox"/>	C200	Design, Evaluate, and Scale Development Technologies (x-listed w/ DevEng C200)						25%
	<i>Via projects and case studies, student teams define the problem and work with potential users to design a solution. Includes African-focused projects - ICT, solar power, cookstoves, etc.</i>							
	Gadgil, A	F	2018	3	0	0	0	
	<i>2 year course totals</i>				0	0	0	
	<i>2 year department total</i>				0	0	0	

Middle Eastern Studies

<input type="checkbox"/>	130	Cross-Listed Topics						33%
	<i>This course is designed to accommodate cross-listed courses offered through other departments, the content of which is applicable to Middle Eastern Studies majors. Content and unit values vary from course to course.</i>							
	Bartu, P	S	2017	4	20	1	21	New Approaches to Crises and Political Transition in the Middle East and North Africa
	<i>2 year course totals</i>				20	1	21	
<input type="checkbox"/>	197	Field Studies						30%
	<i>Includes North Africa</i>							
	Gottreich, E	S	2017	3	2	0	2	Voices of the Middle East and North Africa (VOMENA)
	Gottreich, E	F	2017	3	2	0	2	Voices of the Middle East and North Africa
	<i>2 year course totals</i>				4	0	4	
<input type="checkbox"/>	199	Supervised Independent Study and Research						30%
	<i>Individual supervised study. Includes North Africa.</i>							
	Gottreich, E	S	2017	2	5	4	9	Stevens Global Ambassadors Project: Public Health and Conflict in the Middle East
	<i>2 year course totals</i>				5	4	9	
	<i>2 year department total</i>				29	5	34	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

Peace and Conflict Studies

100 Peace Theory: Approaches and Analyses 25%

Includes African case studies

Randhawa, K B S 2018 3 22 0 22

2 year course totals 22 0 22

119 Special Topics in Peace and Conflict Issues 10-100%

African content varies with instructor and topic. (Will merge into Global Studies)

Travaglianti, M F 2016 4 22 0 22 Post-Conflict, Peace-Building

Ogata, T F 2016 4 37 0 37 Prevention of Genocide and Mass Atrocities

2 year course totals 59 0 59

126 International Human Rights varies

An overview of the historical, theoretical, political, and legal underpinnings that have shaped and continue to shape the development of human rights. Africa content varies by instructor. ((Becomes GS 173)

Zook, D F 2016 4 141 0 141

Zook, D F 2017 4 83 0 83

2 year course totals 224 0 224

127 Human Rights and Global Politics 10-25%

Survey course on international and domestic human rights. Case studies of Rwanda, South Africa and health issues in East Africa. (Will merge into Global Studies)

Ogata, T M 2016 4 37 5 42

Ogata, T S 2017 4 56 0 56

2 year course totals 93 5 98

170 Conflict Resolution, Social Change, and the Cultures of Peace 25%

A comprehensive exploration of the concepts and processes of conflict resolution, with examples drawn from the domestic and global levels. African content varies by instructor (Will merge into Global Studies)

Ogata, T F 2016 4 39 0 39

2 year course totals 39 0 39

2 year department total 437 5 442

Political Economy

24 Freshman Seminar varies

Africa content varies by instructor and topic

Talwalker F 2018 1 0 0 0 Media Coverage of Markets and Culture in the Global South

2 year course totals 0 0 0

2 year department total 0 0 0

Political Science

2 Introduction to Comparative Politics 10-25%

Examines basic problems and processes that all political systems face. Africa content varies with instructor.

Fish, M S M 2016 4 62 0 62

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment						Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Sinek, W	F	2016	4	63	0	63	
Naseemullah, A	F	2016	4	28	0	28	
Fish, M S	S	2017	4	260	0	260	
Naseemullah, A	F	2017	4	35	0	35	For Global Edge Students (Interns Abroad)
Fish, M S	S	2018	4	321	0	321	
Sinek, W	M	2018	4	0	0	0	
Staff	S	2019	4	0	0	0	
<i>2 year course totals</i>				769	0	769	
<input type="checkbox"/> 123J Special Topics in International Relations							50%
<i>Africa content varies by instructor. (Klocek - Insurgency course is 50%)</i>							
Klocek, J	S	2018	4	108	0	108	Small Wars and Insurgencies
Klocek, J	M	2018	4				Small Wars and Insurgencies
<i>2 year course totals</i>				108	0	108	
<input type="checkbox"/> 123Y Topics in International Relations							25-50%
<i>African cases studied.</i>							
Hyde, S	F	2017	4	116	0	116	
<i>2 year course totals</i>				116	0	116	
<input type="checkbox"/> 125 Civil Conflict and International Intervention							25-50%
<i>African cases studied.</i>							
Matanock	F	2016	4	55	0	55	
<i>2 year course totals</i>				55	0	55	
<input type="checkbox"/> 139B Political Economies of Development							25%
<i>This lecture course exposes students to the main debates in the field of economic and political development and underdevelopment. Although the emphasis is on arguments and analytical constructs, students will also be exposed to case material from Latin America, Asia and Africa.</i>							
Chaudhry, K A	F	2016	4	51	0	51	
<i>2 year course totals</i>				51	0	51	
<input type="checkbox"/> 139C Selected Issues of Development Politics							50%
<i>African content varies with instructor and topic (50% with Wilfahrt)</i>							
Wilfahrt	S	2019		0	0	0	The Politics of International Aid
<i>2 year course totals</i>				0	0	0	
<input type="checkbox"/> 146A African Politics							100%
Wilfahrt	S	2019	4	0	0	0	
<i>2 year course totals</i>				0	0	0	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
<input type="checkbox"/> 149W	Topics in Area Study: Dictatorship and Its Discontents						25%
<i>Explores the characteristics and dynamics of non-democratic regimes through novels and films with examples from Africa, Asia, Europe, and Latin America.</i>							
Wittenberg, J	M	2018	4	0	0	0	
2 year course totals				0	0	0	
<input type="checkbox"/> 191	Junior Seminar						75%
<i>Intensive writing seminars focusing on research area of the faculty member teaching the course. African Studies content varies with instructor.</i>							
Arriola, L And Chhibber, P	F	2016	4	13	0	13	Fragile States
Arriola, L	F	2017	4	17	0	17	Fragile States
Matanock, A	F	2017	4	16	0	16	Statebuilding
Silverberg, H	S	2018	4	16	0	16	Transitional Justice
Silverberg, H	F	2018	4	0	0	0	Human Rights, Global Politics, and International Law
2 year course totals				62	0	62	
<input type="checkbox"/> 196	Special Research Project						100%
<i>Africa content via resaearch of instructor and student</i>							
Arriola, L	S	2017	4	1	0	1	
2 year course totals				1	0	1	
<input type="checkbox"/> 200B	Major Themes in Comparative Analysis: Research Design						varies
<i>African content varies by research of instructor and students.</i>							
Arriola, L	S	2017	4	0	5	5	
2 year course totals				0	5	5	
<input type="checkbox"/> 207	Political Violence						25%
<i>Includes African case studies deriving from instructor's research.</i>							
Arriola, L	S	2017	4	3	5	8	
2 year course totals				3	5	8	
<input type="checkbox"/> 290SA	Africa Research Seminar						100%
Arriola, L	F	2016	4	0	7	7	
Arriola, L	S	2017	4	0	6	6	
Arriola, L	F	2017	4	0	6	6	
Arriola, L	S	2018	4	0	8	8	
Arriola, L	F	2018	4	0	0	0	
	S	2019	4	0	0	0	
2 year course totals				0	27	27	

Department

T6\$? Course Number and Title	16/17, 17/18 Enrollment						Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle

Public Health

15 Introduction to Global Health Equity **25%**

Explores intersection between global health and social justice. Significant Africa content included.

Le, P	S	2017	3	31	0	31
Le, P	S	2018	3	30	0	30
Le, P	S	2019	3	0	0	0

2 year course totals 61 0 61

101 A Sustainable World: Challenges and Opportunities **25%**

African cases studied.

Potts, DM	S	2018	3	70	0	70
Potts, DM	S	2019	3	0	0	0

2 year course totals 70 0 70

112 Global Health: A Multidisciplinary Examination **25%**

Examines health at the individual and community/global level. African cases included.

Reingold, A	M	2017	4	105	0	105
Reingold, A	M	2018	4	0	0	0

2 year course totals 105 0 105

116 Seminar on Health Medical Issues **20-25%**

Africa content varies with guest lecturers and instructor (e.g. Potts' Sahel initiative)

Potts, DM	S	2017	2	101		101
Potts, DM	F	2018	2	0	0	0

2 year course totals 101 0 101

C117 Introduction to Global Health Disparities Research (x-listed with IB C195) **25-75%**

Prepares students to conduct a ten-week infectious disease research project in a disease-endemic country. Provides background in neglected tropical disease research, international research ethics, and the conduct of health research in low-resource settings, including African locations.

Reingold, A	S	2017	2	5	2	7
Reingold, A	S	2018	2	5	1	6
Reingold, A	S	2019	2	0	0	0

2 year course totals 10 3 13

118 Nutrition in Developing Countries **25%**

African cases featured.

Fernald, L H	M	2016	3	13	2	15
Fernald, L H	F	2016	3	47	0	47
Fernald, L H	F	2016	3	9	0	9
Zyba, S	M	2017	3	29	2	31

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content
	Instructor	Term	Year	Units	UG	Grad		
	Fernald, L H	F	2017	3	58	0	58	
	Staff	M	2018	3	0	0	0	(Summer Session D, July-August)
<i>2 year course totals</i>					156	4	160	
<input type="checkbox"/>	150E	Introduction to Community Health and Human Development						25%
		<i>African cases studied.</i>						
	Corburn, J	S	2018	3	218	0	218	
	Corburn, J	S	2018	3	190	0	190	
	Corburn, J	S	2019	3	0	0	0	
<i>2 year course totals</i>					408	0	408	
<input type="checkbox"/>	C160	Environmental Health and Development (x-listed w/ EnvPolSciM C167)						25%
		<i>The health effects of environmental alterations caused by development programs and other human activities in both developing and developed areas. African cases included.</i>						
	Morello-Frosch, R	S	2017	4	60	0	60	
	Martin, A	S	2018	4	28	0	28	
	Morello-Frosch, R	S	2018	4	111	0	111	
	TBD	M	2018	4	0	0	0	(Summer Session D, July-Aug)
<i>2 year course totals</i>					199	0	199	
<input type="checkbox"/>	181	Poverty and Population						25-35%
		<i>Explores relationships between population growth, poverty, women's autonomy, and health, and the political "fashions" underlying changing paradigms among demographers, economists, and development specialists. Significant African content included.</i>						
	Potts, DM	F	2016	3	174	0	174	
	Potts, DM	F	2017	3	169	0	169	
	Prata, N	F	2018	3	0	0	0	
<i>2 year course totals</i>					343	0	343	
<input type="checkbox"/>	198	Directed Group Study						25%
		<i>Africa content varies by student and faculty interests.</i>						
	Hemmerling, A	F	2017	2	11	0	11	Decolonizing Bodies in Public Health
	Hemmerling, A	S	2018	2	6	0	6	Decolonizing Bodies in Public Health
<i>2 year course totals</i>					17	0	17	
<input type="checkbox"/>	200A	Current issues in Public Health Ethics: Research and Practice						25%
		<i>Case studies include research and practice in African countries, e.g. HIV studies.</i>						
	Halpern, J	S	2017	3	0	18	18	
	Halpern, J	S	2018	3	3	17	20	
<i>2 year course totals</i>					3	35	38	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content

Instructor Term Year Units UG Grad All Course subtitle

206D Food and Nutrition Programs and Policies in Developing Countries 25%

Examines food production, nutritional deficiencies, infectious diseases, and lifespan issues as well as historical, social, economic, environmental, and political factors affecting stakeholder positions. African cases included.

Fernald, L H F 2017 2 1 20 21

2 year course totals 1 20 21

211 Health and Human Rights (x-listed with Law 264.6) 25%

Explores how international human rights and humanitarian laws and norms impact public health. African cases included.

Stover, E F 2016 3 0 8 8

Stover, E F 2017 3 0 11 11

Stover, E F 2018 3 0 0 0

2 year course totals 0 19 19

212A International Maternal and Child Health 25%

Assessment of health status of mothers, infants, and children on worldwide basis, especially in developing countries. African cases featured.

Prata, N F 2016 2 8 7 15

Prata, N F 2017 2 4 9 13

Prata, N F 2018 2 0 0 0

2 year course totals 12 16 28

212D International Health Specialty Area Core Course 25%

Survey course for students who intend to work in international health. Covers current issues in health and development in projects funded by international agencies. African cases included.

Hemmerling, A / Le, P V S 2017 3 2 10 12

Hemmerling, A / Le, P V S 2019 3 0 0 0

2 year course totals 2 10 12

W212 Foundations of Global Health 25%

African cases studied. (Online course)

Reingold, A S 2018 3 0 31 31

Reingold, A S 2019 3 0 0 0

2 year course totals 0 31 31

213A Family Planning, Population Change, and Health 25%

Explores the health, social and geopolitical consequences of foreseeable changes in human populations. Examines how alternative policies affect population growth.

Prata, N F 2016 3 3 12 15

Prata, N F 2017 3 4 13 17

Prata, N F 2018 3 0 0 0

2 year course totals 7 25 32

Department

T6\$?	Course Number and Title	16/17, 17/18 Enrollment					Content
Instructor	Term	Year	Units	UG	Grad	All	Course subtitle
Reingold, A	S	2019	2	0	0	0	
<i>2 year course totals</i>				1	87	88	
<input type="checkbox"/>	260F	Infectious Disease Research in Developing Countries					30%
<i>Provides an appreciation and understanding of the complex issues involved in conducting scientific, laboratory-based investigation in developing countries, especially in Latin America, Asia, and Africa.</i>							
Harris, E	S	2017	2	1	19	20	
<i>2 year course totals</i>				1	19	20	
<input type="checkbox"/>	271D	Global Burden of Disease and Comparative Risk Assessment					25%
<i>Covers infectious disease surveillance, investigative procedures, and prevention programs. Emphasis on current problems in health agencies at a state, national, and international level. African cases included.</i>							
Smith, K R	S	2019	3	0	0	0	
<i>2 year course totals</i>				0	0	0	
<i>2 year department total</i>				1500	421	1921	

Public Policy

<input type="checkbox"/>	C184	Energy and Society (X-listed with Energy and Resources Group C100)					25-100%
<i>Energy sources, uses, and impacts; an introduction to the technology, politics, economics, and environmental effects of energy in contemporary society. Energy and well-being; energy international perspective, origins, and character of energy crisis. Includes African examples and material.</i>							
Kammen, D M	F	2016	1	23	0	23	
Kammen, D M	F	2017	1	41	1	42	
Kammen, D M	F	2018	1	0	0	0	
<i>2 year course totals</i>				64	1	65	
<input type="checkbox"/>	C221	Climate, Energy and Development (Cross-listed with Dev Practice C221 and Energy and Resources Group C221)					25%
<i>Examines the role of energy science, technology, and policy in international development. African cases included</i>							
Roland-Holst, D	F	2017	3	0	2	2	
Roland-Holst, D	F	2018	3	0	0	0	
<i>2 year course totals</i>				0	2	2	
<input type="checkbox"/>	C253	International Economic Development Policy (Cross-listed with Agricultural and Resource Economics C253)					25%
<i>Emphasizes development and application of policy solutions to developing-world problems related to poverty, macroeconomic policy, and environmental sustainability. African case studies included.</i>							
Dejanvry, A	F	2016	3	0	24	24	
Dejanvry, A	F	2016	3	0	18	18	
Dejanvry, A	F	2016	3	0	5	5	
Dejanvry, A	F	2017	3	0	11	11	Section 1
Dejanvry, A	F	2018	3	0	0	0	
<i>2 year course totals</i>				0	58	58	

Department

T6\$? Course Number and Title 16/17, 17/18 Enrollment Content
Instructor Term Year Units UG Grad All Course subtitle

C284 Energy and Society (Cross-listed with Energy and Resources Group C200 section 1) 10-25%

Energy sources, uses, and impacts; an introduction to the technology, politics, economics, and environmental effects of energy in contemporary society. Energy and well-being; energy international perspective, origins, and character of energy crisis. Includes African examples and material.

Kammen, D M	F	2016	4	0	7	7
Kammen, D M	F	2017	4	2	9	11
Kammen, D M	F	2018	4	0	0	0

2 year course totals 2 16 18
2 year department total 66 77 143

Rhetoric

R1A Craft of Writing varies

Africa content varies by instructor and texts.

Mills, I	S	2018	4	31		31	The Rhetoric of the Other: (Post)Colonial Literature, Criticism, and Journalism
<i>2 year course totals</i>			31			31	

R1B Craft of Writing varies

Africa content varies by instructor and texts. (e.g., Davis' Colonial Histories, 100%)

Davis, E	S	2017	4	13	0	13	Silences in Colonial Histories
<i>2 year course totals</i>			13	0		13	
<i>2 year department total</i>			44	0		44	

Sociology

115G Global Health and Social Justice 25%

Examines social forces impacting illness globally and attempts to reduce disparities. Significant focus on African cases.

Nathan, L	F	2017	4	116	0	116
<i>2 year course totals</i>			116	0		116

C126 Population Issues (x-listed w/ Demography C126) 25%

Introduces population issues and field of demography. Topics include demographic transition, resource issues, economic development, the environment, population control, family planning, birth control, family and gender, aging, intergenerational transfers, and international migration. Africa-content included and reflects instructor's expertise and research

Johnson-Hanks, J	F	2016	4	29		29	Sex, Death, and Data
Johnson-Hanks, J	F	2016	4	29	5	34	Social Consequences of Population Dynamics
Johnson-Hanks, J	F	2017	4	52	1	53	Social Consequences of Population Dynamics
Johnson-Hanks, J	F	2018	4	0	0	0	Sex, Death, and Data

2 year course totals 110 6 116

127 Development and Globalization 25%

A comparative analysis of socio-economic and political change, focusing on the poor countries of Asia, Africa, and Latin America.

Page, T	F	2016	4	108	0	108
Page, T	F	2017	4	140	0	140
Tugal, C Z	S	2018	4	102	0	102

Department

T6\$?	Course Number and Title		16/17, 17/18 Enrollment				Course subtitle	Content
	Instructor	Term Year	Units	UG	Grad	All		
	Staff	S 2019	4	0	0	0		
		<i>2 year course totals</i>		350	0	350		
<input type="checkbox"/>	280H Development							25%
		<i>African cases included</i>						
	Enriquez, L J	F 2016	3	0	7	7		
		<i>2 year course totals</i>		0	7	7		
		<i>2 year department total</i>		576	13	589		

Spanish and Portuguese

<input type="checkbox"/>	27 Introduction to Portugal, Brazil and other Portuguese-Speaking Cultures							varies
		<i>Introduces current artistic production in Brazil, Portugal, and African Lusophone countries.</i>						
	Pinheiro DMC	S 2018	3	26	0	26		
		<i>2 year course totals</i>		26	0	26		
		<i>2 year department total</i>		26	0	26		

Undergraduate Interdisciplinary Studies (UGIS)

<input type="checkbox"/>	192B Supervised Research: Social Sciences							100%
		<i>Undergraduate Research Apprenticeship Program (URAP) in which faculty train and supervise undergraduates in research. Africa content based on faculty scholarship.</i>						
	Arriola, L	F 2016	2	2	0	2		
	Arriola, L	S 2017	2	3	0	3		
	Arriola, L	F 2017	2	4	0	4		
	Arriola, L	S 2018	2	8	0	8		
	Arriola, L	F 2018	2	0	0	0		
	Arriola, L	S 2019	2	0	0	0		
		<i>2 year course totals</i>		17	0	17		
		<i>2 year department total</i>		17	0	17		

2 year African Studies enrollment total 16816 2443 19211

3. Performance Measure Forms

**University of California, Berkeley Center for African Studies
NRC Performance Measure Form**

Project Goal 1: Increase Student Training in African Languages				
<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>
1. Increase numbers of African languages offered.	1.a. Hire Amharic and Igbo lecturers to join Swahili Lecturer in collaboration with African American Studies. <i>(Chichewa instructor is current tenured faculty member)</i>	1.a.i. Lecturers' pool established	once over cycle	Institutional records
		1.a.ii. Language Lecturers contracted to teach	annual	Institutional records
	1.b. Offer new language courses at Berkeley	1.b.i. Number of new languages in a year	once over cycle	Course offerings
	1.c. Offer courses through UC Cross-enrollment	1.c.i. Number of languages in UC Cross-enrollment system	annual	Cross-enrollment offerings
2. Once two new languages are in place, annually increase by at least 10% the number of students completing courses in Amharic, Chichewa, Igbo and Swahili.	2.a. Enroll UCB students	1.c.i. Number of students	semester	UC Aggrega Enrollment c
	2.b. Enroll students through UC Cross-Enrollment	1.c.i. Number of students via cross-enrollment	semester	Cross-enrollment d

**University of California, Berkeley Center for African Studies
NRC Performance Measure Form**

Project Goal 2: ORIAS with CAS and other UCB NRCs expands impact of international and world area-specific educational opportunities and Minority-Serving Institutions

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Sources</i>
1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California's Online Exchange (the online course exchange among a consortium of 56 California community colleges).	1.a. Recruit community college instructors for participation in 4-year process.	1.a.i. Number of CC instructors recruited	annual	Contact, response and registration records
		1.a.ii. Number of CC instructors who attend meetings and produce agreed-upon work.	annual	Attendance records; deliverables count relative to schedule
	1.b. Produce 20 online instructional units for Canvas platform.	1.b.i. Number of online instructional units created and made freely available on Canvas platform.	annual	Canvas Platform unit count; external confirmation of accessibility
	1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses.	1.c.i. Number of World History courses submitted to California Online Exchange.	annual	Submittal records

(continued on next page)

**University of California, Berkeley Center for African Studies
NRC Performance Measure Form**

(continued from previous page)

Project Goal 2 : ORIAS with CAS and other UCB NRCs expands impact of international and world area-specific educational opportunities and Minority-Serving Institutions

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>
2. Expand the reach of ORIAS activities to at least 40 <i>previously un-engaged</i> community college teachers by engaging teachers who have no prior experience with ORIAS activities.	2.a. Hold annual ORIAS Summer Institute for Community College teachers (with focus on global studies).	2.a.i. Number of community college educators who attend the summer institute.	annual	Attendance records
		2.a.ii. Number of participants at each institute who are new to ORIAS activities.	annual	Registration records, surveys
	2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.	2.b.i. Number of small-group workshops open to community college educators.	annual	Institutional record of workshop, notices, event notes
		2.b.i. Number of small-workshop participants who are new to ORIAS activities.	annual	Registration records, surveys

**University of California, Berkeley Center for African Studies
NRC Performance Measure Form**

Project Goal 3: Provide international and world area-specific educational opportunities for K-12 teachers that meet new needs generated by changes.

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>
1. Provide up to 160 K-12 teachers with access and training to use two significant campus resources: the Phoebe M. Hearst Museum of Anthropology and the Pacific Film Archive.	1.a. Hold ORIAS small-group workshops in collaboration with the Hearst Museum, the Pacific Film Archive.	1.a.i. Number of collaborative small-group workshops offered.	annual	Institutional record of workshop, notices, event notes
		1.a.ii. Number of attendees at collaborative small group workshops each year.	annual	Registration records
2. Facilitate greater K-12 teacher access to ORIAS programming by collaborating with local (i.e. greater Bay Area) district offices to create 8 international or world-area specific professional development opportunities <i>within</i> districts.	2.a. Contact at least 16 local district offices to explore opportunities for collaborative PD programming. 2.b. Develop 8 international or world-area specific PD opportunities in collaboration with districts.	2.a.i. Number of district offices contacted.	annual	Institutional communication records
		2.b.i. Number of workshops developed in conjunction with district/county offices.	annual	Institutional record of workshop, notices, event notes
3. Expand the reach of ORIAS activities to at least 60 <i>previously un-engaged</i> K-12 teachers by engaging teachers who have no prior experience with ORIAS activities. <i>(continued on next page)</i>	3.a. Hold annual ORIAS Summer Institute for K-12 teachers.	3.a.i. Number of K-12 educators who attend the summer institute.	annual	Registration records
		3.a.ii. Number of participants at each institute who are new to ORIAS activities.	annual	Registration records, surveys

**University of California, Berkeley Center for African Studies
NRC Performance Measure Form**

Project Goal 3 (continued) : Provide international and world area-specific educational opportunities for K-12 teachers that meet new curricular changes.

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Sources</i>
<i>(continued from previous page)</i> 3. Expand the reach of ORIAS activities to at least 60 <i>previously un-engaged</i> K-12 teachers by engaging teachers who have no prior experience with ORIAS activities.	3.b. Hold ORIAS small-group, short (2 - 4 hours) workshops.	3.b.i. Number of small-group workshops open to K-12 educators.	annual	Institutional record of workshop, notices, even notes
		3.b.i. Number of small-workshop participants who are new to ORIAS activities.	annual	Registration records, surv
4. Support Bay Area teachers in the 6th, 7th and 10th grades in implementing the standards for global history through UCB's California History Social-Science Program (UCB HSSP) online lesson development.	4.a. Hold one 5-day Summer Institute per year, for 6th, 7th and 10th grade teachers (one grade per year).	4.a.i. Number of Summer Institutes successfully held (cumulative)	annual	Program record of institute, notices, even notes
	4.b. Recruit and facilitate three cohorts of teacher leaders for each year. 4 teachers per cohort, single grade.	4.b.i. Number of teacher leaders recruited, total for grades 6, 7, 10 (one grade per year, cumulative)	annual	Registration records
	4.c. Post materials to UCB HSSP website	4.c.i. Number of course outlines (cumulative)	annual	Outline count external confirmation
		4.c.ii. Number of lesson plans posted to UCB HSSP website (cumulative)	annual	Outline count external confirmation

LETTER OF COMMITMENT: UCB NRC/FLAS grant

Nancy Sato
2820 Monte Cresta Drive
Belmont, CA 94002-1337
5/2/18

Martin Backstrom, Director
Institute of East Asian Studies (IEAS), UC Berkeley
1995 University Avenue, 5th floor
Berkeley, CA 94720

To Whom It May Concern:

I am honored to be the outside program evaluator for UC Berkeley's teacher professional development programs represented in this proposal. As you can see from my CV, I have had many years of experience in these kinds of programs and in working with teacher professional development in a variety of capacities. My most recent work has involved evaluations of many kinds of teacher professional development and international programs aimed at improving teaching and learning about cultures and international studies at a variety of institutions, involving all grade levels (K-post graduate/professional levels).

IEAS brought me into the process in the planning phases, and I will be able to continue my collaboration with all the Area Centers involved in this proposal for the full grant period. These centers include the Center for African Studies (CAF), Center for Latin American Studies (CLAS), Center for Middle Eastern Studies (CMES), Center for Southeast Asia Studies (CSEAS), Center for Silk Road Studies (TCSRS), Institute of South Asian Studies (ISAS), Institute of European Studies (IES), Institute of Slavic, East European and Eurasian Studies (ISEEES), as well as IEAS. My primary goals are to develop an evaluation design and protocol (data collection, feedback and implementation plan) that will provide effective feedback and evaluation services to ensure their successful completion of the planned activities and that will help improve upon the high quality and kinds of professional development activities offered.

Thank you very much for your time and consideration.



Nancy Sato
Independent evaluator

Appendix 4. Letters of Support

1. Corrie Decker, Associate Professor, Department of History, University of California, Davis
2. Anneeth Kaur Hundle, Assistant Professor, Anthropology, Associated Faculty, Critical Race and Ethnic Studies, University of California, Merced
3. Randy Katz, Vice Chancellor for Research, University of California, Berkeley



DEPARTMENT OF HISTORY

ONE SHIELDS AVENUE
DAVIS, CALIFORNIA 95616-8611

June 14, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

As a professor of history at UC Davis, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies (NRC/FLAS) grant proposal from UC Berkeley's Center for African Studies, under the leadership of Director Leo Arriola (Associate Professor, Political Science). The Center for African Studies (CAS) at UC Berkeley has been one of the main proponents for our UC systemwide efforts in fostering an interdisciplinary community of scholars working on Africa and the Diaspora.

I believe that UC Berkeley's Center for African Studies' proposed NRC/FLAS project will serve the Department of Education well. The Center at Berkeley has had significant impact within and beyond California in both facilitating and partnering on efforts to advance the study of Africa. Examples include participation in UCHRI workshops that brought together scholars across the UC, organizing public events featuring scholars and activists from across the globe, and facilitating graduate research and language training. Furthermore, the director of the Center, Leo Arriola, has been extremely successful in creating a welcoming, supportive and invigorating space for furthering our work. Under his leadership, the CAS has maintained a vibrant and diverse program of talks, workshops, and outreach events.

The proposed NRC/FLAS project plans will expand African studies teaching, research and language instruction through the ten UC campuses. As a faculty member I can attest to the value of this because of our graduate students' desperate need for training in African languages and opportunities to workshop research papers and dissertation chapters among interdisciplinary Africanists scholars. This project is very important to sustenance of African studies in California, the western United States and beyond. It certainly constitutes an effective and productive use of federal funds.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Corrie Decker".

Corrie Decker
Associate Professor
crdecker@ucdavis.edu



SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

UNIVERSITY OF CALIFORNIA, MERCED
5200 N LAKE ROAD
MERCED, CALIFORNIA 95343
(209) 228-7742
FAX (209) 228-4007

June 13, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

I write to express my strong support for the National Resource Center/Foreign Language and Area Studies (NRC/FLAS) grant proposal from UC Berkeley's Center for African Studies, under the leadership of Director Leonardo Arriola (Associate Professor, Political Science). I am currently a Visiting Professor at the Center for African Studies at UC Berkeley and an Assistant Professor of Anthropology at UC Merced. Prior to my current position, I was a Research Associate at Makerere University in Kampala, Uganda from 2013-2015. I cannot stress enough the important role of UC Berkeley's Center for African Studies in helping to develop and fund Africa-focused initiatives in the UC system, California, and U.S.-based African Studies landscape. NRC/FLAS funding will help to ensure and continue these important efforts.

The Center for African Studies (CAS) at UC Berkeley has been one of the key players in our UC system-wide efforts to foster institutional initiatives for the study of Africa and its transnational dimensions. CAS at UCB serves as an institutional hub and archive for all prior UC-wide African Studies initiatives and network-building initiatives. More recently, CAS at UCB was a major participant in the 2016-2017 UC Humanities Research Institute (UCHRI) funded initiative called, "The Crisis of Diversity within the Multiversity: Rethinking African and Africana Studies at the University of California." This proposal was co-developed by myself and Professor Rachel Jean-Baptiste (UC Davis, Department of History). This initiative sought to establish connections among African/Africana studies-based scholars and their research, epistemological issues, and structural/material crises surrounding diversity in the UC system. CAS at UCB was a major player in these conversations, using the UCHRI initiative to consider the links between Africa-based knowledge and the experiences of minoritized faculty, graduate and undergraduate students in the UC system. Moreover, I was impressed by the presence, active interest, and leadership of Professor Leo Arriola in these conversations—intensive discussions which took place over two years at both UC Davis and UC Merced. Since then, Professor Arriola has committed to continuing this work by hosting a workshop for UC-based Africanist scholars at UCB in the coming year. Moreover, CAS at UCB, under his leadership, has recently used the UCHRI workshops as a basis from which to apply for funds to help support the University of California Africa Research Initiative (UCARI), a multi-campus program that will help to

facilitate cutting-edge research, advanced training, and interdisciplinary collaboration among scholars who are engaged in transnational African Studies. If funded, CAS at UCB will be helping to co-lead a UC-wide platform which will enable Africanist scholars to bridge the barriers that often exist in communicating knowledge between humanistic theorizing and social scientific analysis on our individual campuses. UCARI will encourage collaboration in thematic areas that encompass the research strengths of UC faculty as well as address pressing global challenges.

Given the role of UC Berkeley's Center for African Studies thus far in UC-wide Africa initiatives, I believe that CAS' proposed NRC/FLAS project will serve the Department of Education well. The Center at Berkeley has had significant impact within and beyond California in both facilitating and partnering on efforts to advance the study of Africa. Beyond the participation of CAS in system-wide workshops, they are an important hub for intellectual programming around African Studies in California. CAS hosts weekly seminars which provide opportunities for outstanding junior scholars and emerging scholars from both the U.S. and Africa to showcase their research and work. This year, CAS has hosted me as a Visiting Professor during my sabbatical year and provided a welcoming intellectual community and institutional space for me to continue developing my forthcoming book manuscript and research articles. In addition to my individual research work, I have been able to collaborate with Professor Arriola and others associated with CAS to continue developing institutional initiatives in the UC. Professor Arriola, as the director of the center, has been extremely welcoming, supportive, and enthusiastic about working collaboratively to continue developing CAS as a hub for African Studies initiatives. He is a wonderful mentor for junior faculty, graduate and undergraduate students; works well with colleagues and staff in the broader UC-wide Africanist community; and is an effective leader with integrity and practical institutional know-how.

The proposed NCR/FLAS project plans will expand African studies teaching, research and language instruction through the ten UC campuses. It will provide language instruction to UC students in Amharic, Igbo, Swahili and possibly Chichewa via cross-campus enrollment, offer summer FLAS fellowships to graduate students at other UC campuses to pursue intensive study of African languages in the summer, provide funding to facilitate UC Africanist faculty and graduate students to connect across campuses, and help augment our current UC Africa initiatives. As a faculty member at the newly established UC Merced I can attest to the value of all these initiatives. UC Merced, while a dynamic and unique campus with a majority-minority student body, is being developed under neoliberal economic conditions with no possibility of area studies centers in the near future. At the same time, a large proportion of our under-represented Black students are the children of African immigrants or transnational Africans who, like the rest of the student body, would benefit from the possibility of studying African languages and being involved in Africa-related programming across the system and in the Bay area. Indeed, the proposed NCR/FLAS project is very important to the sustenance of African studies in the more isolated and rural regions of California, the coastal Californian UCs, the western United States and beyond. It certainly constitutes an effective and productive use of federal funds.

I hope you will consider funding this proposal.

With warm regards,



PR/Award # P015A180143

Page e294

Dr. Anneeth Kaur Hundle
Assistant Professor of Anthropology
Associated Faculty, Critical Race and Ethnic Studies
School of Social Sciences, Humanities and the Arts
University of California, Merced

akaurhundle@ucmerced.edu

Ph: 312-774-5593



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 13, 2018

U.S. Department of Education
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at the University of California, Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from Berkeley's Center for African Studies (CAS).

CAS serves a broad constituency on our campus that crosses traditional disciplinary boundaries, providing academic programming and support services for faculty, students, and staff in the Colleges of Letters and Science, Natural Resources, and Engineering as well as the professional schools in areas such as Business, Law, Journalism, and Public Health. CAS, for example, recently spearheaded a curriculum review that will improve course offerings for the more than 600 Berkeley undergraduates who take Africa-focused classes every year. Its endowed fellowships annually provide dissertation support for more than 20 PhD students from all disciplines. And CAS provides academic advising for 82 students from across the African continent who are enrolled in Berkeley's undergraduate and graduate programs through the Mastercard Foundation Scholars program.

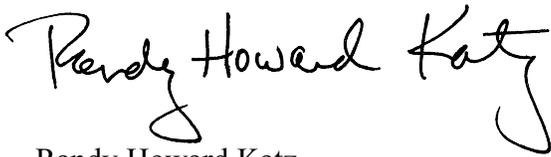
Under the leadership of Director Leonardo Arriola, who was selected from among our faculty through a rigorous appointment process two years ago, CAS has been strikingly successful in reinvigorating African studies at Berkeley. In the past year alone, CAS hosted two conferences that brought an international group of scholars to Berkeley to examine the role of women in politics as well as the question of African migration to the European Union. CAS also makes Africa research widely accessible through a weekly multidisciplinary speaker series that hosts 24 public lectures by Berkeley researchers and visiting scholars each academic year. Director Arriola has ensured that Berkeley students are fully integrated into CAS research activities by running a multidisciplinary dissertation workshop for PhD students as well as a research group for undergraduate students. Moreover, to ensure the sustainability of its programming, CAS has diversified its resource base by effectively securing grants from sources such as the Carnegie Corporation of New York as well as philanthropic gifts for a new endowment.

Given its demonstrated capacity, I believe that CAS is ideally positioned to become an Africa National Resource Center. Its proposed NRC/FLAS project would undoubtedly advance the Department of Education's efforts in achieving greater understanding of Africa and its languages. Berkeley's new Global Studies major and master's degree and African Studies minor would be well served by the enhanced courses and enrichment programs funded through Title VI, helping to attract more students to the study of Africa. Their proposal to further extend Berkeley-based instruction in African languages

through distance learning within the ten-campus University of California system would also be a smart investment of federal funds.

Berkeley is committed to supporting the activities of the proposed NRC/FLAS project. In addition to oversight provided by the VCR office, CAS will benefit from the considerable infrastructure for managing federal grants through the Sponsored Projects Office and Contracts and Grants Accounting. Berkeley also has the resources to undertake public outreach and the teaching of lesser-taught languages. Indeed, the goals of the NRC/FLAS program align with the “teaching, research, and public service” mission of the University of California. We are dedicated to serving U.S. national interests by helping to increase the number of specialists with expertise in foreign languages and training in diverse cultures. I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is written in a cursive, flowing style.

Randy Howard Katz
Vice Chancellor for Research

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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BUDGET NARRATIVE

Followed by Budget Spreadsheet after page 9.

The proposed 2018-2021 budget for Berkeley's Africa National Resource Center is designed to achieve the greatest good from a small infusion of seed dollars. NRC funds applied to priority projects that are likely to leverage future support.

1. PERSONNEL:

A. Administrative personnel:

A.1. Center's Academic Coordinator, Martha Saavedra.

Year 1: 7.5% of salary, at \$ 8,723*

Year 2: 7% of salary at \$ 7,787*

Year 3: 4% of salary at \$ 4,935*

Year 4: 2% of salary at \$ 2,542*

*with a 3% increase of pay per year.

Note: The Academic Coordinator's administrative salary percentage decreases in the NRC budget over the 4 years as others increase.

A.2. Center Administrative Officer 2, Tami Driver, 50% of salary, at \$30,695 per year with a 3% increase of pay per year.

The specific requirements this project meets are: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs and outcomes as required by the U.S. Department of Education.

B. Outreach Personnel:

B.1. Center's Academic Coordinator, Martha Saavedra.

Year 1-4 will be 5% of salary at \$5,815 per year with a 3% increase of pay per year.

Center Academic Coordinator will provide vital communications about Africa-related programs and information with other campus units, other UCs, news organizations, NGOs, student and scholars from other colleges and universities, including teachers from K-14, as well as the general public.

C. Language Instruction:

Note: Per the UC-AFT Memorandum of Understanding with UC Berkeley, Lecturer workloads and the percentage appointment for each language instruction course taught is 40%.

C.1. Language Instruction: Lecturer TBD, Amharic

Beginning: Lecturer, 40% effort/salary at \$23,116 per year with a 3% increase of pay per year.

Intermediate 1st and 3rd year, Advanced 2nd and 4th year: 40% effort/salary at \$23,116 per year with a 3% increase of pay per year.

C.2. Language Instruction: Lecturer TBD, Igbo

Beginning: Lecturer, 40% effort/salary at \$23,116 per year with a 3% increase of pay per year.

Intermediate 1st and 3rd year, Advanced 2nd and 4th year: 40% effort/salary at \$23,116 per year with a 3% increase of pay per year.

C.3. Language Assessment & Distance Learning Coordinator UCB, David Kyeu.

Year 1-4 will be 7% of Salary at \$4,045 per year with a 3% increase of pay per year.

NRC funds will help support salary for beginning, intermediate and advanced language courses in Amharic and Igbo, with each course at 40%FTE. In addition, NRC funds will support the Center’s language assessment and distance learning program by providing 7%FTE of our Language Assessment and Distance Learning Coordinator, who will assist with language assessments for language courses and FLAS fellows, as well as assist with the distance learning program, which will accelerate ongoing efforts to extend Berkeley-based language instruction within the ten-campus University of California system.

Salaries are based on 10/01/18 actual salaries and are projected to include a 3% annual cost-of-living adjustment (and merit, if applicable) effective each year.

2. FRINGE BENEFITS:

The University of California, Berkeley Composite Fringe Benefit Rates have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on 09/20/2017 for use by all fund sources for FY17. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or biannual basis. Fringe benefits are assessed as a percentage of the respective employee’s salary. The benefit rates are as follows:

UCB Composite Benefit Rates (effective 7/1/2017)				
	Approved	Projections for Planning Purposes		
CBR Rate Group	FY18	FY19	FY20	FY21
Academic	40.00%	40.00%	40.00%	40.00%
Staff	48.00%	48.00%	48.00%	48.00%
Limited	16.00%	16.00%	16.00%	16.00%
Students (Grad and UG)	0.00%	0.00%	0.00%	0.00%

For more information, please see: <http://www.spo.berkeley.edu/policy/benefits/benefits.html>

3. TRAVEL:

A. Administrative Travel

Domestic Total: \$3,000 for year 1-4. Administrative travel to IFLE Title VI Director’s meetings as well as those at African Studies Association (Fall) and Association of African Programs (Spring) meetings. Estimated at 3 trips each year at \$1,000 each.

3 trips / year for 1 Senior Administrative Staff	
Airfare	Accommodations & Per diem
\$500 each trip; \$1,500/year	\$500 each trip; \$1,500/year

NRC funds will help support administrative travel (airfare, accommodations, and per diem) to attend Title VI Directors meetings, as scheduled by IFLE and at the African Studies Association (ASA) meeting in Fall and the Association of African Studies Programs meeting in Spring for four years. Note: The CAS Director is on the board of the ASA, and therefore his travel costs will be covered by ASA.

B. Language Training Travel

Domestic Total \$3,000 for year 1-4. Three trips per year.

3 trips / year for Language Instructors	
Airfare	Accommodations & Per diem
\$500 each trip; \$1,500/year	\$500 each trip; \$1,500/year

NRC funds will help support CAS language instructors, 3 per year, to attend and/or present research papers at training and development workshops, focusing on language pedagogy, language program development, language assessment, and professional development, etc., at African language associations such as NARLC, NCOLCTL, ALTA, ACAL or ASA. The NRC funds for our instructors’ professional development will augment funds available by application through the Berkeley Language Center and the UC AFT union.

C. Community College & MSI Instructor Travel

Domestic Total: \$3,000 for year 1-4, 1 trip per year.

Travel Fellowship for Community College & MSI Instructor to attend the AASP or other African Studies related conference 1 trips / year for 4 years	
Airfare	Partial Per diem
\$600 each trip 1 per year	\$400 each trip/year (3 day per diem)

NCR funds will help support travel to the Association of African Studies Programs or other relevant Africa-related conferences for selected community college faculty and MSI instructors, one participant each year for four years. NRC funds allow some AASP members who lack support from their home institutions, sometimes making it difficult for the leadership of the organization to attend the key meetings each year.

D. Curriculum Training and Development Workshop Community College & MSI Instructor in partnership with the WARA/WARC and CAORC

International Total: \$4,000 in year 1 only.

Curriculum Training and Development Workshop Community College & MSI Instructor
--

1 trip / only in Year 1	
RT International Airfare	Partial Per diem
\$600 each trip 1 per year	\$400 each trip/year (3 day per diem)

NRC funds will help provide airfare and per diem, for the first year of the TVI grant, to assist a faculty member for a community college or MSI to participate in the two-week teacher training in Senegal, collaborative organized by the African NRC in partnership with WARA/WARC and CAORC.

5. SUPPLIES:

A supplies and expenses budget of \$81,849 is requested for the entire project period and will be used solely for benefit of the research project as follows:

A. Library Acquisitions

1. *UCB Main Library: Year 1-4 \$12,000 each year for Africana Library acquisitions.*

To help maintain our robust library, the 5% funding allocated from the Title VI grant will be used for collaborative projects and the acquisition of materials not otherwise collected. NRC funds will help maintain our library’s strength as our library holdings in Africana materials position Berkeley among the best research libraries in the nation.

2. *Cooperative Library Project (CAMP): funds may cover expenses such as office supplies, copying, communications, IT.*

The NRC funds will help support our librarian’s current work with CAMP which includes various and on-going bibliography, access, and digitization projects involving several African newspapers, government documents, and other collections such as the Kenya Historical Botanical Collection. NRC will help UCB provide funds to preserve key documents from African archives, digitizing when feasible, acquire African dissertations and develop and maintain an electronic union list of African newspaper holdings in the US.

B. African Language Materials Archive (ALMA)

Year 1-4: \$1,000 per year

NRC will provide funds for our Center to participate in the African Language Material Archive (ALMA) project, a multi-partner project focusing on the promotion and documentation of literature and literacy in the languages of Africa. It includes a web-based electronic archive of original materials published in nearly 40 African languages. ALMA works with African language instructors and students in the use of these authentic African language-teaching materials. ALMA is also training African language instructors in the use of ALMA materials.

C. Office Supplies

1. *for Communications/Web editing: Total: \$7,299*

Year 1: \$2,006, Year 2: \$2,050, Year 3: \$2,098, Year 4: \$1,145

NRC funds will help support communication and web editing efforts (CAS email listservs, and websites), which provide open access to our public events, a speakers’ bureau and collaboration with community groups such as Priority Africa Network in sharing information and organizing education events.

2. for Spring Haas Africa Business Forum, lectures:

Total: \$2,000; Year 1-4 \$500 each year

NRC grant funds will help support supplies required for the annual Spring Haas African Business Forum.

3. for Dissertation workshops:

Total: \$1,000; Year 1-4 \$250 each year

These NRC funds will help the Center to organize an annual doctoral dissertation workshop inviting students from other UC campuses to receive training and feedback for their Africa-focused research. CAS will document and disseminate the results of this and other scholarly events through our online eScholarship working paper series and our website.

4. for Other/Center Operation:

Total: \$4,000; Year 1-4 \$1,000 each year

NRC funds will provide funds to offset CAS expenses for office supplies used in implementing Title VI NRC activities, including ink cartridges, postage, copy paper, as well as monthly copier and phone costs.

5. In collaboration with the other UCB NRCs for ORIAS Workshops (summer, school year)

Total: \$2,350; Year 1-2: \$700 each year; Year 3; \$600 and Year 4: \$350

Along with other UCB Centers that receive NRC funds for this purpose, the Center for African Studies will contribute NRC funds to support the facilitation of the summer and school year ORIAS teacher workshops. Funds cover basic workshop supplies and expenses necessary to run a workshop.

6. In collaboration with ASA Outreach Council

for ASA Outreach Council Booth at NCSS

Total: \$2,000; Year 1-4: \$500 each year

for ASA Children's Book Award

Total: \$1,600; Year 1-4: \$400

for ASA Teacher's Workshop (Y4 in SF)

Total: \$1,600; Year 1-4: \$400

NRC funds will help CAS support the ASA Outreach Council's efforts to recognize and promote various programs events, which strive to present accurate and valuable information to educators in African Studies. Funds cover ASAOC booth fees at NCSS, provide funds directly the ASA Children's Book award, and provide supply and workshop facilitation funds for the ASA Teacher Workshops (i.e. room rental, photo copying, book funds, etc.). CAS will actively be involved in organizing the Teachers Workshop in year 4, when the ASA conference will be in San Francisco.

8. Other

8A. Language Pedagogy, Proficiency and Distance Learning Support

A.1. In-Service Professional Development Workshops w/ Berkeley Language Center and Language Leadership Team

Total: \$1,600; Year 1-4: \$400 each; 2 professional service fees @ \$200 each/year

NRC funds will be used to provide language instructor training in pedagogy and assessment to implement a quality distance learning language program.

A.2 African Language Distance Learning Support Travel to visit students at other UC campuses

Total: \$1,200; Year 1-4; \$800 each year for two instructors per year:

Total Per diem: \$400; 2 instructors @ \$200 for 2 days

Total RT Airfare: \$400; 2 instructors @ \$200 each

CAS and African American Studies are expanding the number and levels of African languages taught and making them available via distance learning enabled through cross-campus enrollment to students at other UC campuses and through concurrent enrollment to students from other institutions. We request a small amount of funds for airfare and per diem to facilitate the face-to-face meeting of instructors and distance learning students from other campuses once a year.

8B: K-16 Outreach

B.1. ORIAS Teacher Education/In-Service

Total: \$13,480: \$3,780

a. Programs - Summer and School Year, Joint w/ other UCB NRCs Collaborations with UCB Hearst Museum and Pacific Film Archives How to Read an Object; How to read a Film (2 workshops each/year)

Total Year 1-4: \$480; Professional service fees: \$120/year

NRC funds will be combined with all UCB NRCs to provide professional service fees for ORIAS Teacher Education and In-Service activities during the summer and school year activities, which will be collaborative efforts with the UCB Hearst Museum, Pacific Film Archive's How to Read an Object and How to read a Film for the proposed 2 workshops/year.

b. Summer Training Institute (Community College) 3-day workshops

Y1-4: Community College ~ World History Institute: 4/year Total: \$4,200

Travel for Presenters 1/year Total: \$2,000 (\$500 each year)

Per Diem for Presenters 1/year Total: \$1,200 (\$300 each year)

Professional Services Fee for Presenters 1/year total: \$1,000 (\$250 each year)

CC Online Course Construction World History pre-1500 & World History post-1500:

Year 1 and 2 only, Total: \$1,200 Per diem for educators: Year 1: Total \$800 (4 educators @ \$200 each) and Year 2: Total \$400 (2 educators @ \$200 each)

TVI NRC funds from all UCB NRCs will help provides scholarly resources and support professional development for community college instructors through free summer workshops. Funds will be used for presenter travel, per diem, and professional service fees.

c. Summer Training Institute (K-12) 3-day workshops

Y1: 2019 K-12 ~ Body & Identity Across Time and Place

Y2: 2020 K-12 ~ The World in Film

Y3: 2021 K-12 ~ The Little Ice Age (1350 - 1850)

Y4: 2022 K-12 ~ Propaganda, Speech and Global Communications Technology

Year 1-4 Total: \$4,200

Travel for Presenters: Total Year 1-4: \$300 each year
per diem for Presenters Total Year 1-4: \$250 each year
Professional Service Fees Total Year 1-4: \$200 each year
per diem for educators Total Year 1-4: \$300 each year (3@\$100 each year)

ORIAS hosts the popular Summer Teachers' Institute, a 3-day intensive, thematic program for 40-50 educators now entering its 23rd year. The combined UCB NRC funds will help provide an opportunity for K-12 teachers to develop a broader array of thematic courses for their students. ORIAS will use funds for presenter travel, per diem, and professional service fees.

d. School year working groups in SF and East Bay

Three 1-day workshops per year for each grade with 5 meetings per group/year

Year 1-4 Total: \$3,400

Travel for Presenters x 2: Total Year 1-4: \$200 each (\$100/presenter)
Per diem for Presenters x 2: Total Year 1-4: \$200 each (\$100/presenter)
Professional Service Fees x 2: Total Year 1-4: \$200 each (\$100/presenter)
Per diem for educators x 10: Year 1-4: \$250 each (\$25/presenter)

TVI combined UCB NRC funds will be used for presenter travel, per diem, professional service fees and per diem for attending educators during the Three 1-day SF/East Bay reading group workshops per year for each grade (5 meetings per group/per year).

B.2. UCB History-Social Science Project

Creation of three global history course outlines (6th, 7th and 10th grade); Working groups, summer institutes and web development

Year 1-4 Total: \$8,000: Total per year: \$2,000 for Professional Fees for teachers & scholars

Title VI funds will be used to disseminate information through our coordinated outreach efforts, including K-12 and community college outreach through UC Berkeley History-Social Science Project (UCBHSSP) teacher training, and opportunities to participate in national Africanist associations, as well as our symposia and other events. To support the UCBHSSP, NRC funds will provide professional service fees for teachers and scholars.

8C: Public and Media Outreach

C.1. Annual Spring Haas Africa Business Forum

Total Year 1-4: \$32,000; Total per year: \$4,000
RT International Airfare: \$2,000 per year
Per diem for Presenters: \$1,000 per year
Professional Service Fee: \$1,000 per year

TVI NRC funds allow CAS to work with UCBHSSP and other UCB NRCs to create three global history course outlines (6th, 7th and 10th grade) in collaboration with scholars, graduate students, and classroom teachers. These outlines will be developed by a working group of teachers and be informed by the recently adopted California History-Social Science Framework and input from faculty and graduate students, who will build content knowledge, reinforce historical significance, and identify sources for

lesson development. The materials would be presented in summer institutes (3) and presented on a reformatted UCBHSSP Global History webpage.

C.2 Visiting Speakers Program

3 external speakers each year

Total Year 1-4: \$7,600; Total per year: \$1900

1 Airfare/3 local transportation: Total Year 1-4: \$2,000 (\$500 each year)

Per diem for 2 Presenters, 1 days@200/day: Total Year 1-4: \$1,600 (\$400 each year)

Professional Service Fee @\$250: Total Year 1-4: \$4,000 (4 @ \$250 each year)

NRC funds will facilitate visiting speaker participation in our lecture series in providing funds for airfare, per diem and professional service fees.

8D: Curriculum Development Through UCARI

D. UC Africa Research Initiative (UCARI)

D.1. Across UC system (including MSIs: Merced, Riverside, Santa Cruz, Santa Barbara) via annual call to faculty

Total Year 1-4: \$8,000; Total per year: \$2,000

Airfare/Transportation: Year 1-4: \$1,000 each; 5 @ \$200each

Per diem for Presenters: Year 1-4: \$500 each; 5 @ \$100 each

Professional Service Fee: Year 1-4 \$500 each; 5 @ \$100 each

The Center will give special attention to four themes in programming and curricular development, including the annual forum, that draw on the strengths of Berkeley faculty and others participating in the University of California Africa Research Initiative (UCARI): develop a broader array of thematic courses. Funds will airfare, transportation, per diem and professional service fees for up to 5 presenters, per year.

8E. Other Curriculum Development

E.1 Graduate Student Curriculum & Dissertation Workshop - For UC and other local doctoral students

Total Year 1-4: \$6,000; Total per year: \$1,500

RT In-State Airfare: Total Year 1-4: \$600; 2 @ \$300 each year

Accommodations & Per Diem: Total Year 1-4: \$900: 6 x 3days @ 50/day

NRC funds will be used to organize an annual doctoral dissertation workshop inviting students from other UC campuses to receive training and feedback for their Africa-focused research, providing airfare, accommodations and per diem to participants, for the 3-day workshop.

F. Evaluation

F.1. Collaborative NRC Outreach Evaluations with Program Evaluation Specialist (N. Sato)

Total Year 1-4: \$2,200; Total per year: \$555 for UCB Professional Service Fee

NRC funds provided to CAS, combined with other UCB NRCs, will support UCB NRC efforts with their program evaluations, by providing a professional service fee to Program Evaluation Specialist, Nancy Sato.

INDIRECT COSTS: Per the sponsor's policy, indirect costs have been limited to 8% of total modified direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at:

<https://spo.berkeley.edu/policy/fa2017.pdf>

FLAS Fellowship Budget

ACADEMIC YEAR FLAS

Total Graduate FLAS for Academic Year: \$990,000

1. Graduate Students: 6 awards/year 1 totaling \$198,000/year, 8 awards/year 2, 3, 4 totaling \$264,000/year (Note: increase in awards is possible because of the increase of time to be able to recruit more incoming graduate students; (if the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants)

Year 1 Totals:

(Academic and Professional) Institutional Payment: \$108,000 (6 @ \$18,000 each)

Subsistence Allowance: \$90,000 (8@ \$15,000 each)

Year 2,3,4 Totals:

(Academic and Professional) Institutional Payment: \$144,000 (6 @ \$18,000 each)

Subsistence Allowance: \$120,000 (8@ \$15,000 each)

Total Undergraduate FLAS for Academic Year: \$70,000

2. Undergraduate Students: 2 awards/year 2, 3, 4 (Y1-Intensive campaign to advertise to undergraduates)

Totals per year:

Institutional Payment: \$20,000/year (2 @ \$10,000 each)

Subsistence Allowance: \$10,000/year (2 @ \$5,000 each)

SUMMER FLAS

Total Graduate FLAS for Summer: \$155,000

1. Graduate Students: 6/awards year 1 totaling \$42,500; 5 awards/year 2,3,4 totaling: \$37,500/year

Institutional Payment (@\$5,000 each)

Subsistence Allowance (@\$2,500 each)

2. Undergraduate Students: 2 awards each year totaling \$15,000/year

Institutional Payment: \$10,000/year (2 @ \$5,000 each)

Subsistence Allowance \$5,000/year (2 @ \$2,500 each)

UC BERKELEY CENTER FOR AFRICAN STUDIES
National Resource Center
2018/19 to 2021/22

					2018/2019	2019/2020	2020/2021	2021/2022			Page			
					Year 1	Year 2	Year 3	Year 4	Totals			Ref.		
<i>Fringe Benefits</i>														
		Y1	Y2	Y3	Y4									
1. Personnel														
A. Administrative														
1. Center Academic Coordinator 2 (Saavedra)														
		7.5% of Salary /100% time Y1		\$8,723	\$7,787	\$4,935	\$2,542	\$23,987						
		7% of Salary /100% time Y2												
		4% of Salary /100% time Y3												
		2% of Salary /100% time Y4												
fringe		3,489	3,115	1,974	1,017									
2. Center Administrative Officer 2 (Driver)														
		50% of Salary /100% time		\$30,695	\$31,615	\$32,564	\$33,541	\$128,415				9-11		
fringe		14,734	15,175	15,631	16,100									
Subtotal A1 thru 2					\$39,418	\$39,402	\$37,499	\$36,083	\$152,402					
B. Outreach														
1. Center Academic Coordinator 2 (Saavedra)														
		5% of Salary /100% time		\$5,815	\$5,990	\$6,169	\$6,354	\$24,328				9-11		
fringe		2,326	2,396	2,468	2,542							44, 46		
Subtotal B1					\$5,815	\$5,990	\$6,169	\$6,354	\$24,328					
C. Language Instruction														
<i>(Per the UCB-UCAFT MOU, the workload for a language instruction course is set at 40% FTE)</i>														
1. Amharic Lecturer (TBA)														
		40% of Salary/100% time, Beginning		\$23,116	\$23,809	\$24,285	\$24,771	\$95,981				7, 33-34		
		40% of Salary/100% time, Intermediate		\$23,116			\$24,285	\$47,401						
		40% of Salary/100% time, Advanced				\$23,809	\$24,771	\$48,580						
fringe		18,493	19,047	19,428	19,817									
2. Igbo Lecturer (TBA)														
		40% of Salary/100% time, Beginning		\$23,116	\$23,809	\$24,285	\$24,771	\$95,981				7, 33-34		
		40% of Salary/100% time, Intermediate		\$23,116			\$24,285	\$47,401						
		40% of Salary/100% time, Advanced				\$23,809	\$24,771	\$48,580						
fringe		18,493	19,047	19,428	19,817									
3. Language Assessment & Distance Learning Coordinator UCB														
		Lecturer (D. Kyeu)												
		7% of Salary /100% time		\$4,045	\$4,167	\$4,250	\$4,335	\$16,797				9, 20, 32		
fringe		1,942	2,000	2,040	2,081							34-37		
Subtotal C1 thru 3					\$96,509	\$99,403	\$101,390	\$103,419	\$400,721					
TOTAL SALARIES					\$141,742	\$144,795	\$145,058	\$145,856	\$577,451					
2. Fringe Benefits														
A. Berkeley Benefits														
		Staff = 48%		\$16,676	\$17,175	\$17,671	\$18,181	\$69,703						
		Academic= 40%		\$42,801	\$43,605	\$43,298	\$43,193	\$172,897						
		<i>Negotiated US Federal Rates</i>												
TOTAL BENEFITS					\$59,477	\$60,780	\$60,969	\$61,374	\$242,600					

UC BERKELEY CENTER FOR AFRICAN STUDIES
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2018/19 to 2021/22

	2018/2019	2019/2020	2020/2021	2021/2022	Totals	Page Ref.
	Year 1	Year 2	Year 3	Year 4		
3. Travel						
A. Administrative Travel						
Estimated trips 3 each year @ \$1000 ea	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	
T6 Directors' Mtgs ASA Fall; AASP Spring						
Note: L. Arriola's is on the ASA board, so travel costs are covered						
RT Airfare 3*\$500 each	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	
Accommodations & per diem 3*\$500 each	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	
B. Language Training Travel	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000	37
For instructors to attend NARLC NCOLCTL, ALTA, ACAL or ASA						
Estimated 3 per year,						
RT airfares @\$500	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	
Accommodations & per diem @\$500	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	
C. Community College & MSI Instructor Travel						
Fellowships: to AASP or other African Studies related conferences						
1 per year	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	7-8, 46
1RT airfares @\$600	\$600	\$600	\$600	\$600	\$2,400	
1 partial per diem @ \$400 (3 days)	\$400	\$400	\$400	\$400	\$1,600	
D. Curriculum Training and Development Workshop Community College & MSI Instructor in partnership with the WARA/WARC and CAORC						
1 in Y1	\$4,000	\$0	\$0	\$0	\$4,000	7-8, 46
1RT international airfares @\$2500	\$2,500	\$0	\$0	\$0	\$2,500	
1 per diem @ \$100/day for 15 days	\$1,500	\$0	\$0	\$0	\$1,500	
TOTAL TRAVEL	\$11,000	\$7,000	\$7,000	\$7,000	\$32,000	
5. Supplies						
A. Library Acquisitions						
1. UCB Main Library	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000	5-7
2. Cooperative Library Project	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
B. African Language Materials Archive (ALMA) via WARA/WARC	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
C. Office Supplies						
1. for Communications/Web/eScholarship	\$2,006	\$2,050	\$2,098	\$1,145	\$7,299	5
2. for Spring Haas Africa Business Forum	\$500	\$500	\$500	\$500	\$2,000	5,6,13,46
3. for Dissertation workshops	\$250	\$250	\$250	\$250	\$1,000	5-7
4. for Other/Center Operation	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
5. In collaboration with the other UCB NRCs for ORIAS Workshops and CC Online Course Construction (summer, school year)	\$700	\$700	\$600	\$350	\$2,350	4, 6, 8, 9 11, 13, 15 23, 44-6
6. In collaboration with ASA Outreach Council for ASA Outreach Council Booth at NCSS	\$500	\$500	\$500	\$500	\$2,000	45
for ASA Children's Book Award	\$400	\$400	\$400	\$400	\$1,600	45
for ASA Teacher's Workshop (Y4 in SF)	\$400	\$400	\$400	\$400	\$1,600	45-6
TOTAL SUPPLIES	\$20,756	\$20,800	\$20,748	\$19,545	\$81,849	

UC BERKELEY CENTER FOR AFRICAN STUDIES
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2018/19 to 2021/22

	2018/2019	2019/2020	2020/2021	2021/2022		Page Ref.
	Year 1	Year 2	Year 3	Year 4	Totals	
8. Other						
8A: Language Pedagogy, Proficiency and Distance Learning Support						
A.1. In-Service Professional Development Workshops w/ Berkeley Language Center and Language Leadership Team 1/yr on Proficiency Training & Assessment for Distance Learning. <i>2 Professional Service Fee @ \$200</i>	\$400	\$400	\$400	\$400	\$1,600	6-7
	\$400	\$400	\$400	\$400	\$1,600	
A.2 African Language Distance Learning Support Travel to visit students at other campuses <i>2 per year per diem @ \$100/day for 2 days</i> <i>2per year, RT Air tickets for Instructor @\$200</i> <i>to visit UCLA or other UC campuses.</i>	\$800	\$800	\$800	\$800	\$3,200	7
	\$400	\$400	\$400	\$400	\$1,600	
	\$400	\$400	\$400	\$400	\$1,600	
8A: Other Language Sub-totals	\$1,200	\$1,200	\$1,200	\$1,200	\$4,800	
8B: K-14 Outreach						
B.1. ORIAS Teacher Education/In-Service sub-total	\$3,870	\$3,470	\$3,070	\$3,070	\$13,480	4, 6, 8, 9
a. Programs - Summer and School Year, Joint w/ other UCB NRCs Collaborations with UCB Hearst Musueum and Pacific Film Archives How to Read an Object; How to read a Film (2 workshops each/year) <i>Professional Service Fees</i>	\$120	\$120	\$120	\$120	\$480	11, 13,15 23, 44-6
b. Summer Training Institute (Community College) 3-day workshops Y1-4: Community College ~ World History Institute/Online Course Construction <i>Travel for Presenters</i>	\$500	\$500	\$500	\$500	\$2,000	
<i>per diem for Presenters</i>	\$300	\$300	\$300	\$300	\$1,200	
<i>Professional Service Fees</i>	\$250	\$250	\$250	\$250	\$1,000	
CC Online Course Construction World History pre-1500 and World History post-1500 <i>per diem for educators Y1=4, Y2=2 @\$200 each</i>	\$800	\$400			\$1,200	
c. Summer Training Institute (K-12) 3-day workshops Y1: 2019 K-12 ~ Body & Identity Across Time and Place Y2: 2020 K-12 ~ The World in Film Y3: 2021 K-12 ~ The Little Ice Age (1350 - 1850) Y4: 2022 K-12 ~ Propaganda, Speech and Global Communications Technology <i>Travel for Presenters</i>	\$300	\$300	\$300	\$300	\$1,200	
<i>per diem for Presenters</i>	\$250	\$250	\$250	\$250	\$1,000	
<i>Professional Service Fees</i>	\$200	\$200	\$200	\$200	\$800	
<i>per diem for educators 3@\$100each</i>	\$300	\$300	\$300	\$300	\$1,200	
d. School year working groups in SF and East Bay 5 meetings per group/year <i>Travel for Presenters x 2</i>	\$200	\$200	\$200	\$200	\$800	
<i>per diem for Presenters x 2</i>	\$200	\$200	\$200	\$200	\$800	
<i>Professional Service Fees x 2</i>	\$200	\$200	\$200	\$200	\$800	
<i>per diem for educators 10@\$25each</i>	\$250	\$250	\$250	\$250	\$1,000	
B.2. UCB History-Social Science Project Creation of three global history course outlines (6th, 7th and 10th grade) Working groups, summer institutes and web development <i>Professional Fees for teachers & scholars</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	6, 8 45
8B: Other K-16 Outreach Sub-totals	\$5,870	\$5,470	\$5,070	\$5,070	\$21,480	

UC BERKELEY CENTER FOR AFRICAN STUDIES
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2018/19 to 2021/22

	2018/2019	2019/2020	2020/2021	2021/2022	Totals	Page Ref.
	Year 1	Year 2	Year 3	Year 4		
8C: Public and Media Outreach						
C.1. Annual Spring Haas Africa Business Forum	\$4,000	\$4,000	\$4,000	\$4,000	\$16,000	5,6,13,46
<i>RT International Airfare</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
<i>per diem for Presenters</i>	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
<i>Professional Service Fee</i>	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
C.2 Visiting Speakers Colloquium Program	\$1,900	\$1,900	\$1,900	\$1,900	\$7,600	7,11,13
3 external speakers each year						
1 Airfare/Transportation @\$500; 3 local	\$500	\$500	\$500	\$500	\$2,000	
per diem for 2 Presenters, 1 days @200/day	\$400	\$400	\$400	\$400	\$1,600	
4 Professional Service Fee @\$250 (partner on one with UC Merced)	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
8C: Other Public and Media Outreach	\$5,900	\$5,900	\$5,900	\$5,900	\$23,600	
8D: Curriculum Development Through UCARI						
D. UC Africa Research Initiative (UCARI) symposia						4-6,8
D.1. Across UC system (incl MSIs: Merced, Riverside, Santa Cruz, Santa Barbara)	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
<i>Via annual call to faculty</i>						
Airfare/Transportation 5 @\$200each	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000	
per diem for Presenters 5 @\$100each	\$500	\$500	\$500	\$500	\$2,000	
Professional Service Fee	\$500	\$500	\$500	\$500	\$2,000	
8D. UCARI Curriculum Dev't Sub-total	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000	
8E. Other Curriculum Development						
E.1 Grad Student Curriculum & Diss Wkshp	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	5-7
For UC and other local doctoral students						
<i>RT In-State Airfare 2 @300 each</i>	\$600	\$600	\$600	\$600	\$2,400	
<i>Accommodations & Per Diem, 6x3daysx50/day</i>	\$900	\$900	\$900	\$900	\$3,600	
8E. Other Curriculum Development	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000	
F. Evaluation						
F.1. Collaborative NRC Outreach Evaluations	\$555	\$555	\$555	\$555	\$2,220	17
With Program Evaluation Specialist (N. Sato)						
<i>Professional Service Fee UCB</i>	\$555	\$555	\$555	\$555	\$2,220	
8F: Evaluation Sub-Totals	\$555	\$555	\$555	\$555	\$2,220	
TOTAL FOR OTHER	\$17,025	\$16,625	\$16,225	\$16,225	\$66,100	
TOTAL DIRECT COSTS	\$250,000	\$250,000	\$250,000	\$250,000	\$1,000,000	
INDIRECT COSTS@8%	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000	
TOTAL COSTS, CENTER	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000	
	\$0	\$0	\$0	\$0		

See Next Page for FLAS budget

UC BERKELEY CENTER FOR AFRICAN STUDIES
National Resource Center
2018/19 to 2021/22

	2018/2019	2019/2020	2020/2021	2021/2022		Page Ref.
	Year 1	Year 2	Year 3	Year 4	Totals	
FLAS Fellowship Budget						47-9
ACADEMIC YEAR FLAS						
1. Graduate Students						
6 awards year 1						
8 awards year 2, 3, 4 (<i>able to recruit more incoming graduate students</i>)						
(Academic and Professional)						
Institutional Payment (@\$18,000 each)	\$108,000	\$144,000	\$144,000	\$144,000	\$540,000	
Subsistence Allowance (@\$15,000 each)	\$90,000	\$120,000	\$120,000	\$120,000	\$450,000	
Total Graduate for Academic Year	\$198,000	\$264,000	\$264,000	\$264,000	\$990,000	
(if the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants)						
2. Undergraduate Students						
2 awards year 2, 3, 4						
(Y1 - <i>Intensive campaign to advertise to undergraduates</i>)						
Institutional Payment (@\$10,000 each)	\$0	\$20,000	\$20,000	\$20,000	\$60,000	
Subsistence Allowance (@\$5,000 each)	\$0	\$10,000	\$10,000	\$10,000	\$10,000	
Total Undergraduate for Academic Year	\$0	\$30,000	\$30,000	\$30,000	\$70,000	
(if the institutional payment exceeds actual U.C. Berkeley fees, the remaining funds will be applied to additional FLAS grants)						
TOTAL FOR ACADEMIC YEAR	\$198,000	\$294,000	\$294,000	\$294,000	\$1,060,000	
SUMMER FLAS						
1. Graduate Students						
6 awards year 1						
5 awards year 2,3,4						
Institutional Payment (@\$5,000 each)	\$30,000	\$25,000	\$25,000	\$25,000	\$105,000	
Subsistence Allowance (@\$2,500 each)	\$12,500	\$12,500	\$12,500	\$12,500	\$50,000	
Total for Graduate Students Summer	\$42,500	\$37,500	\$37,500	\$37,500	\$155,000	
2. Undergraduate Students						
2 awards each year						
Institutional Payment (@\$5,000 each)	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000	
Subsistence Allowance (@\$2,500 each)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000	
Total for Undergraduate Students Summer	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000	
TOTAL FOR SUMMERS 2019-2022	\$57,500	\$52,500	\$52,500	\$52,500	\$215,000	
TOTAL FOR FLAS FELLOWSHIPS	\$255,500	\$346,500	\$346,500	\$346,500	\$1,295,000	
TOTAL COSTS, CENTER	\$270,000	\$270,000	\$270,000	\$270,000	\$1,080,000	
2018-2022 TOTAL BUDGET	\$525,500	\$616,500	\$616,500	\$616,500	\$2,375,000	