

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 # P015A180157

Grants.gov Tracking#: GRANT12660283

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180157

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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="Howard University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="530204707"/>	* c. Organizational DUNS: <input type="text" value="0562822960000"/>

d. Address:

* Street1:	<input type="text" value="2400 Sixth Street NW"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Washington"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="DC: District of Columbia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20059-0001"/>

e. Organizational Unit:

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

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="Dana"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hector"/>	
Suffix: <input type="text"/>	

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

Organizational Affiliation: <input type="text" value="Howard University"/>

* Telephone Number: <input type="text" value="202-806-4759"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="ora@howard.edu"/>
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Application for Federal Assistance SF-424

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

T: Historically Black Colleges and Universities (HBCUs)

Type of Applicant 2: Select Applicant Type:

O: Private Institution of Higher Education

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 Center and Foreign Language and Area Studies Fellowships

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,677,786.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,677,786.00"/>

*** 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

Howard University

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	101,250.00	101,250.00	101,250.00	101,250.00		405,000.00
2. Fringe Benefits	31,614.00	31,614.00	31,614.00	31,614.00		126,456.00
3. Travel	5,247.00	5,247.00	5,247.00	5,247.00		20,988.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	5,852.00	5,852.00	5,852.00	5,852.00		23,408.00
6. Contractual						
7. Construction						
8. Other	106,932.00	106,932.00	106,932.00	106,932.00		427,728.00
9. Total Direct Costs (lines 1-8)	250,895.00	250,895.00	250,895.00	250,895.00		1,003,580.00
10. Indirect Costs*	19,552.00	19,552.00	19,552.00	19,552.00		78,208.00
11. Training Stipends	399,000.00	399,000.00	399,000.00	399,000.00		1,596,000.00
12. Total Costs (lines 9-11)	669,447.00	669,447.00	669,447.00	669,447.00		2,677,788.00

***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: 12/20/2012 To: 06/25/2018 (mm/dd/yyyy)

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

The Indirect Cost Rate is 51.00%.

(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 # P015A180157

Name of Institution/Organization Howard University	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>Caribbean M Ross</p>	<p>TITLE</p> <p>Research Administrator</p>
<p>APPLICANT ORGANIZATION</p> <p>Howard University</p>	<p>DATE SUBMITTED</p> <p>06/25/2018</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name: Dana Hector

* Street 1: 525 Bryant Street NW, Suite 137 Street 2: _____

* City: Washington State: DC: District of Columbia Zip: 20059-0001

Congressional District, if known: DC-001

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Dana Middle Name: _____

* Last Name: Hector Suffix: _____

* Street 1: 525 Bryant St NW Street 2: Ste 137

* City: Washington State: DC: District of Columbia Zip: 20059-0001

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

Prefix _____ * First Name: Dana Middle Name: _____

* Last Name: Hector Suffix: _____

* Street 1: 525 Bryant St NW Street 2: Ste 137

* City: Washington State: DC: District of Columbia Zip: 20059-0001

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: Caribbean M Ross

* Name: Prefix _____ * First Name: Caribbean Middle Name: _____
* Last Name: Ross Suffix: _____

Title: Research Administrator Telephone No.: _____ Date: 06/25/2018

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1235-GEPA Statement 2018 final.pdf

Add Attachment

Delete Attachment

View Attachment

Center for African Studies, Howard University
GEPA Statement

Howard University has historically served all communities, particularly the underserved, and it has developed admissions and recruitment policies and procedures that reinforce its reputation for employing faculty and staff and admitting students without regard to their race and color, national origin, gender, age, sexuality and disabilities. This is partly from Howard's tradition as a Historically Black College and University (HBCU). HU's student body is 90% black and minority, and 64.8% women. Data for faculty show a total of 1267 full and part-time faculty (approximately 634 male and 633 female): 82.1 % Black Non-Hispanic; 13 % White-Non-Hispanic, 3.27 % Asian or Pacific Islander, 1.39 % Hispanic and 0.24 % American Indian/Alaska Native. The student population of 9,139 is equally diverse: 84.1% Black Non-Hispanic, 3.1% White Non-Hispanic, 3.2 % % Asian or Pacific Islander, 1.4 % Hispanic, 0.20 % American Indian/Alaska Native, 0.2 % Native Hawaiian or Other Pacific Islander, 7.8 % Non-Resident Alien.. But it is also through institutional mechanisms that HU reinforces its policies. HU has an academy for training staff and faculty on diversity issues, among others. There's a mandatory *Unconscious Bias Training* program for all faculty and staff in all schools at HU, and persons serving on search committees undergo this mandatory training. HU also actively seeks out students, particularly in underserved communities, at all levels through its Office of Recruitment which notifies departments for follow up communications. Students with physical and learning disabilities are referred to the Office of the Dean of Special Student Services (ODSSS) which evaluates a person to determine his/her special needs and develops an accommodation plan with faculty to meet their specific needs. Whether this involves interpreting services for people who are hearing or visually impaired or special facilities for the physically disabled, ODSSS works with faculty to determine appropriate teaching practices and evaluation

methods which promote equal access and opportunity. HU has made accommodation for physically disabled people so that all buildings on campus are accessible. Our center complies with existing HU policies and practices, and provisions are made, as required, through the use of different formats such as audio, to ensure equal access to center materials and resources for all people. Should any issues of discrimination arise, CAS will take any allegations seriously and take follow institutional procedures for addressing such grievances and issues, such as informing the relevant authorities and offices, affording due process to all involved, hearings, and, most importantly, implement fully appropriate corrective measures to prevent future occurrences.

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 Howard University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Caribbean Middle Name:
* Last Name: Ross	Suffix:
* Title: Research Administrator	
* SIGNATURE: Caribbean M Ross	* DATE: 06/25/2018

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Mbye	A.B.	Cham	

Address:

Street1:	Center for African Studies
Street2:	Ralph Bunche Cnt, 2218 6th. Street, NW
City:	Washington
County:	
State:	DC: District of Columbia
Zip Code:	20059-0001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
202-238-2355	202-238-2326

Email Address:

mcham@howard.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

CENTER FOR AFRICAN STUDIES, HOWARD UNIVERSITY

Abstract

With one of the signal African studies programs in the nation, Howard University (HU), strategically located in the heart of the nation's capital, requests funding for a Comprehensive African National Resource Center and FLAS Fellowships. The HU Africanist faculty is one of the leading 10 research university producers of Ph.D.s on Africa, based in a comprehensive research university that has offered African studies for almost a century. With a unique Department of African Studies with 9 tenure-line faculty offering B.A., M.A. and Ph.D. degrees, HU also has 85 faculty doing Africa related work in 12 colleges in the sciences, architecture, engineering, law, medicine, allied health, communications, education, divinity, social sciences, the arts and the humanities. It is the nation's only *Comprehensive Doctoral University* among all the historically black colleges and universities (HBCU).

Howard African Studies is located in a uniquely diverse setting with students from all 50 states and more than 100 countries around the world, especially from Africa and the Caribbean. The metro area with more than 230,000 African immigrants opens rich possibilities for engaging Africa inside and outside the classroom and for providing real experience in African languages. Founded in 1867, HU has served as a national model and institutional leader in educating African Americans and the traditionally underrepresented in higher education. With a faculty of 1257, HU annually produces the largest number of African American undergraduates who go on to earn doctorates in the STEM and other fields from a student body of 6100 undergraduates and 3219 in graduate and professional schools. HU has educated thousands of US and international students, including many African political leaders, civil servants, educators, health care professionals, scientists, engineers, and others.

In Washington, DC, proximate to the corridors of power, HU already reaches out to and engages different agencies of the federal government and other NGOs and organizations (World Bank, IMF, United Nations, Woodrow Wilson Center, Council on Foreign Relations, international relief and policy organizations, and African embassies). As a result, HU students are in direct contact with U.S. and global policy-making with scholarly research, exhibitions, conferences, colloquia and exchanges on African issues. It is a natural site for an African Studies National Resource Center. We propose a program of high quality to consolidate and strengthen African Studies university-wide at HU and fulfill the priorities and purposes of the NRC and FLAS programs. Specifically, we plan to undertake the following:

1. Enhance and expand the African language program with the addition of Somali, and awarding of need based FLAS fellowships to a diverse group of students to improve supply of diverse skills and expertise for US national needs.
2. Contribute actively to academic renewal at HU through enrichment of Africa related interdisciplinary programming, research, teaching and curriculum development around a) *extreme violence, peace, security*, b) *health, culture, communication and public policy*, c) *climate change, appropriate technology and development*, d) *Muslim majority countries in Africa* and d) *gender, identities and change*
3. Enhance HU Library African holdings through systematic acquisitions of print and non-print materials
4. Strengthen and expand our outreach to DC area K-12, community colleges and MSIs to enhance teacher capacity in African content and pedagogy, in partnership with the HU School of Education. We will partner with DC area institutions and organizations to reach out to civic and faith-based organizations as well as business, media and the general public.
5. Enhance and expand our current linkages with African universities and study abroad programs.
6. Support collaborative African Title VI NRC projects (NARLC, WARA/ALMA, NERCPAL, CABA, CAMP) to develop cost effective cooperative training and materials development and acquisition.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. PROGRAM PLANNING AND BUDGET

Our plan for the new cycle rests on the significant achievements to date made by the Howard University Center for African Studies (CAS). Current grant cycle Title VI funds enabled us to expand, innovate and drastically improve African language and area studies at HU. They have supported major changes in international studies, teaching, library resources, outreach, research, and creative activities as they relate to Africa and the African world. The support strengthened our capacities to train and nourish a diverse pool of students who have become well versed in African languages and area studies. They are now capable of contributing significantly to areas of national and international affairs.

In response to Absolute Priorities (AP) 1 and 2, and NRC and FLAS Competitive Preference Priorities (CPP) 1 and 2, we propose to build upon our achievements to expand, transform and innovate through high quality program activities and initiatives that focus on training and production of diverse expertise in African languages deemed critical to US interests, education, business, teacher education, outreach, language instructional program expansion and enhancement, curriculum development, collaborative partnerships with MSIs, African and US institutions and Africa NRCs. We will continue to consolidate and strengthen African studies university-wide at a major minority serving institution, HU, as well as fulfill and promote the absolute and competitive preference priorities and purposes of the NRC and FLAS programs.

A.1. Language instruction. (AP 1) We plan to enhance our language offerings by 1) including more advanced levels in Kiswahili (currently offered as a minor), 2) coordinating with Georgetown University (GU) and George Washington University (GWU) through the D.C. Consortium of universities for advanced offerings in Arabic, and 3) working with consortia (such as NERCPAL) for advanced levels in Wolof. We plan to offer more literary and cultural courses

within the HU curricula of language studies. We will further develop advanced levels in Amharic, Zulu and Yoruba and create minors. We will also offer a pilot Somali course in Spring 2019. We plan to enhance the quality of our language teaching by providing our language instructors opportunities to participate in regional and national language consortia to enable them to acquire, develop and enhance standardized language methodologies, assessments, and proficiency tools. We will partner with Boston U African Studies Center to develop new online courses and create new open access teaching resources for professional fields focusing on *priority* languages offered at BU and HU (Swahili, Wolof, and Zulu). These will enable our language teachers and students to interact and work together in real time using new digital platforms, including teleconferencing and flipped classroom activities. Responding to the national need, the open access multimedia teaching resources we will develop will be broadly disseminated to our Title III and non-Title III school partners, the public, students, scholars, and professionals in government and non-governmental agencies in the country using our joint extensive outreach networks.

We therefore seek support for: 1) part-time instructor in Amharic (\$35,000/yr); 2) salary supplements for Zulu and Wolof instructors (\$5000 each; total \$10,000/yr.); 3) one part-time instructor for Somali (average of \$16,250 over a four year period, depending on number of courses taught) 4) \$2000 for stipends for on-demand individualized instruction in other African languages, while we plan to request at least two full-time African languages and area studies hires by 2019; 5) development of online instructional materials for Wolof, Zulu, Kiswahili, in partnership with Boston University (\$5000/yr); 6) summer intensive language study support (\$2,000/yr); 7) travel for two language faculty to attend NALRC's STAMP workshops (average of \$1416 per person over four years: total = \$5664); 8) African language coordinator and faculty

travel (partial support) to ALTA and ASA conferences (average of \$750 per person for two persons per trip over four years: total = \$3000); and 9) NECRPAL workshops on syllabi design, material development, language teaching methodology, and assessment (\$2000/yr).

A.1.2. Teacher Training Activities. (AP 1&2; CPP 1&2 NRC) We plan to expand our collaboration with *Africa Access* and the Department of Curriculum and Instruction (DCI) in the HU School of Education by focusing on African languages and cultures in their teacher training activities and curriculum. The collaboration will draw from expertise in Department of African Studies (DAS), Department of World Languages and Cultures (DWLC), and the DCI, which prepares a diverse pool of pre-service and in-service teachers at both the graduate and undergraduate levels. The goal is to support the DCI's integration of international and intercultural dimensions and language training into its teacher education programs. The partnership activities will include curriculum planning and development, summer institutes and professional development for K-16 teachers, teacher educators, and faculty, and shared teaching and research pursuits, including bringing various visiting scholars, faculty, and K-12 teachers to the center to teach or to conduct research. We request funds for annual spring professional development workshops for area K-12 educators, in partnership with GU and George Washington GWU (\$800/yr), annual Global Read Webinars, a new Outreach initiative (\$500/yr) and annual Summer Institute for educators (\$8650/yr). We plan to expand and enhance our partnership and collaboration with Community Colleges (CC), HBCUs and MSIs by supporting the overseas *Curriculum Training and Development Workshop for US Community College, HBCU and MSI Faculty*, a collaborative Africa NRC project, in partnership with WARA/WARC and CAORC. Faculty selected will participate in a two-week teacher training and Africa area

studies capacity building workshop in Dakar, Senegal. For each year, we request \$8000 to support two faculty from our area CCs, HBCUs and MSIs.

A.1.3. Academic Enhancement/Programmatic Initiatives. (AP 1&2; CPP 1&2 NRC) We will enhance academic renewal at HU through a series of enrichment initiatives that will harness and coordinate more productively the Africa-related expertise and resources on campus. Building on existing Africa related interdisciplinary projects and working groups at HU, such as the Gender Collective (created with support from our Academic Enhancement Grants), and initiating new ones in partnership with DMV area organizations, we plan to undertake Africa-themed programming, research, teaching and curriculum development around a) *violent extremism and peacebuilding*, b) *Muslim majority countries*, c) *business and entrepreneurship*, d) *health, migration, culture, communication and public policy*, e) *gender, culture, identities and social change: diaspora dimensions* and f) *climate change, appropriate technology and development*. We seek support for competitive grants (3 grants at \$3000 each/year; \$9K/year) to interdisciplinary working groups to develop specific research, courses, curricula, and symposiums, and to leverage funds for internal and external resources. A targeted new interdisciplinary course development project is the proposed *Conflict, Destruction of Heritage Sites, and the Trade of Illicit Antiquities in Africa*.

We will continue to support the Ralph Bunche International Affairs Center (RBC/Bunche Center) in their efforts to increase minority student representation in international public careers, the *Charles B. Rangel International Affairs*, the *Donald Payne International Development*, and *Thomas Pickering Foreign Affairs* fellowships. These initiatives enable HU students and others to intern with the US Department of State, both in the US and at US embassies abroad, particularly in Africa. The Diplomat-in-Residence program at RBC (currently occupied by

former US Ambassador and Deputy Assistant Secretary, Dr. Larry Palmer) works with faculty to mentor students and to increase interest in international issues and opportunities. We request funds to strengthen RBC's programming around career fairs, such as one organized recently with the Black Professionals in International Affairs (BPIA) organization, and other student-led efforts, such as the study abroad awareness raising campaign *#StudyAbroadSoBlack*, *Bison Abroad* and the *Bunche Brigade*. We request \$1000/yr to support these efforts.

In addition to our new collaboration with BU, noted above, HU CAS is initiating and collaborating on four new projects in this cycle. **1) A partnership with George Mason University's (GMU) School for Conflict Analysis and Resolution (S-CAR)** on a project on extreme violence, conflict dynamics, peacemaking and peace building in the Sahel region of West Africa. S-CAR Professor Daniel E. Agbiboa, an expert on terrorism, political violence, and civil-military relations in sub-Saharan Africa, will lead this project. The endeavor will begin with a series of "global conversations" in Fall 2018 at GMU, Spring 2019 at HU, and Fall 2019 at GMU, culminating in an international symposium on "Combating Extreme Violence and Making Durable Peace in Africa," to be held in Spring 2020 at HU. Projected participants in these conversations include a diverse array of voices, such as scholars from various local and national institutions, public officials, diplomats, faith groups and community leaders. In addition to posting videos of the proceedings on the CAS and GMU S-CAR websites, we will approach *The African Conflict and Peacebuilding Review* to publish a Special Issue. We request \$9500 per year for this project. **2) Building on the success of the international CAS funded conference on *Entrepreneurship Models for Africa***, organized at HU in May 2017 in partnership with the Center for International Business (CIB) of HU School of Business, and the CIB facilitated October 12, 2017 *Education, Business and Information Technology Issues* conference in Crystal

City, VA, in partnership with the International Academy of Business, we plan to enhance international business and entrepreneurship education at HU and MSI partners. Specifically, for the new cycle of the NRC grant, we are partnering with the Earl Graves School of Business and Management at Morgan State University (an MSI) in Baltimore, Maryland, to collaborate on their biennial *Out of (and Into) Africa* Business Conference, among other projects. The inaugural edition of this conference series, led by Drs. Omar Khan and Haiyan Hu, took place on May 24-25, 2018 at Morgan University. We request \$1000/yr for a total of \$4000 for this project. 3) HU CAS will partner with the Michigan State University (MSU) African and Asian Studies Center in a new collaboration for Global African and Asian Transregional Studies, with the aim of co-hosting an international dialogue on Africa-Asia connections. This dialogue would commence with a Spring 2019 symposium hosted at MSU on the theme of the “Global South.” A second symposium will be held in 2021 at HU. These two symposia will be augmented by a series of “global conversations” among partners in Africa, Asia and other regions. Additional partners for the symposia include the Social Science Research Council and the Chinese in Africa/Africans in China Research Network and CAORC. We request \$2000 per year. 4) We plan to collaborate with the University of Minnesota African Theory initiative that strives to inject more African centered perspectives in African area studies and promote more productive linkage with Africa based scholars and institutions (average of \$500/yr over four years).

We plan to reinforce and sustain the successful HU *Palaver Series* lectures, film screenings and discussions on current issues of national and international importance. We request funds for honoraria for 5 speakers a year at \$500 each (5/year; 5x\$500 =\$2500/yr). We will also strengthen our partnership with the Library of Congress and Africa Society’s Conversations with African Writers and Poets (\$500.yr for honoraria) and our collaboration with

the Washington, DC Mayor's Office on African Affairs to support their on-going activities (*Young African ConneXions Annual Summits*, with the theme, *Strengthening Diaspora Partnerships*), in collaboration with the HU School of Business. We intend to build on our linkage with the DC based Africa World Now project to support its annual *New African Films Festival* that takes place every spring at the AFI Silver Theater in Silver Spring, MD., as well as the periodic community screenings and discussions at BloomBars in DC. (\$1000/yr for four years).

A.1.4. Library Enhancement. (AP 2) We seek support to 1) enhance acquisition of African print and non-print materials for the main library, the special collections of the MSRC, and the library Media Center and enhance the Africana Librarian's LibGuides development for courses (\$5,000/yr for four years = \$20,000); 2) cover travel for an Africana librarian to the annual ASA Africana Librarians conference (\$1,400/yr). and 4) support the collaborative NRC Title VI library project, Cooperative Africana Materials Archive Project (CAMP) (\$2000/yr), and the WARA ALMA project (\$1000/yr).

A.1.5. Outreach. AP 1&2; CPP 1&2 NRC) We will further strengthen our outreach activities with initiatives targeted at educators in the DMV area and beyond (see Section I below). We will continue to a) cooperate with Africa NRCs in making African language instruction widely accessible and in maintaining the highest standards of instruction and evaluation; b) work with NALRC and other LRCs to refine standards, train teachers, and develop instructional materials; c) partner with area, institutions, business, media and community on diverse events programming on topics and issues on national and international interest; d) support various Africa NRC outreach collaborative projects. We request support for 1) 50% (\$30,000 plus fringe; HU will pay 50%) salary and benefits of one full time Outreach Director; 2) outreach director travel to

professional conferences (ASA \$1440/yr; Middle States Social Studies conference \$453/yr); 3) Center Director and Assistant Director travel to the annual ASA meeting (total \$3196/yr); 4) acquisition and development of resource materials for the K-12 library and for educator resource packets (\$2150/yr); 5) development and publication of new annual online outreach journals, *CABA Journal* and *Mwalimu Teaching Community Journal* (\$2000/yr); 6) other outreach activities such as *Scholar in the Classroom* - presentations at area schools and faith based organizations' heritage learning initiatives (\$800/yr) and *Read Africa Week* (\$722/yr); 7) salary for a part-time Media Specialist for designing Outreach and Center materials, maintenance of website and publicity (\$25,000/yr plus fringe); 8) stipends for a one week residency/internship program at CAS for area community college and MSI faculty to enhance internationalization efforts and teacher capacity in Africa related content and instruction in these institutions (3 x \$1000 each per year = \$3000); 10) the collaborative Children's Africana Book Award (CABA \$1000) and the membership dues for ASA Outreach Council annual Teachers Workshops (\$450/yr) and NCSS/NCTE (\$500/yr); 11) Collaborative AASP membership (\$500/yr) and 12) general supplies \$730/yr).

A.1.6. Linkages with Africa. (AP 1&2) We will continue working with the Ralph Bunche International Affairs Center and HU faculty, particularly in the professional schools such as Pharmacy, Medicine, Allied Health Sciences and Nursing, Engineering and Law, and the School of Education, to strengthen and expand partnerships with African institutions and leverage opportunities at HU and in the US (Fulbright, Humphrey, WARA, Boren, MHIRT fellowships) to enable collaborative research, teaching, exchanges and study abroad programs. We will seek HU institutional support for a) travel to initiate, develop, and enhance collaborations and student

research and study abroad arrangements in Africa and b) local costs of visiting African academics and other potential partners.

A.1.7. FLAS Awards. (AP 1&2; CPP 1&2 FLAS) In the current cycle, applications for FLAS support from students at HU and other institutions increased steadily, averaging 25 for A/Y FLAS and 20 for Summer FLAS. Based on this increased demand and interest, as well the impact these fellowships have had in stoking interest in African language and global area studies on the part of needy HU students with high potential and capabilities, we request 12 Academic Year and 10 Summer FLAS awards: 8 for graduate and 4 for undergraduate students during the academic year, and 6 for graduate and 4 for undergraduate in the summer. We will continue to strongly encourage students in all disciplines and schools to apply for these awards.

A.1.8. Periodic reviews and evaluation. In the current cycle, two external reviews were conducted of the African Languages Program (March 2016 by Dr. Fallou Ngom of Boston University) and the NRC (April 2018, by Dr. Ghirmai Negash of Ohio University). These were supplemented by internal periodic reviews and evaluation undertaken by the African Language Coordinator and faculty, as well as the Center and Outreach staff and discussed with the Center Advisory Committee at the end of each semester. Generally positive on most counts, limitations identified in these reviews (class space limitations, need to upgrade the language lab, lighter teaching load, more training for language instructors, among a few others), were taken seriously and addressed over the course of the current cycle. We will continue to take steps to address the very positive recommendations of these reviews in the new cycle. We provide in Section C below a more detailed plan for program evaluation and impact. We request funds for external reviews of the language program and the NRC (average of \$2500/per over the four year period)

A.2. Timeline and plan. Systematic implementation of the planned activities of CAS over the four year cycle of the grant period will enable better coordination and enhancement of Africa related teaching, research and interdisciplinary programming at HU that will strengthen our capacities to continue to contribute to the supply of a diverse pool of expertise in sectors that are critical to promoting US national interests. The majority (90 percent) of the activities of the center detailed above will be ongoing each year. Others will unfold on a different schedule – biennial (Year 2 and 4) for the Morgan State partnership, and the language and NRC external evaluation; and on a one year basis (Year 3) – for our support of the Minnesota African Theory project. In Year One, we will develop, refine and implement an assessment strategy and design the necessary assessment instruments to internally monitor progress through the four year cycle. Our plan to build on and expand existing partnerships and collaborations with local DC area universities and other NRCs and institutions will make for an improved and expanded language program, enhanced opportunities for faculty development, enhanced library resources, increased availability of seed funds for interdisciplinary collaboration, a stronger outreach program, and additional opportunities for graduate student training and research. It will strengthen and help maintain HU’s historic pioneer role in African Studies in the US. Our plan represents a set of high quality programs and activities that cumulatively respond to Absolute Priority 1 and 2, Competitive Preference Priorities and the FLAS Competitive Preference Priority of the 2018-2022 Title VI program.

A.3. Reasonableness of Costs. Considering the immeasurable gains derived from the placement of an Africa NRC at the major HBCU and MSI in the US, the costs of the program are very reasonable. The costs are conservative considering that HU has consistently invested significant resources in African Studies over many decades. This investment will continue to yield major

dividends that have accrued over the past four years, especially with new NRC funding. More immediately, it will continue to provide needed resources that faculty and students can leverage for additional funding for teaching, research, creative production and similar projects, to better position HU to contribute substantially to a diverse pool of expertise and capacities that promote and enhance US national interests and global understanding. NRC funding has enabled us to leverage significant HU investments (new hires in both language and area studies, as well as support for staff). To continue to keep costs down, HU is committed to supporting staff and in-kind resources to ensure a sustainable high quality program.

A.4a. Long term impact. In the long term, the activities proposed here will continue to solidify and help expand capacities in undergraduate, graduate and professional training programs at HU. CAS will provide an enhanced common space with enhanced resources to enable better coordination and more productive collaboration between faculty and students engaged in Africa related teaching, research and creative production across all departments and schools. Our emphasis on interdisciplinary work, in tandem with new initiatives and collaborations will enrich and strengthen these projects and at the same time contribute to renewal of the curriculum at HU, and supply of diverse expertise in areas of national need and international affairs.

B. QUALITY OF STAFF RESOURCES

B.1. Quality of Non-Language Faculty. HU has more than 108 faculty with Africa related expertise, experience and work in all disciplines found at a major research institution.

(**APPENDIX 3**). A number of new prominent hires with Africa expertise were made in the current cycle: two new chairs, Mohamed Camara in African Studies and Nefertiti Burton in Art; and, at the junior tenure track level: Josephine Dawuni in Political Science (prominent scholar of gender and the judiciary in Africa), Ofosuwa Abiola in Art (dance scholar/artist), and Anita Wheeler (public diplomacy, China-Africa and south-south relations), Phiwokuhe Mnyandu (Zulu

language and China-Africa relations) and recently tenured Msia Clark (gender and popular culture, hip hop, in particular) in African Studies, among a few others in other disciplines. Diverse in composition and with a strong record of teaching and research productivity in global and international affairs, a significant number of the faculty figures prominently in professional and civic organizations here and abroad. CAS Director, Mbye Cham, a lead scholar in African and Diaspora film and cultural studies, and currently on the Board and Executive Committee of the Council for American Overseas Research Centers (CAORC), has served on the board of the ALA and two terms as WARA's president. Department of English chair, Dana Williams serves on the National Humanities Council Advisory Board by former President Obama. She (and most recently, Clement Akassi of DWLC also) served as president of the College Language Association (CLA). Mario Beatty of Afro-American Studies is president of the Association for the Study of Classical African Civilizations. Over the past three years, 8 HU faculty have won Fulbright fellowships to various parts of the world, with three from Communication and Media Studies, Political Science and Engineering going to Africa: Cameroon, Nigeria and South Africa, respectively, as well as grants from NSF, NIH, Mellon, USAID and others. HU faculty are prominent in issues of AIDS research and health disparities and have a strong track record of producing minority graduates and professionals in STEM areas. World-renowned filmmaker and teacher, Haile Gerima, is recognized as one of the most accomplished African filmmakers. His most recent film, *TEZA*, continues to add awards to the two top prizes it won in Africa in 2008 (JCC, Carthage) and 2009 (FESPACO), as well as numerous awards at festivals in Europe and Asia. HU continues to be selected by the U.S. Department of State as one of twenty US universities to serve as a host institution for the Mandela Washington Fellowship program, formerly President Obama's Young African Leaders Initiative (YALI), a signature effort to

invest in the next generation of African leaders. Political Science professor, Michael Nwanze, continues to elevate the longtime Model African Union Simulation project (in partnership with the AU Mission in Washington, DC).

B.1.A Professional Development and Overseas Opportunities for Faculty. HU is

commitment to retaining and developing its faculty. The Provost's Office of Faculty Development is the administrative hub for faculty development programs and activities at HU. T This office supports junior faculty in career development, research, publications, grants, professional satisfaction, and leadership development. All HU faculty are eligible for a variety of internal funding (New Faculty Start Up Grant, Summer Research Grants, Advanced Summer Research Grants, and travel grants) that supports professional development and opportunities, particularly in Africa. Faculty are granted time off in the form of paid sabbatical and work load reduction for funded and other eligible projects. HU also has a generous leave of absence policy. HU has entered into formal partnerships with academic, public and private institutions all over Africa through MOUs that facilitate opportunities for professional development and overseas experiences. As part of their professional development and international service activities, HU faculty in the medical, health and pharmaceutical sciences regularly travel to Africa to offer free services (surgeries, medication, examination) to people and communities with limited means and access. The network of formal HU groups in Nigeria, Ethiopia, South Africa and Mozambique, and the School of Nursing and Allied Health Sciences project in Rwanda are examples. The NSF funded HU ADVANCE Institutional Transformation project, whose aim is to advance careers of women faculty in STEM and promote diversity and gender equity in STEM in historically black higher education institutions in the US, has a productive partnership with Historically Disadvantaged Institutions in South Africa as well as the Department of Science and

Technology. This project offers invaluable overseas professional opportunities for HU female STEM faculty. The HU CETLA regularly provides training on ICT, particularly, the use and application of technology to teaching, learning, research and assessment, and offers, through its HU-Teach initiative, \$1000 grants to faculty to convert courses at least 30% online. Faculty earn professional development credit for training programs at CETLA.

B.1.B Commitment of faculty and administrators in teaching and advising. HU faculty has a well-deserved reputation for their commitment to teaching, advising and mentoring students. This is especially so in African Studies across the campus, where faculty members work intensively with students on designing thesis and dissertation proposals. Keenly aware of student demographics, many students hailing from diverse disadvantaged communities, HU faculty and administrators go beyond the normal to serve students, provide constant mentoring, introduce them to global affairs, and cultivate a sense of national duty and obligation. The CAS director continues to teach and fulfill service responsibilities, consistent with the practice at HU where many administrators teach at least one course and mentor students. Several nine-month faculty work with students over the summer on research projects (both locally and abroad), in the labs, and take this time to concentrate on lessons learned outside of the classroom.

B.2. Staffing and oversight arrangements for administration and outreach. The Center is staffed by a full-time faculty Director, an Assistant Director, an Outreach Coordinator, an Assistant Outreach Coordinator, a faculty liaison to the HU School of Education, a Media Specialist and a graduate student assistant. The CAS Director is Mbye Cham, Professor and immediate past chair of the Department of African Studies. Brenda Randolph (MA in African Studies and in Information Services) is the Outreach Coordinator. She has worked as a library media specialist in Virginia, Massachusetts and Maryland. She created the Title VI African

Studies Resource Center at HU in the early 1980s. In 1989, she founded Africa Access and has been running the Africa NRCs' CABA for the past 25 years. She has elevated the HU CAS Outreach to one of the most useful and top performing programs among all Africa Title VI NRCs. Ms. Randolph was given Best Service Award by the African Studies Association in December 2016. Assistant Center Director, Dr. Wheeler Winstead, and Assistant Outreach Director, Dr. Vanessa Oyugi, both received their Ph.Ds in African Studies at HU. Dr. Winstead has expertise in South-South relations, is fluent in Portuguese and proficient in KiSwahili. He is the immediate past chair of the Association of African Studies Programs (AASP). With native fluency in German and working proficiency in KiSwahili, Dr. Oyugi has expertise in East African (Kenyan) literary and cultural studies, as well as extensive experience in outreach, serving as graduate student assistant in the Outreach Center while completing her Ph.D. Dr. Helen Bond of the Department of Curriculum and Instruction at the HU School of Education is also the immediate past director of HU Center for Excellence in Teaching, Learning and Assessment. She is the Center Liaison to the HU School of Education. We plan to request HU support for one graduate assistant. The Advisory Committee provides effective oversight of the center's operation and activities, and Outreach regularly draws on the expertise and advice of past participants in the summer institutes. Budget requests go through the regular HU process, with requisite signatures by the PI, the Chair of DAS, the Dean of COAS, the grants administrator and other officials at the Research Administration Services.

B.2.A Governance of Center. The CAS advisory committee is composed of selected HU faculty, local public and civic organizations and HU African Studies alumni. With a sharp eye on diversity, the committee is composed currently of five HU faculty from History, Social Work, Pharmacy, Biology and Business, and three members from the community: the Director of

Education at the Smithsonian National Museum of African Art (an alum of HU); the Director of the DC Mayor's Office on African Affairs; and the Director of the locally based Africa World Now Project and host of the local radio show, *Africa Now*. The committee meets onsite at least once every semester and online periodically to review, discuss and provide guidance and recommendations on center operations, activities and plans. A CAS FLAS fellowships committee of four evaluates and makes recommendations for FLAS awards. Committee members are: the Director of CAS, the Assistant Director of CAS, the African Language Coordinator and the Program Assistant to the Assistant Provost for International Programs.

B.3. Commitment of HU to Non-discrimination. A number of indicators confirm HU's historic mission to serve all, especially underrepresented, populations. 81% of its faculty comes from minorities, 71% are African American, and 43% are women. The student body and staff of the university is equally diverse. HU observes and implements a policy of equal opportunity and access for all, and strictly prohibits any form of discrimination on the basis of gender, race, sexuality, national origin, color, age or disability. There's a mandatory *Unconscious Bias Training* program for all faculty and staff in all schools at HU, and persons serving on search committees undergo this mandatory training. CAS complies with these policies and practices.

C. IMPACT AND EVALUATION

C.1. Impact of Center. (AP 1&2) Building on our achievements in the current cycle, HU CAS will strengthen its impact on the community and nation, advance the program goals and regulations and help meet the national need for advanced foreign language proficiency by increasing by at least 10%, each year, over a four year period, the number of students, graduating from HU with advanced proficiency in the targeted international and African languages, Swahili, Arabic, Amharic, Zulu, Wolof, Yoruba and Somali (beginning and intermediate). In addition,

CAS will build on its excellent placement record in the current cycle to increase by 10% in the next cycle graduate placement in jobs in academia, government, international organizations and the private and non-profit sectors where these skills can be utilized. Evidence of the Center's impact is measured by the number of graduating students with proficiency in African languages tracked primarily through official enrollment and graduation records collected by the registrar's office, school and departmental records and the CAS. Graduate placement will be tracked through school and department records and the CAS, and we will coordinate with the HU Office of Career Services for this data. CAS will also continue to track and analyze participation rates for its various activities, events and programs. Likewise, through use of Google Analytics and similar survey software, the CAS Outreach will continue to track visits to our web and social media sites, as well as usage rates related to the onsite and online library and other resources by teachers, students, faculty and the general public. Evaluations and feedback by participants in Outreach Teacher Training workshops and Summer Institutes will be used to measure impact and outcomes and make necessary adjustments.

During any semester at HU, approximately 75% of our student body enrolls in Africa-related courses. In addition, CAS placed 85% of its graduates in federal and other local, national, and international organizations such as the US State Department, US Department of Homeland Security, Library of Congress, Smithsonian National Museum of African Art, CIA, Voice of America, the United Nations, UNESCO, the African Development Bank, the World Bank, African government and non-government organizations, and many higher education institutions.

As part of our co-curricular activities for HU African Studies students and outreach in the DC-Metro area, CAS organized and sponsored an average of 20 yearly academic enrichment programs and events (public lectures, conferences, symposia, film screenings and discussions)

with attendance varying from 45 to 200 each session, all contributing significant diverse perspectives on issues of national and international interest.

C.2. National needs and dissemination of info to the public. The teaching, research, creative production and outreach work of HU Africanists engage questions and issues that are relevant to the needs of the nation. They offer diverse perspectives on important African and international affairs topics. Our offerings in languages deemed critical to national needs and our programming on themes like combating extreme violence, peace, security, immigration, entrepreneurship, Muslim majority countries and health and public policy address national needs for more informed understandings of these societies and processes have made significant contributions to public awareness and understandings of these issues. The series of conferences, lectures, seminars, global conversations, outreach and our very robust website (www.cfas.howard.edu) and other social media outlets (FaceBook, Instagram, Twitter, YouTube) will continue to enable dissemination of the work of the CAS to a broad diverse audience locally, nationally and internationally. Our plan to work with WHUT TV and local radio stations, area faith-based and civic organizations, and HU student groups will contribute to a broader dissemination of information.

C.3. Equal Access and Treatment Provisions. HU is one of the most diverse institutions in the nation, committed from its inception to equal access and treatment of all people regardless of race, gender, color, age, sexual preference, disability and national or ethnic origin. HU is committed to the elimination of discrimination and the provision of equal opportunity in education. In full compliance with state and federal laws and regulation, HU does not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion, sex, sexual orientation, or veteran status in any of its policies,

procedures, or practices. HU is an MSI institution and is the only federally-chartered, non-profit, private, co-educational, non-sectarian, historically black university in Washington, D.C., and the sole HBCU among Africa Title VI National Resource Centers. Data from the Office of the Provost shows a total of 1267 faculty (approximately 634 male and 633 female): 82.1% Black Non-Hispanic; 13% White-Non-Hispanic, 3.27% Asian or Pacific Islander, 1.39% Hispanic and 0.24% American Indian/Alaska Native. The student population of 9,139 is equally diverse: 84.1% Black Non-Hispanic, 3.1% White Non-Hispanic, 3.2% Asian or Pacific Islander, 1.4% Hispanic, 0.20% American Indian/Alaska Native, 0.2% Native Hawaiian or Other Pacific Islander, and 7.8% Non-resident alien. CAS reflects this diversity. All HU facilities are accessible to people with limitations and provisions are made to accommodate requests and special cases.

C.4. Evaluation Plan. CAS has developed an evaluation plan in relation to the four goals of the project detailed in our **Performance Measurement Form. (APPENDIX 4)**. The plan helps CAS measure changes in all aspects of the Center's project goals and activities, identify when these changes occur, and analyze changes and their causes compared to the targeted or expected changes in both areas. This plan is built on a system of evaluation of faculty, courses, staff and programs that is already in place at HU. It also draws on the expertise of our own liaison to the School of Education and immediate past director of CETLA, Professor Helen Bond, as well as resources of the HU Office of Institutional Assessment and Evaluation (OIAE) and the input of our Advisory Committee to evaluate the objectives, programs, and operations of the CAS and make timely adjustments and improvement. We make use of the services of external reviewers, as well. We will continue to collect and use quantitative and qualitative data to assess program activities. We will use a variety of methods, including questionnaires, online survey tools, focus

groups, and interviews, to collect data from students, faculty, teachers, and participants who take part in center events and programs. The Center Director, the African Language Coordinator and the Outreach Center Director will work with the CAS Advisory Committee, Dr. Bond and the OIAE to refine and implement a detailed assessment strategy and necessary instruments to monitor progress. Formative assessments will be used to evaluate progress toward accomplishing the expected outcomes of each of the CAS components and four goals. In the second year of the grant period, an external review of the language program will be conducted. In the fourth year, a final summative evaluation and an external review of the NRC will be undertaken to shape future operations and applications for NRC, FLAS, and other grants. The assessment data will be analyzed annually by the CAS director and the evaluation panel to enable timely interventions and improvements.

C.5. Placement in areas of national need and plans to increase numbers. HU B.A., M.A. and Ph.D. graduates with Africa related topics and language competencies have joined the National Defense University, the Department of Homeland Security, the CIA, the NSA, the African Section of the Library of Congress' African and Middle Eastern Division, the Smithsonian National Museum of African Art, the US State Department and several universities and colleges with African and international area studies interests and focus. With the help of FLAS support, we will increase the number of placements in these areas of national need through targeted advising, guidance and mentoring, a systematic collection of information on career opportunities in fields deemed to be of national importance, working with the Ralph J. Bunche International Affairs Center, the Office of Honors and Scholar Development in the HU Office of Undergraduate Studies, the HU Office of Career Services as well as DC area organizations and

to identify and maintain a database of internships and career opportunities in government and non-governmental organizations and through better coordination among HU Africanists.

C.6. Contribution to Improved Supply of Specialists in Area. (AP 1&2; CPP 1&2) We have produced several specialists with diverse backgrounds and perspectives in African Studies and international affairs. Our contribution is reflected in the steady high enrollments in our graduate programs and courses, the high numbers of graduate degrees (76 doctoral dissertations between 2014-2018) in African related topics in different disciplines, and in the 85% placement record of our graduates in academia, education, government, national and international organizations and non-profits in the last decade, such as the US State Department, the Library of Congress, Voice of America, US Department of Homeland Security, the CIA, the United Nations, UNESCO, the African Development Bank, the World Bank, African government and non-government organizations, and many institutions of higher education. In the 2018 cohort, for example, Suleymane Konte is placed in the State Department Bureau of African Affairs as Chief of the Program Policy, Planning and Management in the Office of the U.S. Special Envoy for Sudan and South Sudan, and Bathsheba Bryant-Tarpeh is a Mellon - American Council of Learned Societies Global Science Officer Fellow at the Smithsonian Institution Office of International Relations. In 2017, out of 17 Ph.D., 5 M.A. and 2 B.A. graduates, we recorded the following placements: Federal government (2), Elementary or secondary education (4), Foreign government (1), Graduate study (1), Higher education (4), International organization (in U.S.) (1), Private sector (for profit) (1), Private sector (non-profit) (2), State or local government (1)

C.7. Degree to which FLAS awards address national needs. (AP 1&2; CPP 1&2) We request FLAS awards for Arabic, Swahili, Wolof, Amharic, Zulu, Yoruba and Somali. These are languages designated among the 78 priority languages listed by the U.S. Department of

Education as Less Commonly Taught Languages (LCTLs) deemed to be of importance to US national needs. Currently, Arabic and KiSwahili are offered to level IV and beyond, and there's a minor in the these as well. Wolof is offered to level IV and beyond. Introduced in A/Y 2014, Amharic, Yoruba and Zulu are being developed to more advanced levels. We plan to introduce Somali in Spring 2019.

D. INSTITUTIONAL COMMITMENT TO SUBJECT AREA

D.1.A Support for the Center for African Studies (CAS). HU is an MSI whose commitment to African Studies is longstanding. Since the establishment of the African Studies graduate program in 1953 and the undergraduate program in 1991, HU has consistently provided financial, material and other support to DAS and other units that do Africa related teaching and research. Since 2015, HU has provided support each year specifically for CAS: 100% of the salary of the Assistant Director of the Center; 80% of the Outreach Director; a one-time \$10,000 research stipend (2015) for the Center Liaison to the HU School of Education, \$10,000 for Outreach teacher training workshops, and \$10,000 for a graduate assistantship position (2015-2016). For the new grant cycle, HU has committed to continued support for CAS – 2017-18 - salary level support of the Assistant Director of Outreach and tuition support for all FLAS recipients to complement the FLAS tuition allocation. We request support of \$10,000 plus fringe, (17%) for the salary of the Assistant Director. HU will pay 83%.

D.1.B. Support for Teaching Staff. In 2016-2017, HU committed approximately \$13,427,376.00 to Africa-related faculty across all schools and disciplines for salaries and benefits. Additional support is provided in the form of internal research and travel funds, such as the New Faculty Start-Up Grants (\$25,000), Small Equipment Grant (up to \$50,000), Mellon/Moorland Summer Faculty Scholars Grants (\$2500), Provost's Junior Faculty Stipend

(\$500), Provost's Summer Research Grants (\$10,000), and Advanced Summer Research Grants for junior faculty who are also given a course release (\$15,000). HU recently established the HU Junior Faculty Writing and Creative Works Summer Academy, and HU-Learn, an initiative to encourage HU faculty to increase the use of online technology in courses and to develop a wide array of online degree and certificate programs for off-campus students. HU-Teach, a related program, was established to encourage the creation of courses that are at least 30% online. Travel support is available from the Provost's Reginald Lewis Fund (\$1500) and individual departments and schools. HU also provides sabbatical leave and course releases for eligible faculty.

D.1.C. Support for Library. HU continues its longstanding commitment to maintain and enhance Howard University Libraries (HUL), including its world-renown Moorland-Spingarn Research Center (MSRC). With a \$15 million dollars physical facilities renewal initiative, work continues to transform a 90,000 sq. ft., central library into one that includes a 60,000 sq. ft. commons of knowledge and learning coupled with a 30,000 sq. ft. state-of-the-art storage facility. Support for the staff, collections, and acquisitions is steady and on the rise.

D.1.D. Support for Linkages with Institutions in Africa. HU places a high priority on international and area studies, with Africa as a focal area. The Assistant Provost for International Affairs works closely with the Ralph J. Bunche International Affairs Center (Bunche Center) to expand and elevate its international footprint in Africa. HU's motto of "Excellence in Truth and Service," along with its mantra of "Leadership for America and the Global Community" plays out concretely in the robust infrastructure of linkages - institutional and individual - with Africa and other world regions over many decades. HU has formal agreements, contracts and partnerships with more than 40 universities, institutes and laboratories from all regions of Africa in many disciplines for projects involving a) institutional development, b) curriculum

development and teacher training, c) research, d) faculty resource sharing, e) study abroad programs, f) service projects, g) Alternative Spring Break initiatives, h) conferences, and i) short term training and capacity development. A significant number of HU faculty have established, through institutional awards and external grants, sustainable partnerships with institutions and counterparts in Africa. There has been a significant increase in and impact of these in the current cycle of the grant. A pillar in international and Africa-related linkages at HU, the Bunche Center runs a Diplomat-In-Residence program and three US Department of State supported student-focused programs: The Charles B. Rangel International Affairs Fellowship program, the Patricia Roberts Harris Public Affairs program, and the International Affairs Summer Enrichment program. These enable HU students and others to intern with the US Department of State, both in the US and abroad. The Bunche Center runs a study abroad program and coordinates campus visits by African heads of state, ambassadors, other officials, and dignitaries. Students matriculating at HU study abroad. As one of 25 host sites for the Mandela Washington Fellowship program, HU continues to expand ties with and provide capacity and skills development to African institutions and emerging professionals and entrepreneurs.

D.1.E. Support for Center Outreach Activities. HU pays 80% of the annual salary of the CAS Outreach Director and 100% of that of the Assistant Outreach Director. As well, it has provided a graduate assistant (\$18,000 tuition and \$15,000 stipend) to Outreach from August 2015 to 2017. As a result of the Title VI grant, HU also provided a one-time \$10,000 research stipend (2015) for the Center Liaison to the HU School of Education and \$10,000 for Outreach teacher training workshops. HU continues to provide space for the Outreach Center, now housed in the Bunche Center.

As detailed in Section I below, HU outreach activities have had a strong impact locally,

nationally, and internationally. These activities, ranging from organized lectures, presentations, conferences, assistance to US government agencies, mentoring programs, publications, media appearances, film screenings and discussions, curriculum development workshops, institutes for US college and university faculty, and many more, have received substantial direct financial and in-kind support from HU over many years, particularly to CAS Outreach in the last three years. In the past 4 years, our partnership with locally based *Africa Access*, an organization founded in 1989 to help schools, public libraries, and parents improve the quality of their K-12 collections on Africa, as well as the Department of Curriculum and Instruction (DCI) in the HU School of Education (SoE), has resulted in one of the top productive Outreach Centers for African Studies in the US. With its new location at the Ralph J. Bunche International Affairs Center, HU CAS Outreach continues to build a phenomenal record of achievement and make impacts locally, nationally, and internationally in sectors vital to US national needs.

D.1.F. Support for Students in Africa-related studies. HU maintains a long-standing legacy of supporting students, particularly those in need, in Africa-related academic work. HU provides merit and need based scholarships to more than 60% of its student body across all schools - \$72,507,136.56 in 2016-2017. As of Summer 2018, the *Summer Tuition Assistance Grant for Excellence (STAGE)* covers up to 6 credit hours free of summer school tuition for eligible students. More than 90% of HU undergraduates enroll in Africa related courses during their matriculation. The Honors Programs in various schools provide additional support for students. The Lucy E. Moten Fund and the Globalization Fund provide support (\$2000-\$3000 average) for travel and study abroad specifically for undergraduates. Undergraduates who graduate within three years are eligible for a one-year tuition refund. The Just-Julian Fellowship in the Graduate School provides a \$20,000 stipend and up to \$31,000 tuition waiver to support graduate student

research for one year. In 2016-2017 and 2017-2018, the Graduate School provided more than \$500,000 in stipends and tuition to 32 M.A. and Ph.D. students in DAS alone. Graduate students doing Africa related studies in other units benefit from similar funding. Additionally, in 2017-2018, five Ph.D. students in DAS, one in the History Department and one in the Economics Department secured a total of \$221,000 through the Ryoichi Sasakawa Young Leaders Fellowship Fund (\$25K stipend, \$5,200 tuition plus fees and \$2000 research travel and book award). Graduate students admitted to doctoral candidacy continue to benefit from a reduced flat tuition rate of \$5200 for the academic year. The HU School of Business, the College of Pharmacy and School of Communications provide support to students with Africa-related foci in International Business, Finance, Journalism, Mass Communication and Culture, and Radio, TV and Film. (2B details support for student research and study abroad in Africa).

E. STRENGTH OF LIBRARY

E.1. Strength of Library Holdings. HU continues to invest significant resources to renovate, maintain, and enhance the Howard University Libraries (HUL), including its world-renown Moorland-Spingarn Research Center (MSRC). Our libraries are major centers of information, research, innovation, and scholarship that attract researchers from around the world. They hold over 2.5 million volumes, and continue to steadily grow. The HU Library system is also a member of the Washington Research Library Consortium (WRLC) which holds a combined collections total in excess of 11 million volumes, accessible to all students and faculty affiliated with a member institution. HUL and MSRC routinely make progress in transitioning from print to electronic resources. Both are also subscribing to or acquiring electronic databases of manuscript and archival collections. Funds from our current Title VI grant are contributing to these processes while also augmenting print resources through acquisitions of more recent

publications on different aspects of African studies. MSRC continues to collect and preserve original, audio, photographic, and audiovisual materials regarding the global black experience.

Specialized Research Collections/General University Libraries' Holdings. MSRC houses one of the most important Africana collections in the United States. It is a nationally and internationally recognized center that preserves the history of peoples of Africa and African descent, South and Central America, the Caribbean, and the United States. Of the over 120,000 references, more than 20,200 volumes are on Africa. African languages are also available in holdings of novels, textbooks, and poetry anthologies. Approximately 58% of the collections of 11,000 microfilms deal directly with Africa. MSRC continues to increase its periodical newspaper holdings with more than 50% of which are in African languages. MSRC also possesses over 800 different periodicals from the African continent and the Diaspora. More than 570 of those periodicals are received on a regular basis – 200 of which come from Africa. Ninety-five of the 205 newspapers are African, as are 190 of the 460 newspapers on microfilm. MSRC holds 7000 photographs of Liberia, covering a 20-year period. Today, more than 85% of the collection is processed and available. Other African related collections include the papers of the late Congressman Charles Diggs, former Chairman of the House Africa subcommittee; Paul and Eslanda Robeson; Mark Hanna Watkins, a founder of the ASD and a linguist whose papers contain original materials for early HU Swahili and Yoruba courses; Leo Hansberry, a pioneering Africanist; Elise M. Lewis, a Howard historian; former President of Ghana, Kwame Nkrumah; and Glenn Carrington, whose collection contains more than 2,200 volumes, manuscripts, pieces, and notes on African art and Afro-American music and literature. A special Ethiopian collection contains 213 volumes in Amharic and English, and the E. Franklin Frazier Collection supports research of social scientists from around the world. The resources on Africa

housed in MSRC are augmented by 10,690 African titles at HU libraries. These are open to students, visitors and WRLC members 102 hours each week of the academic year.

Pertinent Database Subscriptions		
Academic Search Premier	Historical Abstracts	ProQuest Dissertations
ATLA Religion Database w Serials	International Index to Black Periodicals Full Text	ScienceDirect
Black Drama	JSTOR	Social Sciences Index Full-Text
EBSCOhost	Project Muse	WileyInterscience
Aluka (Stuggles for Freedom)	Aluka (Cultural Heritage)	Ethnic NewsWatch

By way of enhancing library resources at HU, during the current grant cycle, the CAS Outreach, with the help from NRC funds, created an African Studies K-16 library, maintained by the Outreach staff. The library contains books, lessons, regalia and audio-visual materials. Destiny, a state of the art online library catalog created by Follett, provides web access to the materials. Educators who sign up as users can borrow materials, gain access to e-books, and create their own Africa-related bibliographies.

E.1.A. HU Financial Support for Library. Howard University has a longstanding commitment to supporting faculty and student scholarship and research. A major library renewal initiative launched a few years ago includes renovating and repurposing the Undergraduate Library (UGL). Fifteen million dollars (\$15,000,000) has been committed to transforming the 90,000 square-foot UGL into a state-of-the-art learning commons. In addition, three new staff members were added to MSRC's professional staff. The University supports one full-time staff member who selects African and African Diasporan print and electronic resources for the general library. This person also prepares helpful LibGuides for courses and African related events, and works as an embedded librarian in selected courses. When added to the MSRC staff profile, a total of seven professionals and three library technicians support African and African Diasporan research.

E.1.B Access to Library Materials at Other Institutions. HU belongs to the WRLC, so, faculty and students have access to any items in a member institution's library (American University, Catholic University of America, Gallaudet University, George Mason University, George Washington University, Georgetown University, Marymount University, and the University of the District of Columbia) within 24 hours of placing their request. In addition, they can draw on the voluminous Africana holdings in the Library of Congress, National Institutes of Health, Museum of African Art, USAID, World Bank bookstore, and the National Archives.

E.1.Ba. Extent of Accessibility of HU Library Holdings by Other Institutions. HU libraries are open to students, visitors, and WRLC members 102 hours a week of the academic year. The university's catalog is accessible remotely 24/7; although, proprietary databases requiring authentication must be searched on campus or accessed via Howard University identification. HU Libraries also provide nationwide access to its Africana collections via the Interlibrary Loan system, an outreach service that is available to faculty and students across the continent. Whether it is a visit in-person, via call or online, the HU Libraries and the Moorland-Spingarn Research Center are available to assist faculty, students, scholars, and other patrons. Similarly, the CAS Outreach Center Library is accessible to K-16 teachers, students, faculty and community.

F. QUALITY OF CENTER'S NON-LANGUAGE INSTRUCTIONAL PROGRAM

F.1. Quality and Extent of Course Offerings in A Variety of Disciplines. From Fall 2016 to Spring 2018, HU offered 126 courses (many with multiple sections, 78 undergraduate and 48 graduate) with at least 25% Africa content. (Appendix 1: general course listing by department. Appendix 1A: 2016-2017/2017-2018 courses and enrollments). Approximately, 55% of these have 100% Africa content, cover all African regions, offer various levels in 12 disciplines, support the Writing Across the Curriculum program, and cover 5 professional schools. Many

departments offer independent study, directed reading, and special topics courses that allow for greater depth and exploration of African issues.

Enrollments and student evaluations are consistently high, particularly at the introductory and intermediate levels. This is the case with the hugely popular *Introduction to Afro-American Studies* and *Introduction to African Studies* undergraduate courses. Other measures of quality include the high number of tenured faculty teaching these courses who are engaged in sponsored research with students, the high number of students presenting papers or posters on African related topics at conferences in the US and abroad (Research Week at HU, the African Studies Association (ASA) and the African Literature Association (ALA) conferences, and many other professional conferences in STEM and other disciplines in Africa), the number of students with internships and fellowships (Fulbright and Fulbright Hayes Group Study Abroad, Truman, Pickering, Boren, Payne/USAID, Gilman) and the high rate of placement after graduation. HU is part of the Washington, D.C. consortium of 13 universities. This allows students from member universities to take courses at other universities that have Africanists amongst their faculty. HU attracts students from GU, GWU and AU who come for African area and language courses, especially KiSwahili. GWU will send students to HU for Amharic language training. We will also build on the success of the course, *Hip Hop and Social Change in Africa* that was taught in Spring 2018 at HU and GWU by HU Professor, Msia Clark.

F.1.A. Extent of African Studies Courses in Professional Schools. Courses with at least 40% Africa content are offered at the undergraduate level in the Schools of Business and the School of Communications. The School of Divinity lists 10 courses. The School of Communications, Education and Law each offer 2 African Studies courses, and the School of Social Work offers 1 course (*International Social Development*). Several units in the professional schools

(Engineering and Architecture, Nursing and Allied Health Sciences, Medicine and Pharmacy) also offer independent study/research, special topics, service learning, rotational experiences, and institutional projects that cater to students with Africa related interests.

F.2. Extent of Interdisciplinary Course Offerings. All DAS courses are interdisciplinary. DAS faculty participate in the COAS Freshman Seminar and the undergraduate interdisciplinary learning community initiative that has resulted in the creation of a major in Interdisciplinary Studies at HU in a/y 2016. Most recently, in the Spring 2018, Dr. Flordeliz T. Bugarin reintroduced the Environment and Society in Africa course with a new curriculum, and for the first time, as a 100% online course. This course meets the requirements of the Interdisciplinary Environmental Studies Major Concentration. As well, new courses are being designed to be offered in various units to serve as requirements for the proposed Interdisciplinary Archaeology and Material Culture Postgraduate Certification Program offered through the Classics Department, and to support the Interdisciplinary Humanities Studies Major Concentration offered through the Interdisciplinary Studies Major. The Interdisciplinary Studies Program has brought together several major concentrations that previously existed to varying degrees, yet lacked a central platform. Under this spotlight, African content, themes, research, studies, and a variety of learning experiences are further brought to the foreground. For example, Howard University developed the Environmental Studies Major Concentration through the Environmental Studies Program within the Interdisciplinary Studies Department. A new course, *Hip Hop and Popular Culture in Africa*, was introduced recently in DAS, and was offered at same the same time at GWU in Spring 2018.

DAS faculty are building on interdisciplinary partnerships particularly with the Department of Curriculum and Instruction that trains pre-service and in-service teachers to infuse

international, intercultural, or global dimension and world languages of Africa into teacher education. Also, we are actively promoting interdisciplinary partnerships and collaborations in regards to other courses, research, applied work, and service-learning initiatives, all specifically focused on Africa and the African World. These relationships often lead to new classes, enhanced course content, interactive learning experiences, and field schools or learning experiences outside of the classroom and within diverse community settings. Overall, interdisciplinary and multi-disciplinary courses with an African focus and/or measurable African content exist in several departments and colleges across campus, evident in the course list.

F.3. Number of Non-Language Faculty and Pedagogy Training of Instructional Assistants.

HU has approximately 111 Africanists (APPENDIX 3), that teach Africa-related courses and engage in Africa related research and creative production. An indication of HU's commitment is that 85% are tenured or tenure track. Approximately 60% of HU faculty who teach or research on African issues are in the Arts, Humanities, and Social Sciences, and 40% in STEM and professional schools. Prior to the start of each semester, all teaching assistants (TAs) undergo mandatory pedagogical training (3 days) through the Graduate School. This mandatory workshop covers ethics, syllabus preparation, different learning styles, classroom technology, ways to promote diversity, teaching techniques, and assessment. TAs are strongly encouraged to register in the two-year Preparing Future Faculty program, which includes a course on Faculty Roles and Responsibilities. TAs are paired with professors who monitor and mentor them. The HU CETLA offers workshops (on site and online), institutes and face-to-face training related to teaching with technology throughout the year, and TAs regularly take advantage of these to secure certification for BlackBoard and Distance Learning.

F.4. Depth of Specialized Course Coverage in One or More Disciplines. At the

undergraduate and graduate levels, African Studies (DAS), Art History, History, and Political Science have the most developed sequences of African courses beyond the introductory and intermediate levels, with DAS offering the most. Besides DAS, History, Political Science and Economics have the most complete set of advanced level Africa courses and seminars and offer graduate majors a regional concentration on Africa. World Languages, DAS, and the School of Communications offer courses on African literature and film at introductory, intermediate and advanced levels. In many professional schools and STEM programs, in-depth coverage of Africa is available through special topics seminars, independent study and field rotations. The School of Law offers International Economic Law and an International Moot Court that augments an established summer program with the University of Western Cape that offers courses relevant to South Africa. The School of Social Work offers a graduate course on International Social Development. The School of Business Marketing Department offers an advanced level Business Communication course that deals with cross-cultural and intercultural communication.

G. QUALITY OF CENTER'S LANGUAGE INSTRUCTIONAL PROGRAM

G.1. Extent of African Language Instruction. Language instruction at HU is located in the Department of World Languages and Cultures (DWLC). Currently, 6 African languages are offered on a regular basis – Amharic, Arabic, KiSwahili, Yoruba, Wolof and Zulu. Arabic, KiSwahili and Yoruba are fully funded by HU, and HU also provides 90% funding for Wolof and Zulu. The enrollment, quality of instruction, student performance in and evaluation of these courses are consistently excellent over the past three years, especially. By far, the most popular is KiSwahili, which also has a formal intensive summer study abroad program in Tanzania (HUSSA). One measure of the strength and quality of the KiSwahili and Arabic programs is the consistently high enrollment numbers over many decades. Students from universities in the D.C.

consortium, such as AU, Catholic, GU and GWU, regularly enroll in KiSwahili at HU. UNC Chapel Hill also sends their FLAS students regularly for the summer HUSSA program in Tanzania. HU offers a minor in Arabic and Swahili, and plans to do the same for other African languages. We will introduce Somali in Spring 2019. Through DWLC's Critical Languages Program and in collaboration with the DAS and other local language centers and African community organizations, a number of other African languages (Twi, Ga, Igbo, Hausa, Yoruba, Xhosa, Zulu, Mandinka/Bamana, Tigrinya, Moroccan Arabic, Dinka, Peulh and others) can be offered on demand. There is a significant pool of individuals (at HU and in the D.C. area) with native language capacities to support robust on-demand training in least-commonly studied African languages. In the recent past, individualized, on-demand instruction was provided for Xhosa, Zulu, Twi, Tswana, Peulh and Moroccan Arabic for HU students, US government officials, and diplomats. Title VI support will help us fund part-time positions for Amharic and Somali, and provide supplemental funding for Zulu and Wolof. We request \$2000 per year to provide stipends for instructors in on-demand individualized instruction.

Enrollment in African language courses has been consistently high with Arabic and KiSwahili attracting the largest numbers, mostly undergraduates. Graduate students, principally from the DAS, take these courses to acquire advance proficiencies for fieldwork, career opportunities, and the African language requirement of the M.A. and Ph.D. degrees.

Language	SP 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	TOTAL
Amharic	15	19	22	1	14	12	1	13	20	3	120
Arabic	89	88	94	1	77	66	2	77	86	5	747
Kiswahili	121	144	147	8	110	118	14	78	112	26	1115
Wolof	3	7	7	NO	4	11	NA	6	11	0	69
Yoruba	23	46	47	NO	32	34	NA	27	45	0	254
Zulu	9	37	10	2	5	17	NA	5	11	0	96
TOTAL	260	341	327	12	242	258	17	206	285	31	2413

The HUSSA program in Tanzania attracts students from other universities in the DC area and beyond, particularly UNC Chapel Hill, which has given us summer FLAS awards. In 2018, HU Yoruba professor, Dr. Bayo Omolola, secured a Fulbright-Hays Group Project Abroad grant for Summer Intensive Advanced Yoruba Language study at the University of Ibadan, Nigeria.

Twelve students are taking part in this project. DAS graduate students have won Boren fellowships to study Zulu and conduct research in South Africa. Similarly, students studying Swahili have won scholarships to study Swahili in Tanzania.

G.2. Level of African Language Instruction. Amharic, Arabic, KiSwahili, Wolof, Yoruba and Zulu are offered each year at levels I, II, III, and IV. Arabic, KiSwahili, and Wolof are also offered beyond level IV for minors and FLAS students. Courses include Grammar Review, Oral Expression I and II, Advanced Grammar and Composition and Independent Study, which involve working with literary and other types of texts in the original language. Efforts are in to provide more options in the curriculum for minors in Swahili and African Studies. In addition, we have on-demand advanced instruction for all courses. We are committed to increasing the number and levels of African language classes. There are plans underway to incorporate technology into teaching African languages (KiSwahil and Zulu), and develop online language courses, in partnership with Boston University African Studies Center. Training received at the National African Language Resource Center (NALRC) at Indiana University, Bloomington as well as HU's CETLA (HU-TEACH) has enabled Swahili and Wolof teachers to flip some of their sections into hybrid courses (40% online).

G.3. Language Faculty. All African language instructors at HU, with the exception of two, hold a Ph.D. degree, and have undergone training in language instruction and performance-based teaching. Leonard Muaka (Ph.D. in Linguistics from the University of Illinois, Urbana

Champaign) is Associate Professor of KiSwahili and Coordinator of Critical Languages at HU's DWLC. He was hired in 2016 as part of an effort to revamp the African Language Program. Dr. Esther Mukewa Lianza (PhD in Education: Language and Literacy Development and an advanced certificate in Second Language Acquisition and Teacher Education (SLATE)) is Visiting Assistant Professor. She teaches KiSwahili and African Studies. There is also a TA for KiSwahili. Mr. Raslan Moutraji, (M.A., American University of Cairo) teaches Arabic; Ms. Tafesswork Gebeyehu, (M.A in Education and a native of Ethiopia), handles Amharic. Zulu is taught by Dr. Mnyandu Phiwokuhle who also teaches courses in DAS. Dr. Bayo Omolola teaches Yoruba and a Humanities course, and Wolof is taught by Dr. Khady Diene. Additionally, Nkonko Kamwangamalu, a professor of linguistics in the Department of English, who has native fluency in Chiluba, Swahili and Kikongo, continues to provide guidance to the African language coordinator and faculty in DWLC to enhance their program. Together with another linguist, he succeeded in creating a major in linguistics in the English Department this year. We plan to encourage and support stronger participation of African language faculty in ALTA, NERCPAL, NARLC and other African language related programs such as CHAUKIDU, which promotes the teaching and acquisition of Kiswahili, and South East African Languages and Literatures Forum (SEALLF) that focuses on African languages, linguistics and literatures, especially in the southeast region of the U.S. Participation allows for stronger collaboration with peer institutions and helps strengthen our language programs.

G.4. Quality of Language Program. Language proficiency requirements in Amharic, Arabic, KiSwahili, Yoruba, Wolof, Zulu, and other on-demand African language courses follow guidelines stipulated by ACTFL. We develop a highly effective program by using a proficiency-oriented approach to develop basic language skills (speaking, listening, reading and writing) at

the introductory level and enhancing these further at the intermediate and advanced levels. To enhance the quality of education, the program offers various types of learning experiences: collaborative, chunk, experiential, active, reflective, individualized, interactive, and task-based learning. HU CAS is a member of the collaborative North-East Regional Consortium of Programs in African Languages (NERCPAL) and contributes to and benefits from its instructional, training and assessment resources, especially in the development of instructional health materials. DWLC has a smart room equipped with up-to-date audio-visual technology that enhances African language instruction and learning. In addition to the many teaching aids developed by instructors in the US as well as in Africa, there are online web-based and interactive African language resources. Additionally, HU maintains a state-of-the-art lab that houses the Center for Excellence in Teaching, Learning and Assessment (CETLA) that provides, many resources, including training in technology-based instruction and assessment.

H. QUALITY OF CURRICULUM DESIGN

Africa, Africans, and people of African descent are central to the vision and mission of HU. One finds African content in various degrees in almost all schools and departments at HU. Two streams are available for majors, minors and concentration in African Studies, as well as courses, projects and study in Africa – the DAS and more than 16 other academic departments. The Department of African Studies, the only degree-granting department in African Studies at HU, offers a B.A., M.A., and Ph.D. in African Studies. It has a minor in African Studies as well at the undergraduate level. Almost all other departments and schools at HU – History, Political Science, Economics, English, World Languages and Cultures, Afro-American Studies, Art History, Sociology and Criminology, Philosophy, Atmospheric Sciences, Film, Media and Culture, Engineering, International Business, Pharmacy, Divinity, Social Work – , although non-

degree granting in African Studies, offer formal concentrations, coursework, study, rotation and research in Africa and Africa related senior or capstone projects to their majors. For example, majors in the Political Science and History can concentrate on Africa related topics. DWLC offers a minor in Ki-Swahili and Arabic. Pharmacy offers the International Clinical Rotation Program in 8 African countries, and the College of Nursing and Allied Health Sciences has a similar program. The Honors Program in the COAS and the School of Communications offers a thesis option that students can use to undertake projects on Africa. The Graduate School offers 2 interdisciplinary certificate programs – International Studies and Women’s Studies – that draw on courses in the DAS and other departments. The School of Business offers an International MBA Certificate in conjunction with the MBA degree through The Global Trilateral MBA (GT MBA) program, an educational and experiential certificate program that provides students with international consulting experiences. The GT MBA is a trilateral partnership between three highly regarded MBA programs at leading universities (the Central University of Finance and Economics, Beijing, China, the Gordon Institute of Business Science -University of Pretoria, and the Howard University School of Business).

H.1. Undergraduate Instruction. DAS offers a B.A. in African Studies and a formal minor. In almost all departments and schools at Howard, Africa related instruction is available at all levels. Undergraduate majors in DAS complete 36 credit hours of coursework, including the core program and two years of an African language. Undergraduate minors complete 15 credit hours. General education requirements of COAS require at least six hours of divisional courses and a mandatory one credit Freshman Seminar that has 50% African content and an average enrollment of 850. Courses with Africa content include: French 106: *African Cinema*, History 105 and 106: *Introduction to the Black Diaspora I and II*, African Studies 106: *Foundation of*

African Studies, and Afro American Studies 005 and 006: *Introduction to Afro-American Studies*, History 030 and 031: *Introduction to African History*, African Studies 101: *Introduction to Contemporary Africa*, Political Science 003: *Introduction to Comparative Politics*, and Political Science 005: *Introduction to African Politics*. Students can use an African language to fulfill the foreign language requirement of the general education curriculum. Beyond the DAS major and minor in African Studies, Africa-related courses permeate the curriculum, with African area courses in History, Political Science, Anthropology, Economics, Philosophy, Art History and Visual Culture, World Languages and Cultures, English, Radio, TV and Film (RTVF), Mass Communication and Culture, International Studies Certificate program, Women's Studies Certificate program, Social Work, Divinity and the School of Business GTMBA. The International Affairs concentration within the Interdisciplinary Studies Major also allows students to focus on Africa.

H.1.A. The Department of African Studies Undergraduate Program. DAS offers a rigorous, high-quality, interdisciplinary undergraduate program that equips students with a comprehensive understanding of Africa's role and relations in the contemporary world. Nine full-time faculty members, one lecturer and one visiting Assistant Professor (split between DAS and DWLC) teach at the undergraduate and graduate levels. They represent many disciplines that train students in interdisciplinary approaches to African political, social, economic, historical, cultural, and religious issues and to acquiring the critical skills for analyzing and addressing Africa's challenges. The program requires students to take at least 4 semesters of an African language to at least a level 4 spoken and comprehension proficiency. Disciplines such as History, Political Science, Sociology, Economics, Philosophy, Art History and Visual Culture, World Languages and Culture, and English also offer Africa-related programs. The Lucy Moten Fellowship and the

Globalization Fund support undergraduate research and language and area study abroad programs in Africa. Graduates from DAS and other departments with an African focus typically seek further studies, training, and career opportunities in African and international affairs, education, law, social work, communications, business, and international development.

H.2. Academic and Career Advising for Students. Advising at HU operates on several closely interwoven levels, for undergraduates and graduates, across the campus. The Office of Undergraduate Studies (OUS), ensures that all students have the academic support necessary to persist, flourish, and earn their degree in four years or less. This office works very closely with the director of Undergraduate Studies as well as the faculty in each department. In the Graduate School, the Office of the Assistant Dean for Mentoring, Retention, and Support coordinates all matters relating to graduate student orientation, academic and career advising in close tandem with the Director of Graduate Studies and the graduate faculty of each graduate program. In DAS, as well as other units with Africa-related concentrations, each student is assigned a faculty advisor who provides academic guidance, supervision, mentoring and career advising. The professional schools and Graduate School have offices or Centers of Excellence devoted to career counseling and information gathering and dissemination. The Bunche Center and the office of the VP for Student Affairs organize and host career and recruitment fairs on campus on a regular basis. The Graduate School participates in the national Preparing Future Faculty program. African Studies students, particularly TAs, enroll in this course. CAS and other departments also invite alumni to talk to students about careers and opportunities. At the university level, the Career Services Office (CSO) offers a variety of services to students and alumni who are exploring careers, designing career strategies, and identifying resources that will assist in their transition into the workforce. Through *Global Careers*, CSO ensures students are

prepared to compete in an international arena. *Global Careers'* information, workshops, and networks are designed to develop HU's students into professionals capable of effectively entering the global job market. CAS provides additional Africa-focused advising and mentoring for all students, particularly FLAS scholars, regularly urging and encouraging them to take advantage of internship opportunities and the periodic *Foreign Policy Classroom* sessions of the US Department of State.

H.3. African Studies in the Graduate Program and Professional Schools. Graduate level training in African Studies is available in the DAS and throughout HU. (Appendix 1). DAS offers the M.A. and Ph.D. Masters students complete a minimum of 30 credit hours of coursework, 4 semesters of an African language at level 4 spoken and comprehension proficiency, and 6 credit hours of thesis research on an African topic. Students take required courses, pass a comprehensive examination, and write a thesis. At the Ph.D. level, students complete a minimum of 48 credit hours beyond the M.A. These include 36 hours of coursework, a minimum of 4 semesters of an African language at level 4 spoken and comprehension proficiency, and 12 credit hours of dissertation work devoted to original research in Africa. Students complete the required courses, a comprehensive exam, dissertation proposal, field research, and a dissertation.

Graduate level instruction on Africa-related topics is provided in formal concentrations, coursework, training, and experiential and service learning projects in other disciplines, departments and professional schools (History, Political Science, Anthropology, Economics, English, Philosophy, Art History and Visual Culture, Atmospheric Sciences, School of Law (South Africa Program), School of Communications, College of Medicine, College of Nursing and Allied Health Sciences, School of Social Work, School of Divinity, College of Engineering,

Architecture, and Computer Sciences) The School of Business offers the Global Trilateral MBA (GT MBA) certificate program that provides students with international consulting experiences. The Graduate School offers two interdisciplinary certificate programs: International Studies and Women's Studies. These certificates augment competences in Africa and international affairs related training and instruction. Many HU professional schools such as Pharmacy, Medicine, Dentistry, Nursing and Allied Health Sciences also have research, training and service learning projects in Africa. CAS will direct FLAS grants to these professional and STEM students, since the study of African languages and cultures is encouraged in their programs.

H.4. Research and Study Abroad Arrangements for Students. HU has MOUs and other agreements with a variety of institutions in almost all regions of Africa. We also have agreements with US based providers that support research and study abroad programs. Over the past two years, over 450 HU students participated in student exchange, research/study and service learning projects in over 70 countries worldwide, including 16 countries in Africa, such as Botswana, Cameroon, Cape Verde, Egypt, Ethiopia, Ghana, Kenya, Mali, Nigeria, Rwanda, Senegal, South Africa, Tanzania, and Zambia. These range from 10-day study tours to summer and 1-2 semester long experiential rotation, research and immersion programs. The Bunche Center's *#StudyAbroadSoBlack* is raising awareness about the importance of study abroad for HU and minority students. As a center and coordinator, Bunche has arrangements with many Study Abroad providers (such as CIEE) that have helped FLAS students undertake six to eight weeks of intensive Arabic training in Egypt and Jordan. The West African Research Center (WARC) and the Boabab Center in Dakar, Senegal regularly host HU students doing research and language and culture study abroad projects. The HU School of Law and the Law School of the University of Western Cape in Cape Town operate a Summer South Africa program. The

School of Social Work undertakes a spring two-week service learning project in Cape Town, South Africa, and other areas, in connection with their course *International Social Development* (50% Africa content). The recently established School of Education Spring Break Service Learning project focuses on Ghana. The restructured Howard University Swahili Study Abroad (HUSSA) program in Tanzania and Kenya is an intensive Swahili language immersion program for students at beginning and advanced levels. This year, Professor Bayo Omolola of the DWLC won a Fulbright-Hays Group Projects Abroad grant to conduct a six-week summer intensive Yoruba language study program at the University of Ibadan Nigeria. Twelve students from HU and other US institutions were selected for the program. The interdisciplinary Minority Health and Health Disparities International Research Training Program (MHIRT) operates an all expenses paid, 8-10 weeks, training and research program for HU and students in Ethiopia, Nigeria, Ghana and Mali, in partnership with the University of Gondar and the Leishmania Research Center (Ethiopia); Korle Bu Teaching Hospital (Ghana); and the University of Benin Teaching Hospital Microbiology Research Laboratory (Nigeria). Support for student research and study abroad comes from scholarships, fellowships, travel awards, and the Office of the Provost and HU Honors Programs.

I. OUTREACH ACTIVITIES

CAS outreach is extensive, reaching a diverse constituency that includes K-16, post-secondary, governmental, business, media, non-profit, faith-based and community organizations. Our reach extends from the local DNV area to international audiences. Our longstanding relationships with *Africa Access*, the HU Department of Curriculum and Instruction, and individuals and organizations in a wide variety of sectors have enabled us to exceed the goals of the Title VI NRC program. We will further reinforce the impact of CAS with an array of on-

going programs and new initiatives, including: *Annual Summer Institutes*; periodic workshops on and off campus for teachers, in collaboration with Middle East centers at Georgetown and George Washington; *In-service Workshops* for area school systems; (4) *Conference Workshops* for Middle States Social Studies Conferences, National Conference on Social Studies (NCSS), Worldview Conferences at UNC-Chapel Hill, ASA Outreach Conferences; *National Online History Seminars*, in collaboration with Primary Source.org; *Global Read Webinars*, in partnership with Americas Award, Middle East Award, South Asia Book Award and CABA; *Outreach Instructional Videos* on our website; *Mwalimu Teaching Community* (educators who advise Outreach and exchange teaching strategies); *Kids on Campus* which links scholars and resources with teachers and showcases student projects; *Scholar in the Classroom* – HU faculty and graduate students speak in classrooms and community events; on site and online one on one *Consultations* with and *Guidance* for teachers, libraries and school administrators. As well, HU CAS is the home of the collaborative Africa NRCs CABA, now 25 years. In the current cycle, we formed a partnership with the Library of Congress’ Africa and Middle East Division, the Poetry and Literature Center and the Africa Society of the National Summit on Africa, on their ongoing *Conversations With African Writers and Poets* series. We hosted three award winning African writers and poets (Abubakar Adam Ibrahim from Nigeria, Bushra Al-Fadil from Sudan and Lidudumalingani Mqomboti and Antjie Krog, both from South Africa).

I.1. Elementary and Secondary Schools. CAS works with *Africa Access* and the DCI in the HU School of Education to provide and enhance K-12 teacher training that focuses on Africa, African languages and literatures and cultures. The DCI has outreach capacities and partnerships with D.C. elementary and secondary schools and Prince George’s County Public Schools in Maryland. In addition, the DCI faculty provides professional development for area K-12 schools,

both nationally and abroad. Dr. Helen Bond of the DCI provides professional development to schools in D.C., India, and Ethiopia. This collaboration with teacher education greatly extends our outreach capacity.

I.2. Post-Secondary Institutions HU outreach projects have had a significant impact on post-secondary institutions locally, nationally, and internationally. Through our *One Week Residency* program at CAS, we have enhanced Africa related capacities for eight DMV community and four year MSI faculty, as well as reinforced our relationship with these institutions, providing guidance on issues of internationalization (with Africa content) of their curriculum and activities. In partnership with CAORC, WARA and Boston University, CAS piloted a two-week curriculum development and training workshop for 14 community college and MSI faculty from different parts of the US. It took place at WARC in Dakar, Senegal in January 2017. Plans to continue this project with Africa NRCs are in place. In June 2017, we conducted a Skype orientation for Virginia State University's and Southampton and Sussex County School Districts' Fulbright-Hays GPA to Dakar, Senegal. In April 2017, we provided an orientation and post-trip debriefing for National War College students enrolled in a field practicum study trip to Ethiopia.

HU Africa-related national and international outreach is significant and productive. HU's on-going *MHIRT* project provides training to more than 230 students at HU and other U.S. universities and health professionals in Ethiopia, Ghana, Mali, and Nigeria. Provost Anthony Wutoh conducts research, training and service projects all over Africa. Systems and Computer Science Professor John Trimble has provided curriculum development workshops in Mauritius, Liberia, South Africa, Rwanda, Zimbabwe, and Sudan. For 31 years, HU Political Science Professor Michael Nwanze has organized the National Model African Union (AU), providing students opportunities to experience all areas of the AU. A delegation of 35 students and faculty

from the United States International University in Nairobi, Kenya, with hundreds of others from 33 U.S. universities, took part in the February 2018 event at HU.

The HU Bunche International Affairs Center also does outreach work at secondary and post-secondary institutions, providing information on careers and internships in federal, state and local government and international organizations. It facilitates internships for HU students at American embassies and USAID offices in Africa and hosts a diplomat-in-residence, including Foreign Service officers and ambassadors returning from Africa. We intend to build on the Bunche Center programming by augmenting outreach initiatives.

I.3. Business, Media and the General Public. CAS takes advantage of HU's location in D.C. to organize and sponsor initiatives such as workshops, conferences, symposia, film screenings, briefings, exhibits, and radio talk shows. These events provide Africa-themed content and guidance to a broad range of media, businesses, community organizations, U.S. government agencies, African diplomatic communities, civic groups, faith-based organizations, and non-governmental organizations. The CAS website, along with other social media (e.g., FaceBook, Twitter, Instagram, YouTube, CfAS Newsletter), maintains a record of these, as well as provides Africa related information, resources, and a list of events in the DC area. Most center activities are recorded and posted on our website and YouTube channel.

Over the past 3 years, CAS has cultivated collaborations with the HU Center for Global Business on programming that enhances training and outreach to business communities. HU School of Business professor, Dr. Narendra Rustagi, led two CAS-sponsored conferences at HU on African entrepreneurship and business education. The first was held in May 2017 (*International Conference on Entrepreneurship Models for Africa*), with the participation of students, entrepreneurs, venture capitalists, and business owners from Nigeria, D.C., and various

parts of the US. The second was held on October 12, 2017 in Arlington, Virginia (*Education, Business and Information Technology Issues Conference*), in partnership with the International Academy Business Conference. The proceedings are posted on YouTube and will be available in print.

Our *Palaver Series* provides a space for faculty, students, scholars, artists, activists, government officials, representatives of international organizations, diplomats, African associations, NGOs, faith-based groups and the general public to engage in discussions on policy matters and key issues related to global affairs, especially as these relate to US-Africa relations. This series provides a diverse array of voices, particularly those that are not usually heard in matters of policy and global affairs. HU CAS and other HU units regularly organize conferences and events, in partnership with other organizations in the D.C. area and beyond. Our proposed collaboration with Michigan State ASC, George Mason's S-CAR, Morgan State's Earl Graves School of Business and GWU's Institute of African Studies builds on this record.

The HU student newspaper (print and online), *The Hilltop*, has a weekly column devoted to topics on Africa. HU African Studies faculty serve as commentators and analysts for the media, with continuing partnerships with the Voice of America radio and television. Greg Carr, Chair of Afro-American Studies, provides expert commentary on African and Diaspora topics on CNN, WETA, WHUR, SABC and other media outlets. CAS provides expertise and assistance to Africa World Now's annual *New African Films Festival*, the film series at the Smithsonian National Museum of African Art, and other national and international festivals. HU's television station, WHUT-TV, has prime-time broadcasts of African news, documentaries, entertainment, and public affairs. Due to the wide reach and significance of WHUT as part of PBS, HU provides African content in a 60-mile radius. Two D.C. radio stations offer a range of interactive

Africa programming that also use DAS resources. Pacifica Jazz and Justice Radio, WPFW 89.3 FM, runs two 100% Africa-themed programs: *Africa Now* (public affairs) and *African Rhythms and Extensions* (music, news and public affairs). The latter is over 29 years old and is hosted by Kofi Kissi Dompere, Africanist and retired HU Professor of Economics. Other programs on WPFW cover African topics and feature HU faculty. Several African associations run country and language-specific programs online and on radio stations, covering current events, culture, music, religion, and immigration, including some in Amharic, Tigrinia, Somali, Oromo, Yoruba and Wolof. HU faculty and students contribute to all of these programs. We request Title VI funds to support these types of outreach to a broad public.

J. FLAS AWARDEE SELECTION PROCEDURES

J.1.A Publicizing the Awards. We use many outlets to advertise FLAS fellowships: the HU homepage; CAS, COAS, Graduate School and other professional schools' websites; email lists; social media; *The Hilltop* newspaper; gateway courses; and strategically placed banners around high traffic areas on the HU campus. The CAS Director and Assistant Director respond to queries.

J.1.B. Student Applications. The FLAS application form is available on the CAS webpage. Applicants must submit two reference letters, transcripts, a resume, and a statement of purpose. They need to describe their interests in Africa and/or African languages, and how the FLAS award will support their aspirations. They must submit proof of registration in an African language and area study course and a progress report from their advisor. Their application requires a copy of the confirmation page for the Free Application for Federal Student Aid (FAFSA), and they need to provide proof of citizenship.

J.1.C. FLAS Selection Criteria. (CPP 1 FLAS) FLAS fellows are selected based on 1) Need, as assessed by FAFSA and student financial circumstances, 2) qualifications (e.g., GRE scores, transcripts, recommendation letters), 3) commitment to professional development that will draw on African language and area studies and demonstrate a potential for service in government and areas of national need, 4) a plan for improving African language skills to advanced levels, 4) a plan for graduate research in Africa, and 5) a statement of how an African language fits into one's research. Undergraduates must be enrolled in languages at intermediate or advanced levels. FLAS recipients will be required to undergo performance-based testing.

J.1.D. Who Selects Awardees. A FLAS Selection Committee is constituted by the Center Director, the Assistant Director, the African Language Coordinator and selected Africanist faculty at HU.

J.1.E. FLAS Calendar. Year round: Announcements of A/Y and Summer awards, and advising students on application procedures. January 15 - 21: Information sessions for FLAS fellowships. February 15: Application deadline. February 15 - March 15: Creation of applicant files and solicitation of additional information if necessary. March 15 – March 21: Distribution of applications to reviewers. March 21-28: Deliberation and selection of awardees and alternates. April 5: Awards are announced with deadlines for acceptance to be returned by April 15.

J.1.F. Results and Assessment of the Selection Process. Steps are made to ensure that the process is transparent, fair, and need and merit-based. We annually review who receives awards, student academic performance, and an awardee's progress towards academic and professional goals. The FLAS selection criteria mirrors the priorities of the Department of Education.

K. COMPETITIVE PRIORITIES

K.1.A. Collaboration with MSIs and/or Community Colleges. HU is one of the top HBCUs and MSIs in the US, and HU CAS has worked with many other MSIs and Community Colleges.

We played a lead role in the inaugural *Curriculum Training and Development Workshop for US Community College, HBCU and MSI Faculty*, held in Dakar, Senegal in January 2017.

Participants included faculty from CCs in Arkansas, California, Iowa, Massachusetts, Missouri and Wisconsin. CAS supported four teachers from Maryland - Montgomery College, Prince George's Community College and University of Maryland-Eastern Shore. Our *One Week Residency* program has supported faculty from these institutions, as well as Bowie State, Delaware State and Northern Virginia Community College. We recently became partners with Morgan State University's Earl Graves School of Business. Our work with CAORC's Community College Initiative also links us to a broader national network of CCs.

K.1.B. Collaboration with Schools of Education, etc. CAS has a relationship with the School of Education through Dr. Helen Bond of the Department of Curriculum Design and Instruction. Together, we have created a robust record of teacher training and curriculum development. In the current cycle, our faculty enhancement grant program has funded an two interdisciplinary curriculum and internationalization projects in the HU School of Education.

K.2.A. Need based FLAS awards. We give precedence to students in need, as determined by FAFSA, when awarding FLAS fellowships. Our record demonstrates that all FLAS awards went to high achieving students from disadvantaged backgrounds with financial limitations, given that a sizable portion of the HU student body hails from similar circumstances. We will continue to place a heavy weight on need in FLAS award decisions.

K.2.B. Percentage of A/Y FLAS Awards to African Languages. We make 100% of our FLAS awards Amharic, Arabic, KiSwahili, Wolof, Yoruba and Zulu (with Somali projected in the new cycle). Among the 78 that are prioritized and designated as Less Commonly Taught Languages (LCTLs) by the U.S. Department of Education, these are deemed important for national needs.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

APPENDIX 1
Africa-Related Courses
2016-2018

<u>UNDERGRADUATE COURSES</u>	
COAS	Freshman Seminar
Department of African Studies	African Development & Underdevelopment
	African Language & Cultures
	African Political Thought
	African Systems of Thought
	African World-Writing
	China and Africa
	Democracy in Africa
	Foundations to African Studies (with a second writing section)
	Hip Hop and Popular Culture in Africa
	History of Africana Philosophy
	Intro to African Literature
	Intro to Contemporary Africa (multiple sections)
	Liter Film & Society in Africa
	Science Technology & African Develop
	Seminar in Regional Studies
	Social Media & Political Change in Africa
	Southern Africa
	Islam, Youth & Social Change in Africa
	Research in African Studies
	HIV/AIDS in Africa
Department of Afro-American Studies	Exploitation of the Third World
	Intro. to Afro-American I (multiple sections)

	Intro. to Afro-American II (multiple sections)
	Comparative Slavery
	Intro: Egyptian Hieroglyphs II
	Intro: Egyptian Hieroglyphs III
	Black Thought in the Diaspora
	Comparative Black Literature-Writing
	Politics of Black Autobiography 19 th Century
	Black Social-Political Thought
	Black Experience in the Caribbean
	Black Experience in Film
	Introduction to Egyptian Hieroglyphs
	Introduction to Egyptian Hieroglyphs II
Art History	Intro. to African Art History
	West African Art
	Issues in African Art
	African Art History III
	Research in African Art
	Central & East African Art
Department of Economics	Economic Development in Africa
	Economics of Black Community Development
	Natural Resources in African Economic Development
Fine Arts	African American Dress
	200+ History Doc: Black Women Arch
	Blacks in the Arts (multiple sections)
	African Dance (multiple sections)
	African & Afro-American Music
	East African Calligraphy

	Black Women in Visual Culture
	Central and East African Art
Department of History	Intro. to Black Diaspora I (multiple sections)
	Intro to Black Diaspora II (multiple sections)
	Colloquium on the African Diaspora
	Intro. to African History I
	West Africa since 1800 (multiple sections)
	Topics: Slavery in Africa
	Geography of Black Diaspora
	Colloquium on African History
	Introduction to Latin American and Caribbean
Department of World Languages and Cultures	African Films
	Survey Afro-French Civ & Lit
	Survey Afro-Hispanic Lit
	SpTp: Afro-Hispanic Lit.: Equatorial Guinea
	Afro-Hispanic Lit in English
	Swahili I
	Swahili II
	Swahili III
	Swahili IV
	Swahili: Intensive Grammar Review
	Swahili: Oral Expression I
	Swahili: Advanced Grammar & Comp
	Wolof I
	Wolof II
	Wolof III
	Wolof IV
	Arabic I

	Arabic II
	Arabic III
	Arabic IV
	Arabic: Oral Expression I
	Arabic: Oral Expression II
	Arabic: Grammar Review
Department of Philosophy	History of Africana Philosophy
	Ancient Egyptian Philosophy
	African Philosophy
Department of Political Science	Intro. to African Politics
	Introduction to Black Politics
	Pan-Africanism
	African Nationalism
	World Imperialism
	Problems of Southern Africa
	Gender, Law & Politics
	Govt. & Politics of Tropical Africa
	International Relations
	Politics of the 3 rd World
	Simulation of Intrn'tl Organ (Model AU)
Department of Psychology	Psychology & the Black Experience
	Race & Racism
School of Business	International Marketing
	International Entrepreneurship
	Principles of International Business
	International Human Resources Management

	Management of International Bus
	International Financial Management
	Business Communication
School of Communications	Intercultural-Racial Comm
	Multicultural Media History
<u>GRADUATE COURSES</u>	
Department of African Studies	Film & History in Africa & the Diaspora
	Lang Lit & Arts Contemporary Africa
	Africa in World Affairs
	Governance in Africa
	Issues in Pub Health Policy & Dev
	Scope & Methods of African Studies
	Gender Theory & Practice in Africa
	Public Policy & African Develop
	SpTp: Migrant Rem. & African Development
	Development & Planning
	African Political Thought
	Pan Africanism Past/Present
	Islam Culture Philosophy I
	Globalization in Africa
	Theory in African Studies
	NGOs and Africa
	Women in African Civilization & Traditions.
	Rural Development in Africa
	Education & Social Change in Africa
	History of South Africa
	Foreign Policy Making in African States
	Africa in World Affairs

	The Rising Powers? Brics & Africa
	Research in African Studies
Department of History	Problems African Diaspora
	Seminar: African Diaspora
	Readings: South Africa
	Seminar on Africa
	West Africa since 1800
	Memory and Heritage of Slavery
Graduate School	Contemporary Issues in International Affairs
	Capstone in International Studies
Department of Political Science	Public Admin in the 3rd World
	Pan-Africanism
	Introduction to Black Politics
	Black Politics
	International Law
	International Relations
	Black Ideology
School of Communications	African Cinema
	Film & Social Change
School of Divinity	Black Theology
	History of Black Church
	Contemporary Christianity in Africa
	World Religions
	Religious Fundamentalism the Modern World
	Introduction to African Religions

	African Religions in Diaspora
	History of Islam in Africa
	Theologies of Liberation
	Third World Theologies
Economics	International Economics I and III
	Growth and Development I
	Growth and Development II
	Growth and Development III
	Nat Resources in African Econ Dev
School of Education	Multicultural Education
	History of Black Education
School of Law	International Economic Law
	Domestic & International Sales
	International Moot Court
	MC: Int'l Environmental Law
	International Business Transactions
	International Law
Art History	Black Women in Visual Culture
	Research in African Art
School of Business	Global Business Strategies
Department of Psychology	Psychology and the Black Experience
	Psychology of the Black Experience (multiple sections)
Department of Sociology	Global Health: Challenges and Sociology

APPENDIX 1A

Enrollment Numbers by Semester, 2016-2017/2017-2018

Faculty	Percentage	Undergraduate course name	Fall 2016	Spring 2017	Summer 2017
Department of African Studies					
Shams	50%	Social Sciences	1	1	
	100%	African Systems of Thought		6	
Serapiao	100%	African World:Introduction to Contemporary Africa	40		
	100%	Independent Study		1	
	100%	Thesis Research		0	
	100%	Dissertation Research		1	
Camara	100%	African World:Introduction to Contemporary Africa		20	
	100%	Islam, Culture and Philosophy		1	
	100%	Governance in Africa		4	
Myandu	100%	African World:Introduction to Contemporary Africa	38	35	
	100%	African Languages and Culture			5
Clark	100%	African World:Introduction to Contemporary Africa	33		
	100%	Social Media & Political Change in Africa	7		
	100%	Hip-hop and Popular Culture in Africa		31	
	100%	Pan-Africanism Past & Present		3	
	100%	Thesis Research		0	
	100%	African World Writing			0
Zewde	100%	African World:Introduction to Contemporary Africa	32	9	
	100%	Independent Study		5	
Zewde / Cham	100%	Directed Research	0	2	
Bugarin	100%	African World:Introduction to Contemporary Africa	34	8	2

	100%	African World:Introduction to Contemporary Africa	25		
	100%	Thesis Research		0	
Plummer	100%	African World:Introduction to Contemporary Africa	26	24	
	100%	Thesis Research		0	
	100%	The Rising Powers? BRICS and Africa		1	
Plummer / Dantzler	100%	Literature Film and Society in Africa	4	17	
Dantzler	100%	African Language & Cultures	11		
Johnson	100%	Foundations to African Studies	25		
	100%	Scope & Methods in African Studies		7	
	100%	Foundation to African Studies Writing		4	
Johnson / Cham	100%	Seminar in Regional Studies	2	0	
Hailu	100%	Globalization in Africa	10		
	100%	Science Technology & African Development		9	
	100%	Independent Study		3	
	100%	NGOs and Africa		11	
Cham	100%	Internship in African Study	2	2	
	100%	Senior Colloquium		0	
	100%	Independent Study		3	
	100%	Thesis Research		2	
	100%	Dissertation Research		5	
	100%	Research in African Studies		8	
	100%	Research in African Studies		5	
	100%	Research in African Studies		2	
	100%	Research in African Studies		5	
Cham / Muaka	100%	Language Literature and Arts in Contemporary Africa		6	
David	100%	Independent Study		2	
	100%	Development & Planning II		5	
	100%	Thesis Research		0	
	100%	Migrant Remissions and African Development		9	
Miller	100%	South African History in Film & Lliterature		6	

Department of Afro-American Studies					
A. Woods	50%	Intro Afro-American Studies I	99	65	
	50%	Intro Afro-American Studies I	99	58	
G. Carr	50%	Intro Afro-American Studies I	181	241	
	50%	Intro Afro-American Studies II			15
L. Ammons	50%	Intro Afro-American Studies I	38	40	
	50%	Intro Afro-American Studies I	38		
M. Beatty	50%	Intro Afro-American Studies I	50		
	50%	Intro Afro-American Studies II			15
	50%	Intro to Egyptian Hieroglyphs I	38	46	
	50%	Intro to Egyptian Hieroglyphs III		2	
	50%	Introduction to Coptic 6			
J.M. Myers	50%	Intro Afro-American Studies II	78		13
	50%	Intro Afro-American Studies I		44	
V. Watkins	50%	Intro Afro-American Studies II	47	41	2
	50%	Intro Afro-American Studies II		47	
A. Yeboah	50%	Intro Afro-American Studies II	39	32	
	50%	Intro Afro-American Studies II	36		
V. Watkins	50%	Intro Afro-American Studies II	47		
A. Woods	50%	Intro to Egyptian Hieroglyphs II	4	1	
Ba-Nikongo	50%	Exploitation of the Third World		17	
	50%	Intro Afro-American Studies I			3
	50%	Intro Afro-American Studies I			2
	50%	Intro Afro-American Studies II			5
Amharic					
T. Gebeyehu	100%	Amharic I	5	5	
	100%	Amharic II		3	
	100%	Amharic III	7		
	100%	Amharic IV	3	7	

Art History					
K.E. Coney	100%	West African Art	6		
		African Art: Traditions and Continuations		3	
Coney & McEachern		Intro to African Art History		25	
Fine Arts					
A. Konte	100%	African Dance II	3		
		African Dance I (majors)		4	
		Major African Perf Workshop		4	
Kamalidiin		African and Afro-American Music & Literature		13	
Stevens	100%	African American Dress	9		
Department of Economics					
E. Blank	25%	Economics of Blk Community Dev	22	30	
Perkins		Economic Development in Africa		37	
Dompere		International Economics		15	
		International Economics III		0	
Kiawu		International Economics II		2	
College of Arts and Sciences					
Carr/ Williams		Freshman Seminar	191		
		Freshman Seminar	408		
Department of World Languages and Cultures					
J.J. Taty	100%	African Films (French)	35	35	
	100%	Survey Afro-French Civ & Lit	10		
K. Wallace	50%	Survey Afro-French Civ & Lit II	7		
Akassi / Dunzo		Survey Afro-Hispanic Lit	10	7	

Department of History					
J.M. Mabeko-Tali	100%	Intro to African History I	33		
		Intro to African History II		41	
		Readings in South African		0	
Toungara	100%	Coll on African History	2		
	100%	Intro Black Diaspora I	50	46	
		West Africa: Women	2		
		Seminar African Diaspora		5	
L. Collier	50%	Intro Black Diaspora I	41		
J. Kerr-Ritchie	50%	Intro to Black Diaspora II	43	35	
Swan		Intro to Black Diaspora II		28	
Muraya		Geography of Africa		2	
Araujo		Intro to Black Diaspora I			6
		Intro to Black Diaspora I			10
		Intro to African History I			1
School of Law					
Echols		International Economic Law		9	
Hussain		International Moot Court		10	
Department of Media, Journalism and Film					
Morton		Blacks in Film		25	
Department of Philosophy					
K. Abimbola	50%	History of Africana Philosophy	16		
Verharen		Ancient Egyptian Philosophy	4		
Department of Political Science					

Nwanze	50%	Intro to African Politics	20		
Fred-Mensah / Baptist	50%	Pan-Africanism	46	41	
Fred-Mensah		Government & Politics of Tropical Africa		33	
Fred-Mensah		International Relations		35	
Dawuni	100%	African Nationalism	19		
Fred-Mensah	50%	International Relations	41		
Frazier		Public Admin in the Third World		4	
Fauntroy		IS: International Relations		0	
School of Business					
Kavoossi / Kavoossi & Paschall		Principles of International Business	13	18	
		Management of International Business	8	16	
Kavoossi		International Human Resources Management	10		
Schmied / Paschall & Schmeid		International Marketing	7	16	
Schmeid		International Entrepreneurship		11	
Jeong / Jeong & Paschall		International Financial Management	17	12	
Swahili					
E. M. Lisanza	100%	Swahili I	19	30	
L. Muaka	100%	Swahili I	17	9	
	100%	Swahili I	22		
	100%	Swahili II	13	14	2
	100%	Swahili II		16	
	100%	Swahili III	16	20	1
	100%	Swahili IV	15	15	5
	100%	Intensive Grammar Review	3	4	
	100%	Reading / Writing Workshop		3	
	100%	Oral Expression I	2		4
	100%	Oral Expression II			1
	100%	Independent Study	2		

	100%	Independent Study			
Department of Theatre Arts					
A. Konte	100%	African Dance I			
	100%	Major African Performance Workshop			
Wolof					
K. Diene	100%	Wolof I	1	7	
	100%	Wolof II	1	7	
	100%	Wolof III	0		
	100%	Wolof IV		0	
	100%	Independent Study			
	100%	Oral Proficiency I	0		
	100%	Oral Proficiency II		0	
Yoruba					
B. Omolola	100%	Yoruba I	10	12	
	100%	Yoruba II	8	9	
	100%	Yoruba III	7	6	
	100%	Yoruba IV	2	5	
	50%	Intro to Humanities	8	18	
Zulu					
P. Mnyandu	100%	Zulu I	3	11	
	100%	Zulu II		5	
	100%	Zulu III	1	0	
	100%	Zulu IV	1	0	
	100%	Intensive Grammar		0	
Arabic					

R. Moutraji	100%	Arabic I	20	25	
		Arabic II	17	9	
		Arabic III	12	8	
		Arabic IV	4	10	
		Oral Expression I	4	0	
		Oral Expression II	3	1	
		Independent Study	0	2	
Faculty	Percentage	Graduate course name	Fall 2016	Spring 2017	Summer 2017
Department of African Studies					
Cham	100%	Independent Study	7	1	5
Serapiao	100%	Independent Study	1	4	
David	100%	Independent Study		8	
Hailu	100%	Independent Study		2	
Zewde	100%	Independent Study		3	
Hailu	100%	Theory in African Studies	14		
Johnson	100%	Scope and Methods of African Studies		7	
David	100%	Public Policy and African Development	13		
Clark	100%	Pan Africanism Past and Present		6	
Zewde	100%	Gender Theory & Practice in Africa		9	
David	100%	Development and Planning II		6	
Camara	100%	Islam Culture and Philosophy		3	
Hailu	100%	Globalization in Africa	7		
Johnson	100%	Foreign Policy Making in African States	10		
Hailu	100%	NGOs and Africa		4	
Serapiao	100%	Thesis Research	2	1	
David	100%	Thesis Research	0	0	
Zewde	100%	Thesis Research	2		
Cham	100%	Thesis Research		3	1

Plummer	100%	Thesis Research		1	
Serapiao	100%	Africa in World Affairs	11		
Zewde	100%	Dissertation Research	2	3	
Cham	100%	Dissertation Research	2	1	1
Cham	100%	Dissertation Research	2	6	
Cham	100%	Dissertation Research	2		
Serapiao	100%	Dissertation Research		3	
Cham	100%	Film and History in Africa and the Diaspora	2		
Cham/Muaka	100%	Language Literature and Arts in Contemporary Africa		12	
Zewde	100%	Educational Systems and Social Change in Africa	6		
David	100%	African Political Thought	8		
David	100%	Migration Remittances and African Development		3	
Cham	100%	Research in African Studies	10	4	4
Cham	100%	Research in African Studies	3	5	2
Cham	100%	Research in African Studies	7	2	
Cham	100%	Research in African Studies	2	5	
Cham	100%	Internship	15		1
Clarke	100%	African World-Writing	11		
Johnson	100%	Foundation to African Studies Writing		12	
Art History					
K.E. Coney	100%	Research in African Art	2		
Department of Economics					
Xu	50%	Growth and Development II	4		
Kiawu	50%	International Economics I	1		
	50%	International Economics II		3	
Dompere	50%	International Economics III	3	3	
Department of History					

Swan	50%	Seminar in African Diaspora			1
Department of Languages and Cultures					
Jacob	25%	Afro-Brazilian Women Writers			1
Department of Political Science					
Frazier	75%	Public Administration in the Third World		9	
Fauntroy	50%	IS: International Relations		0	
Frazier	50%	IS: International Relations			1
Frazier	50%	IS: International Relations			1
Department of Psychology					
Psychology and the Black Experience	25%	Cole	4		
Race and Racism	25%	Cole		4	
International Affairs					
Deonauth	50%	Capstone in International Studies	1		
School of Law					
Husain	100%	International Moot Court	11	12	
Johnson	50%	International Law of Human Rights		19	
Echols	50%	International Economic Law		11	
Motola	100%	S. African International Bus Trans			23
Yacoob	100%	S. African Cnst Comp Pers			23

Enrollment Numbers by Semester, 2017-2018

Faculty	Percentage	Course name	Fall 2017	Spring 2018	Summer 2018
COAS (G. Carr & Dana Williams)	50%	Freshman Seminar	1226		
Department of African Studies					
V. Oyugi	100%	Introduction to Contemporary Africa	80		
A. Plummer	100%	Liter Film & Society in Africa	5		
	100%	Seminar in Regional Studies	3		
	100%	Directed Research	1		
	100%	Introduction to Contemporary Africa		80	
	100%	Introduction to Contemporary Africa		40	
	100%	The Rising Powers? Brics & Africa		3	
F. Bugarin	100%	Introduction to Contemporary Africa		14	16
G. Camara	100%	Introduction to Contemporary Africa		30	
	100%	Introduction to Contemporary Africa	40		
	100%	Conflict Resolution in Africa		4	
W. Winstead	100%	Intro to Contemporary Africa	39		
P. Mnyandu	100%	Introduction to Contemporary Africa	69		
	100%	Introduction to Contemporary Africa		36	13
F. Shams	100%	Introduction to Contemporary Africa		14	
E. Lianza	100%	Introduction to Contemporary Africa		23	
D. Gantt	100%	African Lang & Cultures	29		
A. Hailu	100%	Globalization in Africa	6		
	100%	NGOs & Africa		1	
	100%	Science, Technology, & Development in Africa		13	
E. Lianza	100%	African Language & Culture		3	
K. Johnson	100%	HIV/AIDS in Africa	20		

	100%	HIV/AIDS in Africa		25	9
F. Shams	100%	African Systems of Thought		6	
F. Bugarin	100%	Introduction to Contemporary Africa	72		
	100%	Environment & Society in Africa		12	
M. Clark	100%	Soc Media & Poli Change in Afr	12		
	100%	Directed Research	20		
	100%	Hip Hop & Popular Culture in Africa		25	
	100%	Introduction to Contemporary Africa Writing			5
M. Cham	100%	Internship in African Study	1		
	100%	Literature, Film, & Society in Africa		17	
	100%	Lang Literature & Arts Contemporary Africa		10	
K. Johnson	100%	Scope & Methods of African Studies		10	
A. Zewde	100%	Gender Theory & P		10	
W. David	100%	Development & Planning		4	
	100%	Migrant Remissions & African Development		4	
Department of Afro American Studies					
A. Woods	50%	Intro Afro-American Studies I	61		
	50%	Intro Afro-American Studies I		55	
	50%	Intro Afro-American Studies I		56	
G. Carr	50%	Intro Afro-American Studies I	183		
	50%	Intro Afro-American Studies I		238	
L. Ammons	50%	Intro Afro-American Studies I	80		
	50%	Intro Afro-American Studies I		40	
	50%	Intro Afro-American Studies I		40	
M. Beatty	50%	Intro Afro-American Studies I	48		
	50%	Intro to Egyptian Hieroglyphs	16		
J.M. Myers	50%	Intro Afro-American Studies II	86		
	50%	Black Thought in the Diaspora	17		
	50%	Intro Afro-American Studies I		44	

V. Watkins	50%	Intro Afro-American Studies II	50		
	25%	Intro Afro-American Studies II		41	
A. Yeboah	25%	Intro Afro-American Studies II	39		
	25%	Intro Afro-American Studies II		32	
V. Watkins	25%	Intro Afro-American Studies II		51	
A. Woods	25%	Intro Afro-American Studies II		42	
N. Ba-Nikongo	50%	Exploitation of Third World		21	
N. Ba-Nikongo	50%	Intro Afro-American Studies I			6
N. Ba-Nikongo	50%	Intro Afro-American Studies I			9
M. Beatty	100%	Intro to Egyptian Hieroglyphs		45	
M. Beatty	100%	Introduction to Coptic		9	
Amharic					
T. Gebeyehu	100%	Amharic I		12	
	100%	Amharic I	7		
T. Gebeyehu	100%	Amharic II		4	
	100%	Amharic III	2		
T. Gebeyehu	100%	Amharic IV		4	
	100%	Amharic Independent Study	4		
Art History					
K.E. Coney	100%	Intro to African Art History	22		
	100%	Central & East African Art	9		
	100%	West African Art		10	
Fine Arts					
A. Konte	100%	African Dance II	6		
O. Abiola	100%	Dance History I WRTG	6		
Department of Economics					

E. Blank	25%	Economics of Blk Community Dev	19		
M. Perkins	100%	Economic Development in Africa		36	
French					
J.J. Taty	100%	African Films	35		
	100%	African Films		25	
	100%	Survey Afro-French Civ & Lit	5		
K. Wallace	50%	Survey Afro-French Civ & Lit	2		
Department of History					
J.M. Mabeko-Tali	100%	Intro to African History I		30	
	100%	Intro African History I	31		
	100%	Coll on African History		3	
	100%	Problems in Africa II		2	
L. Collier	50%	Intro Black Diaspora I	44		
L. Tarik	50%	Intro Black Diaspora I	173	60	
A. Saville		Intro Black Diaspora I		39	
K. McMahon	50%	Intro Black Diaspora I	46		
G.I. Kintiba	100%	Coll on African History	13		
G.I. Kintiba	100%	Islam in Africa		8	
J. Kerr-Ritchie	50%	Read African Diaspora: Slavery		3	
Ana Lucia Araujo	100%	Intro to African History I			9
Araujo	50%	Intro Black Diaspora I			5
Araujo	50%	Intro Black Diaspora I			5
Araujo	50%	Intro Black Diaspora II		47	5
P. Muraya	25%	World Geography	52		
P. Muraya	25%	Global Warming, People & Environment		7	
Swan	50%	Intro Black Diaspora I			38
Swan	50%	Intro Black Diaspora II			3

Department of Human Development and Psychology Education					
K. Washington	50%	Theory & Application of African/Black Psychology		8	
Law					
Y. Yacoob	100%	South African Constitution Comparative Perspective			15
Z. Motala	100%	South African International Business Transactions			19
Department of Philosophy					
K. Abimbola & J.J. Davis	75%	History of Africana Philosophy		26	
Department of Political Science					
C. M. Harper	75%	Pan Africanism	43	41	
J.W. Cotman	50%	Politics of Third World		17	
J.Dawuni	100%	Gender, Law & Politics		39	
J. Dawuni	50%	International Law		4	
J.Dawuni	100%	African Nationalism		30	
B. Fred-Mensah	100%	Government & Politics in Tropical Africa		35	
D. Dixon	50%	Pan-Africanism (GR)		5	
M. Nwanze	100%	Simulation of Intrn'tl Organ (Model AU)		14	
Portuguese					
E. Jacob	25%	Afro Brazilian Film		32	20
Department of Radio Television & Film					
M.A. Missouri	100%	African Cinema		5	
Spanish					
C. Akassi	25%	Survey Afro-Hispanic Literature		8	
A. I. Dunzo	25%	Survey Afro-Hispanic Literature		1	

Swahili					
E. M. Lisanza	100%	Swahili I		29	2
L. Muaka	100%	Swahili I	18		
	100%	Swahili I		31	
	100%	Swahili II	16		2
	100%	Swahili II		15	
	100%	Swahili III	20		3
	100%	Swahili III		15	
	100%	Swahili IV	16		8
	100%	Swahili IV		16	
	100%	Intensive Grammar Review	6		
	100%	Oral Expression I		7	3
		Oral Expression II			2
	100%	Independent Study		3	
	100%	Independent Study	1		
Department of Theatre Arts					
A. Konte	100%	African Dance I		7	
	100%	Major African Performance Workshop		3	
Wolof					
K. Diene	100%	Wolof I	4		
	100%	Wolof I		5	
	100%	Wolof II	1		
	100%	Wolof II		2	
	100%	Wolof III	3		
	100%	Independent Study	1		
Yoruba					
B. Omolola	100%	Yoruba I	8		

	100%	Yoruba I		26	
	100%	Yoruba II	8		
	100%	Yoruba II		7	
	100%	Yoruba III	5		
	100%	Yoruba III		7	
	100%	Yoruba IV	4		
	100%	Yoruba IV		5	
	50%	Intro to Humanities	2		
Zulu					
P. Mnyandu	100%	Zulu I		7	
	100%	Zulu II	5		
P. Mnyandu	100%	Zulu III		4	
Arabic					
R. Moutraji	100%	Arabic I	35	30	
		Arabic II	20	27	
		Arabic III	8	12	3
		Arabic IV	7	7	2
		Oral Expression I	5	6	
		Oral Expression II	3	3	
		Independent Study	4	1	

APPENDIX 1B: Courses to be offered, 2018-2019 (“x” marks semesters in which the course will be offered)

Faculty	Percentage (N/A)	Undergraduate course name	Fall 2018	Spring 2019	Summer 2019
COAS (G. Carr & Dana Williams)		Freshman Seminar	X		
Department of African Studies					
Various		Introduction to Contemporary Africa	X	X	
A. Plummer		Literature Film & Society in Africa	X		
		Development and Underdevelopment of Africa	X		
		Seminar in Regional Studies		X	
		Directed Research	X		
		The Rising Powers? Brics & Africa		X	
		Research in African Studies	X		
F. Bugarin		Introduction to Contemporary Africa	X	X	
		Scope & Methods of African Studies	X		
G. Camara		Introduction to Contemporary Africa	X	X	
		Conflict Resolution in Africa (grad)		X	
		Africa in World Affairs	X		
		Research in African Studies	X		
P. Mnyandu		Introduction to Contemporary Africa	X	X	
		Continental and Regional Organizations	X		
F. Shams		Introduction to Contemporary Africa	X		
A. Hailu		Globalization in Africa	X		

		NGOs & Africa (grad)		X	
		Science, Technology, & Development in Africa		X	
		Theory in African Studies	X		
		Dissertation Research	X		
E. Lianza		African Language & Culture	X		
		Introduction to Contemporary Africa	X		
K. Johnson		HIV/AIDS in Africa (grad)		X	
		HIV/AIDS in Africa		X	
		Foreign Policy Making in African States	X		
		Dissertation Research	X		
		Research in Africa Studies	X		
F. Shams		African Systems of Thought			
F. Bugarin		Introduction to Contemporary Africa	X		
		Environment & Society in Africa			
		Thesis Research	X		
		Research in Africa Studies	X		
M. Clark		Soc Media & Poli Change in Afr	X		
		Directed Research (grad)		X	
		Hip Hop & Popular Culture in Africa		X	
		Introduction to Contemporary Africa Writing		X	
		Special Topics: Black Women and Pop	X		
		Internship in African Study	X	X	
M. Cham		Literature, Film, & Society in Africa (grad)			
		Film and History in Africa and the Diaspora	X		
		Lang Literature & Arts Contemporary Africa		X	
		Independent Study	X	X	
		Dissertation Research	X		
A. Zewde		Gender Theory & P (grad)		X	
		Education Systems and Social Change in Africa	X		
		Rural Development in Africa	X		

		Dissertation Research	X		
W. David		Development & Planning		X	
		Migrant Remissions & African Development (grad)		X	
		Public Policy and African Development	X		
		Thesis Research	X		
		African Political Thought	X		
Department of Afro American Studies					
A. Woods		Intro Afro-American Studies I		X	X
G. Carr		Intro Afro-American Studies I	X		
		Seminar: Black Aesthetics	X		
L. Ammons		Intro Afro-American Studies I	X		
		Intro Afro-American Studies I	X		
		Politics of Black Autobiography	X		
M. Beatty		Intro Afro-American Studies I	X		X
		Intro to Egyptian Hieroglyphs	X		
J.M. Myers		Intro Afro-American Studies II	X		
		Blck Thought in the Diaspora	X	X	
		19th Century Black Political Social Thought	X		
V. Watkins		Intro Afro-American Studies II	X		
A. Yeboah		Intro Afro-American Studies II	X		
A. Woods		Intro Afro-American Studies II		X	
N. Ba-Nikongo		Exploitation of Third World		X	
		Black Experience in Film	X		
		Black Experience in the Caribbean	X		
		West Indians in America	X		
M. Beatty		Introduction to Coptic		X	
Amharic					
T. Gebeyehu		Amharic I	X	X	

T. Gebeyehu		Amharic II		X	
		Amharic III	X		
T. Gebeyehu		Amharic IV		X	
		Amharic Independent Study	X	X	
Art History					
K.E. Coney		Intro to African Art History	X	X	
		Central & East African Art	X		
		West African Art		X	
		African Art: Traditions and Continuations	X		
Fine Arts					
A. Konte		African Dance II		X	
O. Abiola		Dance History I WRTG		X	
Department of Economics					
E. Blank		Economics of Blk Community Dev	X		
M. Perkins		Economic Development in Africa		X	
French					
J.J. Taty		African Films	X	X	X
		Survey Afro-French Civ & Lit	X		
K. Wallace		Survey Afro-French Civ & Lit		X	
Department of History					
J.M. Mabeko-Tali		Intro to African History I	X		
		Coll on African History		X	
		Problems in Africa II		X	
		Colonialism in Africa (Grad)	X		
L. Collier		Intro Black Diaspora I		X	
L. Tarik		Intro Black Diaspora I	X		

		Intro Black Diaspora II	X		
		Intro Black Diaspora II	X		
K. McMahon		Intro Black Diaspora I		X	
G.I. Kintiba		Coll on African History		X	
TBA		Islam in Africa	X		
J. Kerr-Ritchie		Read African Diaspora: Slavery (Grad)		X	
		Intro Black Diaspora II	X		
Ana Lucia Araujo		Intro to African History I		X	
		Intro Black Diaspora I	X		
P. Muraya		World Geography	X	X	
J. Toungara		Intro to African History II	X		
		Colloquium on African History	X		
		Read African History: Women (Grad)	X		
Q. Swan		Colloquium on the African Diaspora	X		
		Read African Diaspora: Black Power Global (grad)	X	X	
Department of Human Development and Psychology Education					
K. Washington		Theory & Application of African/Black Psychology		X	
Law					
Husain	100%	International Moot Court	X	X	
Johnson		International Law of Human Rights	X	X	
Echols		International Economic Law	X	X	
Y. Yacoob		South African Constitution Comparative Perspective			X
Z. Motala		South African International Business Transactions			X
Department of Philosophy					
K. Abimbola & J.J. Davis		History of Africana Philosophy		X	
Department of Political Science					

TBA		Pan Africanism		X	
J.W. Cotman		Politics of Third World		X	
B. Fred-Mensah		Government & Politics in Tropical Africa		X	
		Theories in International Relations	X		
D. Dixon		Pan-Africanism (GR)		X	
Dawuni		African Nationalism	X		
		Africa in World Politics (GR)	X		
Cotman		IS: Comparative Government (GR)	X		
Fautroy		IS: International Relations (GR)	X		
		IS: Political Theory (GR)	X		
Portuguese					
E. Jacob		Afro Brazilian Film		X	
Department of Radio Television & Film					
M.A. Missouri		African Cinema		X	
Spanish					
C. Akassi		Survey Afro-Hispanic Literature		X	
A. I. Dunzo		Survey Afro-Hispanic Literature			
Swahili					
E. M. Lianza		Swahili I	X	X	
		Swahili II	X	X	
		Swahili III	X	X	
		Swahili IV	X	X	
		Intensive Grammar Review	X	X	
		Oral Expression I	X		
		Oral Expression II		X	
		Independent Study	X	X	

Department of Theatre Arts					
A. Konte		African Dance I		X	
		Major African Performance Workshop		X	
Wolof					
K. Diene		Wolof I	X		
		Wolof II		X	
		Wolof III	X		
		Independent Study	X	X	
Yoruba					
B. Omolola		Yoruba I	X	X	
		Yoruba II	X	X	
		Yoruba III	X	X	
		Yoruba IV	X	X	
		Intro to Humanities	X	X	
Zulu					
P. Mnyandu		Zulu I	X	X	
		Zulu II		X	
P. Mnyandu		Zulu III	X		
Arabic					
R. Moutraji		Arabic I	X	X	
		Arabic II	X	X	
		Arabic III	X	X	X
		Arabic IV	X	X	X
		Oral Expression I	X	X	

		Oral Expression II	X	X	
		Independent Study	X	X	X

HOWARD UNIVERSITY FACULTY PROFILES

Contents:

- I. Howard University Faculty [A-Z] **100%** Africa-related Instructional Content
- II. Howard University Faculty [A-Z] **75%** Africa-related Instructional Content
- III. Howard University Faculty [A-Z] **50%** Africa-related Instructional Content
- IV. Howard University Faculty [A-Z] **25%** Africa-related Instructional Content

Language Proficiency Scale:

- Level 0 – No proficiency
- Level 1 – Elementary proficiency
- Level 2 – Limited working proficiency
- Level 3 – Professional working proficiency
- Level 4 – Full professional proficiency
- Level 5 – Native or bilingual proficiency

<http://www.govtilr.org/Skills/ILRscale1.htm>

I. Howard University faculty who teach 100% Africa-related instructional content

Dr. Flordeliz T. Bugarin

Associate Professor, Department of African Studies

Ph.D. University of Florida

RESEARCH SPECIALIZATION: Anthropology, African and African American Studies

TEACHING AND RESEARCH AREAS:

- Historical Archaeology
- Cultural Anthropology
- Applied Anthropology
- Conservation and Preservation
- Conservation and Cultural Resource Management
- International Development, Poverty Alleviation and Ethical Appropriate Technologies
- Anti-Racism and Diversity
- Children and Child Material Culture
- Colonialism, Slavery, Post-Emancipation, and Reconstruction
- Trade and Exchange

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Gambia, South Africa, Tanzania

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters (2013-present): 12

Dr. Mohamed Camara

Professor and Chair, Department of African Studies

Ph.D. Northwestern University

RESEARCH SPECIALIZATION: African History, Philosophy, Mass Communication and Journalism

TEACHING AND RESEARCH AREAS:

- Globalization
- Civil-Military relations
- Governance and democratic change
- Islamic Studies
- Diaspora Studies
- Health and human security
- Conflict Resolution

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Liberia, Sierra Leone, Guinea, Côte d'Ivoire, Benin, Nigeria, Ghana, Mali

African languages and level of proficiency: Fulani (Lvl 5); Mandinka (Lvl 3); Soso (Lvl 3)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters (2013-present): 12

Dr. Mbye Cham

Professor, Department of African Studies

Director, Center for African Studies

Ph.D. University of Wisconsin, Madison

RESEARCH SPECIALIZATION: African Cinema and Literature

TEACHING AND RESEARCH AREAS:

- Cinema Studies
- Film History, Theory and Aesthetics
- Francophone African and Caribbean Cinema
- Aesthetics of African Oral Traditions
- African Women Novelists
- West African Film Production
- Film and Literature of the Black Diaspora
- African Theatre

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Gambia, Senegal

African languages and level of proficiency: Wolof (Lvl 5); Krio (Lvl 4)

Number of area studies courses taught (2013-present): 9

Published monographs, articles, book chapters, creative works (2013-present): 8

Dissertations and theses supervised (2013-present): 16

Dr. Msia Clark

Associate Professor, Department of African Studies

Ph.D. Howard University

RESEARCH SPECIALIZATION: African Studies, International Relations, Comparative Regional Studies

TEACHING AND RESEARCH AREAS:

- Hip Hop and Social Change in Africa
- Social Media and Political Change
- African Migration
- Black Women and Popular Culture
- African Diaspora in the US
- Pan-Africanism and World Affairs
- Third World Women and Development

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Ghana, Senegal, South Africa, Tanzania, and Uganda

Number of area studies courses taught (2013-present): 6

African languages and level of proficiency: Swahili (Lvl 3)

Published monographs, articles, book chapters, creative works (2013-present): 16

Dissertations and theses supervised (2013-present): 4

Kathryn Coney-Ali

Lecturer, Department of Art

M.A. Howard University

RESEARCH SPECIALIZATION: Art History, International Studies

TEACHING AND RESEARCH AREAS:

- African Art History
- Contemporary African Art
- West, Central and East African Art
- Modern Art History
- Heritage Management
- Art Preservation

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: West, Central and East African Countries

African languages and level of proficiency: Swahili (Lvl 2)

Number of area studies courses taught (2013-present): 13

Dr. Wilfred David

Professor, Department of African Studies

Ph.D. Oxford University

RESEARCH SPECIALIZATION: Economics

TEACHING AND RESEARCH AREAS:

- African Political Economy
- Development Policy
- International Organizations
- Monetary Policy
- People-Centered Development Models
- Public Finance
- Macroeconomics and structural adjustment

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 7

Published monographs, articles, book chapters (2013-present): 4

Number of dissertations and theses supervised (2013-present): 10

Dr. Josephine Dawuni

Assistant Professor, Department of Political Science

Director, Institute for African Women in Law

Ph.D. Georgia State University

RESEARCH SPECIALIZATION: Comparative African Politics, International Relations

TEACHING AND RESEARCH AREAS:

- African Nationalism
- Political Leadership in Africa
- Gender, Law and Politics
- African Judicial politics
- Gender and development
- Civil society
- International human rights

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: African Generalist, Ghana, Nigeria

African languages and level of proficiency: Akan (Lvl 5)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters (2013-present): 15

Number of dissertations and theses supervised (2013-present): 5

Dr. Khady Diene

Lecturer, Department of World Languages and Cultures

Ph.D. University of Maryland, College Park

RESEARCH SPECIALIZATION: French and Francophone Literature, African Studies, American Studies, Women's Studies

TEACHING AND RESEARCH AREAS:

- French language and literature
- Wolof language and literature
- African Literature

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Senegal

African languages and level of proficiency: Wolof (Lvl 5)

Number of area studies courses taught (2013-present): 25

Published monographs, articles, book chapters, creative works (2013-present): 1

Tafessework Gebeyehu

Adjunct Instructor, Department of World Languages and Cultures

M.S. University of Maryland

RESEARCH SPECIALIZATION: Educational Technology, Linguistics

TEACHING AND RESEARCH AREAS:

- New technology for learning languages
- Software for learning mathematics
- Amharic

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: East Africa, Ethiopia

African languages and level of proficiency: Amharic (Lvl 5)

Number of area studies courses taught (2013-present): 5

Haile Gerima

Professor, Department of Media, Journalism and Film, School of Communications

M.F.A. University of California, Los Angeles

RESEARCH SPECIALIZATION: Film

TEACHING AND RESEARCH AREAS:

- Independent Film
- African Cinema
- Script Development
- Production and Direction
- Playwriting

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Ethiopia

African languages and level of proficiency: Amharic (Lvl 5)

Number of area studies courses taught (2013-present): 2

Dr. Alem Hailu

Associate Professor, Department of African Studies

Ph.D. Syracuse University

RESEARCH SPECIALIZATION: Social Science and Public Administration

TEACHING AND RESEARCH AREAS:

- Public policy
- Sustainability and development
- African Diaspora Studies
- African Studies in a globalizing world
- Political economy of nations in transition
- Human Security
- NGOs in Africa
- Science, Technology and African Development

STATS:

100% Africa-related Instructional Content

Africa-related instructional content area as a percentage: 100%

African languages and level of proficiency: Amharic (Lvl 5)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters (2013-present): 3

Number of dissertations and theses supervised (2013-present): 17

Dr. Mervat Hatem (Recently retired)

Associate Professor, Department of Political Science

Ph.D. University of Michigan, Ann Arbor

RESEARCH SPECIALIZATION: International Relations, Comparative Politics

TEACHING AND RESEARCH AREAS:

- North African and Middle East Politics
- Gender and Nation-building
- Modern Islam

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Egypt, Libya, Tunisia

African languages and level of proficiency: Arabic (Lvl 5)

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters (2013-present): 5

Dr. Krista Johnson

Associate Professor, African Studies

Ph.D. Northwestern University

RESEARCH SPECIALIZATION: Political Science, International Relations, African Studies

TEACHING AND RESEARCH AREAS:

- Public policy
- African health policy
- Gender and development
- African politics
- Social movements
- HIV/AIDS
- Postcolonial IR Theory

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Botswana, South Africa, Zimbabwe

Number of area studies courses taught (2013-present): 6

Published monographs, articles, book chapters (2013-present): 6

Number of dissertations and theses supervised (2013-present): 18

Dr. Nkonko Kamwangamalu

Professor, Department of English

Ph.D. University of Illinois, Urbana-Champaign

RESEARCH SPECIALIZATION: Linguistics

TEACHING AND RESEARCH AREAS:

- Language Policy in South Africa
- Applied Language Studies
- Code switching
- Multilingualism
- Language policy and planning
- World Englishes
- Language and Identity
- African linguistics

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Swaziland, South Africa

African languages and level of proficiency: KiKongo, ChiLuba, KiSwahili (Lvl 5);

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 5

Dr. Kwasi Kwakye-Nuako

Associate Professor, Department of World Religions, School of Divinity

Ph.D. University of Denver, Iliff School of Theology

RESEARCH SPECIALIZATION: World Religions

TEACHING AND RESEARCH AREAS:

- African Christianity
- African Indigenous Religion
- Missionary Movements

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Ghana

African languages and level of proficiency: Akan (Lvl 5)

Number of area studies courses taught (2013-present): 6

Published monographs, articles, book chapters (2013-present): 1

Dr. Jean-Michel Mabeko-Tali

Professor, Department of History

Ph.D. University of Paris VII-Denis, Diderot

RESEARCH SPECIALIZATION: African History

TEACHING AND RESEARCH AREAS:

- Southern African History
- Central African History;
- Anti-colonial Liberation Movements
- National Identity
- Political Transition

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Angola, Senegal, D.R. Congo, Congo-Brazzaville

African languages and level of proficiency: KiSwahili, KiKongo (Lvl 5)

Number of area studies courses taught (2013-present): 9

Published monographs, articles, book chapters, creative works (2013-present): 1

Dr. Ben-Fred Mensah

Associate Professor, Department of Political Science

Ph.D. Johns Hopkins University

RESEARCH SPECIALIZATION: International Studies, African Political Economy

TEACHING AND RESEARCH AREAS:

- African Politics
- Security and Development
- Gender and Development in Africa
- Land Reform and Natural Resource Management in Africa
- Governance and Economic Development
- International Organizations

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Ghana, Mozambique, Rwanda, Togo

African languages and level of proficiency: Akan (Lvl 5)

Number of area studies courses taught (2013-present): 6

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Phiwokuhle Mnyandu

Lecturer, Department of African Studies

Lecturer, Department of World Languages and Cultures

Ph.D. Howard University

RESEARCH SPECIALIZATION: African Studies, International Political Economy, Zulu Language and Literature

TEACHING AND RESEARCH AREAS:

- South Africa-China relations
- South Africa-East Asia relations
- Academic diplomacy
- Zulu Language and Literature

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Southern Africa, South Africa

Language(s) and level of proficiency: Zulu (Lvl 5)

Number of area studies courses taught (2013-present): 7

Published monographs, articles, book chapters, creative works (2013-present): 6

Raslan M. Moutraji

Master Instructor, Department of World Languages and Cultures

M.A. Howard University

RESEARCH SPECIALIZATION: Arabic Language and Dialects, Culture, Civilization, History, and the Arts

TEACHING AND RESEARCH AREAS:

- The Arab World (Geography and Historic Contributions)
- Present-day Political Considerations
- Local and National Arabic Organizations and Arabic Literary Societies
- Arabic Language, Culture, Religion, Literature, History

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Middle East

Language(s) and level of proficiency: Arabic (Lvl 5)

Number of area studies courses taught (2013-present): 7

Dr. Michael Nwanze

Professor, Department of Political Science

Ph.D. University of Leeds, England

RESEARCH SPECIALIZATION: International Law, International Relations, Comparative Politics

TEACHING AND RESEARCH AREAS:

- African Regional Organizations
- African Politics
- Africa in World Affairs

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 3

Dr. Leonard Muaka

Associate Professor, Department of World Languages and Cultures

Ph.D. University of Illinois, Urbana Champaign

RESEARCH SPECIALIZATION: African Languages and Literature, African Studies

TEACHING AND RESEARCH AREAS:

- African Linguistics
- Sociolinguistics
- First and Second Language Acquisition
- Youth Language
- Kiswahili Language and Literature
- African Literature
- Comparative Literature
- Discourse Analysis

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Eastern Africa, Central Africa

African languages and level of proficiency: Swahili (Lvl 5), Luhya (Lvl 5)

Number of area studies courses taught (2013-present): 10

Published monographs, articles, book chapters, creative works (2013-present): 7

Dissertations and theses supervised (2013-present): 1

Dr. Esther Mukewa Lisanza

Visiting Assistant Professor, Department of African Studies

Visiting Assistant Professor, Department of World Language and Culture

Assistant Professor, Department of Liberal Studies, Winston-Salem State University

Ph.D. University of Illinois, Urbana-Champaign

RESEARCH SPECIALIZATION: Linguistics

TEACHING AND RESEARCH AREAS:

- Language and Literacy
- African Studies
- Swahili
- Language Acquisition

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Kenya

African languages and level of proficiency: Swahili (Lvl 5)

Dr. Bayo Omolola

Lecturer, Department of World Languages and Cultures

Ph.D. University of South Africa, Pretoria

RESEARCH SPECIALIZATION: African Cultures, Literature, Film, Human Rights and Political Communication

TEACHING AND RESEARCH AREAS:

- African Oral Poetry and Tradition
- Yoruba Language and Culture
- Yoruba Film
- Yoruba Political Communication

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Benin, Gambia

Language(s) and level of proficiency: Yoruba (Lvl 5)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters, creative works (2013-present): 10

Dissertations and theses supervised (2013-present): 1

Dr. Uchenna Onuzulike

Adjunct Lecturer, Department of Strategic, Legal and Management Communication, School of Communications

Ph.D. Howard University

RESEARCH SPECIALIZATION: Intercultural Communication and Media Studies

TEACHING AND RESEARCH AREAS:

- African Traditional Religion
- Critical Intercultural Communication
- Media Literacy
- Ethnic and Diasporic Identities
- Transnational Media and Globalization
- Nollywood Film (Analysis and Criticism)

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 8

Dr. Anita Plummer

Assistant Professor, Department of African Studies

Ph.D. Howard University

RESEARCH SPECIALIZATION: African Studies, Political Economy

TEACHING AND RESEARCH AREAS:

- African political economy
- Transnational Studies
- Sino-African diplomatic and trade relations
- BRICS [Emerging nations] and Africa
- Language in education policy
- Culture and globalization
- Colonial and postcolonial African politics

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Kenya

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters, creative works (2013-present): 5

Number of dissertations and theses supervised (2013-present): 1

Dr. Feraidoon Shams

Associate Professor, Department of African Studies

Ph.D. American University

RESEARCH SPECIALIZATION: International Relations

TEACHING AND RESEARCH AREAS:

- Political theory
- Africa and the Middle East
- Colonial and postcolonial African politics
- African systems of thought

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: North Africa

African languages and level of proficiency: Persian (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters (2013-present): 1

Dr. Elka Stevens

Associate Professor, Department of Art

Ph.D. University of Minnesota, Twin Cities

RESEARCH SPECIALIZATION: Fashion Design

TEACHING AND RESEARCH AREAS:

- African Textiles
- Product Design
- International Garment Trade
- Artisanal Garment Development
- Marketing

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Ghana

Number of area studies courses taught (2013-present): 8

Published monographs, articles, book chapters, creative works (2013-present): 11

Dr. Jean-Jacques Taty

Associate Professor, Department of World Languages and Cultures

Ph.D. Sorbonne University, Paris

RESEARCH SPECIALIZATION: French

TEACHING AND RESEARCH AREAS:

- Postcolonial Studies
- Theoretical and Aesthetic Canon of Cinema as a Visual Medium
- Arts and Literature as Vehicle and Tool for New Cultural Identity in Postcolonial
- Africa (especially in Francophone countries)
- Arts, Culture and Social Change

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Francophone Africa

Number of area studies courses taught (2013-present): 4

Dr. Jeanne M. Toungara

Professor, Department of History

Ph.D. University of California, Los Angeles

RESEARCH SPECIALIZATION: African History

TEACHING AND RESEARCH AREAS:

- African Diaspora
- African Women in Development
- Democratization
- Human Rights and Governance
- Conflict Management

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Côte d'Ivoire

Number of area studies courses taught (2013-present): 7

African languages and level of proficiency: Bamanan (Lvl 3)

Published monographs, articles, book chapters (2013-present): 1

Number of dissertations and theses supervised (2013-present): 6

Retired Justice Zak Yacoob

Lecturer, School of Law

L.L.B. University of Durban, Westville

RESEARCH SPECIALIZATION: South African Constitutional Law

TEACHING AND RESEARCH AREAS:

- Human Rights
- Land Tenure Security
- Apartheid

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 2

Dr. Almaz Zewde

Associate Professor, Department of African Studies

Ph.D. Michigan State University

RESEARCH SPECIALIZATION: Sociology, Agricultural Economics

TEACHING AND RESEARCH AREAS:

- Agricultural Economics
- Social Policy and Social Research
- Women in Development
- Education Policy
- China and Africa

STATS:

100% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist, Ethiopia

African languages and level of proficiency: Amharic (Lvl 5)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters (2013-present): 4

Number of dissertations and theses supervised (2013-present): 8

II. Howard University faculty who teach 75% Africa-related instructional content

Dr. Kola Abimbola

Associate Professor, Department of Philosophy

Ph.D. London School of Economics

RESEARCH SPECIALIZATION: Philosophy

TEACHING AND RESEARCH AREAS:

- African and Africana Philosophy
- Yoruba Philosophy
- Philosophy of Religion
- Political Theory
- Applied Ethics
- Metaphysics
- Philosophy of Law

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Yoruba (Lvl 5)

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Ofoosuwa Abiola

Assistant Professor, Department of Theatre Arts

Ph.D. Howard University

RESEARCH SPECIALIZATION: History

TEACHING AND RESEARCH AREAS:

- African Dance
- Mandinka Dance Systems
- African American Dance History
- Dance and Identity
- Cultural History
- Public History

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Guinea-Conakry, Gambia, Morocco, Senegal

African languages and level of proficiency: Mandinka (Lvl 2)

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Lila Ammons

Assistant Professor, Department of Afro-American Studies

Ph.D. University of Maryland

RESEARCH SPECIALIZATION: Political Science

TEACHING AND RESEARCH AREAS:

- Demography
- International Organizations
- Conflict Management in West Africa

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: West Africa

Number of area studies courses taught (2013-present): 2

Dr. Ana Lucia Araujo

Professor, Department of History

Ph.D. Université Laval, Canada and EHESS, France

RESEARCH SPECIALIZATION: Social and Cultural History, Comparative History

TEACHING AND RESEARCH AREAS:

- Atlantic Slave Trade
- Public Memory, heritage and visual culture of slavery
- Africans in Early Latin America
- African Diaspora

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Benin

Number of area studies courses taught (2013-present): 14

Published monographs, articles, book chapters (2013-present): 15

Dr. Nikongo Ba-Nikongo

Associate Professor, Afro-American Studies

Ph.D. Howard University

RESEARCH SPECIALIZATION: Political Science, International Relations, Development Economics

TEACHING AND RESEARCH AREAS:

- Comparative Politics
- International Political Economy
- Caribbean Film
- Colonial and Postcolonial Studies
- Third World Studies

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: West Africa Generalist

Number of area studies courses taught (2013-present): 5

Dr. Mario Beatty

Associate Professor, Department of Afro-American Studies

Ph.D. Temple University

RESEARCH SPECIALIZATION: History, African American Studies

TEACHING AND RESEARCH AREAS:

- Cultural Studies
- Social History
- Ancient History
- Historiography
- Early Christianity
- Late Antiquity
- Diasporic Studies

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Egypt

Number of area studies courses taught (2013-present): 5

Dr. Greg Carr

Associate Professor and Chair, Department of Afro-American Studies

Ph.D. Temple University

RESEARCH SPECIALIZATION: African American Studies, History, Law

TEACHING AND RESEARCH AREAS:

- Classical African Civilizations
- Africana Historiography
- African Nationalism
- Theories of Social Change
- Black Aesthetics
- Education Policy, Race and Law

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Ghana, Egypt, South Africa, Brazil

Number of area studies courses taught (2013-present): 11

Dr. John Cotman

Associate Professor, Department of Political Science

Ph.D. Boston University

RESEARCH SPECIALIZATION: Political Science

TEACHING AND RESEARCH AREAS:

- Third World Politics
- Globalization, Democracy and Sovereignty
- Government and Politics
- U.S.-Africa Policy
- Caribbean Politics

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 4

Dr. D.H. Kortright Davis

Professor, Department of Theology, School of Divinity

Ph.D. University of Sussex

RESEARCH SPECIALIZATION: Theology

TEACHING AND RESEARCH AREAS:

- Black Prophetic Movements
- African Creative Expressions
- Christian Ministry

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters (2013-present): 2

Dr. Kwame Dixon

Associate Professor, Department of Political Science

Ph.D. Clark-Atlanta University

RESEARCH SPECIALIZATION: Comparative Politics

TEACHING AND RESEARCH AREAS:

- African Diaspora
- Latin American and Caribbean Politics
- International Human Rights
- Democracy
- Conflict Resolution

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters, creative works (2013-present): 2

Sam Harman

Assistant Professor, Department of Media, Journalism and Film, School of Communications
M.A. University of Westminster

RESEARCH SPECIALIZATION: Film and Television

TEACHING AND RESEARCH AREAS:

- Script Development
- Production and Direction
- African Cinematic Production
- Documentary and Narrative Storytelling
- Cultural Identity and the African Diaspora

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Daryl Harris

Associate Professor, Department of Political Science
Education and Institution

RESEARCH SPECIALIZATION:

TEACHING AND RESEARCH AREAS:

- Black Political Thought
- Black Spirituality
- African Traditional Religion
- African Knowledge Systems
- Pan-African Thought

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. John-Patrick Ifedi

Lecturer, Department of Political Science

Ph.D. Howard University

RESEARCH SPECIALIZATION: International Political Economy

TEACHING AND RESEARCH AREAS:

- Comparative Politics of Africa and the Caribbean
- US-Africa Policy
- U.S. Military Intervention in Africa
- International Relations
- African Political Economy

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 6

Dr. Jeffrey R. Kerr-Ritchie

Associate Professor, Department of History

Ph.D. University of Pennsylvania

RESEARCH SPECIALIZATION: Historiography, Black Atlantic

TEACHING AND RESEARCH AREAS:

- African Diaspora
- Comparative Emancipation
- Colonial Slavery

STATS:

75% Africa-related Instructional Content

Number of area studies courses taught (2013-present): 8

Published monographs, articles, book chapters (2013-present): 5

Dr. Clarence Lusane

Professor and Chair, Department of Political Science

Ph.D. Howard University

RESEARCH SPECIALIZATION: Comparative Politics, International Relations

TEACHING AND RESEARCH AREAS:

- Black politics
- Comparative race relations
- Modern social movements
- Comparative politics of the Africa, Americas and Europe
- Human rights
- Economic Globalization
- Pan-Africanism

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: South Africa, Zimbabwe

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 5

Number of dissertations and theses supervised (2013-present): 9

Dr. Montre Missouri

Associate Professor, Department of Media, Journalism and Film, School of Communications

Ph.D. School of Oriental and African Studies, University of London

RESEARCH SPECIALIZATION: Film and Media Studies

TEACHING AND RESEARCH AREAS:

- Race, Sex and Afro-Religiosity
- Cinematic Construction and National Identity

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Ghana

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters (2013-present): 3

Ziyad Motala

Professor, School of Law

S.J.D. Northwestern School of Law

Director, Howard South Africa Study Abroad Program

RESEARCH SPECIALIZATION: International Law

TEACHING AND RESEARCH AREAS:

- Comparative Law
- Constitutional Law
- International Organizations
- Human Rights and the United Nations
- South African Constitutional Law
- Islamic Law
- Comparative African Government and Administration

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 5

Dr. Lorenzo Morris

Professor, Department of Political Science

Ph.D. University of Chicago

RESEARCH SPECIALIZATION: Political Science

TEACHING AND RESEARCH AREAS:

- U.S.-Africa Policy
- U.S. Foreign Aid
- Electoral Politics
- Presidential Politics
- Public Policy
- Black Politics

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Benin, Botswana, Mali, Senegal, Haiti

Number of area studies courses taught (2013-present): 3

Dr. Joshua Myers

Assistant Professor, Department of Afro-American Studies

Ph.D. Temple University

RESEARCH SPECIALIZATION: Black Politics

TEACHING AND RESEARCH AREAS:

- Black Political and Social Thought
- Politics and Popular Culture
- Intellectual History
- Philosophy

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Burkina Faso, Kenya

Number of area studies courses taught (2013-present): 6

Published monographs, articles, book chapters, creative works (2013-present): 6

Dr. Chuka Onwumechili

Associate Professor, Department of Strategic, Legal and Management Communication, School of Communication

Ph.D. Howard University

RESEARCH SPECIALIZATION: Communications

TEACHING AND RESEARCH AREAS:

- International Telecommunications Policy in Africa
- Sports Communications
- Transnational Communications
- Global Soccer
- Identity and Nation in African Football

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 20

Dr. Avilla Payne-Jackson

Professor, Department of Sociology and Criminology

Ph.D. University of Pennsylvania

RESEARCH SPECIALIZATION: Anthropology

TEACHING AND RESEARCH AREAS:

- Medical Anthropology
- Sociolinguistics
- Cultural Anthropology
- Service Learning
- Ethnographic Field Methods
- African Traditional Medicine

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters, creative works (2013-present): 2

Dr. Mary Kay Perkins

Associate Professor, Department of Economics

Ph.D. American University

RESEARCH SPECIALIZATION: Economic Development, International Economics

TEACHING AND RESEARCH AREAS:

- African Development
- Macroeconomic Theory

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 2

Dr. Emory Joel Tolbert

Professor, Department of History

Ph.D. University of California, Los Angeles

RESEARCH SPECIALIZATION: African American History, History of the Diaspora

TEACHING AND RESEARCH AREAS:

- African Diaspora
- Christianity in Africa
- Marcus Garvey and UNIA
- Race and Culture
- Ethnic Relations

STATS:

75% Africa-related Instructional Content

Africa-related overseas research: Ethiopia

Number of area studies courses taught (2013-present): 5

Published monographs, articles, book chapters, creative works (2013-present): 2

Dr. John Trimble

Professor, Department of Computer Science

Visiting Professor, National University of Science and Technology, Bulawayo, Zimbabwe

Ph.D. Georgia Institute of Technology

RESEARCH SPECIALIZATION: Industrial and Systems Engineering

TEACHING AND RESEARCH AREAS:

- Appropriate technology for national development in Africa
- e-Manufacturing and e-Service Business Modeling

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Zimbabwe, Rwanda, South Africa, Mauritius, Ghana

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 12

Dr. Charles Verharen

Professor, Department of Philosophy

Ph.D. Georgetown University

RESEARCH SPECIALIZATION: Philosophy

TEACHING AND RESEARCH AREAS:

- Philosophy of Science
- Philosophy of Education
- Analytical Philosophy
- Egyptian Philosophy
- DuBois

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Egypt, Ethiopia, Ghana

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Anthony Wutoh

Assistant Professor, Department of Pharmacy

Ph.D. University of Maryland, Baltimore

RESEARCH SPECIALIZATION: Pharmacy Administration

TEACHING AND RESEARCH AREAS:

- African Studies
- Education Policy
- HIV Prevention and Treatment
- Minority Health
- International Health
- Health Services and Outcomes

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, South Africa, Zambia, Kenya, Rwanda, Tanzania, Ethiopia, Ghana

African languages and level of proficiency: Akan (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 16

Dr. Amy Yeboah

Assistant Professor, Department of Afro-American Studies

Ph.D. Temple University

RESEARCH SPECIALIZATION: African American Studies

TEACHING AND RESEARCH AREAS:

- Race, Ethnicity and Postcolonial Studies
- Gender Studies
- Comparative Literature

STATS:

75% Africa-related Instructional Content

Africa-based geographic expertise: Ghana, Nigeria

African languages and level of proficiency: Twi (Lvl 2)

Number of area studies courses taught (2013-present): 4

III. University faculty who teach 50% Africa-related instructional content

Dr. Clement Akassi

Associate Professor, Department of World Languages and Cultures

Ph.D. University of Alcalá, Madrid

RESEARCH SPECIALIZATION: Afro-Latino Studies, Spanish Language

TEACHING AND RESEARCH AREAS:

- Hispanophone Africana Studies (Equatorial Guinea, Africa, and African Diaspora)
- Representations of Blacks in Latin American discourses/thoughts/cultural productions
- (Re)negotiation of Black identities
- African and African Diaspora comparative studies
- Postcolonial/cultural theories/womanism
- Literary theory and criticism
- Sociocriticism

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Equatorial Guinea, Ghana, Ivory Coast

African languages and level of proficiency: Baoule (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 4

Number of dissertations and theses supervised (2013-present): 3

Dr. Beverly Booker Ammah

Assistant Professor, Department of Curriculum and Instruction, School of Education

Director, Ghana Study Abroad Program

Ph.D. University of Louisville

RESEARCH SPECIALIZATION: Counseling Education

TEACHING AND RESEARCH AREAS:

- Pan-Africanism
- Impacts of International Service Learning and Study Abroad to College Student Development
- School Counselors working with students from international backgrounds
- School Counselor's utilization of participatory action research to address persistent social justice issues in schools and communities

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Ghana

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 5

Dr. Ura Jean Oyemade Bailey

Professor, Department of Human Development and Psychoeducational Studies, School of Education

Chairperson, Howard University Republic of South Africa Project

Ph.D. Tulane University

RESEARCH SPECIALIZATION: Psychology

TEACHING AND RESEARCH AREAS:

- Early Childhood Teacher Effectiveness
- International Development in Africa
- Drug Abuse Research
- Infant Mortality
- Health Policy in Africa
- HIV/AIDS

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters (2013-present): 3

Nefertiti Burton

Professor and Chair of the Department of Theatre Arts

M.F.A. University of Massachusetts, Amherst

RESEARCH SPECIALIZATION: African American Theatre, Directing, Cinematography

TEACHING AND RESEARCH AREAS:

- Directing and Theatrical Production
- Cinematography and Film/Video Production
- Acting the Black Experience
- Black Dramatic Literature
- History of African American Theatre
- Theatre in the African World
- Yoruba Traditional Beliefs

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Senegal, South Africa, Yorubaland

Dr. Yasmin DeGout

Associate Professor, Department of English

Ph.D. Howard University

RESEARCH SPECIALIZATION: African American and Caribbean Literatures

TEACHING AND RESEARCH AREAS:

- Postcolonial Cultural Production
- LGBTQ Theory
- Gender Studies
- The Negritude Movement
- Leopold Senghor
- Black Arts Movement

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Francophone African Countries, Caribbean

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Joseph Fortunak

Professor, Department of Chemistry

Ph.D. University of Wisconsin, Madison

RESEARCH SPECIALIZATION: Chemistry, Pharmaceutical Science, Organic Synthesis

TEACHING AND RESEARCH AREAS:

- Process Chemistry
- Green Chemistry
- Drug development
- Global access to medicines
- Pharmaceutical manufacturing in Africa

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Tanzania

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 9

Dr. Kehbuma Langmia

Professor and Chairperson, Department of Strategic, Legal and Management Communication, School of Communication

Ph.D. Howard University

RESEARCH SPECIALIZATION: Media Studies

TEACHING AND RESEARCH AREAS:

- Information Communication Technology
- Intercultural and International Communication
- Social Media
- Media and Technology in Emerging African Democracies
- Conflict Management and Negotiation

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Cameroon

African languages and level of proficiency: Ewondo (Lvl 5)

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 7

Dr. Betram Melbourne

Professor, Department of Theology, School of Divinity

Ph.D. Andrews University

RESEARCH SPECIALIZATION: New Testament Language and Literature

TEACHING AND RESEARCH AREAS:

- Biblical Studies
- Christianity in Africa
- HIV/AIDS
- Clergy Self-Care
- Integration of Faith and Learning

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. James Momoh

Professor, Department of Electrical Engineering and Computer Science

Ph.D. Howard University

RESEARCH SPECIALIZATION: Systems Engineering

TEACHING AND RESEARCH AREAS:

- African technology transfer
- Power Systems Operations & Planning
- Smart Grid & Micro-Grid Computational Intelligence
- Optimization Theories & Application
- Engineering Education Research

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 14

Dr. Rubin Patterson

Professor and Chairperson, Department of Sociology and Criminology

Ph.D. Howard University

RESEARCH SPECIALIZATION: Sociology

TEACHING AND RESEARCH AREAS:

- Social Inequality
- Environmental Inequality and Sustainable Development
- African Diaspora Studies
- Transnational Capitalism
- Technology and Social Change

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: South Africa, Mozambique

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 6

Number of dissertations and theses supervised (2013-present): 6

Dr. Narendra Rustagi

Professor, Department of Information Systems and Supply Chain Management, School of Business

Director, Center for Global Business Studies

Ph.D. Ohio State University

RESEARCH SPECIALIZATION: Supply Chain Management

TEACHING AND RESEARCH AREAS:

- Entrepreneurship in Africa
- Technology and Knowledge Transfer in Developing Countries
- Marketing and Price Incentives in Africa
- Operations Management Operating Systems
- Distance Learning in Africa

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Mauritius, Senegal

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters (2013-present): 5

Dr. Cudore L. Snell

Professor, School of Social Work

D.S.W. Howard University

RESEARCH SPECIALIZATION: Social Work

TEACHING AND RESEARCH AREAS:

- Cross Cultural Social Work
- Human Diversity
- Race, Class and Gender
- Family and Child Welfare
- Youth Development
- Substance Abuse

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

African languages and level of proficiency: Afrikaans (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Quito Swan

Professor, Department of History

Ph.D. Howard University

RESEARCH SPECIALIZATION: African Diaspora

TEACHING AND RESEARCH AREAS:

- Black Internationalism
- 20th-Century Black Social Movements
- Black Power Movement
- African American freedom struggles
- Pan-Africanism
- Négritude
- African/Caribbean nationalism

STATS:

50% Africa-related Instructional Content

Africa-based research: Nigeria, Tanzania

Number of area studies courses taught (2013-present): 6

Published monographs, articles, book chapters, creative works (2013-present): 2

Dr. Karen Wallace

Professor, Department of World Languages and Cultures

Ph.D. City University of New York

RESEARCH SPECIALIZATION: French Language and Literature

TEACHING AND RESEARCH AREAS:

- French and Francophone Caribbean and African literature
- Women's studies
- Creolite
- Literary Criticism
- Black Francophone Female Novelists

STATS:

50% Africa-related Instructional Content

Africa-based geographic expertise: Senegal, Francophone Africa

Number of area studies courses taught (2013-present): 14

Published monographs, articles, book chapters, creative works (2013-present): 3

IV. Howard University faculty who teach 25% Africa-related instructional content

Dr. Winston Anderson

Professor, Department of Biology

Ph.D. Brown University

RESEARCH SPECIALIZATION: Cellular and Reproductive Biology

TEACHING AND RESEARCH AREAS:

- HIV/AIDS Treatment
- Mechanism of action of estrogen
- Synthesis of estrogen-induced peroxidase as a marker for estrogen action in estrogen-dependent breast tumors and normal uterine endometrium
- Immunocytochemical localization of oncogene and signal transduction proteins in estrogen-dependent and independent breast cancer cell lines
- Growth of hormone-dependent tumors in athymic nude mice; binding and signal transduction induced by human chorionic gonadotropin (hCG) in corpus luteal cells
- Localization of enzymes and DNA in mitochondria of corpus luteum after hCG treatment
- Immunocytochemical localization of apoptotic proteins in cultured cell lines
- Synthesis and utilization of blood substitutes (stroma free hemoglobin)
- Internalization of trypanosomes in to macrophages in vitro
- Binding of malarial parasites to cultured endothelial cells

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ethiopia, Ghana, Mali, Cameroon, South Africa

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Miranda Armour-Chelu

Professor, Department of Anatomy
Ph.D. London University, United Kingdom
RESEARCH SPECIALIZATION: Anatomy

TEACHING AND RESEARCH AREAS:

- Systematics
- Ecomorphology
- Taphonomy and Paleoecology of faunal assemblages
- Miocene Vertebrate Communities
- Systematics
- Taphonomy and Paleoecology of African Equids

STATS:

25% Africa-related Instructional Content
Africa-based geographic expertise: Tanzania and Libya
Number of area studies courses taught (2013-present): 1
Published monographs, articles, book chapters, creative works (2013-present): 6

Dr. Alice Ogden Bellis

Professor, Department of Theology, School of Divinity
Ph.D. Catholic University
RESEARCH SPECIALIZATION: Semitic Languages

TEACHING AND RESEARCH AREAS:

- Women in the Hebrew Bible
- Science, Scripture and Homosexuality
- Hebrew Scriptures

STATS:

25% Africa-related Instructional Content
Africa-based geographic expertise: Africa Generalist
Number of area studies courses taught (2013-present): 4
Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Raymond Bernor

Professor, Department of Anatomy

Ph.D. University of California, Los Angeles

RESEARCH SPECIALIZATION: Anthropology, Vertebrate Paleontology

TEACHING AND RESEARCH AREAS:

- Middle and late Miocene faunas and biogeography of Eurasia
- Late Miocene – Pleistocene human origins projects
- Ungulate evolution and paleodiet

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Libya, Ethiopia, Kenya, Tanzania and South Africa

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 27

Dr. Helen Bond

Associate Professor, Department of Curriculum and Instruction, School of Education

Ph.D. Virginia Polytechnic and State University

RESEARCH SPECIALIZATION: Human Development

TEACHING AND RESEARCH AREAS:

- Social Media and Political Change in Africa
- Human Rights Education
- Integrated Teaching Methods
- Adolescent and Human Development

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Sierra Leone, Ghana

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 4

Dr. Mohamed Chouikha

Professor, Department of Engineering and Computer Science

Ph.D. University of Colorado, Boulder

RESEARCH SPECIALIZATION: Signal processing, Detection and estimation, Data fusion

TEACHING AND RESEARCH AREAS:

- African language software
- Signal and information processing and machine learning
- Hardware and software security
- Engineering education

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: East and Southern Africa

African languages and level of proficiency: Arabic (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present):

Number of dissertations and theses supervised (2013-present): 15

Dr. Elizabeth Clark-Lewis

Professor, Department of History

Ph.D. University of Maryland, College Park

RESEARCH SPECIALIZATION: African-American History

TEACHING AND RESEARCH AREAS:

- Women in the United States
- History of the District of Columbia
- Family History and Genealogy
- Women and Race
- Oral History

STATS:

25% Africa-related Instructional Content

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters, creative works (2013-present): 2

Lisa Crooms-Robinson

Professor, School of Law

J.D. University of Michigan

RESEARCH SPECIALIZATION: Constitutional Law

TEACHING AND RESEARCH AREAS:

- Gender and the Law
- International Human Rights
- Supreme Court Jurisprudence
- Constitutional Rights
- Critical Race Praxis

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Kofi Kissi Dompere

Professor, Department of Economics

Ph.D. Temple University

RESEARCH SPECIALIZATION: Economic Theory, Mathematical Economics

TEACHING AND RESEARCH AREAS:

- International Economics
- Statistics
- Philosophical Problems in Decision and Economic Theory
- African Union
- African Philosophy

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Akan (Lvl 5)

Number of area studies courses taught (2013-present):

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Annette Dunzo

Associate Professor, Department of World Languages and Cultures

Ph.D. University of California, Los Angeles

RESEARCH SPECIALIZATION: Spanish

TEACHING AND RESEARCH AREAS:

- Hispanophone Africa
- Spanish literature of the 16th-17th Centuries
- Blacks in Spain
- Afro-Hispanic Women's Studies
- European Languages in Colonial Africa

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Equatorial Guinea, Cameroon, Gabon, Sierra Leone, Liberia, Ghana

Number of area studies courses taught (2013-present): 8

Marsha Echols

Professor, School of Law

Director, The World Food Law Institute

J.D. Georgetown University Law Center, J.S.D. Columbia University

RESEARCH SPECIALIZATION: Commercial Law

TEACHING AND RESEARCH AREAS:

- International Business and Trade
- World Food Law
- International Food Regulation
- International Trade and Dispute Settlement

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Mozambique, South Africa

Number of area studies courses taught (2013-present): 4

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Marumbok Etta-Nkwelle

Associate Professor, Department of Finance, International Business and Economics, School of Business
Ph.D. Howard University

RESEARCH SPECIALIZATION: Economics, Development Banking

TEACHING AND RESEARCH AREAS:

- African Financial Markets
- African Regional Organizations
- US Aid to Africa
- International Education

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Central and West Africa

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 5

Raven Featherstone

Assistant Professor, Department of Art

M.F.A. Pratt Institute, M.A. Maryland Institute College of Art

RESEARCH SPECIALIZATION: Design, Photography, Sculpture

TEACHING AND RESEARCH AREAS:

- Design and Photography
- Computer Graphic Design
- Motion Design
- Digital Imagery

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: North Africa, West Africa

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Cain Hope Felder

Professor, Department of Theology, School of Divinity

Ph.D. Columbia University

RESEARCH SPECIALIZATION: Biblical Languages and Literature

TEACHING AND RESEARCH AREAS:

- Race, Class, and Family
- African Theology
- Biblical Interpretation

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Africa Generalist

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. Michael Frazier

Associate Professor, Department of Political Science

Ph.D. University of Maryland

RESEARCH SPECIALIZATION: International Relations, Public Administration

TEACHING AND RESEARCH AREAS:

- International Development
- International Security
- Electoral Politics

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ghana

Number of area studies courses taught (2013-present): 1

Dr. Segun Gbadegesin

Professor, Department of Philosophy
Ph.D. University of Wisconsin, Madison
RESEARCH SPECIALIZATION: Philosophy

TEACHING AND RESEARCH AREAS:

- Social and Political Philosophy
- Ethics
- African Philosophy
- Philosophy of Culture; Bioethics
- Pan-Africanism

STATS:

25% Africa-related Instructional Content
Africa-based geographic expertise: Nigeria, Ghana
African languages and level of proficiency: Yoruba (Lvl 5)
Number of area studies courses taught (2013-present): 3

Dr. Matthew George

Professor and Chairperson, Department of Biochemistry and Molecular Biology
Ph.D. University of California, Berkeley
RESEARCH SPECIALIZATION: Biochemistry, Genetics

TEACHING AND RESEARCH AREAS:

- Mitochondrial DNA (West Africa)
- African Burial Ground Project

STATS:

25% Africa-related Instructional Content
Africa-based geographic expertise: West Africa
Number of area studies courses taught (2013-present):

Dr. Kenyatta Gilbert

Associate Professor, Department of World Religions, School of Divinity

Ph.D. Princeton Theological Seminary

RESEARCH SPECIALIZATION: Homiletics

TEACHING AND RESEARCH AREAS:

- History, Theory and Practice of African American Preaching
- Theology
- Rhetoric of Prophetic Preaching
- African American Religion
- Hermeneutical Theory
- Constructive Practical Theology

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Kenya

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters (2013-present): 5

Dr. Patrick Goodin

Associate Professor, Department of Philosophy

Ph.D. New School for Social Research

RESEARCH SPECIALIZATION: Ancient Greek Philosophy

TEACHING AND RESEARCH AREAS:

- History of Philosophy
- Africana Philosophy
- African American Philosophy and Afro-Caribbean Philosophy

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ghana

Number of area studies courses taught (2013-present): 1

Dr. Jules Harrell

Professor, Department of Psychology

Ph.D. University of Illinois, Urbana-Champaign

RESEARCH SPECIALIZATION: Clinical Psychology

TEACHING AND RESEARCH AREAS:

- African Black Psychology
- American Health
- Psychometrics
- Psychology of Racism
- Personality Theories
- Assessment
- Psychophysiology
- Ethnicity and Disease

STATS:

25% Africa-related Instructional Content

Number of area studies courses taught (2013-present): 2

Dr. Altaf Husain

Assistant Professor, School of Social Work

Ph.D. Howard University

RESEARCH SPECIALIZATION: Social Work

TEACHING AND RESEARCH AREAS:

- Displaced populations (homelessness, victims of disaster, immigrants and refugees)
- Mental health and psychosocial well-being of adolescent immigrants and refugees of color in the U.S.
- Immigration policy and its impact on the family
- Cultural competence
- Development of social service agencies in the Muslim community

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Somalia

African languages and level of proficiency: Arabic (Lvl 5)

Number of area studies courses taught (2013-present): 3

Dr. L. Jide Iwarere

Associate Professor, Department of Finance, International Business and Economics, School of Business
Ph.D. University of Georgia

RESEARCH SPECIALIZATION: Finance, International Business and Insurance

TEACHING AND RESEARCH AREAS:

- Race and Residential Mortgage Financing Decisions
- Market Behavior in Emergent Land Markets
- Site Selection and Location Analysis
- Valuation of Power Plants in the Context of Privatization [Nigeria]
- Contingency Evaluation
- Social Impact Analysis of Electric Power System

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Yoruba (Lvl 5)

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 4

Dr. Jin-Gil Jeong

Professor, Department of Finance, International Business and Economics, School of Business
Ph.D. University of Maryland, College Park

RESEARCH SPECIALIZATION: Finance

TEACHING AND RESEARCH AREAS:

- Emerging Markets
- Macroeconomic Policy in Africa
- International Financial Management
- Investments
- Portfolio Analysis
- Financial Derivatives, Futures and Options
- Financial Engineering

STATS:

25% Africa-related Instructional Content

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Masoud Kavooosi

Professor, Department of Finance, International Business and Economics, School of Business

Ph.D. Catholic University of America

RESEARCH SPECIALIZATION: International Business

TEACHING AND RESEARCH AREAS:

- International Business Strategy
- International Management
- Globalization of Business in North Africa and the Middle East

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: North Africa

Number of area studies courses taught (2013-present): 3

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Marilyn Lashley

Professor, Department of Political Science

Ph.D. University of Chicago

RESEARCH SPECIALIZATION: Behavioral Science, Public Policy

TEACHING AND RESEARCH AREAS:

- U.S. Aid to Africa
- Public Policy
- Budgetary Process
- Organizational Theory
- Selected Problems in Comparative Politics
- Government and Politics People's Republic of China/Government and Politics of the Far East
- Public Policy Formation

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ethiopia

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 5

Dr. Kebreten F. Manaye

Professor and Chairperson, Department of Physiology and Biophysics

M.D. Aristotle University, Greece

RESEARCH SPECIALIZATION: Neurophysiology

TEACHING AND RESEARCH AREAS:

- Neurological and neurodegenerative illnesses
- Alzheimer's Disease

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ethiopia

African languages and level of proficiency: Amharic (Lvl 5)

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 10

Dr. Edna Greene Medford

Professor, Department of History

Ph.D. University of Maryland, College Park

RESEARCH SPECIALIZATION: African American History

TEACHING AND RESEARCH AREAS:

- 19th Century African American History
- Jacksonian Era
- Civil War and Reconstruction
- African Burial Ground Project

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: West Africa

Number of area studies courses taught (2013-present): 3

Dr. Ahmed Moen

Associate Professor, Department of Allied Health Sciences

Ph.D. Johns Hopkins University

RESEARCH SPECIALIZATION: Public Health

TEACHING AND RESEARCH AREAS:

- Health Sciences and Management
- Epidemiology
- Community Health Development
- Peace and Development in the Horn of Africa
- Health Management among African Diasporas

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Ethiopia

African languages and level of proficiency: Amharic, Arabic (Lvl 5)

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 6

Dr. Vernon Morris

Associate Professor, Department of Chemistry and Graduate Program in Atmospheric Sciences

Director of the NOAA Center for Atmospheric Sciences (NCAS)

Ph.D. Georgia Institute of Technology

RESEARCH SPECIALIZATION: Chemistry, Atmospheric, Environmental Sciences

TEACHING AND RESEARCH AREAS:

- The impacts of aerosols on global atmospheric chemistry
- The impacts of tropospheric aerosols on urban environment and health
- The interplay between weather and climate phenomena and atmospheric chemistry – “chemical meteorology”
- The impacts and evolution of aerosols during long-range transport – especially associated with the African easterly jet (AEJ) and biomass burning air masses of African origin
- Aerosol and gas-phase chemistry in extraterrestrial atmospheres

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: West Africa

Number of area studies courses taught (2013-present): 2

Dr. Chinyerem Ohia

Associate Professor, Department of Music

Ph.D. University of Pittsburgh

RESEARCH SPECIALIZATION: Theory and Composition

TEACHING AND RESEARCH AREAS:

- West African Music
- Compositional Techniques

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 1

Number of publications/creative works (2013-present): 4

Dr. Ephraim Okoro

Associate Professor, Department of Marketing, School of Business

Ph.D. Howard University

RESEARCH SPECIALIZATION: Marketing

TEACHING AND RESEARCH AREAS:

- Social Media and Technology in Nigeria
- Cross-cultural Communications
- Workforce Diversity and Organizational Communication
- Business communication
- Marketing communication
- Strategic communication
- Principles of marketing

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria

African languages and level of proficiency: Igbo (Lvl 5)

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 18

Dr. Philemon Oyewole

Professor, Department of Marketing, School of Business

Ph.D. University of Aix-Marseille III, France

RESEARCH SPECIALIZATION: Marketing

TEACHING AND RESEARCH AREAS:

- International Marketing; Services Marketing
- Macro Marketing
- Measures of Consumer Satisfaction
- International Tourism

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Nigeria, Burkina Faso

African languages and level of proficiency: Yoriba (Lvl 5)

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 7

James Phillips

Assistant Professor, Department of Art

M.F.A. Maryland Institute College of Art

RESEARCH SPECIALIZATION: Foundation and Painting

TEACHING AND RESEARCH AREAS:

- African and African-American Visual Traditions
- African Mythology
- African-American Quilting

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Togo

Number of area studies courses taught (2013-present): 4

Number of publications/creative works (2013-present): 5

Dr. Marilyn Sephogle

Associate Professor, Department of World Languages and Cultures

Ph.D. New York University

RESEARCH SPECIALIZATION: German

TEACHING AND RESEARCH AREAS:

- Afro-German Studies
- Afro-European Studies
- Women in Diplomacy
- Interpretation and Translation

STATS:

25% Africa-related Instructional Content

Number of area studies courses taught (2013-present): 1

Dr. Sandra Shannon

Professor, Department of English

Ph.D. University of Maryland, College Park

RESEARCH SPECIALIZATION: African American Literature

TEACHING AND RESEARCH AREAS:

- Dramatic Literature and Criticism
- Theater
- African Women Writers

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Botswana

Number of area studies courses taught (2013-present): 1

Published monographs, articles, book chapters, creative works (2013-present): 3

Dr. John Tharakan

Professor, Department of Chemical Engineering

Ph.D. University of California, San Diego

RESEARCH SPECIALIZATION: Bioenvironmental Engineering, Biochemical Engineering, Sustainable Development, Appropriate Technology, Ethics in Engineering

TEACHING AND RESEARCH AREAS:

- Ethics and philosophy of technology
- Environmental engineering and biotechnology
- Water, sanitation and energy technology implementation
- Knowledge and technology transfer for social justice

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: Senegal, Kenya

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 18

Number of dissertations and theses supervised (2013-present): 4

Dr. Satish Wadhawan

Professor, Department of Economics

Ph.D. Jawaharlal Nehru University

RESEARCH SPECIALIZATION: Microeconomic Policy, Public Finance, International Trade and Development

TEACHING AND RESEARCH AREAS:

- Labor economics
- African Investment and Growth
- Institutional Quality and Economic Performance

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: South Africa

Number of area studies courses taught (2013-present): 2

Dr. Valetia Watkins

Assistant Professor, Department of Afro-American Studies

Director, Women's Studies Certificate Program

Ph.D. Temple University, J.D. Ohio State University

RESEARCH SPECIALIZATION: Afro-American Studies, History, Gender Studies

TEACHING AND RESEARCH AREAS:

- Black Feminist Studies

STATS:

25% Africa-related Instructional Content

Number of Area Studies/language courses taught: 5

Dr. Dana Williams

Professor and Chairperson, Department of English

Ph.D. Howard University

RESEARCH SPECIALIZATION: Contemporary African American Literature

TEACHING AND RESEARCH AREAS:

- African American Women Playwrights
- African American Fiction

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise:

Number of area studies courses taught (2013-present): 7

Published monographs, articles, book chapters, creative works (2013-present): 12

Dr. Zhun Xu

Assistant Professor, Department of Economics

Ph.D. University of Massachusetts, Amherst

RESEARCH SPECIALIZATION: Political Economy, Health and Family, Chinese Economy

TEACHING AND RESEARCH AREAS:

- China and Africa
- Growth and Development
- Public finance
- History of Economic Thought
- Game Theory
- Political Economy

STATS:

25% Africa-related Instructional Content

Africa-based geographic expertise: China

Number of area studies courses taught (2013-present): 2

Published monographs, articles, book chapters, creative works (2013-present): 14

Number of dissertations and theses supervised (2013-present): 2

APPENDIX 4: PERFORMANCE MEASURES

Project Goal 1: Promote, Improve, and Expand African language Instruction, Learning and Research at Howard University.

Performance Measures	Activities	Data Indicator(s)	Frequency	Data Source	BL	T1	T2	T3	T4
Increase by at least 2 the number of new African languages offered at HU and the number of African language instructors.	1a. Partner with the Department of World Languages and Cultures to introduce and offer 2 new African Language courses and enhance the existing ones. Recruit new language instructors.								
	1b. Increase by a maximum of 3 the number of African language faculty funded to attend training and certification workshops, seminars and conferences.								
Increase African language enrollment numbers to 540.	Actively recruit more students to use African languages to fulfill the foreign language requirement of the General Education requirement. Offer FLAS fellowships only to undergraduate students at advanced levels of language study, and to graduate students with Africa area studies concentration.								
	Arrange for each African language instructor to make at least one presentation in the Fall semester to the required “Introduction to Contemporary Africa” classes.								

Project Goal 2: Promote, Improve, Expand African Area Studies Instruction, Learning and Research at Howard University to Enhance Diversity of Expertise and Supply in Areas of National Need.

Performance Measures	Activities	Data Indicator(s)	Frequency	Data Source	BL	T1	T2	T3	T4
Increase by at least 10% the number of Africa programming and events	Partner with HU and local, national and international units and institutions to organize conferences, lecture series.								
	Support interdisciplinary working groups at HU for research and curriculum development.								

Project Goal 3: Build and Enhance Capacity of K-12 Pre-Service and In-Service Teachers to Acquire and Develop Knowledge of Africa and Related Topics and to Integrate Africa Into Their Curricular and Teaching Units.

Performance Measures	Activities	Data Indicator(s)	Frequency	Data Source	BL	T1	T2	T3	T4
Develop and increase by at least 4 the number of K-12 teacher training workshops and summer institutes to offer Africa related content and appropriate and effective teaching strategies.	Partner with HU School of Education, other HU units, Georgetown and George Washington universities to develop and run academic year workshops and annual Summer Institutes.								
	Disseminate information about potential K-12 teacher training to the Center's contact list, regional institutions, public agencies, and the academic communities in an effort encourage participation in an academic year or summer workshop or institute.								

Project Goal 4: Enhance/Expand Outreach to and Partnerships With 4 Year, Community Colleges, MSIs, and Community Organizations to Acquire and Develop Knowledge of Africa to Integrate Into Their Curricular and Activities.

Performance Measures	Activities	Data Indicator(s)	Frequency	Data Source	BL	T1	T2	T3	T4
Develop 5 short term residencies at HU for faculty from 4 year/community colleges and MSIs.	Consult and interact with African Studies and related faculty and students to encourage participation in the residency program.								
	Partner with past residency participants to encourage participating of their colleagues in the residency program.								
Develop at least one two-week overseas curriculum development and training workshop in Africa for community college and MSI faculty	Partner with CAORC and WARA to advertise, select and organize a two-week workshop at the West African Research Center in Dakar, Senegal.								
	Partner with Africa NRCs to advertise, select and organize a two-week workshop at the West African Research Center in Dakar, Senegal.								



Department of English and Reading
P3 122E
Montgomery College
Takoma Park, MD 20912

c/o Mbye Cham
Director, Center for African Studies
Ralph Bunche International Affairs Center
Howard University
2218 6th Street, NW
Washington, DC 20059

June 13, 2018

Dear US Department of Education:

I urge you to continue to support Howard University in its vanguard and necessary African Studies Program. Through the program's Residency opportunity, the African Studies Program accomplishes its Project Goal 4: *Enhance/expand outreach to and partnerships with 4 year/community colleges, MSIs, and community organizations to acquire and develop knowledge of Africa to integrate into their curricular and activities.*

Three faculty from Montgomery College participated in the African Studies Residency Program in 2017 and 2018. Montgomery College is the largest community college in the state of Maryland and the only community college that serves the metropolitan Washington, DC, area. The area is home to one of the largest Cameroonian and Ethiopian communities in the United States. Yet, few of our faculty learned about Africa in graduate school, and our professional development staff do not have the capacity to design workshops which would educate us about better serving those and other African communities in our midst. This is why the program at Howard University is so important to us. We are educators who want to know where our students are coming from, to understand their cultures, particularly with regard to education in their home countries, and to be introduced to the best materials that we could include in our curricula to be relevant and inclusive. In my almost three decades as an educator from Boston to Baltimore, I never encountered a program that does what Howard's Residency does.

I am the Department Chair of English and Reading, which is the largest department at the school. Every student has to pass through my department. Students are required to take between two and four foundational courses in my department to earn a degree or to transfer. As such, faculty in my department who become better educated about Africa and supported to include Africa in the curricula reach the widest possible number of students of all backgrounds. I shared information about the program with some of my faculty. Two of my faculty already participated, and four more are trying to structure their teaching schedules to allow them to spend time at Howard for a residency this coming year. Because I also teach, I participated in a residency.

For myself, I completely redesigned two of the General Education Humanities courses that I teach every year: English 190. Introduction to Literature and English 208. Women in Literature. Initially, my courses were

grounded in multiethnic American writing. Now, one section of each course is global with its fair share of African writers while another section consists entirely African writers. I got tremendous support from the faculty in the African Studies Program who shared books and syllabi and helped me discern which materials would be best to use with my students. I receive ongoing support from these same faculty to continue to expand my resources and to improve my courses. I also retooled a General Education Arts course that I teach twice a year: English 235.Film and Literature. One offering of this course focused on women writers from Africa and the Caribbean whose books were made into films. Another section focused on Senegalese writers and filmmakers. The Director of the African Studies Graduate Program, Dr. Cham, remains a support and inspiration for me to continue to immerse myself in African film. Furthermore, the African-centered courses I offered clearly caught the attention of many students. The courses were full, which is not a given most semesters and years. The surprise and delight of students African and non-African being able to read literature and watch film that they had not known and had not seen was the greatest reward for me. Many students asked for my recommendations for more books and films, which, again, thanks to the residency, I was able to provide.

The residency program, as I suggest here, lasts forever. It is not relegated to a single week. That week is the beginning. This professional development opportunity that has so greatly enriched and really challenged me over these two years so far is unparalleled to any other professional development program in which I have participated in the past twelve years I have been at the college. Another white colleague, who has no familiarity with anything African, delved in and continues to come to talk with me about how the residency experience multiplies every month since she went to Howard. An African-American colleague who has wanted to learn more about Africa continues to share with me her favorite books and the syllabi that she refines thanks to the residency. All three of us enthusiastically recommend the program to others.

Another benefit of this residency program was the opportunity to establish connections with experts in the field who could come to our school and offer professional development for more of our faculty. For example, in January 2018, we held a symposium on better serving our Ethiopian students. Three faculty from the African Studies Program assisted us in identifying appropriate materials to share with attendees, and they came to speak. Their presentations were superb, so much so that the attending faculty asked for more in the future. It is difficult to get faculty to attend professional development when school is not in session and for an entire afternoon. The quality of the event, apparent by the biographies of the distinguished Howard University faculty on the program as well as the topics on the agenda drew fifty-eight full-time faculty. The event was scheduled from 11 to 3, and it ran until 5:30, at which point we needed to disband for the day. I have not experienced that kind of energy and excitement about professional development in my time at Montgomery College.

Finally, the other major benefit of being part of the Howard University African Studies family is being on email lists about myriad events in the DC area and in Africa. Two of us from Montgomery College have attended several book readings and film screenings as well as local conferences. In addition, we have access to the extraordinary African Studies collection in the university's library to continue to educate ourselves. Through one of the email lists, I learned of an opportunity to travel to Senegal and to study at the West African Research Center in Dakar. As the best study-travel programs are often life changing, this program was, for me, also life saving—I'd felt brain dead for lack of hyper-stimulating professional development, and I was burnt out on teaching the same old. The Residency and WARC opportunities reignited my intellectual and creative spark and set me on a new curricular path. I was awarded Community College Professor of the Year from the Carnegie

Foundation before I came to Montgomery College; I feel strongly that the connection I have forged with Howard University's African Studies Program will elevate my teaching to an even higher level during my tenure at this school.

Please contact me if you have any questions: (240)567-1385 or ellen.olmstead@montgomerycollege.edu. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Olmstead". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Ellen Olmstead
Chair, Department of English and Reading
Professor, English and Women's and Gender Studies

2939 Van Ness Street, NW
Washington, DC 20008

June 18, 2018

With enthusiasm and appreciation, I write this recommendation about the work of Brenda Randolph as Outreach Coordinator for the Center of African Studies at Howard University. I have been with the DC Public Library for 26 years as a Children's Librarian, Senior Children's Specialist and Adult Librarian. Ms. Randolph's Children's Africana Book Awards author workshops, institutes, and symposiums has greatly enhanced my knowledge of the literature, history, politics, and culture of African countries and the African diaspora. As an educator, Ms. Randolph is superb in teaching how to actively engage students from elementary school through high school. As a librarian, I recruited children/teen, adult librarians, and teachers to enroll in her programs and with them implemented reading Africa programs for the DC Public Library.

What follows is a description of a reading program and two educational training programs that proves the effectiveness of her work as a lecturer, teacher, and promoter of learning opportunities for educators.

In February of 2016, I partnered with Ms. Randolph to hold a Read Africa Week program in the Great Hall of the main library of the DC Public Library. Ms. Randolph developed the Read Africa Week program. She wanted to feature the 2015 Children's African Book Award winner Andrea Davis Pinkney in a program about her book *The Red Pencil* set in Darfur, Sudan. All seats were filled in the Great Hall with 500 middle school students attending from eight public and charter schools. Ms. Randolph accepted my idea that the students should read the book first and write a response to it. She developed that idea by choosing the form of response a poem and then creating a lesson plan of poetry starters for the teachers to use with students. The seven students nervous to stand before a huge audience read their poems beautifully. Their poems were projected on a large screen behind them paired with the poem from the book. One teacher wrote "The students really did identify with a lot about *The Red Pencil*, and just in their reading of it, the mission of" Read Africa Week "was accomplished....But this presentation was really golden, a very rich experience for the students." The excitement of the teachers and students at the program made the school and public librarians voice their view that the program should be done every year.

From July 15 through July 22, I attended the Africa in the Classroom Institute. Mornings were filled with lectures by professors from the fields of history, literature, political science and linguistics. Afternoons were spent on how to engage students in reading the literature and building interest in the history, culture and environment of the Continent. Lunches were enhanced with daily presentations such as an Ethiopian Coffee Ceremony, Senegalese Tea Ceremony, Swahili Textile presentation and Tea plus respectively language presentations of Amharic, Wolof, Fulani, and Swahili. Along with the other participants, I created an electronic portfolio to upload program plans based on the morning and afternoon seminars for middle and high school students. During this Institute, I wrote a program plan for the book *The Red Pencil* by Andrea Davis Pinkney. By the end of the week, I spoke to Ms. Randolph about holding the Read Africa Week program at the main library of the DC Public Library. Africa in the Classroom was both an intellectually stimulating experience and a great 'how to' for working with students. And in my case, Ms. Randolph's Institute motivated me to do the Read Africa Week program.

As the Outreach Coordinator, Ms. Randolph provided teachers and librarians with a comprehensive learning experience offered by Primary Source. I took the intensive and demanding four week course on Africans in the Age of Atlantic Slavery in March of 2017. The online learning experience with a facilitator and other students worked very well. The material provided a strong background in discussing such books as *Homecoming* by Yaa Gyasi with my Adult Book Club *Reading the World: African Literature* at the library.

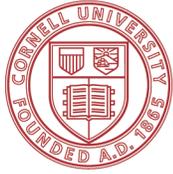
Brenda Randolph has generated an astonishing number of high quality programs for students and learning opportunities for educators. Her important work should be supported. I am excited about a DC Public Library partnership to promote Read Africa Week to the schools and when the main library is rebuilt host the main program there.

Sincerely,



Liane Rosenblatt, PhD

Retired DC Public Library, January 21, 2018



Cornell University

Africana Studies and
Research Center

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June 15, 2018

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2218 6th Street, NW
Washington, DC 20059

Re.: Letter in Support of Howard University's Application for Comprehensive African National Resource Center and FLAS Fellowships

To Whom It May Concern:

It is with great pleasure that I write in support of Howard University's application for a Comprehensive African National Resource Center and FLAS Fellowships. First and foremost, Howard University is among the leading research universities in the area of African and African Diaspora studies, and has one of the pioneering programs in such a field among historically Black institutions of higher education in the United States. Howard University has in effect maintained the the status of being an African Studies National Resource Center for the past four years, during which it has managed to make significant contributions to African and African diaspora studies as a field, its related community outreach, and as a host of one of the most excellent African languages programs nationwide.

In reviewing Howard University's application for the NRC status, I find it to be very well conceived and very well articulated, with the data and track record to support its agenda and goals. I am convinced that, as an institution, Howard University is very well poised to manage the resources, and deliver the goals of such a program. Above all, it is premier research institution that it is strategically located in Washington, DC, the seat of the federal government and its branches.

Howard University has historically amassed world renowned experts among its faculty in the field of African studies, not only in its African Studies Center, but also across the campus, and in diverse fields including the humanities, social sciences, and natural and physical sciences. As a historically Black institution, it has managed to train several generations of Africanists, and has contributed in supplying expertise in areas crucial to United States' national interests in education, diplomacy and global world affairs. Most importantly, it has been the pipeline for training experts among African and African Americans and other underrepresented minorities.

The study and teaching of foreign languages is another area where Howard University has been in the forefront in serving the nation's critical need for experts in African

languages. Howard's African Languages Program currently boasts well-trained instructors in Kiswahili, Arabic, Wolof, Yoruba and Zulu. This will expand, as stated in the current proposal, to strengthen Amharic, in addition to adding Somali languages as a response to the large presence of Somali immigrant communities across the USA, and the needs for expertise in the language internationally as a result of the crisis in the Horn of Africa, a geopolitically important region.

Above all, Howard University and its African Studies Center are very well poised to manage and deliver the stated goals of its NRC and FLAS application. Its director, Professor Mbye Cham, is a world renowned scholar in the field of African and African Diaspora film and literary studies, in addition to being a seasoned administrator who has the experience in managing such a program, and has been for years a leader in the field of African studies nationally and internationally. Professor Cham has assembled an experienced and well-trained staff to manage such the resource center, as he has done for the last four years. I can personally testify to these facts as a former director of the Africana Studies and Research Center, Cornell University, which in the past had maintained series of close collaborations with the African and African American Studies programs at Howard University.

In conclusion, Howard University's application for for a Comprehensive African National Resource Center and FLAS Fellowships has my highest recommendation and full support without reservation.

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Hassan', written in a cursive style.

Salah M. Hassan
Goldwin Smith Professor, Africana Studies and Research Center
Professor, Department of History of Art and Visual Studies
Director, Institute for Comparative Modernities (ICM), Cornell University

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2018-2022**

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

APPLICATION TYPE

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

Howard University
2018 NRC/FLAS Application

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ABBREVIATIONS

AAYT	American Association of Yoruba Teachers
ACTFL	American Council of the Teaching of Foreign Languages
ADHT	African Diaspora Heritage Trail Youth Seminars
AIRF	The African Immigrant and Refugee Foundation
ALFC	African Language Flagship Center
ALMA	African Language Materials Archive
ALTA	African Language Teachers Association
AP	Absolute Priority
ASA	African Studies Association
AU	American University
CABA	Children's Africana Book Awards
CAORC	Council of American Overseas Research Centers
CAS	African Studies Center
CETLA	Center for Excellence in Teaching, Learning and Assessment
CGEL	Center for Global Education and Leadership
CHAUKIDU	Chama cha Ukuzaji wa Kiswahili Duniani(The Association of the Global Promotion of Swahili Language)
CIB	Center for International Business (Howard University)
COAS	College of Arts and Sciences
CPP	Competitive Preference Priority
DAS	Department of African Studies
DCI	Department of Curriculum and Instruction
DWLC	Department of World Languages and Cultures
EAC	Educational Advisory Center

FLAS	Foreign Language Area Studies
GA	Graduate Assistant
GS	The Graduate School
GTMBA	Global Tri-Lateral MBA (HU School of Business)
GU	Georgetown University
GWU	George Washington University
HBCU	Historically Black Colleges and Universities
HU	Howard University
HUBOT	Howard University Board of Trustees
HUL	Howard University Libraries
LCTL	Less Commonly Taught Languages
LOC	Library of Congress
MHIRT	Minority Health and Health Disparities International Research Training
MOU	Memorandum of Understanding
MSRC	Moreland-Springarn Research Center
NALRC	National African Language Resource Center
NCSS	National Council for the Social Studies
NERCPAL	North-East Regional Consortium of Programs in African Languages
NRC	National Resource Center
OIAE	Office of Institutional Assessment and Evaluation (HU)
OUGSS	Office of Undergraduate Student Services (HU)
PFF	Preparing Future Faculty
RAS	Research Administrative Services (HU)
SEALLF	South East African Languages and Literatures Forum(www.seallf.org)
SCALI	Summer Cooperative African Language Institute

S-CAR	School of Conflict Analysis and Resolution
STAMP	Standards Based Measurement Proficiency
STEM	Science, Technology, Engineering and Mathematics
TA	Teaching Assistant
UGL	Undergraduate Library (HU)
VOA	Voice of America
WARA	West African Research Association
WARC	West African Research Center, Dakar
WRLC	Washington Research Library Consortium
WHUT	Howard University Television

Information to Meet §602(e) Statutory Requirements

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

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

As in the current cycle, diversity and balance will continue to be reflected clearly on several levels: a) the composition of the center personnel, staff and faculty, b) the selection of teachers, schools and community and four-year colleges for outreach as well as civic and community groups such as faith-based organizations, c) the choice of themes and topics which cover a range of issues of local, national and international significance and speakers and guests with diverse perspectives on and approaches to African studies and International Affairs, in general, as well as the specific themes of the Center program. The very character of HU itself is a paragon of diversity. As one of the nation's universities with one of the most long standing diverse student, faculty and staff population, as well its location in Washington, DC, the capital of the world, HU's academic and public programs, in general, attract participants from a broad range of backgrounds, interests, experiences, preferences, orientations and origins.

The center personnel will continue to be composed of staff, faculty and student assistants from HU drawn from various disciplines, as well as racial, gender, religious, age, ethnic and national backgrounds. Diversity will continue to flow also from the pool of area local, regional and national K-12, community and four-year college teachers who will be selected to take part in our regular Africa related teacher training seminars and workshops on site and online. The themes identified by the center (extreme violence, conflict, peace building, security, health, culture, communication, public policy, climate change, appropriate technology and development, Muslim majority countries in Africa and gender, culture, identities change: diaspora dimensions) are topics of critical national interest, intense inquiry and debate in academia, public policy and general public here in the US and globally. We will continue to organize symposia, lectures, conferences and similar public forums and we will draw on scholars, public officials, and individuals from different institutions and organizations with differing perspectives to enable balanced and better understandings of these issues and topics in all their diversity and complexity. Our plan to reach out to communities of faith as well as media outlets and businesses will result in stimulating interest in and debate on these and related issues of African and global significance.

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

The academic program in African Studies and related units at HU offers the type of instruction and training that equips students and graduates with both empirical knowledge and critical skills that orient them toward government service, education, the private sector and non-profit organizations. As well, it enables them to enter and function very well in these sectors. The record of placement and activities of our graduates provide compelling evidence. We will build on the achievements of the academic program and the system of advising, guidance and mentoring and career and volunteer counselling already in place in the DAS and other units at HU to nurture a stronger sense of possibilities and opportunities in government service and other areas among students at HU. The broad array of programming around lectures, conferences, and seminars will enable us to do this. By enhancing and expanding our language program, we will be developing capacities in the area of critical and less commonly taught languages that are vital to national need and interests. We have planned a series of training workshops for K-12, community and four-year college teachers in the DC area on topics related to Africa and her role and significance in international affairs. We will encourage our FLAS awardees to participate in the HU Preparing Future Faculty program. Such a cadre of informed citizenry constitutes a national asset for government, education, business, civic and non-profit organizations. We plan to work more closely with the Ralph J Bunche International Affairs Center (especially, the Diplomat-in-Residence) and the Career Services Office to create more awareness regarding internships and government career opportunities here and abroad, as well as the importance of research and study abroad and service learning experiences. We will support the various service learning and alternative spring break initiative initiatives through close partnership with faculty and student groups. The U.S. Peace Corps ranked HU No.14 among medium size schools on the agency's 2018 Top Volunteer-Producing Colleges and Universities list. We take full advantage of our location in DC to draw on a diverse pool of government agencies and professional and non-profit organizations for participation in on-campus career fairs. We regularly encourage students to attend the US State Department's *Foreign Policy Classroom*. Our partnership with the HU School of Business and the projected one with Morgan State Earl Graves School of Business will continue to be an important platform for us to strengthen interdisciplinary activities and encourage more student awareness of and interest in the business and entrepreneurial dimensions of their academic pursuits.

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

Name of Applicant Institution and Center: Howard University, Center for African Studies

Name/Title of Authorized Representative (Printed): Ms. Dana C. Hector

Title: Executive Director, Research Administrative Services

Telephone:

Signature:

E-mail: ora@howard.edu

Date:

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: \$270,447 __ Year 2: _\$270,447 ___ Year 3: \$270,447 ___ Year 4: _\$270,447 ___

FLAS Request

Year 1: \$399,000 _ Year 2: \$399,000 ___ Year 3: \$399,000 ___ Year 4: _\$399,000 ___

Type of Applicant

- Single institution __Howard University _____

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, Somali, Swahili, Wolof, Yoruba and Zulu

Mbye B. CHAM
Director, Center for African Studies

LANGUAGES: Wolof, French, Krio

EDUCATION: Ph.D, UW-Madison. Ph.D. (1978), M.A. (1976); SUNY-Buffalo (M.A.,1975). B.A, Temple University, Philadelphia, Pa. (1971). Université de Besançon, France. Completed the second year course work for the Licence-ès-Lettres. Université de Dakar, Senegal. Diplome Universitaire d'Études Françaises, 3è Degré, (1968).

Academic Appointments: Director, Howard University Title VI National Resource Center for African Studies (2017-). Chairman, Department of African Studies, Howard University (2006-17).

Professor, Department of African Studies, Howard University (1999 -).

Professional societies: African Studies Association, Association of African Studies Programs
West African Research Association

Elected Offices and Board Memberships: Member, Executive Committee, Board of Directors, Council on American Overseas Research Centers (2009 -). President, West African Research Association (2009-2014). Member, Editorial Board, *Journal of African Cinemas* (2007-

2018). Member, Editorial Board, *Black Renaissance Noire* (1996 -). Executive Committee, African Literature Association (1991-1994).

Other Academic, Administrative and Professional Activities and Duties

Moderator and presenter on the various CODESRIA FESPACO Symposiums, Ouagadougou, Burkina Faso, (2013,2015, 2017). Faculty Lead, CAORC/WARA/WARC Curriculum Development Workshop for Community College and MSI Teachers, Dakar, Senegal, January 14-25, 2017. Consultation/Discussion on “Transformation,” a project to diversify the academic curriculum at Rhodes University, Grahamstown, South Africa. July 6-8, 2015.

Honors and Awards: Howard University Graduate Faculty Exemplar (2016): US Department of Education Title VI NRC and FLAS award - 2014-2017 (\$1.7 million).

PUBLICATIONS: Books: With Imruh Bakari, eds., *African Experiences of Cinema*. London: British Film Institute. 1996. *EX-ILES: Essays on Caribbean Cinema*, Trenton, N.J.: Africa World Press. Contributing editor. 1992. With C. A. Watkins, eds., *BLACKFRAMES: Critical Perspectives on Black Independent Cinema*, Cambridge, MA: MIT Press. Contributing editor. 1988.

Chapters contributed in books: “Oral Traditions, Literature and Film in Africa: The Dynamics of Exchange.” In Robert Stam & Alessandra Raengo (Eds.), *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Malden, MA: Blackwell Publishing. 295-312. 2005. “Le Cinéma Africain: Continuité et Rupture.” In Catherine Ruelle, Clément Tapsoba and Alessandra Speciale (eds.), *Afriques 50: Singularité d'un Cinéma Pluriel*. Paris/Budapest/Turin: L'Harmattan. 179-184. 2005. “Film and History in Africa: A Critical Survey of Trends and Tendencies.” In Françoise Pfaff, ed., *Focus on African Films*. Bloomington, IN: Indiana University Press. 48-68. 2004.

Articles: “Djibril Diop Mambety – Sounds in the Keys of Ordinary Folks,” *NKA: Journal of Contemporary African Art*, Issue 12, (2007), 68-73. “Tradizioni Orali, Letteratura e Cinema in Africa,” *Africa e Mediterraneo*, 45. 4-15. 2004.

Monographs/Interviews/General Articles: Foreword to *The Films of Ousmane Sembène: Discourse, Culture, and Politics* by Amadou Fofana (Cambria Press). 2012. “Interview with Haile Gerima,” in Mahen Bonetti and Morgan Seag, Eds., *Through African Eyes: Conversations with the Directors, Volume 2*. New York African Film Festival, Yerevan, Armenia: Printinfo. 23-27. 2010. Foreword to the published screenplay, *Zulu Love Letter*, by Bhekizizwe Petersen and Ramadan Suleiman, Johannesburg, South Africa: Wits University Press. 2009.

Creative: *Xale Yi Demoon Ghana; The Ghana Boys*. A 90 minute documentary film on the Ghana Young Pioneers and the Gambian youths who were part of this movement in 1961. In progress.

Comrade Sillah: An Artist From The Gambia. A 75 minute documentary. In progress.

Position Description: Responsible for overall operations of the Center, supervising Center staff, coordinating with faculty, administrators and Center Advisory Committee on project operations. 20% effort.

WHEELER R. WINSTEAD
Assistant Director

EDUCATION

Ph.D., 2015, African Studies, Howard University, Washington, DC.

MBA, 1984, University of Pittsburgh, Pittsburgh, PA.

Bachelor of Science, 1971, University of Pittsburgh, Pittsburgh, PA.

PROFESSIONAL HISTORY

2015 to Present **Assistant Director:** Center for African Studies, Howard University, Washington DC.

2014 – 2015 **Para-educator:** Montgomery County Public School, Rockville, MD.

2011 – 2014 **Teaching/graduate Assistant:** Howard University, Washington, DC.

2009 - 2010 **Project Coordinator:** Center for Urban Progress, Washington, DC.

TEACHING EXPERIENCE

2017 Adjunct Instructor, Howard University, Washington, DC; “Introduction to Contemporary Africa”

2014 – 2017 Para-educator, Montgomery County Public School, Rockville, MD

2011 – 2014 Graduate and Teaching Assistant, Howard University, Washington, DC

2011 - 2010 Instructor/Trainer, Univ. of Delaware, DOL, HHS, DOJ, HUD, Federal Reserve and The Cleveland Foundation.

PUBLICATION AND PAPERS DELIVERED AT LEARNED SOCIETIES (PARTIAL)

2018 “African Youth Entrepreneurship”, book chapter in International Conference on Entrepreneurship Models For Africa 2017 Conference, conference proceedings.

2018 “African Youth Entrepreneurship: Dividend or Ticking Time Bomb? HU’s Research Symposium, Wash, DC.

2018 “African Youth Entrepreneurship: Youth Dividend or Ticking Time Bomb?” Washington Business Research Forum, Washington, DC.

“Emerging Economies and BRICS’ Promise for African Development: South-South Ties in the Global Context,”

paper presented at the Howard University conference on “The World and Africa in the 21st Century.” Wash, DC.

2017 Public Engagement with the African World” paper presented at the African Studies Association conference, Chicago, IL.

2017 “Before Hip Hop and Black Lives Matter,” guest speaker at the Black History Month luncheon, NOVA Community College,

2017 “Howard University's Sesquicentennial Anniversary: Looking Back and Ahead at a Tradition of Education, Scholarship and Public Engagement with the African World” paper presented at the African Studies Association conference, Chicago, Illinois.

2016 “Two Enemies of Pluralism: Extreme Nationalism and Extreme Capitalism”, paper prepared and submitted at the International Conference on Pluralism, Society and Management, sponsor by Invertis University, India and Howard University.

2016 “ProSavana: Recolonization or Development, Agricultural Development in Mozambique Brazil South -South Relations”, paper presented at the African Studies Association conference, Washington, DC.

2015 “Disciplines, Perspectives and Theories from the South: Setting the African Studies Agenda,” paper presented at the first biennial conference of the Southern African Institute on Policy and Research (SAIPR) and the Journal of Southern African Studies in Livingston (Zambia).

2015 “South-South Cooperation: The Role of Brazilian Investments in Mozambique’s Agricultural Transformation” paper presented at the first biennial conference of the Southern African Institute on Policy and Research (SAIPR) and the Journal of Southern African Studies in Livingston (Zambia).

2015 “The Awesome Power of Us: From the ordinary to the extraordinary,” guest speaker for the Maryland-National Capital Parks and Planning Commission, Black History Month event.

SPECIAL LANGUAGE SKILLS

Basic speaking, reading, and writing competency in Portuguese and Spanish. Limited competency in Swahili.

Position Description: Assists the Director and Outreach Coordinator with the daily operations, programming, and financial management of the NRC Center for African Studies. Also responsible for keeping a record of center activities and generating periodic reports. Reports to the PI and Center Director. **Percent effort. 100%. HU funded.**

BRENDA RANDOLPH
Director of Outreach

Education

- M.A. Howard University
- M.L.S. University of Maryland College Park
- B.A. North Carolina Central University

Work Experiences

- Outreach Coordinator, Center for African Studies, Howard University (2015-Present)
- Library Media Specialist, Richmond Public Schools (VA) (1965-1967), Brookline Public Schools (MA) (1967-1970), Montgomery County Public Schools (MD) (1965-2010)
- Chairperson, Children's Africana Book Award Committee (1992-Present)
- Founder and president of Africa Access and editor of Africa Access Review (1989-Present)
- K-12 editor of H-AfrTeach (1999-2006)
- Librarian, U.S. Agency for International Development Library - Rosslyn, VA (1985-1988)
- Founder and Coordinator K-12 Resource Center at the African Studies Center, Howard University. (1982-1985)

Position Description

Outreach Director has the primary responsibility for developing, initiating and overseeing projects for outreach programming that includes campus, K-12, community college, business and media communities; management of the Outreach library ; supervising employees in tasks directly related to the outreach coordinator's position - supervision includes assigning tasks and evaluating performance; developing ideas for outreach programming and assisting in data collection and entry and narrative writing for grant proposals and reporting.; building relationships with constituent communities by attending educational events and community programs and publicizing Center activities

Effort: 100%

LEONARD MUAKA
Critical Languages coordinator

EDUCATION: **2009 Ph.D., Applied Linguistics**, University of Illinois at Urbana-Champaign; **2009 Advanced Certificate** in Second Language Acquisition and Teacher Education (SLATE), University of Illinois at Urbana-Champaign; **2005 M.A., General Linguistics**, University of Illinois, Urbana-Champaign. **2002 M.A., Applied Linguistics**, with an emphasis on the Teaching of English as a Second Language and Second Language Acquisition, Ohio University, Athens; **1994 M.A., Linguistics and African Languages**, with an emphasis on Swahili language structure, literature and culture, University of Nairobi, Kenya.

RESEARCH INTERESTS: Sociolinguistics, discourse analysis, hybridity, emerging media, literary criticism, language and media, African linguistics with a focus on Bantu languages, second language acquisition, and foreign language pedagogy.

PROFESSIONAL EXPERIENCE: Summer 2015 - Research Scholar, University of Carolina, Chapel Hill – African Studies Center; Participating in the AACU Project on Advancing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning; 2012-2014 Development of authentic multimedia Swahili material from Tanzania and Kenya for online and videoconferencing instruction; May 2015 Participated in the Master Teacher Program at Indiana University, Bloomington. Organized by the National African Language Resource Center. The training also focused on training African language leaders.; Spring, 2012 Enrolled in the WSSU Master Teacher Program that equips instructors with traditional and online teaching tools, class management, and research tools; 2007 Summer Attended the American Council on the Teaching of Foreign Languages (ACTFL) workshop on testing oral proficiency interview in language learners.

TEACHING AND RESEARCH EXPERIENCE: January 2016 – Associate Professor, Howard University, Washington DC.; 2014 – 2016 - Associate Professor of Swahili, Linguistics and English, Winston- Salem State University; 2009 – 2014: Assistant Professor of Swahili, Linguistics and English, Winston- Salem State University.

COURSES Taught and Designed: Elementary Swahili, Intermediate Swahili, Advanced Swahili; Introduction to Linguistics; Literature of the African Diaspora; Language and Media; Freshman English Composition; Study Abroad in the Discipline: Kenya and Tanzania; Discourse Analysis, Research Methods in Linguistics; Language and Gender; Dynamics of Language and Globalization; Emerging African Literary Voices; Intermediate and Advanced Swahili at the Summer Cooperative African Language Institute (SCALI), hosted by the African Studies Center and the Department of Linguistics at the University of Illinois at Urbana-Champaign (2008, 2007).

PROFESSIONAL ASSOCIATIONS: President, African Language Teachers Association (ALTA); African Studies Association (ASA), U.S.A.; Member of the Advisory Board, Southeast African Language and Literature Forum (SEALLF); Executive Director, Global Association for the Promotion of Swahili (GAPS); Association of Contemporary African Linguistics: ACAL

PUBLICATIONS (Partial): 1) 2015. “Understanding the relationship between culture and language.” In Williams-Davis & A. Patterson-Masuka (Eds.), *Intercultural Communication for Global Engagement*. Dubuque, IA: Kendall Hunt. 100-107. 2015 “Language use in advertisements as a reflection of speakers' language habits.” In Zsiga, Elizabeth C., Tlale Boyer, One, Kramer, Ruth. (Eds.). *Languages in Africa: Multilingualism, Language Policy and Education*. Wash, DC, Georgetown University Press.
 (Forthcoming) 2nd Edition of *Tusome Kiswahili* (Let’s Read Swahili), Main author in a co-authored book with Angaluki Muaka. NALRC Press, Madison. This is a Multimedia Intermediate Textbook for foreign language learners of Swahili.

Position Description: Supervise African and Critical Languages instructors in the Department of World Languages and Cultures. Responsible for course schedules, planning, evaluations and training. 100% effort; HU funded position

VANESSA OYUGI
Assistant Director of Outreach

EDUCATION

Ph.D., Howard University, African Literature and Politics, African Studies and Research (2017)
 M.A., Howard University, Political Science, International Affairs and Comparative Politics (2009)
 B.A., Howard University, Political Science and Public Relations/ Journalism (2006)

WORK EXPERIENCE

Assistant Outreach Director

June 2018 - Present

Howard University, Center for African Studies, Outreach, Brenda Randolph

Assist in developing and implementing programming; create curriculum support materials; establish and maintain relationships with various Outreach communities; coordinate logistics and general assistance for special events such as professional development workshops, educational conferences, Read Africa related events, Children's Africana Book Awards, and other Outreach events; catalog books in library circulation system.

Adjunct Professor

September 2017 – December 2017

Howard University, Department of African Studies, Washington, D.C.

Planned lessons and taught Introduction to Contemporary Africa.

Graduate Assistant

January 2015 – May 2017

Howard University, Center for African Studies, Outreach, Brenda Randolph

Created and implemented plan for programming; developed marketing and material; determined outreach communities; coordinated special events such as professional development workshops, Read Africa related events, and Children's Africana Book Awards; maintained relationships with relevant stakeholders; pulled and organized data for annual report.

The purpose of this full-time position is to work with the NRC Center for African Studies to create, manage and coordinate outreach related matters for the Center. The Assistant Outreach Director is responsible for creating curriculum support materials for Outreach workshops and summer institutes, managing library circulation system, liaising with public and school libraries, assembling informational packets, recording minutes at meetings, and assisting with education conferences and other events of the Outreach Center in the DC metropolitan area. The incumbent typically works at a high degree of independence and uses initiative to carry out regular assignments in accordance with the needs and directives of the Center Outreach Director and PI. This position generally reports to the Center Outreach Director and the PI.

100% HU funded staff position

HELEN BOND
Center liaison to the School of Education

Associate Professor of Curriculum and Instruction in the School of Education, Howard University
 Former Director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA) at Howard University

Academic Degrees and Certifications

Doctor of Philosophy (Ph.D.) Human Development: Virginia Tech: 2001. Dissertation focused on Education and Human Development that included field work in West Africa.

Master of Arts (M.A.) Communications: West Virginia University, Morgantown, West Virginia, December 1995.

Bachelors of Science (B.S.). With Distinction in Education (added Social Studies Endorsement). The Ohio State University, Mansfield, Ohio, December 1992 (minor in Educational Anthropology).

Certificate in *International Educational Diplomacy* from the Association of Childhood Education (ACEI) 2010, Washington, DC.

Teacher Certification (K-8) Ohio and West Virginia: Elementary Education with endorsement in Social Studies

Professional Experience

I. Howard University, Department of Curriculum and Instruction, School of Education, 2441 4th St. N.W.

Washington, DC 20059. (2006 – Present). Title: **ASSOCIATE PROFESSOR: Curriculum and Instruction in the School of Education**

Publications

Sorcinelli, M. D., **Bond, H.**, Berg, J. J., Watson, C. E. (2017). Why now is the time for evidence-based faculty development? In *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development*.

Bond, H. (Contributing author) (2016). *Teacher's guide on the prevention of violent extremism*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

Bond, H. (2015). The transnational memory and impact of the American Civil Rights Movement in textbooks in the United States, Africa, Germany, Russia, and France. The Eckert. Bulletin 15: Textbooks and Religion, p. 76-78. The Georg Eckert Institute for International Textbook Research. ISSN1865-7907. URL: <http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html>.

Bond, H., Gloria A., Baker, E., Baguma, G. K., Starl, K. (2014). *The Teaching Respect for All Implementation Guide*. Paris, France: United Nations Educational, Scientific and Cultural Organization, UNESCO. ISBN 978-92-3-100025-6. Available in *UNESCO's online document hub, UNESDOC* at <http://unesdoc.unesco.org/ulis/en/>.

Bond, H. (2014). "Somalia." In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty*. Thousand Oaks, CA: SAGE Publications.

Liaison to the Howard University School of Education. Works with Center Outreach to plan and organize teacher training and curriculum workshops and summer institutes for educators.

Effort: 20% HU funded

ANIA UENO
Media Specialist

EXPERIENCE

Media Specialist, Center for African Studies, Howard University (Washington, DC) 2016 – present
Organize, manage and operate all media related matters for the Center. Manage the Center's website: create and revise content, design graphics; create printed and digital publicity materials; develop branding; launch social media initiatives; and work with HU faculty on promoting Africa-related events.

Operations Director, Tigerlily Foundation (Reston, VA) 2011 – 2016
Led communications and outreach, managed program logistics and planned major events for a breast cancer-focused non-profit organization. Promoted from Operations Coordinator.

Visual Arts & English Teacher, IQRA Bilingual Academy (Dakar, Senegal) 2010 – 2011
Executive Assistant, Tigerlily Foundation (Reston, VA) 2009 – 2010
Marketing Intern, Center for Responsible Travel (Washington, DC) 2009
Assistant Designer, BCBG Max Azria Group (Los Angeles, CA) 2008
Assistant Designer, Jones Apparel Group (New York, NY) 2003-2005

EDUCATION

M.A. in African Studies, Howard University 2013

B.A. in International Fashion Design (focus on graphic & web design), FIT, State University of NY 2007

Organize, manage, operate and coordinate all media related matters for the Center. Handle design, printing and dissemination of Center and Outreach publicity materials, create, maintain and manage of Center and Outreach online resources, website and Social Media, and liaising with media outlets at HU, the DC area and Africa.

Effort: Part time wage 50%.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1248-NRC AND FLAS LINE ITEM DETAILED BUDGET NARRATIVE

Add Mandatory Budget Narrative

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

Add Optional Budget Narrative

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**HOWARD UNIVERSITY AFRICAN STUDIES CENTER
2018 - 2022 NRC BUDGET NARRATIVE**

	Year One 2018-2019	Year Two 2019-2020	Year Three 2020-2021	Year Four 2021-2022
I. PERSONNEL				
A. Administration				
1 Assistant Director - (.17 FTE)	10,000	10,000	10,000	10,000
2 Outreach Coordinator - (.48 FTE)	30,000	30,000	30,000	30,000
Subtotal Administration	40,000	40,000	40,000	40,000
		0	0	
B. African Language Instruction				
1 Language Instructor: Amharic (.5 FTE) Supplemental support up to \$35,000	35,000	35,000	35,000	35,000
2 Language Instructor: Somali (.25 FTE) Supplemental support up to \$16,250	16,250	16,250	16,250	16,250
3 Language Instructor: Zulu (.10 FTE) Supplemental support up to \$5,000	5,000	5,000	5,000	5,000
4 Language Instructor: Wolof (.10 FTE) Supplemental support up to \$5,000	5,000	5,000	5,000	5,000
Subtotal African Language Instruction	61,250	61,250	61,250	61,250
Subtotal Personnel	101,250	101,250	101,250	101,250
II. FRINGE BENEFITS				
A. Professional staff - Asst. Director, Outreach Coordinator and Language instructors @ 29.1% and Media specialist -V.A.1. below @ 8.6%	31,614	31,614	31,614	31,614
Total Personnel and Fringe	132,864	132,864	132,864	132,864
III. TRAVEL				
A. Outreach director travel to professional conferences (ASA :Airfare - \$700, hotel - \$120*4, per diem \$55*4 + \$198 conference registration fee= \$1,598/yr; Middle States Social Studies: Registration-\$210, hotel-\$169, Per diem-\$74 = \$453/yr)	2,051	2,051	2,051	2,051
B. Center Director and Assistant Director travel to the ASA annual meeting: (2 persons: per trip cost - (Airfare - \$700, hotel - \$120*4, per diem \$55*4 = \$1,400 + \$198 conference registration fee.)	3,196	3,196	3,196	3,196
Subtotal Travel	5,247	5,247	5,247	5,247

IV. SUPPLIES

PR/Award # P015A180157

A. Outreach: Acquisition of resource materials for Reference Library, resource packets and website; audio visual materials (Trivia

A. Outreach activities

1 Web and media specialist - design and yearly maintenance of website (\$25 an hour x 83.33 hours per month X 12 months. Fringe of 8.6 % included above)	25,000	25,000	25,000	25,000
2 CABA Journal and Mwalimu Teaching Community Journal (Journal - \$2000/yr)	2,000	2,000	2,000	2,000
3 Membership: CABA (\$1,00 yearly)	1,000	1,000	1,000	1,000
4 Memberships: ASA Outreach Council Annual Teachers Workshops (\$450/yr) and NCSS/NCTE (\$500/yr)	950	950	950	950
5 Scholar in the Classroom (4 scholars @ \$200 each, yearly)	800	800	800	800
6 AASP Membership (\$500 yr.) Collaboration	500	500	500	500
7 One Week Residency/Internship Program (3 @ \$1,000 per year = \$3,000)	3,000	3,000	3,000	3,000

B. Teacher Training Activities

1 Georgetown and George Washington Spring Professional Workshops - Collaborative (2 x \$400 for each = \$800)	800	800	800	800
2 Global Read Webinars (One honorarium of \$500)	500	500	500	500
3 Summer Institute for Educators (Stipends - 25 @ \$100 each, Program printing - 40 copies for \$150, honorariums - 3 @ \$500 and 3 @ \$1,500)	8,650	8,650	8,650	8,650
4 Curriculum Training and Development Workshop for US Community College, HBCU and MSI Faculty in Dakar Senegal- Partnership with WARA/WARC and CAORC - (Two faculty @ \$4,000 each: airfare-\$1,500, hotel-\$1,000, per diem-\$500, stipend- \$500, program cost-\$500 = \$4,000)	8,000	8,000	8,000	8,000

C. Academic Enhancement/Collaborative Initiatives

1 Academent Faculty Enhancement Program (3 grants at \$3,000 each/year; \$12K/year)	9,000	9,000	9,000	9,000
2 Ralph Bunche International Affairs Program Support (4 events @ \$250 = \$1,000)	1,000	1,000	1,000	1,000
3 George Mason University's (GMU) School for Conflict Analysis and Resolution (S-CAR) Project (3 workshops @ \$1,000 = \$3,000, symposium - \$5,000, honorarium - \$1,500- Total \$9,500) Collaboration	9,500	9,500	9,500	9,500
4 Morgan State University Earl Graves School of Business and Management Project (\$1,000 per year)Collaboration	1,000	1,000	1,000	1,000
5 Michigan State University (MSU) African and Asian Studies Center Global African and Asian Transregional Studies Initiative (\$2,000 per year) Collaboration	2,000	2,000	2,000	2,000
6 University of Minnesota African Theory initiative (\$500 per year) Collaboration	500	500	500	500
7 HU Palaver Series (Honoraria for 5 speakers @ \$500 each per year)	2,500	2,500	2,500	2,500
8 Library of Congress - Conversation w/African Writers and poets (\$500 yearly)	500	500	500	500
9 Africa World Now project to support its annual New African Films Festival (\$1,000 vr) Collaboration	1,000	1,000	1,000	1,000

4 Travel: NALRC STAMP workshop for two faculty attend 2 conferences for 7 days each. (Airfare-\$450, hotel - \$90, per diem - \$48 =\$1,416 per conference per person) (Collaborative)	2,832	2,832	2,832	2,832
5 Travel: ALTA and ASA conference for African language coordinator and faculty travel (partial support-average of \$750 per person for two persons)	3,000	3,000	3,000	3,000
6 NECRPAL workshop and syllabi design, material development language teaching methodology and assessment. (Collaborative)	2,000	2,000	2,000	2,000
E. Library enhancement				
1 African materials: Acquisition of African materials (\$5,000 per year)	5,000	5,000	5,000	5,000
2 Africana librarian travel to ASA conference (Airfare - \$700, hotel - \$120*4, per diem \$55*4 = \$1,400)	1,400	1,400	1,400	1,400
3 Cooperative Africana Materials Archive Project (CAMP) (\$2000/yr) Membership	2,000	2,000	2,000	2,000
4 WARA ALMA project (\$1000/yr). Membership	1,000	1,000	1,000	1,000
F. Evaluation				
1 External review of the language and NRC Program (\$2,500 per year)	2,500	2,500	2,500	2,500
Subtotal Other	106,932	106,932	106,932	106,932
VI. TOTAL DIRECT COST	250,895	250,895	250,895	250,895
VII MODIFIED DIRECT COST (less total stipend cost of \$6,500)	244,395	244,395	244,395	244,395
VII. TOTAL INDIRECT COST: 8 %	19,552	19,552	19,552	19,552
VIII GRAND TOTAL	270,447	270,447	270,447	270,447

**AFRICAN STUDIES CENTER, HOWARD UNIVERSITY
 FLAS FELLOWSHIP FUNDING BUDGET NARRATIVE
 2018-2022**

	Year One 2018-2019	Year Two 2019-2020	Year Three 2020-2021	Year Four 2021-2022	Totals	Narrative
ACADEMIC YEAR						
Graduate						
A. Institutional payment (8 @ 18,000 each)	144,000	144,000	144,000	144,000	576,000	A.1.7
B. Subsistence allowances (8 @ 15,000 each)	120,000	120,000	120,000	120,000	480,000	A.1.7
Undergraduate						
A. Institutional payment (4 @ 10,000 each)	40,000	40,000	40,000	40,000	160,000	A.1.7
B. Subsistence allowances (4 @ 5,000 each)	20,000	20,000	20,000	20,000	80,000	A.1.7
SUMMER						
Graduate						
A. Institutional payment (6 @ 5,000 each)	30,000	30,000	30,000	30,000	120,000	A.1.7
B. Subsistence allowances (6 @ 2,500 each)	15,000	15,000	15,000	15,000	60,000	A.1.7
Undergraduate						
A. Institutional payment (4 @ 5,000 each)	20,000	20,000	20,000	20,000	80,000	A.1.7
B. Subsistence allowances (4 @ 2,500 each)	10,000	10,000	10,000	10,000	40,000	A.1.7
TOTAL FELLOWSHIP REQUEST	399,000	399,000	399,000	399,000	1,596,000	