

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 # P015A180164

Grants.gov Tracking#: GRANT12660356

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180164

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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="Trustees of Boston University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="04-2103547"/>	* c. Organizational DUNS: <input type="text" value="0494352660000"/>

d. Address:

* Street1: <input type="text" value="881 Commonwealth Ave."/>
Street2: <input type="text"/>
* City: <input type="text" value="Boston"/>
County/Parish: <input type="text" value="Suffolk"/>
* State: <input type="text" value="MA: Massachusetts"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="02215-1300"/>

e. Organizational Unit:

Department Name: <input type="text" value="African Studies Center"/>	Division Name: <input type="text"/>
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f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Diane"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Baldwin"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Associate Vice President, Sponsored Programs"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="617-353-4365"/>	Fax Number: <input type="text" value="617-353-6740"/>
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* Email: <input type="text" value="ospera@bu.edu"/>

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

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

13. Competition Identification Number:

84-015A2018-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Training the New Generation of Africa Specialists: Comprehensive 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="2,421,213.92"/>
* 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="2,421,213.92"/>

*** 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

Trustees of Boston 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	29,790.00	30,683.70	31,604.21	32,552.34		124,630.25
2. Fringe Benefits	7,358.13	7,578.87	7,806.24	8,040.43		30,783.67
3. Travel	12,000.00	12,000.00	12,000.00	12,000.00		48,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	219,750.00	218,550.00	218,350.00	217,150.00		873,800.00
9. Total Direct Costs (lines 1-8)	268,898.13	268,812.57	269,760.45	269,742.77		1,077,213.92
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	336,000.00	336,000.00	336,000.00	336,000.00		1,344,000.00
12. Total Costs (lines 9-11)	604,898.13	604,812.57	605,760.45	605,742.77		2,421,213.92

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

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

PR/Award # P015A180164

Name of Institution/Organization Trustees of Boston 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>Diane Baldwin</p>	<p>TITLE</p> <p>Associate Vice President, Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Trustees of Boston 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: Trustees of Boston University

* Street 1: 881 Commonwealth Avenue Street 2: _____

* City: Boston State: MA: Massachusetts Zip: 02215-1300

Congressional District, if known: MA-007

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr CFDA Number, if applicable: 84.015
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8. Federal Action Number, if known: ED-GRANTS-052518-001	9. Award Amount, if known: \$ _____
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

* Signature: Diane Baldwin

* Name: Prefix _____ * First Name Diane Middle Name _____
* Last Name Baldwin Suffix _____

Title: Associate Vice President, Sponsored Programs Telephone No.: 617-353-4365 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.

1235-2 GEPA Statement.pdf

Add Attachment

Delete Attachment

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The African Studies Center at Boston University General Education Provisions Act (GEPA) Statement

Since its founding in 1869, Boston University has been dedicated to equal opportunity and has opened its doors to students without regard to race, sex, creed, or other irrelevant criteria. Consistent with this tradition, it is the policy of Boston University to promote equal opportunity in educational programs and employment through practices designed to extend opportunities to all individuals on the basis of individual merit and qualifications, and to help ensure full realization of equal opportunity for students, employees, and applicants for admission and employment. The University is committed to maintaining an environment that is welcoming and respectful to all.

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, gender identity, genetic information, military service, or because of marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, educational and athletic programs, housing, employment, compensation, employee benefits, and the providing of, or access to, University services or facilities. Boston University recognizes that non-discrimination does not ensure that equal opportunity is a reality. Accordingly, the University will continue to take affirmative action to achieve equal opportunity through recruitment, outreach, and internal reviews of policies and practices.

The coordination and implementation of this policy is the responsibility of the Executive Director of Equal Opportunity. The officers of the University and all deans, directors, department heads, and managers are responsible for the proper implementation of equal opportunity and affirmative action in their respective areas, and they are expected to exercise leadership toward their achievement. It is expected that every employee at Boston University will share this commitment and cooperate fully in helping the University meet its equal opportunity and affirmative action objectives.

Boston University has developed detailed procedures in its Complaint Procedures in Cases of Alleged Unlawful Discrimination or Harassment, by which individuals may bring forward concerns or complaints of discrimination and harassment. Retaliation against any individual who brings forward such a complaint or who cooperates or assists with an investigation of such a complaint is both unlawful and strictly prohibited by Boston University.

The ASC has an excellent record of including women and minorities in all our programs. The ASC is committed to equal opportunity and affirmative action in hiring, admissions, and financial aid for individuals regardless of age, mental or physical disability, sexual orientation, and other criteria. The full-time staff of the ASC is 45% women and 36% minorities. Of the 54 students who received ASC financial aid in the past four years, 35% were women and 11% were minorities. While these numbers are far better than the national average, we remain committed to furthering diversity and thus take actions such as advertising job openings in publications, websites, and networks that specifically target underrepresented groups.



Frederick S. Pardee School of Global Studies
African Studies Center

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 Trustees of Boston University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Diane"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Baldwin"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Associate Vice President, Sponsored Programs"/>	
* SIGNATURE: <input type="text" value="Diane Baldwin"/>	* DATE: <input type="text" value="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:
Prof.	Fallou		Ngom	

Address:

Street1:	232 Bay Stay Road
Street2:	
City:	Boston
County:	
State:	MA: Massachusetts
Zip Code:	02215-1403
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
617-353-7305	617-353-4975

Email Address:

fngom@bu.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Boston University's African Studies Center (ASC) has been a national leader in training Africa specialists and producing Africanist research for over 60 years. Today the ASC has an expanded faculty and curriculum alongside its African Language Program, which is a pioneer in training Africanists in the critical skills to engage Africa in innovative ways. Responding to Absolute Priorities 1 and 2 and Competitive Preference Priorities 1 and 2, we seek NRC and FLAS support to achieve five core goals, each defined by specific, measurable objectives:

1. Curriculum Expansion: NRC support will help us expand our Africa-focused curriculum in areas of growing need, particularly in international relations and public health, and support Africa-related curriculum development at our partner institutions, such as the University of Massachusetts–Boston, Roxbury Community College, Northern Virginia Community College, and the University of Puerto Rico–Cayey (all MSIs). We will also support revision and development of new Africa-related courses at BU Wheelock College of Education and Human Development and the University of Northern Colorado School of Teacher Education.

2. Language Program Expansion: Our innovative African Language Program now offers 9 *priority* African languages. We will expand it to offer Mandinka and more higher-level classes; train all teachers in performance-based instruction; produce new teaching materials; refine and implement assessment plans for all classes; improve instruction at overseas partners; and support professional development of teachers through training and ACTFL OPI tester certification.

3. Outreach Program Expansion: Our strong Outreach Program will expand our certification courses for K-12 teachers; create online professional development courses and hold workshops; partner with schools of education; offer teacher training on a variety of topics; and extend its activities nationally, with a special focus on underserved regions in the country.

4. *African Partnerships Expansion*: We will strengthen our partnerships with universities in Ethiopia, Morocco, Niger, Senegal, South Africa, and Tanzania and develop new linkages in the Gambia, Ghana, and Nigeria, where our students will learn priority African languages and have a ready base for research. We will enhance our relationship with WARA (West African Research Association) by increasing our scholarly exchanges and number of joint lectures.

5. *Ajami Studies Program Expansion*: For many parts of Africa, literacy has been defined as the ability to read and write in European languages or the Roman script. This narrow definition of literacy continues to exclude millions of Africans who regularly use their centuries-old modified forms of the Arabic script, known as *Ajami*, to read and write their local languages. Thus, one of the most acute needs in African Studies today is to train Africanists capable of accessing perspectives recorded in *Ajami* texts. Despite the significance of *Ajami* literacy and documents in sub-Saharan Africa, Boston University's African Language Program is the only one in the nation to develop the capacity to teach *Ajami* literacy, train teachers in *Ajami* pedagogy, and develop *Ajami* teaching resources. Over the next four years, we will develop additional effective *Ajami* instructional resources, organize *Ajami* teacher training workshops, and establish a peer-reviewed *Journal of Ajami Studies* to provide the nation's students, teachers, and scholars access to new African perspectives generally unavailable in Arabic or in European and African language sources in Roman script.

The benefits of our proposed activities are numerous. They will increase 1) the number of well-trained Africanists in diverse disciplines (including professional fields); 2) the number of students with advanced fluency in 10 *priority* African languages; 3) the number of students, teachers, and non-language faculty capable of reading and writing African *Ajami* texts; and 4) the richness and volume of influential scholarship we produce on Africa.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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The African Studies Center at Boston University

Boston University (BU) is the fourth-largest private university in the United States and a premier research institution with an international reputation for excellence in African studies. Africa has been a central teaching, research, and outreach focus at BU since the founding of the African Studies Center (ASC) 65 years ago. The ASC's incorporation into BU's Pardee School of Global Studies (PSGS) has expanded opportunities for cross-regional and interdisciplinary engagement and enhanced our advising, programming, and campus and alumni communications networks.

The ASC's mission is to promote knowledge of African languages and an in-depth understanding of the historical, social, ethnolinguistic, religious, political, economic, and ecological diversity of Africa. With 119 research and teaching faculty in 41 departments spread across 13 colleges and professional schools, and 14 interdisciplinary centers that conduct research and policy work directly relevant to African studies, the ASC provides opportunities for students throughout the university to include Africa in their studies. Building upon our traditional strengths in the social sciences and humanities, we will continue to expand offerings in areas of growing need such as business, development policy, global health, international management, international relations, modern foreign languages, and religion.

The ASC is an important regional center for African studies that provides a community for Africanists from Greater Boston and beyond, and extensive community outreach, particularly in K-12 education. In this new cycle the ASC will expand its outreach activities nationally. Working with our HBCU, MSI, and CC partners we will also collaborate with institutions located in regions traditionally underserved by Africa-focused NRCs.

1. PROGRAM PLANNING AND BUDGET

1.A. Quality and Relevance of Proposed Activities

While African studies offerings at BU are available in most departments, we recognize the need to develop courses in specific areas and support Africa-related curriculum development at BU and partner institutions. Responding to NRC Competitive Priority 1, we seek funding to offer five \$2,000 course enhancement grants (\$10,000/yr) to create new Africa content courses and two \$4,000 travel grants (\$8,000/yr) for research in Africa related to course creation, targeting faculty with limited or no knowledge of Africa in areas of growing demand. These grants will also be available to faculty at the University of Massachusetts–Boston (UMB), Roxbury Community College (RCC), Northern Virginia Community College (NVCC), and the University of Puerto Rico–Cayey (UPRC)—all MSIs— and our other partners located in areas underserved by Africa-focused NRCs, such as the University of Northern Colorado. Peer units at these institutions will identify areas that need expanded coverage of Africa. The travel grants will support the participation of two faculty members in Howard University-led Annual Overseas Curriculum Training and Development Workshops for US Community College, HBCU, and MSI faculty, coordinated by the Council of American Overseas Research Centers (CAORC) and West African Research Center (WARC).

Responding to Absolute Priority 2 and Competitive Preference Priority 2, we will collaborate with BU’s Wheelock College of Education and Human Development and the University of Northern Colorado (UNC) School of Teacher Education to increase inclusion of Africa-related content in teacher education and licensure programs. Our goal is to normalize Africa-related content in the K-16 curriculum. At BU, we will focus on four licensure programs: 1) the Bachelor of Science (BS) and the Master of Arts in Teaching (MAT) in Modern Foreign

Language Education, which prepares teachers of Arabic, French, Mandarin Chinese, and Spanish for licensure at grades 5-12; 2) the BS and MAT in Social Studies Education, intended for middle and high school teachers, which fulfills requirements for licensure in Massachusetts; 3) the BS and Master of Education in Elementary Education, which fulfills Massachusetts licensure requirements; and 4) the Wheelock College and Teach for America partnership program.

With our colleagues at Wheelock College we have identified core courses that could be enriched with Africa content. We will work together to integrate Africa content throughout the social science methods courses, including in the elementary teacher education program, the secondary and high school teacher education program, and the foreign language teacher education program.

Three units of the ASC will be involved in the collaborative initiative with Wheelock: Outreach, the African Studies Library, and the African Language Program. Leaders of these units and ASC faculty will work with colleagues at Wheelock to connect pre-service teachers with our extensive educational resources in these units and give guest lectures in core teacher education classes about incorporating African cultures, history, and perspectives. This collaborative initiative aligns with Competitive Preference Priority 2 and responds to Absolute Priority 1 by emphasizing diverse and global perspectives. We will offer three \$2,000 course enhancement awards to Wheelock annually (\$6,000/yr) to support the inclusion of Africa-related content—a total of 12 courses in training and licensure programs during this grant cycle.

Using the ASC/Wheelock collaboration model, we will partner with the UNC School of Teacher Education, a major teacher training school in a region traditionally underserved by Africa-focused NRCs. We have the strong support of the UNC administration, as well as a participant in our 2016 Fulbright-Hays Senegal program and her colleagues, to bring Africa

content to 12 core teacher training courses in this grant cycle. UNC has: 1) an Elementary Education with Licensure program; 2) a Secondary Social Studies Education with Licensure program; 3) an MAT Elementary Education with Licensure program; and 4) an MAT in Secondary Pedagogy with Social Studies Licensure program. We seek support to offer three \$2,000 course enhancement grants annually (\$6,000/yr) to UNC faculty.

The ASC has long valued African diaspora communities, which greatly enrich African studies. We seek funding to support the development of Community-Engaged Learning Courses (CELCs) focused on African diaspora communities in the Greater Boston area and the areas where our partners are located. Two of our partner institutions (UMB and UNC) have a Carnegie Community Engagement classification for their exemplary work in local communities. We seek support to make three \$2,000 CELC Development grants focused on African diaspora communities available each year to BU faculty and our partners (\$6,000/yr).

Recognizing the importance of art in African culture and language, we will partner with the BU College of Fine Arts to host a major public exhibition of contemporary African art at the BU Art Gallery in spring 2019. The exhibition will coincide with the teaching of AH 574: African Art in the City, a course team-taught by BU and UMB faculty. We seek funding to sponsor the exhibition and support fieldtrips to African art spaces in the Boston area for BU and UMB students enrolled in AH 574. In year two, we aim to collaborate with calligrapher Yelimane Fall in a project at BU highlighting the rich interplay of African arts and languages, particularly the writing of African languages in Arabic script known as *Ajami* (\$5,000/yrs 1 and 2). **Total Curriculum Expansion Request: \$41,000 yrs 1-2; \$36,000 yrs 3-4).**

We seek NRC support to expand priority African language offerings; add overseas language study options; improve the quality of instruction through materials development,

faculty training, and improved assessment; attract more students and increase the number achieving at least advanced proficiency; and expand our dual script (*Ajami*-Roman script) literacy teaching to more languages than the two we have now (Hausa and Wolof). BU funds the Language Program director, who teaches Zulu and Xhosa; a full-time Swahili teacher; and four Arabic teachers. BU pays tuition and fees for a Fulbright Language Teaching Fellow in Arabic and has authorized the ASC to search for a Mandinka instructor who would teach the language and develop instructional materials, including *Ajami* teaching resources. Mandinka is a priority language with a rich *Ajami* tradition. We plan to offer more higher levels of study by hiring instructors in Amharic, Hausa, Igbo, Twi, and Wolof, and additional staffing for Swahili to teach our Swahili for Public Health courses offered at the BU Medical Campus. We request \$4,800 per course for 12 language classes in year 1, 13 in year 2, 14 in year 3, and 15 in year 4. We also seek assistance to maintain the quality of language teaching through instructor training: \$4,000/yr for National African Language Resource Center (NALRC) Summer Institute training; \$4,000/yr for participation in the African Language Teachers Association (ALTA); and \$4,000/yr for participation in the Northeast Regional Consortium for Programs in African Languages (NERCPAL).

We seek to enhance language instruction through curriculum and instructional material development. Past NRC support allowed us to develop instructional resources for Amharic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu, and two pioneering Hausa and Wolof *Ajami* workbooks available from our publication unit. Partnering with Howard University (HU), we seek \$5,000 per year to develop new online courses, enhance existing ones (Zulu and Twi at BU), and create new open access teaching resources for professional fields in priority languages (Swahili, Wolof, and Zulu). We will hire an assessment specialist to work with each of our

language instructors to refine and implement our assessment plans for all languages and integrate them into our courses (\$5,000/yr). We also plan to continue supporting professional development of all of our teachers through American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) tester certification (\$5,000 yrs 1 and 3). To increase student enrollments, we seek support to market our language offerings at BU and Consortium campuses (\$1,000/yr). **Total Language Program Expansion Request: \$85,600 yr 1; \$85,400 yr 2; \$95,200 yr 3; and \$95,000 yr 4.**

Our Outreach Program is among the most extensive in the country, working both nationally and locally. We will launch several new initiatives for K-14 educators with a focus on CC and MSI educators across the country. We will: 1) respond to current events and teacher needs by creating relevant curriculum materials and hosting at least four professional development workshops per year (\$4,000/yr); 2) collaborate with CC and MSI organizations to support faculty training and the development of teaching resources (\$2,000/yr); 3) offer stipends to exemplary teachers who serve as mentors to incoming program participants after completing our Teaching Africa Teacher Certification Program (\$3,000/yr); 4) collaborate with Primary Source to develop two online courses over the funding cycle combining high-interest topics in African studies and pedagogical training (\$11,000/yrs 1 and 2, \$5,000/yrs 3 and 4); and 5) work with staff and faculty at BU and in the Boston area to produce at least three podcasts a year on common African studies topics in the K-12 curriculum (\$4,500/yr). We will also support Outreach staff travel to local and national conferences to offer teacher training workshops and host resource booths (\$3,000/yr). We seek support to hire student assistants to help in the promotion and distribution of our teaching resources, posters, and DVDs (\$5,000/yr). **Total Outreach Program Request: \$32,500 yrs 1-2; \$26,500 yrs 3-4.**

The ASC regards international linkages as key means for students and faculty to engage Africa in productive and enduring ways. We seek NRC support to visit our overseas partners to expand our existing linkages and create new ones in Ghana, the Gambia, Nigeria, and South Africa (\$4,000/yr). In addition to our current Accra program, we plan to establish a second linkage in Ghana to open opportunities for advanced study of Twi and Hausa. We seek support for ASC faculty to regularly visit partner schools to work with overseas faculty to harmonize their language instruction with the BU African language curriculum, and invite faculty from partner institutions to BU for pedagogical and assessment training as well as to the ALTA annual meeting and NALRC Summer Institute for professional development (\$4,000/yr).

Our most important international link is with the West African Research Center (WARC) in Senegal, whose US branch (WARA) is hosted at BU. We seek to build on the WARA/WARC collaboration by inviting a visiting scholar or staff from WARC to visit BU and UMB (our largest and nearest MSI partner) for research, lecturing, or training every other year (\$4,000/yr 2 and 4). We seek \$3,000/yr to support a new joint BU/UMB/WARA lecture series, *Current Research in West Africa*, which will bring together leading Africanists in the humanities, social sciences, and professional fields who address West Africa's most pressing challenges and opportunities, including extremist groups and Chinese engagement in the region. Responding to Absolute Priority 1, the series will foster stimulating debates that reflect diverse views. Finally, we seek funding to support the ASC/WARA African Diaspora Networking Initiative event we will hold each fall to bridge the gap between the professional world and academia; this event will foster networking among African diaspora business owners and African studies students, language teachers, and faculty, creating language practice and internship opportunities for students (\$2,000/yr). **Total African Partnerships Request: \$13,000 yrs 1/3; \$17,000 yrs 2/4.**

We seek NRC funding to make *Ajami* sources of knowledge accessible to students, scholars, and the public. Over eighty African languages use *Ajami*, and scholars now recognize its significance in understanding African Muslim societies.¹ *Ajami* texts are mines of new information on Africa, and *Ajami* literacy can improve work in professional fields such as communication and public health in regions where it is a primary means of written communication. Thus, we seek funding to develop additional *Ajami* teaching resources for public health (\$5,000/yr). Responding to Absolute Priority 1 and 2, Competitive Priorities 1 and 2, and to the increasing requests we receive, we will organize biannual *Ajami* Teacher Training Workshops to train 50 language and non-language teachers in the emerging interdisciplinary field of *Ajami* studies. Participants will come from the humanities, social sciences, professional fields, K-12 educators, our CC and MSI partners, BU and UNC schools of education. The workshops will focus on the variety of contents, forms, and uses of *Ajami* texts in Africa and train participants in *Ajami* pedagogy that can be replicated for teaching other languages with dual literacy media (*Ajami* and Roman script), such as Amharic, Fulfulde, Kanuri, Oromo, Somali, Swahili, Tigrigna, and Yoruba. The workshops will be designed to generate diverse perspectives and debates on the various forms of literacies in Africa (\$10,000/yrs 1 and 3).

To further expand our *Ajami* studies program nationally, we seek support to establish an online peer-reviewed *Journal of Ajami Studies* to provide students, language teachers, and scholars with educational resources and local perspectives generally unavailable in European and African language sources in Roman script (\$4,000/yr). Finally, we seek support to increase our

¹ Mumin, Meikal, "The Arabic Script in Africa: Understudied Literacy," in *The Arabic Script in Africa: Studies in the Use of a Writing System*, ed. Meikal Mumin and Kees Versteegh, 63-76 (Leiden: Brill, 2014); and McLaughlin, Fiona, "Ajami Writing Practices in Atlantic-Speaking Africa," in *Atlantic Languages*, ed. Friederike Lüpke (Oxford: Oxford University Press, 2017): <https://people.clas.ufl.edu/fincl/files/AjamiCIRCRED.pdf>

open access *Ajami* digital collections at the African *Ajami* Library and to involve more students and overseas partners in the collection, metadata development, cataloguing, and study of *Ajami* texts (\$5,000/yr). **Total Ajami Program Request: \$24,000 yrs 1/3; \$14,000 yrs 2/4.**

The ASC recognizes the value of collaboration with other NRCs. In response to Competitive Priorities 1 and 2, we support the Association of African Studies Programs (AASP) travel grant, which allows colleagues from CCs, MSIs, and HBCUs to attend the two AASP meetings organized each year (\$1,000/yr). We will also contribute to three collaborative annual projects organized by the African Studies Outreach Council (ASOC), which provides professional development for K-16 educators at local and national levels: 1) an annual educator workshop for K-16 educators held at the annual ASA conference (\$400/yr); 2) the nationally recognized Children's Africana Book Award and online teaching resource development (\$400/yr); and 3) ASOC booths at the annual conferences of the National Council for the Social Studies (NCSS) and/or the National Council of Teachers of English (NCTE), both events that reach over 5,000 educators (\$500/yr).

In addition, we seek funding to support the Global Read Webinar Series—an annual online webinar series open to the public to learn about diverse children's books—and its culminating symposium for educators in year 4 at the annual conference of the American Library Association (\$500/yr). We also seek support for the Outreach Manager's participation in the Global Studies Conference on NRC, CC, and MSI Collaboration—a two-day annual symposium for CC and MSI faculty sponsored by NRCs for all world regions. Funding will support the participation of CC and/or MSI faculty and an ASC representative (\$1,500/yr). We will continue to support the African Language Materials Archive (ALMA), an important resource for African language teachers (\$1,000/yr), and contribute to the Cooperative Africana Material Archive

Project (CAMP) that Title VI librarians jointly propose to enhance research and teaching in African studies (\$2,000/yr). We will organize joint biannual meetings of our Council of Partners, where BU and partner faculty gather to discuss and evaluate our joint projects (\$5,000 yrs 2 and 4). Finally, we seek support for our new African Language Cataloging Internship Program—a collaborative initiative of our African Studies Library (ASL), Language Program, and BU Digital Initiatives and Open Access Unit—that will offer students opportunities to apply their knowledge and expertise on Africa and African languages in a real-world setting while learning from professional librarians and digital humanities specialists (\$3,000/yr). **Total Collaborations Request: \$10,300 yrs 1/3; \$15,300 yrs 2/4.**

We seek NRC support to cover 45% of the ASC Assistant Director’s salary and benefits (\$37,148/yr 1; \$38,263/yr 2; \$39,410/yr 3; \$40,593/yr 4). Our full-time Assistant Director oversees our communications strategy, manages our overseas linkages, helps develop and coordinate our planned study abroad programs, and manages essential ASC activities. We also request support for the following operational costs: faculty and staff travel to the ASA and other annual meetings (\$5,000/yr), library acquisitions (\$3,000/yr), office supplies (\$4,000/yr), printing (\$1,000/yr), postage (\$350/yr), accommodations and honoraria for presenters in our Rodney Seminar series (\$4,000/yr), and annual program evaluation (\$8,000/yr). **Total Administrative Support Request: \$62,498 yr 1; \$63,613 yr 2; \$64,760 yr 3; \$65,943 yr 4.**

1.B. Development Plan or Timeline

Table 1: Summary of Program Plan				
Initiatives	First Year	Second Year	Third Year	Fourth Year
Curriculum Expansion	Support development of 5 courses w/ Africa content at BU & CC/MSI partners	Support development of 5 courses w/ Africa content at BU & CC/MSI partners	Support development of 5 courses w/ Africa content at BU & CC/MSI partners	Support development of 5 courses w/ Africa content at BU & CC/MSI partners
	Support 2 faculty research trips to Africa			

	Support development of 6 courses w/ Africa content at BU & UNC schools of education	Support development of 6 courses w/ Africa content at BU & UNC schools of education	Support development of 6 courses w/ Africa content at BU & UNC schools of education	Support development of 6 courses w/ Africa content at BU & UNC schools of education
	Support development of 3 CELCs at BU & partners	Support development of 3 CELCs at BU & partners	Support development of 3 CELCs at BU & partners	Support development of 3 CELCs at BU & partners
Language Program Expansion	Develop elem. & inter. Mandinka and advanced Twi	Offer elem. Mandinka & offer advanced Twi	Offer inter. & develop adv. Mandinka and superior Twi	Offer adv. & develop sup. Mandinka; offer superior Twi.
	Develop Swahili, Zulu & Xhosa professional fields resources	Develop Wolof & Amharic professional fields resources	Develop Igbo & Twi professional fields resources	Develop Hausa & Mandinka professional fields resources
	Assess and revise all materials and courses	Assess and revise all materials and courses	Assess and revise all materials and courses	Assess and revise all materials and courses
	Refine and implement assessment plans for all elementary levels	Refine and implement assessment plans for all intermediate levels	Refine and implement assessment plans for all advanced levels	Refine and implement assessment plans for all superior levels
Outreach Program Expansion	Expand teacher certification program, recruit 5 teachers to serve as mentors and program advisors	Develop 1 online workshop for program participants, recruit 5 new teachers and certify 5 educators	Develop 1 online workshop for program participants, recruit 7 new teachers and certify 10 educators	Develop 1 online workshop for program participants, recruit 10 new teachers and certify 10 educators
	Develop 1 new teaching resource, hold 3 educator workshops	Develop 1 new teaching resource, hold 3 educator workshops	Develop 1 new teaching resource, hold 3 educator workshops	Develop 1 new teaching resource, hold 3 educator workshops
	Develop Medieval African Empires online course with Primary Source	Launch Medieval African Empires online course with Primary Source	Develop Internationalizing US History online course with Primary Source	Launch Internationalizing US History online course with Primary Source
	Create new partnerships w/ MSIs & schools of education	Develop 1 teaching resource; host 1 CC & MSI faculty prof. dev. workshop	Develop 1 teaching resource; host 1 CC & MSI faculty prof. dev. workshop	Develop 1 teaching resource; host 1 CC & MSI faculty prof. dev. workshop
African Partnerships Expansion	Visit Ghana, Nigeria, South Africa partners	Visit partners in Niger, Senegal, the Gambia	Visit Zanzibar, Ethiopia, Ghana	Visit Morocco, Rwanda, Senegal
	Develop linkage in the Gambia for Mandinka	Launch study abroad program in S. Africa	Prep Senegal study abroad program	Launch Senegal study abroad w/ WARC
	-	Support 1 WARC scholar/staff to visit BU/UMB	-	Support 1 WARC scholar/staff to visit BU/UMB
Ajami Studies Expansion	Develop Hausa <i>Ajami</i> workbook for PH	Develop Wolof <i>Ajami</i> workbook for PH	Develop elementary Mandinka workbook	Assess & revise all <i>Ajami</i> resources.
	Hold <i>Ajami</i> workshops to train 25 people	-	Hold <i>Ajami</i> workshops to train 25 people	-
	Establish <i>Journal of Ajami Studies (JAS)</i>	Send call for papers and peer-review	Copyedit and publish volume 1 online	Disseminate volume 1 internationally
	Add 1,000 pages of Amharic & Oromo <i>Ajami</i> texts to African <i>Ajami</i> Library	Add 1000 pages of Fulfulde & Kanuri <i>Ajami</i> texts to African <i>Ajami</i> Library	Add 1000 pages of Yoruba & Dagbani <i>Ajami</i> texts to African <i>Ajami</i> Library	Add 1000 pages of Swahili & Afrikaans <i>Ajami</i> texts to African <i>Ajami</i> Library

1.C. Budget Reasonableness

Combined with BU resources, the investments requested from Title VI will enhance our program by 1) strengthening our partnership with MSIs, CCs, and partners located in areas underserved by Africa-focused NRCs; 2) adding new Africa-focused courses in disciplines of particular need; 3) increasing the number of faculty with Africa experience; and 4) increasing opportunities for study and research in Africa. Title VI funds will strengthen our language program by 1) providing training to enhance the quality of instruction; 2) integrating improved assessment into our courses; 3) adding language courses, including discipline-specific courses (such as public health); 4) increasing opportunities to study language in context and strengthening the quality of overseas instruction; 5) increasing the number of undergraduate and graduate students taking priority African languages and those reaching advanced or above levels of fluency; and 6) increasing the number of students and scholars with knowledge of *Ajami*. NRC funds will allow our outreach program to ensure greater inclusion of African studies in K-16 curricula nationwide.

1.D. Long-term Impact of Activities

The long-term impact of the ASC's initiatives includes: 1) a language program that will increase the number of Americans proficient in 10 priority African languages; 2) the first national instructional program that produces leaders in the humanities, social sciences, and professional fields who are literate in *Ajami* writing systems of Africa; 3) a larger pool of instructors trained in performance-based language instruction and hybrid *Ajami*-Roman script pedagogy; 4) an expanded curriculum that increases the number of international experts with in-depth knowledge of the languages and cultures of Africa, including states where Islam is a major influence; 5) strengthened African studies programs at our CC and MSI partners; 6) an Outreach Program that provides K-16 teachers throughout the US with increased expertise in Africa and relevant

teaching resources; 7) a research library that expands access to significant records and the best of contemporary research on the African continent; 8) a strong, more integrated community of people with an interest in Africa in the Boston area; and 9) better engagement with Africa.

2. QUALITY OF STAFF RESOURCES

2.A. Qualifications of Faculty and Professional Staff

The high quality of the ASC's faculty is evident in their publications, research, teaching, international linkages, community involvement, and awards. ASC faculty have in recent years been named to the American Academy of Arts and Sciences and won fellowships and grants from Guggenheim, Mellon, Fulbright, MacArthur Foundation, Radcliffe Institute, US Institute for Peace, Centers for Disease Control, National Institutes of Health, National Science Foundation, Rockefeller Foundation, CAORC, and USAID. Four ASC faculty have won the Herskovits Prize for top book in African studies, including Director Fallou Ngom for his book *Muslims beyond the Arab World: The Odyssey of Ajami and the Muridiyya* (Oxford, 2016).

While a high percentage of our full-time teachers are tenured (69%), we continue to refresh and expand our faculty; recent African studies hires come from top schools such as Princeton, Harvard, Yale, UPenn, Johns Hopkins, Wisconsin, UCLA, and the University of London. Our faculty and staff are highly qualified to carry out the projects we propose (Table 2). Most have extensive research experience in Africa, and many have visited our overseas partners. The combination of new hires and ASC staff with ten or more years of service ensures a dynamic environment characterized by seasoned expertise and rejuvenation. Director Fallou Ngom has a strong scholarly record and, while Language Program Director, taught Wolof and founded the ASC's *Ajami*-Roman script instructional program. He has extensive experience developing

Table 2: Current Staff with Years of Service			
Name	Title	Years	Degrees
Fallou Ngom	Director, Professor of Anthropology	10	MA, U Montana; PhD, U Illinois–Urbana
Eric J. Schmidt	Assistant Director	5 mos.	MA/PhD, UCLA
James McCann	Associate Director for Development, Professor and Chair of History	33	MA/PhD, Michigan State Univ.
Christian Estrella	Program Administrator; Senior Mgr. of Finance & Admin., PSGS	14	MS, Boston University
Zoliswa Mali	Director, African Language Program; Senior Lecturer, Zulu and Xhosa	12	MA, U Stellenbosch; PhD, U Iowa
Breeanna Elliott	Outreach Manager	5	BA/Teaching Lic., Harvard Univ.
Michael DiBlasi	Publications Editor	28	MA/PhD, Boston University
Sandra McCann	Publications Assistant	25	BA, Western Illinois University
Beth Restruck	Head Africana Librarian	14	MSLIS, Simmons College
Rachel Dwyer	Assistant Head Africana Librarian	4	MSLIS, Simmons College
Gabeyehu Adugna	Africana Subject Liaison Librarian	2	MSLIS, U Maryland

teaching materials and supervising language faculty. Current Language Program Director Zoliswa Mali focused her PhD studies on the use of technology for second language acquisition and oversaw development of our virtual classroom capacities. Outreach Manager Breeanna Elliott is a licensed teacher who has worked extensively in East Africa and as a Swahili interpreter. Our new Assistant Director, Eric Schmidt, holds a PhD in ethnomusicology with research experience in Niger, Mali, and Morocco, and will contribute to strengthening our arts and humanities programming and expanding linkages in both anglophone and francophone Africa. Our Program Administrator, Christian Estrella, has extensive experience managing university finances and has a background in international relations and computer information systems. The Director, Assistant Director, Associate Director, Language Director, and other faculty teach core courses, advise undergraduates, serve on thesis and dissertation committees, play an active role in their departments, and serve on university committees. Our Assistant Director and Program Administrator work closely with students on financial aid and other issues.

BU resources for faculty and staff development are exceptionally strong. All faculty in the Pardee School of Global Studies (PSGS) and the College of Arts and Sciences (CAS) have

annual budgets that support participation in conferences and travel for research. Junior faculty are eligible for pre-tenure sabbaticals. The Center for Teaching and Learning offers grant funding and an extensive calendar of talks, workshops, and training focused on improving teaching. BU's Hariri Center for Computational Sciences, Center for the Humanities, and Institute on Culture, Religion, and World Affairs all provide faculty course release fellowships. BU staff are equally well supported. Staff are encouraged to attend professional conferences in their related fields and can enroll in free, accredited university courses; many staff have earned master's degrees as part-time students. Additional professional training in management, accounting, and information technology is offered for free by several BU offices.

2.B. Oversight Arrangements

The ASC has a multi-tiered oversight structure. Levels of accountability include: 1) ASC faculty and visiting researchers meet as a body twice a year to review the state of the ASC and suggest programming directions; 2) an Executive Council composed of the director, assistant and associate directors, language director, head African librarian, program administrator, outreach manager, and three faculty representing diverse disciplines meets monthly to implement ASC initiatives; 3) a Fellowships Committee, with rotating membership from the arts and humanities, social sciences, and professional schools, makes financial aid decisions; and 4) an Appointments Committee evaluates visiting researchers applications and makes recommendations to the dean.

ASC staff report to the director, who submits annual evaluations of each staff member's performance. Our outreach manager provides oversight of the student workers who participate in Outreach programs. The Outreach Program seeks written feedback on each of its activities.

In PSGS, the ASC director reports directly to the dean, and participates in an Executive Council within the school and an Area Studies Program Council, both of which provide oversight of the

Center's work and assistance with planning and programming that complement the ASC committee structure. BU has recently instituted periodic departmental and program reviews that include a self-study and external review committee. The ASC is acutely aware that it represents all disciplines, carefully balancing committee membership within the social sciences, humanities, public health, education, theology, management, and communication. We are as committed to training the next generation of well-informed professionals as we are to training professors.

2.C. Nondiscriminatory Employment Practices

BU and the ASC are committed to equal opportunity and affirmative action in hiring, admissions, and financial aid for individuals regardless of age, mental or physical disability, sexual orientation, and other criteria. The full-time staff of the ASC is 45% women and 36% minorities. Of the 54 students who received ASC financial aid in the past four years, 35% were women and 11% were minorities. While these numbers are far better than the national average, we remain committed to furthering diversity and thus take actions such as advertising job openings in publications, websites, and networks that specifically target underrepresented groups.

3. IMPACT AND EVALUATION

3. A. Impact of Activities and Equal Access

Tables 3a and 3b demonstrate that the ASC has met the project objectives outlined in the last application. We have infused African studies into the curriculum and have increased the number of undergrads and graduates earning majors, minors, and certificates with an Africa focus, particularly in international relations and public health. Between 2014 and 2018, we have sent 110 BU students overseas for study and research.

Table 3a: Outcome Measures, Calendar Years 2015–18			
	2015 + '16	2017 + '18	Change
Majors, Minors, Certificates	116	124	+7%
ASC Faculty Affiliates	103	119	+16%
Outreach Website Hits/Month	4,100	5,518	+51%
Teachers Trained	1,946	2,108	+8%
Table 3b: Outcome Measures, Academic Years 2016–17 and 2017–18			
	AY 2016–17	AY 2017–18	Change
ASC Enrollments	4,677	5,398	+15%
Professional Students in ASC Classes	1,571	1,716	+9%
ASC Language Enrollments	101	118	+17%
ASC-Sponsored Events	55	61	+11%

Our impact in Boston and beyond is clear. Attendance at our events has steadily increased, including growing numbers from outside BU. Our Outreach Program has trained over 4,000 teachers and education students, and our TED-Ed video “Who Built Great Zimbabwe? And Why?” has nearly 400,000 views online. The ASC has an excellent record of including women and minorities in its programs and supports student groups such as the African Student Organization and Umoja, BU’s Black student union. We work with local African heritage communities and look forward to strengthening our partnership with our MSI partners (HU, UMB, RCC, NVCC, and UPRC).

3.B. Evaluation Plan

The ASC has had a new leadership team since September 2017. The new administration recognizes that although the ASC has been evaluated as part of BU’s evaluation of the Pardee School of Global Studies (PSGS) in 2014, an external evaluation was not done as planned in the current grant period. Our new team will ensure that robust external and internal evaluations are conducted each year of this grant cycle to supplement BU’s internal evaluation and reviews. The combined evaluations will help us better monitor and identify what is working and what needs to be improved in our activities in a timely manner so that we may take swift corrective action.

In this grant cycle, we will invite an independent evaluation specialist to conduct an

external program evaluation of the ASC throughout the four-year funding cycle. The external evaluation will employ both quantitative and qualitative methodologies and include *outcome* and *formative* evaluation activities. Our primary goals (detailed in Appendix IV) are to increase (1) the number of students graduating with African area expertise, (2) the number graduating with advanced fluency in *priority* African languages, (3) the number of teachers in our state and beyond with African area studies expertise, and (4) the number of African language students, teachers, and African studies scholars with knowledge of texts written in *Ajami* script. Each goal has a specific measurable target, with data gathered on an ongoing basis by ASC staff and by BU's Office of Institutional Research. Training all of our language instructors in ACTFL assessment methods will allow us to monitor progress on language proficiency.

In addition, we will undertake a variety of formative evaluation activities. The program evaluator will assist us in interpreting formative and outcome data and refining our data collection. Our Outreach Program will continue to conduct written evaluations of each of its programs, and we will institute a periodic survey in our seminars. In year 2, we will repeat the recent survey of current students and alumni. In coordination with BU's required periodic outside review process, we will conduct an internal review in year 2. Additionally, an outside team will visit campus and conduct a full program review each year. Review recommendations will be used to develop and implement an improvement plan each year.

3.C. Evidence of Impact in Addressing National Needs

The ASC is clearly addressing national needs in training African studies specialists. The number of students graduating with a specialization in Africa between 2015-2019 is 296 (see Table 8). Of the 59 students who qualified for an African Studies Certificate between 2014-2018, 17 earned PhD degrees and 42 earned MA or MPH degrees. Disciplines represented include public

health (20), international relations (8), global development policy (6), anthropology (5), history (5), political science (3), sociology (2), environmental policy (2), art history (1), religion/theology (1), international affairs (1), ethnomusicology (1), economics (1), journalism (1), French and Francophone studies (1), and earth and environmental sciences (1).

Our record of placements illustrates the impact of our program. In the past four years, our PhD graduates have secured tenure track and postdoctoral positions at prestigious liberal arts colleges, such as Skidmore and Middlebury, and at major universities, such as MIT and Emory. Many of our placements are in areas of particular national need. BU has a large military science program, with an active ROTC; the ASC trains many students who are or will become military officers. BU ranks as one of the top 25 largest colleges that produce Peace Corps volunteers, many in Africa. Our public health graduates gain placements around the world. As Table 4 shows, our graduates work with businesses, the White House, the US Armed Forces, the US Department of State, USAID, US and African development and educational organizations, US and African churches, and major universities worldwide. Our commitment to Absolute Priority 1 is evident and enduring. We will continue to encourage government service in areas of national need and in the education, business, and non-profit sectors.

Table 4: Non-Academic Service of Select Graduates *(names removed for confidentiality)*

MA '86: Deputy Assistant for Africa and National Security Affairs, The White House; formerly CIA
MA '89: Senior Education and Gender Expert, USAID
PhD '90: Technical Managing Director, Resilience to Climate Change, ACDI/VOCA (econ dev org)
BA '98: Program Director, Rain for the Sahel and Sahara (education and econ dev org, Niger)
MA '07: Economist, IHS Global Insight
BA '08: Foreign Service Officer, US Department of State (current post: Niger)
BA '14: Force Support Officer, US Air Force
PhD '15: Director of Integration–Africa, Ashoka (social entrepreneurship org)
PhD '16: Policy Advisor, Environmental Commissioner of Ontario (Canada)
BA '16: Resident Director, iEarn-USA National Security Language Initiative Program (Morocco)
MA/BA '16: Research Assistant, Innovations for Poverty Action (Tanzania)
PhD '17: Director of Institutional Learning, Search for Common Ground (Burundi)

We carefully allotted our FLAS fellowships to support students in both professional and academic tracks, in diverse languages, and focusing on a variety of African countries. We funded PhD students in history, anthropology, art history, political science, and ethnomusicology, and MA students in professional programs in communications, public health, education, and IR. Undergraduate FLAS awards have gone to students in health sciences, biology, international relations, and political science, many of whom have continued to graduate school or are already working overseas. Our FLAS students have focused on Senegal, Ghana, Nigeria, Morocco, Egypt, Ethiopia, Kenya, Tanzania, Mozambique, and South Africa, and most have traveled to Africa to apply their language skills. As demonstrated above, our placement record for FLAS students has been excellent. The 2017 Times Higher Education World University Rankings rated the employability of BU alumni as 6th internationally and 5th in the United States. Using our extensive alumni networks as well as formal advising and mentoring, we will continue to place our graduates in governmental and non-governmental areas of high need.

4. COMMITMENT TO AFRICAN STUDIES

4.A. Institutional Financial and Other Support for African Studies

BU has maintained a deep commitment to promoting research and teaching about Africa since the ASC was founded in 1953 as the university's first area studies program. The expansion of resources for Africa has kept pace with university's rapid growth to become the fourth-largest private research university in the country. In 2009, the university spent nearly \$800,000 to renovate a dedicated space for the ASC in the heart of campus that includes 20 offices for faculty and staff, two classrooms with state-of-the-art multimedia equipment, a student office, lounge areas, the Teaching Africa Library and associated Outreach offices, and facilities for the

Publications Program, the West Africa Research Association (WARA), and visiting scholars. An entire floor of the main BU library is dedicated to the African Studies Library.

BU hired 17 Africa specialists between 2007 and 2018, and authorized national searches for the ASC director and assistant director, African Language Program director, coordinator of Southern African languages, head Africa librarian, and Africa specialists in anthropology, economics, international relations, and political science. In the past seven years (2011–2018), BU has hired additional Africanists in public health, global development policy, international relations, political science, religion, sociology, and theology. Major university investments in the School of Public Health (SPH) have increased the number of faculty focusing on Africa from 29 in 2009 to 39 as of May 2018. BU currently has offices and research projects in Ethiopia, Kenya, Nigeria, Rwanda, South Africa, Tanzania, Uganda, and Zambia dedicated to a variety of public health issues, including maternal and child health, sexual and reproductive health, environmental health, health systems strengthening, and antibiotic resistance.

BU's Study Abroad office is committed to expanding study options in Africa. Besides the Rabat Language & Service Learning Program and the Summer Program in Zanzibar launched in 2013, the Accra Global Health Program begins in summer 2018. Plans are under way for additional study abroad programs in South Africa and Senegal in the near future, building on linkages established by the ASC. BU's commitment to expanding international and area studies is reflected in the creation of PSGS in 2014. The school has one of the largest programs in international relations in the US. It trains students for a variety of international relations careers, including positions related to diplomacy, sustainable development, foreign policy analysis, intelligence, media, environmental policy, and the corporate sector. The ASC maintains a distinct space and dedicated staff within PSGS's Division of Regional Studies, while the school provides

access to new resources and staffing; additional office and event space; professional career advising; and opportunities for greater coordination with other area studies centers.

Salary support is the university's most substantial commitment to the ASC. BU bears the full cost of salaries for the ASC director, African Language Program director, Outreach Manager, Publications Editor and Assistant Editor, Program Administrator, three full-time African studies librarians, and seven full-time African language instructors, and pays 55% of the assistant director's salary, a total annual investment of over \$870,000. Since 2010, the number of ASC faculty affiliates has increased from 92 to 119, an annual salary commitment of over \$14 million. BU's investments in African studies are remarkable given the university's budget constraints. Unlike many other private universities, BU has a small endowment whose earnings represent less than 3% of the annual operating budget. Despite its tuition-dependent budget, BU administration has nevertheless continued to increase investments in African studies through the years, during both economic upturns and downturns. Even with this strong institutional support, Title VI funding is essential for strengthening African language and area studies at BU, in the Boston area, and beyond. NRC and FLAS funding will allow the ASC to strengthen and scale its activities nationally in ways that would not otherwise be possible.

4.B. Institutional Support for Students

BU provides excellent financial aid to students at all levels. In 2012, BU began guaranteeing full tuition and stipends to *all* students accepted into PhD programs. For FLAS students, the Provost's office adds to the institutional payment to cover the full cost of tuition (amounting to \$236,012 in 2017-18), and the Graduate School of Arts and Sciences (GRS) adds to the FLAS stipend to bring it to the level of other PhD students (\$24,660 in 2017-18). Total GRS fellowships for the ASC in 2017-18 were \$260,835. BU fellowships for the ASC total \$496,847,

including tuition supplements for FLAS students. In addition, GRS provides three years of full funding for PhD students who have completed a FLAS fellowship. The Graduate Research Abroad Fellowship funds graduate student travel to Africa for both preparatory and longer-term research. Advanced graduate students with ASC fellowships from GRS can use their fellowships to conduct fieldwork in Africa for at least one semester. Undergraduates can conduct research in Africa through the Undergraduate Research Opportunities Program.

5. STRENGTH OF LIBRARY

5.A. Quality of Library Holdings and Institutional Support for the Library

BU's African Studies Library (ASL) is the preeminent resource for research on Africa in the Northeast due to the size and scope of its collection, its accessibility, the expertise of its staff, and the research assistance and services provided. The ASL Reading Room and circulating African collections occupy an entire floor of BU's main campus library. Its collections, covering all of Africa and spanning all academic disciplines and topics, comprise over 200,000 print volumes, 25,000 microform units, 1,500 maps, 31,000 pamphlets, and a steadily increasing digital collection due to the increase in e-book purchasing, electronic journal publishing, and the continued addition of digital content to the institutional repository (OpenBU). The library is open to the public and Africana librarians regularly assist members of the local community and visiting researchers from North America, Africa, and Europe.

The ASL has a staff of three professional librarians (Head, Assistant Head, and Subject Liaison) who perform the essential duties of collection development and library instruction. They are aided by graduate assistants and work study students who typically possess some African studies expertise. ASL professional staff members have either an academic background or

experience in Africa and are multilingual, able to offer visiting scholars research assistance in Amharic, Portuguese, French, and Zulu. All are active members of the Africana Librarians Council and serve in a variety of roles, including the executive council of the Cooperative Africana Materials Project (CAMP) and the Gretchen Walsh Book Donations Committee.

BU has a long history of financial commitment to the ASL, and last year provided the ASL with \$190,500 in direct salary support for professional staff and \$7,000 for student assistants. All three professional library staff received funding to attend professional development opportunities, including day-long workshops and the African Studies Association and Africana Librarians Council meetings. The ASL's acquisitions budgets total over \$50,000. The library also received additional resources from the total university library budget of \$11.62 million, enabling ongoing subscriptions to expensive electronic resources such as the World Newspaper Archive, African Newspapers, and the Aluka collection "Struggles for Freedom."

In the past four years a concerted effort has been made to acquire materials authored and published in Africa. Special emphasis is given to collecting African language materials in both Roman and *Ajami* scripts, particularly for current and anticipated languages of instruction; some 300 African languages are represented across the university's collections. BU is home to the African *Ajami* Library, the largest digital collection of *Ajami* texts in the country. Over 280,000 people around the world have viewed BU's *Ajami* digital repository as of June 2018.

5.B. Cooperative Arrangements and Accessibility of Library Holdings

BU is affiliated with several organizations that cooperate in making research materials available to students, faculty, and the general public. These include the New England Research Libraries; the Boston Library Consortium (18 research libraries in New England with shared borrowing, expedited interlibrary loan, cooperative acquisition, and electronic access initiatives); and the

Cooperative Africana Materials Project (CAMP), giving funds to assist with cooperative purchases of research materials available on loan to member libraries. The ASL regularly provides financial contributions to and collaborates in projects with institutions nationwide.

The ASL is committed to accessibility and engagement with individuals and institutions from local to international levels. The BU Library's open door policy allows anyone to enter without special permission or identification. ASL staff provide reference and research assistance 50 hours a week on a walk-in basis as well as by phone and email. Approximately 40 online research tutorials and customized course-specific research guides have been created to further assist users. In an effort to promote knowledge of Africa, the ASL works with BU and other area schools to develop informational displays and exhibits intended to capture the interest of undergraduate students with no involvement in African studies.

6. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

6.A. Quality of Non-Language Courses in Diverse Disciplines

Our strong African studies reputation attracts faculty in diverse fields to BU while encouraging existing faculty to develop new research and teaching concentrations on Africa. BU students can take courses with African content in 26 disciplines in the Colleges of Arts and Sciences and Fine Arts, the freshman writing program, continuing education, and professional schools. BU's professional schools continue to intensify their engagement with Africa. Our depth of course offerings allows an increasing number of professional school students in international relations, public health, business, and theology to focus their studies on Africa, and students in a variety of professional programs now have opportunities to learn about and travel in Africa.

Table 5: African Studies Courses by Department			
Department		100% Africa	25-90% Africa
Social Sciences	Afr Am Studies	4	23
	Anthropology & Sociology	7	29
	Archaeology	1	6
	History	13	13
	Political Science & Economics	9	16
	Women, Gndr, Sex	1	3
Arts and Humanities	African Langs	52	n/a
	Art History & Music	6	10
	English & Writing	2	21
	Modern Langs	12	2
	Religion	2	24
	Romance Studies	5	6
Sciences	Biology & Earth and Enviro	1	7
Professional Schools	Internat'l Relations	7	21
	Law	-	8
	Medicine & Public Health	-	39
	Theology	1	13
	Continuing Ed	1	5
Total		124	247

Both PSGS and SPH partner with other BU departments and professional programs, fostering greater inclusion of Africa across the curriculum. PSGS offers joint master's degrees with economics, law, communication, religious studies, and business administration. BU's Center for Educational Development in Health trains teachers and administrators for healthcare professions through intensive seminars, workshops, tutorials, and certification programs on campus and abroad, including interdisciplinary professional

training and research opportunities in Africa. SPH runs a Master's International Program that provides public health training for Peace Corps volunteers, whose overseas placement serves as their fieldwork. The Pamoja-Together project pairs BU Communications and SPH students with Kenyan university students for fieldwork to improve reporting on foreign aid. SPH has also worked with the Lab for Engineering Education and Development in the School of Engineering to develop and test new medical technologies in Africa. BU's chapter of Engineers Without Borders runs several projects in Zambia in which engineering students are able to apply technologies developed in classes. As part of our language marketing strategy, we plan to increase engagement of engineering, science, and business students.

The Law School's I-Parliaments Clinic supports the UN African Parliamentary Knowledge Network initiative to enact more effective legislation, with courses in which law students

learn about the legislative process in Africa and gain field experience helping African legislatures draft laws, with recent work in Mozambique, Namibia, South Africa, Uganda, and Zimbabwe. The Immigrants Rights Clinic gives law students practical experience working with asylum seekers, a large portion of whom are from Africa. The unique geographic concentration of top schools in the Boston area greatly expands the course options available to BU students. Cross-registration agreements with Boston College, Brandeis, Hebrew College, Simmons, and Tufts allow BU students to enroll in African studies courses at these schools and make BU's African studies courses available to thousands of non-BU students. BU is a member of the Boston Theological Institute that allows cross-registration at 9 area theology schools.

6.B. Depth of Specialized Course Coverage

The ASC actively supports programs that offer courses for specialized Africa tracks of study. These courses can range from introductory to graduate level courses and are longstanding program options in History, Anthropology, International Relations, Political Science, and Public Health. Each department has 14 to 36 regularly taught Africa courses with African studies-affiliated faculty and administrators to manage and support these specializations. Undergraduate and graduate students often choose to work closely with an ASC faculty member in directed student research programs, through which many of our students conduct an interdisciplinary research project on Africa. University research funding is available through departmental support and the Undergraduate Research Opportunities Program.

African studies courses are supported and taught in a number of professional programs at BU, in addition to arts and sciences (see Table 6). The creation of PSGS in 2014 has strengthened existing cooperation between the ASC and the IR program, which has a popular master's level Africa track. MA students in IR and GDP (Global Development Policy) constitute

approximately half of the students who earned the Graduate Certificate in African Studies (GCAS) between 2014 and 2018.

Table 6: Specialized Africa-Focused Programs in Professional Schools		
Professional School	Africa-Focused Program	Faculty Advisors
School of Public Health	MPH in Global Health	Patricia Hibberd
	MPH in Infectious Disease	Chris Gill
	MPH in Maternal and Child Health	Lois McCloskey
	MPH in Social Justice, Human Rights, and Health Equity	Michael Grodin
	Program for Global Health Storytelling	Jennifer Beard
School of Medicine	MS in Medical Anthropology & Cross-Cultural Practice	Lance Laird
	Family Medicine Specialty Training Program in collaboration with the Lesotho Medical Association	Phil Elkin
School of Law	International Human Rights Clinic	Susan Akram
School of Theology	PhD in Missiology, Global and Community Engagement Track	Eileen Daily
	Religion & Conflict Transformation	Thomas Porter, Judith Oleson
Pardee School / College of Arts and Sciences	Master's in Global Development Policy, Africa Track	Kevin Gallagher
	Master's in Global Development Economics	Bruce Larson
	Master's in International Relations and Religion	Jeremy Menchik

The MPH program is another professional degree program that closely works with the ASC. MPH students constitute nearly half of the students who earned the GCAS between 2014 and 2018 (see Section 3.C). Many MPH students pursue the GCAS to complement their concentrations in Community Interventions, Public Health Research, Environmental Health, Epidemiology and Biostatistics, Health Law, and Healthcare Management. The BU Global Health Department is among the top research centers for global health in the country, managing over three dozen projects in 13 African countries on poverty and development, maternal and child survival, HIV and other infectious diseases, and healthcare system strengthening. These projects create opportunities for students to travel to Africa for research and professional development. The SoM has two programs—one master's level and one doctoral—that focus on Africa. The master's program in medical anthropology is popular among African studies students interested in non-Western health beliefs and practices, and the Family Medicine program offers opportunities for deeper training in Lesotho.

The School of Theology (STH) has a history of engagement with Africa. The Center for Global Christianity and Mission allows theology students the opportunity to reflect critically on Christianity in Africa, and is the home of the *Dictionary of African Christian Biography*, a program designed to collect and publish biographies of African Christian leaders. The Religion and Conflict Transformation program attracts many students with an interest in Africa.

6.C. Sufficiency of Non-Language Faculty and Pedagogical Training

The non-language faculty consists of 110 members representing 41 departments in the arts and sciences and professional schools. We have affiliates in nearly every arts and sciences discipline and professional school, with particular strengths in public health (29 faculty), political science/IR (26), anthropology/archeology (20), theology/religion (20), and history (7). The percent of time each faculty member devotes to Africa-content courses and research is presented in Appendix II. The ASC also maintains a Visiting Scholar program that includes African studies professors at Brandeis, UMB, Simmons, Bridgewater State, and Tufts, local independent scholars, and scholars from abroad. Visiting Researchers are active members of ASC's intellectual community, participating in our seminar program, research, and advising. Regular visiting scholars from Africa, Europe, and Asia add a dimension of expertise that enriches the experience of students and faculty. Pedagogical training is offered to BU faculty and teaching fellows through lectures, workshops, and other events organized by the Center for Excellence in Teaching. Additionally, all teaching fellows are required to complete GRS669, a graduate course on teaching in which fellows evaluate their colleagues' instructional performance in class.

6.D. Availability of Interdisciplinary Courses

BU's commitment to interdisciplinary work is unparalleled, with many interdisciplinary centers in addition to the ASC. Numerous courses are cross-listed not only between departments but also

across colleges, and many joint degree programs exist in fields such as Law/IR and SPH/SED. BU currently offers 104 interdisciplinary courses in African studies cross-listed across departments and colleges. Africa content is further incorporated into undergraduate study through BU's Core Curriculum and Freshman Writing Program. A large number of courses earn credit in more than one discipline. Kilachand Honors College, founded in 2011, is designed to expand interdisciplinary training among students. Four African studies faculty members have cross-listed interdisciplinary courses and teach them regularly at the college.

The BU Hub, launching in Fall 2018, is a university-wide initiative that emphasizes working across disciplines to prepare students for a complex and diverse world. The Hub committee has already approved many Africa-focused courses and all intermediate and advanced levels of African languages. The Hub committee is currently reviewing other African studies courses, which we expect to be approved.

7. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

Boston University's African Language Program rivals any program in the United States in terms of quality and depth of offerings, faculty experience, material development, and commitment to our 9 priority languages, including four languages of Muslim Africa. We seek funding to allow us to continue to innovate and expand our language program through refinement and implementation of assessment plans in all classes; to create new discipline-specific language classes for professional students; expand our virtual classroom capacity; offer advanced levels of Twi and superior levels in other languages based on ACTFL standards; design effective teaching materials, including for instruction in *Ajami* script; and strengthen overseas linkages.

7.A/B. Extent of Courses in African Languages, Including for 3 or More Years

BU currently teaches 9 priority

African languages: Amharic, Arabic,

Hausa, Igbo, Swahili, Twi, Wolof,

Xhosa, and Zulu. With the exception

of our newest language, Twi, which

	Enrollments 2014-2018	Students in 3 rd yr +	Planned Levels 2018-22
Amharic	53	10	4 yrs
Arabic	1,092	233	6 yrs
Hausa	8	4	4 yrs
Igbo	68	14	4 yrs
Swahili	177	61	5 yrs
Twi	13	n/a	3 yrs
Wolof	44	9	5 yrs
Xhosa/Zulu	27	7	5 yrs

is available up to the second year, each of the other 8 languages is available through four years of instruction and beyond. Arabic is available for 6 years of instruction, including LY572: Arabic Translation and Interpreting, a professional training course taught in Arabic. Swahili, Xhosa, Zulu, and Wolof are available for 5 years of instruction, and in the next four years, we will add Mandinka as our tenth priority language. We are currently searching for an instructor who will be fully funded by BU to teach Mandinka using a performance-based teaching approach. The new Mandinka teacher will work with our *Ajami* specialists who teach Hausa and Wolof to develop Mandinka *Ajami* teaching materials. We want our students to progress beyond developing the four skills of speaking, listening, reading and writing, and to be able to write and read any document in the target language whether in Roman script or traditional local scripts, thus having access to information that would otherwise be unavailable to them.

BU’s African language courses have long attracted students from area schools such as Boston College, Brandeis, and Tufts. Recognizing that the challenges of traveling between campuses often prevents students from enrolling in courses, the Consortium is exploring innovative ways to combine in-person instruction with distance learning. The Digital Learning Initiative at BU is helping us develop virtual classrooms that will allow students from area schools to attend course sessions online. The pilots for elementary Zulu and Twi virtual

classrooms are now completed, and have been assessed for enhancement and expansion to other languages. We plan to develop virtual classrooms for Amharic, Swahili, and Igbo in the next four years. While the virtual classroom project has been funded primarily by BU, we seek NRC funds to allow the full implementation of the program across levels and languages and to partner with Howard University to develop new online courses and open access teaching materials for professional fields for Swahili, Wolof, and Zulu, three languages taught at our institutions.

In the next four years, BU's African Language Program seeks to increase by 15% the number of students annually achieving ACTFL Advanced proficiency level in our sub-Saharan languages. We focus on sub-Saharan languages because BU has already successfully developed its Arabic program from only 2 levels, 6 courses, and 136 students in 2004-2005 to six levels, 27 courses, and 1,092 students (233 at third year or above) in 2014-2018. Our program focuses on increasing enrollments in our intermediate, advanced, and superior levels. For our language program to have a greater impact, more students must reach a level of fluency that will allow them to use their languages effectively overseas beyond the classroom. Our program fosters innovation, lifelong learning, and cultural connection as advised in the World-Readiness Standards for Language Learning.

SPH students have expressed considerable interest in our languages (FLAS fellowships are awarded to one or two a year), and we will continue to develop intensive, graduate-level language courses focused on public health to be taught at our Medical Campus. By offering accelerated graduate-level instruction focused on language specific to health work, we believe students will be able to function effectively in a clinical setting after two years of instruction. In the current cycle, we successfully offered Swahili for Public Health courses I (semester 1 and 2). In the next grant cycle we will develop and offer Swahili for Public Health II courses (semester 3

and 4) in year 1. Following the Swahili for Public Health model, we will develop Zulu and Wolof for Public Health I in year 2. We will create additional discipline-specific specialized courses for third year and above customized to the needs of students in business, environmental sciences, public health, and IR to encourage more students in these professional fields to continue to higher levels of study and to make their language skills more useful and effective.

The PSGS communications specialist, working with our assistant director and student interns, will develop and operationalize an effective marketing strategy for our courses. We will enroll more students in priority African language classes earlier in their college career by working with BU Freshman Orientation's Global Café, language advisors, the Director of the newly established BU Global Language House, and by taking advantage of the BU Hub initiative. We will increase overseas study opportunities to attract more students to our languages and allow improvement in speaking, listening, reading, writing fluency, and cultural competence through in-context language study. We will enhance partnerships with African universities and work with Study Abroad to create new programs (see Section 8.C). We will increase opportunities for students to travel overseas for intensive language study, allowing them to take more advanced courses when they return to the US. We will maintain at least one institutional linkage in Africa for each of our languages.

Our program for the next four years emphasizes measurable outcomes. Our goal is not simply to increase the number of students taking higher-level sub-Saharan African language courses, but to increase the number that reaches an advanced level of fluency. Thus, we must focus on improving the quality of language instruction. We seek support to develop, refine, and share our teaching resources and expertise, particularly our innovative initiative in teaching dual literacy in Roman script and *Ajami*. We will organize two *Ajami* Teacher Training Workshops in

year 1 and 3, which will immerse at least 50 language teachers and non-language faculty in *Ajami* studies and result in teacher training resources and best practices in dual literacy pedagogy that can be used by other programs and languages in the nation (see Section 1).

We seek support for all of our instructors to participate in pedagogical training activities organized regularly by NALRC, ALTA, NERCPAL, and ACTFL. We will work with an assessment specialist to refine and implement our plans. The Language Program director and specialist will work with each instructor to develop objective and reliable assessment tools that take into account Standards Measurement of Proficiency (STAMP) and ACTFL guidelines and the idiosyncratic features of each of our languages. In the current cycle, our Amharic and Zulu teachers obtained ACTFL tester certifications. In this grant cycle, we seek support for ACTFL OPI tester certification for all of our teachers.

7.C. Quality of African Language Faculty

The strength of our language program derives above all from the quality of our faculty, and we invest extensively in the professional development of our language teachers. We have seven full-time African language faculty: four in Arabic; a Fulbright Arabic Language Teaching Fellow, one each in Swahili and Xhosa/Zulu. As our program has expanded, we have relied on more part-time instructors to complement our full-time faculty. To ensure the quality of instruction, we have sent our instructors to NALRC's Summer Institute to be certified as African Language Instructors and have supported their participation in professional meetings such as ACTFL, ASA, ALTA, and NERCPAL; we have also hosted several NERCPAL meetings.

African Language Program Director Zoliswa O. Mali, PhD, has taught Zulu and Xhosa at all levels, supervises instructional materials development, and oversees all courses to ensure the use of learner-centered communicative and performance-based teaching and full implementation

of ACTFL guidelines and assessment standards. Judith Mmari is a Senior Lecturer and has taught Swahili at BU for over 12 years. A native speaker of Kiswahili, she has completed certificates in African Language Program Administration at NALRC. Associate Professor Margaret Litvin convenes the Arabic section and directs the Middle East and North African Studies program. All of our Arabic teachers are trained and experienced. Dr. Giselle Khoury is Master Lecturer in Arabic with over 10 years of teaching experience. Kheireddine Bekkai, Senior Lecturer, has taught Arabic for 18 years. Luluah Mustafa is a Senior Lecturer with over 11 years of Arabic teaching experience.

Our part-time language instructors are equally well qualified. Dr. Telahun Gebrehiwot, a native speaker of Amharic, has taught the language at BU and Harvard for over 10 years. He is certified by NALRC and ACTFL as a tester, and is currently working on Amharic sign language teaching materials. As our program has expanded over the years, we have hired several part-time native speakers with experience in teaching their languages. Igbo teacher Nikki Agba, who joined our program in 2012, is unique in her ability to attract heritage learners to her classes and has recently completed the NALRC Summer Institute. Mouhamadou Lamine Diallo is an experienced Wolof language teacher who joined our program in 2011. Diallo and Hausa teacher Dr. Mustapha Kurfi (who has taught Hausa in our program for 8 years) have both been trained at NALRC and are the only African language instructors in the country trained to incorporate *Ajami* literacy instruction in their classes and to develop *Ajami*-Roman script teaching materials. Our newest teacher, Mulugeta Zegeye, has taught Amharic for over 7 years before joining us in 2017.

7.D. Overall Quality of Language Program

The quality of our language instruction is unparalleled, with seven full-time language faculty, five language teachers with PhDs, and all with over seven years of teaching experience. Our

language faculty is at the forefront of curricular and pedagogical innovations for language and culture instruction. They are trained in learner-centered, communicative, performance-based, and *Ajami* teaching methods, and have developed multimedia teaching materials. Our hybrid dual script teaching program is the first in the US to offer training in both Roman script and *Ajami*, used by millions of speakers to write African languages. We developed two pioneering *Ajami* workbooks for elementary and intermediate Hausa and Wolof study that can be ordered through the ASC's publication office. Arabic, Amharic, Hausa, Igbo, Swahili, Wolof, Xhosa, and Zulu are available for instruction through the fourth year or more, and we are phasing in higher levels for our newest language, Twi. We focus on these priority languages rather than simply offering any language on demand so we can adequately train and monitor instructors, develop high-quality teaching resources, and offer each language through at least four years.

All of our languages are taught in four-skill courses leading to proficiency in oral expression, reading, writing (in both Roman and *Ajami* script for Hausa and Wolof, and soon Mandinka), and listening comprehension, as well as cultural literacy to understand how to apply the languages in context and in professional fields. We have sought to develop linkages with African universities that make intensive overseas advanced language study possible for each language. We will expand and enhance these linkages in the new funding cycle for both language study and research. The African language staff works closely with NALRC, ALTA, and NERCPAL on teacher training activities, instructional materials, and developing national proficiency assessment tools and standards for African languages drawing on the ACTFL and STAMP guidelines. The ASC has two classrooms with state-of-the-art equipment for African language instruction and development of curricular materials. BU's Geddes Language Center has worked with the Language Program to develop projects and has a rich repository of audiovisual

African language materials and labs, recording studios, and listening posts. The African Studies Library holds a major collection of materials published in our languages. The program enhances creativity, cultural context, and oral performance by organizing *African Language Theater Night* each spring semester.

8. QUALITY OF CURRICULUM DESIGN

8.A. Africa in the Undergraduate and Graduate Curriculum

The ASC strives to expand opportunities for undergraduate and graduate students in all disciplines to include African language and area studies in their academic program and to increase the number and disciplinary diversity of students who develop a specialized expertise in Africa. We propose to use the new NRC grant to expand the levels of African language and the number of non-language courses and to increase the number of students graduating with advanced African language fluency and area expertise.

African Studies Independent Major/History	7
African Studies & African Languages Minors	24
Arabic Minors	44
Muslim Societies and Cultures Minors	21
IR Africa/Middle East track	95
African Studies Graduate Certificates	78
Middle East & North Africa Studies Major	27
Total	296

All 7,118 undergraduates in the College of Arts and Sciences (CAS) are required to complete four semesters of a foreign language. Most BU colleges require at least a year of foreign language

study. CAS has expanded its language advising by naming an Assistant Dean of Language Instruction and a Language Specialist in the Academic Advising Office. We will work with these individuals, BU Hub advisors, and the freshman orientation program to increase enrollments in Africa-related courses and African languages. We propose to increase enrollments in sub-

Saharan languages by 25 percent, in part by increasing the number of courses and levels offered by 10 percent.

Enhancing African studies opportunities in undergraduate education will remain a major ASC focus. Undergraduate FLAS fellowships have allowed us to attract more undergraduates to advanced levels of language study and to send undergraduates overseas for intensive language study. During the current funding cycle, we increased options for study and research in Africa, including through our Zanzibar, Ghana, and Morocco programs. We support student-led initiatives, and ASC has expanded Africa-focused extra-curricular opportunities specifically oriented toward undergraduates. We work closely with the BU’s African Students Organization, Umoja (BU’s Black Student Union), BU Niger Alumni Network, Minority Connection Initiative, and the Questrom Business School’s Graduate Students of the African Diaspora.

Table 9: Requirements for Majors and Minors
<p>Major in Middle East & North African Studies</p> <ul style="list-style-type: none"> • 11 total courses from approved list • 6 semesters language study in Arabic, Hebrew, Turkish, Persian, and/or Turkish • 1 introductory course • 3 courses each social science and humanities • 3 courses at 400 level or above
<p>Minor in African Studies</p> <ul style="list-style-type: none"> • 6 courses from at least three disciplines • ID116 Africa Today • No more than two courses from major • Three courses at 300 level or above • A substantial research paper on an African topic
<p>African Studies Certificate</p> <ul style="list-style-type: none"> • 4 courses in at least two departments • Knowledge of an African language or European language used in Africa other than English • Completion of thesis, dissertation, or two graduate level papers on Africa
<p>Proposed <i>Ajami</i> Studies Certificate</p> <ul style="list-style-type: none"> • 3 courses in at least two departments • AN 527 Literacy and Islam in Africa • Knowledge of an African language & <i>Ajami</i> literacy • Completion of thesis, dissertation, or two graduate level papers on <i>Ajami</i> sources of Africa

We continue to expand options for specialized study of Africa and African languages. We propose to increase by 15% the number of students graduating with minors, majors, or certificates in African Studies and MENA, and plan to offer a new certificate in *Ajami* Studies to increase opportunities for students. Currently, BU graduate students in any discipline or professional field can include an Africa focus in their curriculum and earn an African Studies Certificate. The value of the certificate is evident in the quality of students

it attracts and their subsequent job placement (see Section 3.C). BU has particular strengths in African studies for graduate students in anthropology, art history, history, economics, international relations, political science, public health, and theology. We encourage Africa specialization among students in the professional schools by making both FLAS and CAS Graduate Fellowships available to students throughout the university. A large majority of graduate certificate recipients come from public health, international relations, and global development policy (see Section 3.C).

8.B. Academic and Career Advising for African Studies Students

The African Studies Center is an active part of the university's multi-tiered, formal advising structure. African studies minors and graduate certificate candidates are advised by full-time professional advisors in PSGS who offer specialized guidance for careers. Currently, advisors from professional fields such as the Questrom School of Business, SPH, and PSGS coordinate with ASC's Michael DiBlasi, who advises undergraduate minors and supervises the Graduate Certificate in African Studies program. James McCann, ASC's associate director, has served as a summer advisor for over a decade, helping orient incoming freshmen. ASC faculty members supervise all undergraduate and graduate theses and dissertations. The ASC's African Language Program Director works with the Assistant Director of Language Instruction and Language Advising and the Assistant Dean and Director of Language Instruction in CAS to provide specialized advising related to African languages.

The ASC's extensive network of local and international scholars complement university and departmental efforts in academic and career advising, connecting students with opportunities in Europe, Africa, the US, Canada, and Asia. ASC faculty take collective responsibility for the professional development of our students irrespective of departmental affiliation, sharing

information, critiquing proposals, and providing career counseling. The ASC organizes periodic workshops on proposal and dissertation writing that allow students to vet their proposals and works-in-progress. The ASC provides funding for graduate students to attend the annual ASA meeting and supports the annual BU Graduate Conference for African Studies where students present papers and have opportunities for professional development. Our Visiting Scholar program integrates faculty from Tufts, Brandeis, Clark, Simmons, other Boston-area schools, and scholars from abroad into its activities, enhancing the number of Africa specialists available to work with students by bringing additional countries of specialization and areas of expertise.

8.C. Options for Research and Study Abroad in Africa

BU runs one of the largest study abroad programs in the United States. Over 2,000 students from over 150 colleges or universities annually participate in BU study abroad programs, with 110 BU students studying or researching in Africa in the past four years. BU sponsors programs in Morocco, Zanzibar, Kenya, Tanzania, and Ghana and approves many programs in Africa sponsored by the School for International Training (SIT), the Institute of International Education (IIE), and numerous universities. The ASC works with BU Study Abroad, whose Executive Director is an ASC graduate who earned his Graduate Certificate in African Studies and PhD in African history in 2015. His office has facilitated the launching of our programs in Zanzibar, Ghana, and South Africa (to begin in summer 2019). We continue to pursue other possible locations for study programs (including Senegal) that can build on existing linkages, areas of BU faculty expertise, and provide opportunities for students' intensive language study.

Our linkages with African universities are an important element in training students, as we seek to combine language study, on-campus area studies courses, and overseas opportunities. We propose to use NRC funds to develop and enhance links with institutions of higher education

in sub-Saharan Africa, expecting that some linkages will result in the creation of full study abroad programs. We propose to create new linkages in the Gambia and Nigeria for Mandinka and Igbo language study. In addition to our new study abroad program in Accra, Ghana, we seek to develop new formal linkages with the University of Development Studies in Tamale in Northern Ghana, where we plan to send students for intensive Hausa study. We particularly seek linkages that facilitate advanced African language study for students. Graduate Research Abroad Fellowships regularly fund fieldwork in Africa, complementing Fulbright-Hays and other programs, while the Undergraduate Research Opportunities Program also funds research abroad.

BU allows students to enroll in numerous study abroad programs sponsored by other universities. The ASC was a founding member of the National Consortium for Study in Africa, a body anchored by Africa NRCs working collectively to augment the quantity of overseas experiences for American students. Our website contains information on programs in Africa approved by BU. ASC language staff have played a key role in Group Projects Abroad (GPA) in Africa. Our FLAS fellowships have been used to encourage students from BU and elsewhere to travel abroad to achieve advanced ACTFL levels of language proficiency through our own linkages and in programs sponsored by other NRCs. In the new grant, we propose to increase the number of BU students studying in Africa by 20 percent, in part to promote greater proficiency in African languages, but also to improve area studies expertise.

Table 10: Selected List of Overseas Travel and Research Options at Boston University
<ul style="list-style-type: none"> • Rabat Language and Liberal Arts Program, semester-long and summer study abroad program in Morocco that focuses on the Arabic language and cultures of Islam and North Africa.
<ul style="list-style-type: none"> • Summer Study Abroad Program in Zanzibar, Tanzania, focuses on Swahili history and identity and Swahili language study. Linkage with the State University of Zanzibar.
<ul style="list-style-type: none"> • Accra Global Health Program at Lancaster University’s new campus in Accra, Ghana.
<ul style="list-style-type: none"> • Comparative Wildlife Management Program in Kenya and Tanzania, summer and year-long programs run by the School for Field Studies granting BU credits.
<ul style="list-style-type: none"> • Field Practicum in Public Health in Kenya summer study program run by School for Field Studies granting credits through BU.

<ul style="list-style-type: none"> • Partnership with WARC in Dakar, Senegal, that has involved exchange of scholars from West Africa to BU.
<ul style="list-style-type: none"> • Linkage agreements with the Université Gaston-Berger in Saint-Louis, Senegal for intensive study of Wolof at intermediate and advanced levels.
<ul style="list-style-type: none"> • Linkage agreement with Addis Ababa University (Ethiopia) for intensive advanced Amharic study.
<ul style="list-style-type: none"> • Linkage agreement with Fort Hare University and the University of KwaZulu Natal in South Africa for intensive study of isiZulu and isiXhosa at advanced levels.
<ul style="list-style-type: none"> • Linkage agreement with the Oriental Institute of Naples (Italy) and Addis Ababa University (Ethiopia) that provides research and training opportunities related to archeological excavation at ancient Aksum.
<ul style="list-style-type: none"> • Gender Empowerment and Women’s Equality partnership between Women’s Studies Program and women’s rights NGOs in Burkina Faso.
<ul style="list-style-type: none"> • The Pardee Center summer fellowships program that allows students to travel to Africa for research projects.
<ul style="list-style-type: none"> • Graduate Research Abroad Fellowships fund both exploratory and long-term dissertation research in Africa.
<ul style="list-style-type: none"> • The BU School of Public Health has numerous long-term research initiatives that provide overseas training and study options in Africa, with projects in 13 countries and offices in Zambia, South Africa, and Kenya.
<ul style="list-style-type: none"> • Sargent College, Institutional Service Learning Program in Ghana.
<ul style="list-style-type: none"> • The Lab for Engineering Education and Development (LEED) in the College of Engineering takes engineering students to Zambia to develop and test biomedical technologies to promote health.
<ul style="list-style-type: none"> • Lesotho-Boston Health Alliance provides semester-long practicum for Public Health students and month-long residency rotation for students in Family Medicine with Maluti Hospital and Lesotho College of Education.
<ul style="list-style-type: none"> • Partnership with Ecumenical Pharmaceutical Network places pharmaceuticals-track MPH students in internships in 24 African countries.
<ul style="list-style-type: none"> • Economic Development via Tourism business course in Metropolitan College with field study in Tanzania.
<ul style="list-style-type: none"> • Pamoja project with College of Communications and Global Health Department takes students annually to western Kenya to partner with Kenyan students on health reporting.
<ul style="list-style-type: none"> • Center for Educational Development in Health conducts training and evaluation programs that have sent advanced students to participate in workshops in 10 African countries.
<ul style="list-style-type: none"> • Institute on Culture, Religion and World Affairs’ project on African Independent Churches (in cooperation with the Centre for Development and Enterprise, Johannesburg) presents travel and research options for BU students.
<ul style="list-style-type: none"> • Center for Global Christianity and Mission in the School of Theology brings African theologians to BU for advanced training and provides opportunities for US students to research Christianity in Southern Africa.

9. OUTREACH ACTIVITIES

The African Studies Center’s nationally acclaimed Outreach Program, established in 1979, responds to Absolute Priorities 1 and 2 and Competitive Priorities 1 and 2. It promotes teaching on Africa with a focus on engaging MSIs, schools of education, diaspora communities, and K-16 educators. As a leading Africa-focused NRC with one of the only full-time staff members devoted to African studies outreach, and whose salary is fully supported by the university, the BU ASC is unique in its widespread and ongoing impact on educators nationwide. The Outreach Manager works to enrich public understanding of Africa in several ways. She produces and

curates a number of resources on Africa, including a library for educators, a comprehensive website of teaching resources, and original academic and curricular materials. She also directly provides training by designing workshop and seminar series for educators, developing online courses that offer participants professional development points, and by consulting for educational publishers and media outlets. Finally, she promotes African studies and Outreach events through social media, presentations at national and local conferences on education and African studies, and by writing external grant proposals to increase programming options and efficacy.

The Outreach Program has developed and manages the Teaching Africa Teacher (TAT) Certification Program, the only one of its kind in the country. The TAT exists to increase the number of American educators in K-12 classrooms, CCs, and MSIs who are competent in African area studies and formally acknowledge their commitment and expertise. The program incorporates into the curriculum both university-level coursework related to the continent and teacher workshops sponsored by the ASC. Educators enrolled in the program are thus equipped with content knowledge as well as the methods by which they can translate their coursework into integrative classroom lessons. In this new grant cycle, we will: 1) accept more program participants beyond the Greater Boston area and extend the availability of workshops and mentorship support to underserved communities with limited or no access to Africa-focused NRCs, including our committed partners at UNC and UPRC; 2) increase our program offerings by organizing online workshops and online webinars for educators; and 3) develop an online platform where participants can join forum discussions that foster diverse perspectives and encourage service in areas of need, participate in collaborative projects, and view program offerings and personal progress. Additionally, to enhance the program, we will 4) recruit educators who have completed or are in their second year of the program to serve as

collaborative partners and mentors to first year participants and 5) provide stipends to these teacher mentors who will also serve as members of an annual teacher advisory board. We will 6) collaborate with BU Wheelock College of Education and UNC School of Teacher Education faculty to increase our certification program enrollment by 25% each year.

During this current grant cycle, we co-developed an online course with Primary Source, a Boston-based organization that promotes global studies in K-12 classrooms. The course (*Modern African History: Colonialism, Independence, and Legacies*) was the most in-demand course ever offered by Primary Source. We will enhance our online course offerings through additional collaborations with Primary Source to increase the impact and value of our Teaching Africa Teacher Certification Program as educators will have access to our pedagogical frameworks and content training without having to be in the Boston area. We will develop a 4-week online course on Medieval African Empires (including Ghana, Mali, and Songhay) and a 4-week online course on Internationalizing U.S. History with 25% of the course focus being Africa-related. We will run these online courses at least twice a year.

We plan to expand our teacher education activities and curriculum development. We will create one original teaching resource each year, to grow our large, open-access online resource database. We will host a minimum of three teacher workshops each year in order to disseminate these resources, align with district and state frameworks nationwide, and respond to educators' interests. For example, in the upcoming grant cycle, we will promote a thematic series of curriculum development and workshops focusing on African Muslims in the Americas, and China in Africa. These activities will be designed to stimulate debates and diverse perspectives on African Muslims in the Americas and China's increasing engagement in Africa. With funds from a previous NRC grant and a collaboration with Facing History and Ourselves—a Boston-

based organization that develops teacher training programs to improve students' academic performance, historical understanding and civic learning—we developed a multimedia resource on South African history. The resource e-book, the first of its kind in the nation for Facing History, focuses on apartheid, the liberation movement, and contemporary struggles against disenfranchisement and inequality. We will work with Facing History again to offer at least four teacher training workshops specifically on the use of this resource. We also plan to continue our workshop and curriculum collaborations with the Choices Program at Brown University.

To further expand our national reach, we will develop an African edition for a teacher-oriented podcast series. We plan to develop 12 podcasts over 4 years, airing one 30-minute episode three times during the school year. Each podcast will take advantage of the diversity of expertise and perspectives from BU African studies faculty in the humanities, social sciences, and professional fields. Each podcast will feature contemporary African issues relevant to teachers and students and highlight African voices and teaching resources for bringing the topic into the classroom. In addition to the Outreach Program's K-16 focus, recent initiatives demonstrate an ongoing commitment to outreach to postsecondary institutions; these include our "Curriculum Internationalization Resources for Community College Educators" website, regular teacher training workshops with area schools of education, and the SUNY Canton–BU Joint Conference on Integrating African Studies Across the Curriculum. We plan to develop at least one resource for community college educators each year and collaborate with local community colleges on teacher training workshops for their education students. We will work with the West African Research Association (WARA) to encourage West African scholarship and resource development for community college educators.

In addition to outreach to the public and K-16 educators, ASC programs such as the weekly Walter Rodney Seminar and the Visiting Scholar Program engage academics from institutions throughout the New England region and internationally. Responding to Absolute Priority 1, our Rodney Seminar generates weekly debates that reflect diverse perspectives on various issues pertaining to Africa. To encourage BU student engagement with the mission and work of the ASC and expand the diversity of services we can provide, we will continue to support employment of undergraduate and graduate students in the Outreach Program. We will also continue to encourage students to serve in government and non-government organizations in areas of national need through advising, mentoring and sharing internship, career, and other opportunities that come to us through our networks.

The ASC's Publication Program reaches a global academic audience with scholarly publications that reflect the diversity of interests and perspectives in the African studies community. The *International Journal of African Historical Studies* (IJAHHS) is a peer-reviewed journal that has been published by the ASC since its inception in 1968. The journal is available in over four thousand institutions worldwide through hard copy subscriptions and online platforms provided by EBSCOhost and JSTOR, which average over 170,000 views each year. The ASC also publishes four working paper series: *Working Papers in African Studies*; *Papers in the African Humanities*; *Conflict, Politics, and Human Rights in Africa*; and the *PSAE Research Series*, which focuses on environmental issues. Papers in each series appeal to academic as well as general audiences and are distributed online internationally by EBSCO, ProQuest, and the ASC website. In this next grant cycle the Publication Program and Language Program will collaborate to establish the *Journal of Ajami Studies* (see Section 1).

Boston is a major national media hub, and the ASC works closely with Boston-based TV, radio, and print media to encourage coverage of African issues. ASC staff work closely with BU Media Relations to connect our faculty experts with journalists worldwide. Our faculty are regularly quoted in media outlets such as the *New York Times*, *Washington Post*, NPR, and BBC. Our Outreach Program consults frequently with media, businesses, museums, and area organizations, such as the children's show *Arthur*, TED talks and TED-Ed. The ASC works with local NGOs and community groups such as Africans in Boston, the African Council, South African Partners, and the Newton-Tanzania Collaborative to support events and increase interaction between African immigrant and academic communities. As a testament to our commitment, we make our space freely available for African immigrant organizations and provide funding for events such as the annual Africa Festival.

10. FLAS AWARDEE SELECTION PROCEDURES

The ASC advertises FLAS fellowships in many ways: 1) the ASC website ; 2) social media (Facebook and Twitter); 3) an annual student financial aid meeting; 4) visits to non-language classes and African language classes; 5) departmental websites and literature in many disciplines; 6) student informational publications and websites; and 7) a variety of advising activities and career expos. FLAS application materials are available on the ASC website and in hard copy from the ASC office. Grad and undergrad applicants for new academic year fellowships complete a one-page form with personal and professional information, a 250-word statement of how language study fits into their academic program, a language questionnaire that specifies the language they plan to study and current level of fluency, a transcript, and two letters of reference. Incoming graduate students must submit GRE, MCAT, or other relevant exam

results. Summer FLAS applicants submit an application form, statement of purpose, transcript, and two letters of recommendation. Students proposing programs outside those on campus or with our overseas partners must submit information about how the proposed program of study meets FLAS requirements for the number of contact hours and instructional quality. Students are requested to authorize BU's financial aid offices to access their FAFSA Student Aid Report.

To continue, current FLAS graduate students need only submit a personal statement on their progress and a letter from their advisor. Once a FLAS has been allocated to a graduate student, we remain committed to funding their full studies. PhD students in good standing who have completed their coursework receive full tuition fellowships and stipends for an additional three years from GRS. Currently funded undergraduates must reapply for FLAS each year. The ASC Fellowships Committee includes the ASC director, assistant director, Language Program director, program administrator, and three ASC faculty chosen to represent our disciplinary diversity. Applications are uploaded to a restricted website accessible only to the committee members, who read all files and rank the strength of each application from 1 (very strong), to 4, (weak). The committee considers a number of criteria in determining whom to nominate for fellowships. All candidates must demonstrate strong academic records based on GPA and test scores and strong motivation for language study. We place high priority on bringing students to the highest possible level of fluency, and so offer academic year FLAS fellowships only in languages we can teach through 4 years of study: Amharic, Arabic, Hausa, Igbo, Swahili, Wolof, Xhosa, Zulu, and soon Twi. We favor undergrad applicants entering third year language study or above. All of our academic year FLAS fellowships support the study of priority languages.

Once the applicant pool has been narrowed to those with the strongest qualifications, clearest motivations for language study, and best potential to reach high proficiency, we consider

discipline and language distribution. We are committed to offering fellowships to students in a range of disciplines, including professional schools, and to distribute fellowships across the languages we offer, recognizing a need to train specialists in a variety of African countries. The Financial Aid Committee completes the process of ranking fellowship candidates by March 15.

Financial need is the final consideration for allocating fellowships. The Office of Financial Assistance and the GRS Office of Financial Aid examine the list of nominees to determine which applicants have financial need as demonstrated by their expected family contribution. After fellowships have been allocated to those who demonstrate need, the remaining fellowships are distributed to the nominees by ranking. Final recipients are announced by April 1. This cycle, we seek 7 graduate, 4 undergraduate, and 6 summer FLAS awards.

11. PRIORITIES

NRC Absolute Priority 1: 1) Our weekly Rodney Seminar, joint ASC/WARA lecture series, educational events, and teacher training activities will foster stimulating debates that reflect diverse views and perspectives. 2) Our graduates currently work in academia and in the White House, the US Armed Forces, the US Department of State, USAID, and several development organizations, to name only a few. We will continue to encourage service in government and other areas of national need through formal student advising and mentoring.

NRC Absolute Priority 2: Our Outreach Program will develop numerous teacher training resources and activities, including high impact podcasts and online courses. We will organize biannual *Ajami* Teacher Training Workshops to train 50 language and non-language teachers in *Ajami* studies. Our teacher training activities with the BU and UNC schools of education will create teaching portfolios and lesson plans on Africa, integrate African music in the elementary

teacher education program, and bring African languages and cultures into Modern Foreign Language Education programs, among others (see Sections 1 and 9).

NRC Competitive Priority 1: We propose significant and sustained collaboration with several community colleges and minority-serving institutions . We will offer travel and course enhancement grants and share our extensive educational resources with faculty at these partner schools to facilitate development of new Africa content courses. Our biannual *Ajami* Teacher Training Workshop will include participants from CCs and MSIs (see Sections 1 and 9).

NRC Competitive Priority 2: We will collaborate with the BU Wheelock College of Education and the UNC School of Teacher Education to increase Africa-related content in their teacher education and licensure programs. We will offer course enhancement grants to the faculty and work with them to develop at least 24 Africa-related courses in their teacher training and licensure programs. Activities include creating teaching portfolios and lesson plans on Africa, integrating African music in the elementary teacher education program, and bringing African languages and cultures into the Modern Foreign Language Education programs (see Section 1). These activities also respond to NRC Absolute Priority 2.

FLAS Competitive Priority 1: We will consider financial need in the selection of FLAS awardees from among graduate and undergraduate applicants who demonstrate high academic achievement and represent a diversity of languages and disciplines. The plan in section 10 has been approved by BU's Office of Financial Assistance, which makes final fellowship allocations.

FLAS Competitive Priority 2: All nine languages taught by the ASC are priority languages. 100% of our academic-year FLAS and 75% of summer FLAS awards will go to priority language students. Our FLAS fellowships will be in Amharic, Arabic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu.

Boston University

African Studies Center



Training the New Generation of Africa Specialists

Title VI NRC and FLAS Application

June 25, 2018



Frederick S. Pardee School of Global Studies
African Studies Center

Boston University African Studies Center
Title VI NRC and FLAS Application
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APPENDIX I
COURSE LIST

COURSE TITLE		CR	FACULTY	SEM.	% CONTENT	Enrollment 2016/2017	Enrollment 2017/2018	Expected 2018/2019
<i>College of Arts and Sciences</i>								
AFRICAN AMERICAN								
AA	103	Introduction to African American Literature	4	Boelcskevy	F	50 [1,3,11,12]	9	
AA	207	Intro Ethnic, Race & Minority Rel (SO207) #	4	Grundy	F/S/Sm	25 [1,5,7,10]	30	96 X
AA	215	Arts of Africa (AH215) #	4	Becker	F/S	100 [1,3,5,8,11,12]	5	7
AA	297	African American Women's History (HI297) #	4	Farmer	S	50 [1,3,12]	N/A	11
AA	304	Introduction to African American Women Writers	4	Boelcskevy	S	25 [1,3]	13	X
AA	310	History of the Civil Rights Movement #	4	Brownell/Farmer	S	25 [2,4,11,12]	5	10 X
AA	316	African Diaspora Arts in the Americas (AH316) #	4	Hills/Becker	S	25 [2,4,11,12]	3	X
AA	335	Sociology of Race, Class, and Gender #	4	Grundy	F	30		15
AA	371	African American History (HI298)#	4	Farmer	F	50 [1,3,5,7,8,9]	10	10 X
AA	382	* History of Religion in Precolonial Africa (HI382)	4	Thornton	S	100 [1,3,5,7,8,9]	2	X
AA	385	Atlantic History (HI350) #	4	Thornton	F	33 [1,5,6,7,8,10]	1	0 X
AA	395	* Power, Leadership, and Governance in Africa and the Caribbean (HI352)(IR394) #	4	Heywood	F	50 [1,3,5,7,8,9]	4	1 X
AA	408	Sem: Ethnic, Race & Minority Rel (SO408) #	4	Grundy	S	25 [1,5,7,10]	2	X
AA	489	The African Diaspora (HI 489) #	4	Thornton	S	50 [1,3,5,6,7,8,9]	1	
AA	501	Topics in African American Literature "K	4	Rezek	F	50 [1,3,9,11,12]		3
AA	502	Vqr leu'lp'Ch lecp'Co gtlecp'Nkgtcw'g'KK#		Boelcskevy/Jarrett	S	4 25 [2,4,11,12]	5	5 X
AA	504	African American Women Writers (EN484) #	4	Boelcskevy	F/S	25 [1,3,7,10]	7	2
AA	507	Literature of the Harlem Renaissance	4	Boelcskevy	F	25 [1,4,11,12]	2	15
AA	514	Labor, Sexuality, and Resistance in the Afro-Atlantic World (HI584) #	4	Thornton	F	33 [1,5,6,7,8,9]	2	5 X
AA	517	Urban Politics and Policy (PO517) #	4	Einstein	F	33 [12]	4	4
AA	580	The History of Racial Thought	4	Richardson	S	50 [1,3,5,11,12]	4	

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
AA	588	Women, Power & Cul in Africa (HI588) #	4	Heywood	F	100 [2,4,11,12]	2	3	X
AA	716	African Diaspora Arts in the Americas (AH316) #	4	Hills	F	25 [2,4,11,12]	1		X
AA	808	Sem: Ethnic, Race & Minority Rel (SO808) #	4	Grundy	S	25 [1,5,7]	1	3	X
AA	871	African American History (HI698) #	4	Farmer	F	25 [2,4,11,12]	1	2	X
AA	882	* History of Religion in Pre-Colonial Africa (HI749) #	4	Thornton	S	100 [1,3,5,9,11,12]	1		
AA	885	Atlantic History (HI750) #	4	Thornton	F	33 [1,3,5,6,7,8,9]		1	X
							115	193	

ANTHROPOLOGY

AN	101	Introduction to Cultural Anthropology	4	Davidson	F/S/Su	25 [6,7,8,12]	182	239	X
AN	102	Human Behavioral Bio and Evolution	4	Schmitt	F/S/Su	50 [6,7,8,12]	233	342	X
AN	210	Medical Anthropology	4	Shohet	F	25 [6,7]	29	22	X
AN	285	Crisis in Contemporary Africa	4	Shipton	S	100 [1,3,5,7,8]	3		X
AN	312	People and Cultures of Africa	4	Ngom	F	100 [1,4,8,11,12]	9	15	X
AN	319	Anthropology of Muslim Cultures and Politics #	4	Haeri	S	25 [1,6,7,10,11]	19	6	X
AN	320	Women in the Muslim World #	4	Haeri	F/S	25 [1,6,7,10,11]	10	13	X
AN	327	Islam in Africa	4	Ngom	F	100 [1,3,11,12]	6		X
AN	331	Human Origins	4	Nevell	S	75 [6,7,8,12]	12	19	X
AN	335	Great Apes and the Evolution of Human Behavior	4	Knott	F	40 [1,5,7]	33		X
AN	333	Human Population Biology	4	Nevell	S	75 [6,7,8,12]	12		X
AN	338	Lucy and Ardi: The Oldest Women	4		F/S	100 [1,5,7]	0		
AN	382	Wealth, Poverty & Culture	4	Shipton	F	50 [1,4,5,7,8,9,11]		4	X
AN	397	Anthro of Film and Photo	4	Haeri	F/S	25 [2,4,5,8,11,12]	8	11	X
AN	461	Ethnological & Anthropological Theory I	4	Arkin	F	40 [1,7,8,11,12]	11	10	X
AN	462	Ethnological & Anthropological Theory II	4	LaPorte	S	35 [1,7,8,11,12]	9	9	X
AN	521	Sociolinguistics	4	Ngom	S	33 [6,11]	9		X
AN	524	Language Contact	4	Ngom	S	100 [6,11]	8	7	X
AN	532	Islamic Africa	4	Ngom	F	100 [1,3,5,11,12]	6		X
AN	548	History of Muslim Societies #	4	Anderson	F	50 [1,4,5,8,11,12]	1		X
AN	552	Primate Evolution and Anatomy	4	DeSilva	F	50 [6,7,8,12]	17	2	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
AN	555	Evolutionary Medicine	4	Hodges-Simeo	S	35	15	15	X
AN	563	Public Religion & Politics Across Cultures #	4	Hefner	S	33 [1,3,5,10,11]	0	4	X
AN	585	Seminar: Advanced Readings in African Ethnog.	4	Shipton	F	100 [1,3,5,7,11,12]	6		X
AN	705	Seminar: The Biological and Historical Past	4	Cartmill	F	33 [1,5,7]	7		
AN	719	Anthropology of Muslim Cultures and Politics #	4	Haeri	S/F	25 [1,6,7,10,11]	5	5	X
AN	720	Women in the Muslim World #	4	Haeri	F/S	25 [1,6,7,10,11]	0	5	X
AN	731	Sem: Human Origins	4	Nevell	S	75 [6,7,8,12]	1	0	
AN	782	Wealth, Poverty & Culture	4	Shipton	F	30 [11,12]		1	
							651	725	
ARCHAEOLOGY									
AR	101	Introduction to Archaeology	4	Ruane	F/S	25 [6]	148	168	X
AR	205	Origins of Civilization	4	Bard	F/S	25 [1,5,7,8,11,12]	11	19	X
AR	206	Ancient Technology	4	Runnels	F	25 [1,3,7,8]	20		X
AR	232	Archaeology of Ancient Egypt	4	Bard	F	100 [1,3,5,7,8]	11	17	X
AR	280	Eating and Drinking in the Ancient World	4	Marston	F	25 [1,3,5,11,12]	12		X
AR	348	Gods, Graves, and Pyramids	4	Bard	S	60 [1,3,7,11]	8	8	X
AR	703	Seminar: Materials in Ancient Society	4	Staff	F	60 [5,7,11]			
							210	212	
ART HISTORY									
AH	111	Introduction to Art History I	4	Kleiner	F/Sum	25 [5,7,11]	193	221	X
AH	215	Arts of Africa	4	Becker	S/F	100 [5,7,11]	34	35	X
AH	220	Islamic Art and Architecture	4	Fetvaci	S/Sum	33 [1,5,10,11,12]	20	26	X
AH	232	Archeology of Ancient Egypt	4	Bard	S	100 [1,3,5,7,8]	3	10	X
AH	313	Imperial Reflections: Early Modern Islamic Art and Architecture	4	Fetvaci	S	60 [1,3,5,7,11]		16	X
AH	317	From Morocco to Timbuktu: Art and Architecture at the Saharan Crossroads	4	Becker	F	100 [1,4,7,9]	8		X
AH	527	Topics in Art and Society	4	Becker	F	100 [12]		21	X
AH	539	Muslim Societies: An Interdisciplinary History	4	Anderson	F	75 [1,4,7,11]	0		
AH	541	Courtly Commissions: Ottoman Art & Architecture	4	Fetvaci	F	40 [1,5,12]		10	X
AH	571	African American Art #	4	Hills	F	25 [2,4,11,12]	0		

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
AH	574	Topics in African Art	4	Becker	S/F	100 [5,11]	10	4	X
AH	822	Seminar: African Arts	4	Becker	F	100 [5,11]	10		X
							278	343	
BIOLOGY									
BI	912	Research in Behavior and Ecology	4	Warkentin	S	33 [12]	4	8	X
							4	8	
ECONOMICS									
EC	320	Economics of Less Developed Regions	4	Bazzi	F/Sum	25 [1,5,6,8,10]	121	135	X
EC	363	Race & Devel. of the American Economy: A Global Perspective (AA563) #	4	Margo	S	25 [1,5,6,7]			X
EC	387	Introduction to Health Economics	4	Persson	S/Sum	25 [1,5,6,8,10]	82	69	X
EC	392	International Finance	4	Fenollosa	F/S/Sum	25 [7,12]	120	124	X
EC	521	Development Policy	4	Harris	F	33 [1,5,6,8,10]	32	23	X
EC	522	Development Strategy	4	Ajayi	S	33 [1,5,6,8,10]	22	18	X
EC	581	Health Economics I #	4	Ellis	S	25 [1,5,6,10]	25	12	X
EC	591	International Trade	4	Lucas	F	25 [1,5,6,8,10]	23	15	X
EC	721	Topics in Development Economics 1	4	Newman	F	33 [6,7,12]	16	9	X
EC	722	Topics in Development Economics 2	4	Ajayi	S	33 [6,7,12]	14	11	X
EC	782	Health Econ in Dev Countries	4	Ellis	S	33 [1,5,6,8,10]	7		X
							462	416	
ENGLISH									
EN	121	Reading World Literature	4	Powers	S	25 [1,3,11]	18	19	X
EN	129	Introduction to African American Literature	4	Boelskevy	F	50 [2,4,11,12]	10	10	X
EN	370	African American Women Writers #	4	Boelskevy	S	25 [2,3,11,12]	14	7	X
EN	484	Critical Studies in Literature and Society #	4	Boelskevy	F/S	25 [1,3,7,10]	7	2	X
EN	588	Studies in African American Literature #	4	Boelskevy	S	25 [2,4,11,12]	5	7	X
EN	666	Critical Studies in Literature and Society	4	Rezek	F	25 [6,11,12]		4	X
EN	732	Transatlantic Literature and the History of Print, 1700-1900	4	Rezek	S	25 [1,3,11,12]		17	X
EN	786	Caribbean Provocations	4	Breiner	F	50 [11]		8	X
EN	788	Transnationalism and African American Literature	4	Patterson	S	33 [1,3,10,11,12]		14	X
							54	88	

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
GEOGRAPHY									
GE	201	World Regional Geography I	4	Baldwin	F	33 [1,5,7,8,12]	26	94	X
GE	250	The Fate of Nations: Climate, Resources, Institutions	4	Kaufman	F	25 [1,4,7,12]	0	25	X
GE	382	Understanding the Modern Middle East #	4	Rollman	F	50 [11,12]	0	1	X
GE	394	Environmental History of Africa (HI394) #	4	McCann	S	100 [1,5,7]	3	10	X
GE	400	Environment and Development	4	Short	F	33 [1,7,12]	10	9	X
GE	594	Global Environment Negotiation and Policy	4	Selin	S	33 [1,7,8,12]	9	1	X
GE	600	Environment and Development	4	Short	S	33 [1,7,12]	18		X
							66	140	
HISTORY									
HI	175	World History I	4	Menegon	F	25 [1,8]	42	37	X
HI	176	World History II	4	Anderson	S/Sum	25 [1,8]	44	25	X
HI	237	Reconstructing the African Past	4	Thornton	S	100 [1,4,5,11,12]	0		
HI	297	African American Women's History #	4	Farmer	S	100 [1,3,12]		15	
HI	298	African American History #	4	Farmer	F	100 [1,4,11,12]	6	16	X
HI	299	History of the Civil Rights Movement #	4	Farmer	S	25 [2,4,11,12]	25		X
HI	334	History of International Relations since 1945 (IR350) #	4	Keylor/Holm	S/F/Sum	25 [2,4,5,12]		90	X
HI	348	African Colonial History	4	Heywood	S	100 [1,4,5,11,12]	9		X
HI	349	* Religion in Pre-Colonial African History #	4	Thornton	S	100 [1,4,5,11,12]	3		X
HI	350	Atlantic History #	4	Thornton	F	50 [1,5,7]		9	X
HI	351	Environmental History of Africa #	4	McCann	S	100 [1,4,7,8]	17	11	X
HI	352	* Power, Leadership, and Governance in Africa and the Caribbean #	4	Heywood	F	75 [1,3,5,7,10]	7	2	X
HI	353	Atlantic Africa and the Slave Trade	4	McCann	F	100 [1,3,5,8,12]	0		
HI	354	North African History and Religion (RN346) #	4	Staff	F	100 [1,8,11,12]	5	3	X
HI	389	Africans and the Middle East	4	Anderson	F	100 [1,4,5,12]	8	16	X
HI	489	The African Diaspora (AA489) #	4	Heywood	S	50 [1,3,5,6,7,8,9]	7		
HI	490	Blacks and Asians (AA490) #	4	Richardson	S	25 [1,4,7,8,10]	7		
HI	584	Labor, Sexuality, and Resistance in the Afro-Atlantic World #	4	Thornton	F	33 [1,3,5,6,7,8,9]	4	5	X
HI	588	Women, Power & Cul in Africa #	4	Heywood	F	100 [1,3,11,12]	8	6	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
HI	589	Nature's Past: Histories of Environment and Society	4	McCann	S	25 [1,5,7,10]	6		X
HI	596	History of Muslim Societies	4	Anderson	F	33 [1,3,7,11]	3		X
HI	749	* History of Religion in Pre-Colonial Africa #	4	Thornton	S	100 [1,3,5,7,11,12]	1		X
HI	750	Atlantic History #	4	Thornton	F	50 [1,4,7,12]		2	X
HI	751	Environmental History of Africa	4	McCann	S	100 [1,4,6]	2	1	X
HI	870	African Historiography	4	Wylie/McCann	F	100 [1,3,5,7,8]	7	4	X
HI	880	The History of Food	4	McCann	F	30 [1,4,5,11,12]		6	X
							125	248	
INTERDISCIPLINARY									
ID	116	Africa Today #	4	Mali	S/F	100 [1,11,12]	5	7	X
ID	716	Africa Field Methods and Research Design	4	McCann	F	100 [1,4,6,9]	5		
							10	7	
INTERNATIONAL RELATIONS									
IR	242	* Globalization and World Poverty (SO242)#	4	Tinsley	F	25 [2,5,8]	53	58	X
IR	306	International Human Rights Law	4	Staff	F	25 [5,12]	10	16	X
IR	307	Introduction to Middle East Politics (PO368) #	4	Karam	F	33 [8]	13	16	X
IR	333	Nonstate Actors in International Relations (PO327) #	4	Schilde	S	30 [5,7]	19	21	X
IR	343	Africa Politics Today (PO373) #	4	Tesfay	S	100 [1,3,5,8,12]	13	9	X
IR	350	International Relations from 1945 #	4	Keylor	S/F/Sum	25 [2,4,5,12]	175	205	X
IR	351	Africa in International Relations (PO377)#	4	Woldemariam	F	100 [1,3,5,12]	19	10	X
IR	352	International Human Rights (PO378) #	4	Longman	S/Sum	100 [5,12]	14	39	X
IR	373	Global Governance and International Organizations	4	Selin	F	25 [2,7]	29	30	X
IR	382	Understanding the Middle East #	4	Rollman	F	25 [1,5,8,10,12]	15	7	X
IR	383	Understanding Modern North Africa (PO376) #	4	Rollman	S	100 [1,3,5,8,11,12]	12	14	X
IR	394	* Power, Leadership, and Governance in Africa and the Caribbean #	4	Heywood	F	75 [1,3,5,7,10]	4	0	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
IR	425	Seminar: Women and Social Change in the Developing World #	4	Eckstein	S	25 [1,3,7,11,12]	9	10	X
IR	507	Islam and Politics	4	Menchik	F	33 [1,5,8,10,12]	23	0	X
IR	509	Islam in Middle East Politics	4	Norton	Sum	33 [1,5,8,12]	6		X
IR	511	The Middle East Today #	4	Rollman	F	33 [1,5,8,12]	25	19	X
IR	515	Muslim Societies: An Interdisciplinary History	4	Anderson	F	60 [1,3,5,11,12]	2		X
IR	534	Gov't/Politics of Contemporary Africa (PO571) #	4	Woldemariam/Lon	F	100 [1,3,5,8,12]	15	15	X
IR	557	Guerrilla Warfare and Terrorism	4	Stern	F	50 [1,5,8,12]	14	20	X
IR	559	Justice and Reparations #	4	Crawford	F	25 [1,5,8,12]	0		X
IR	563-	Public Religion and Politics across Cultures #	4	Hefner	S	25 [5,12]	0		
IR	584	The United States and Sub-Saharan Africa	4	Loftis	S	100 [1,8,12]	20	18	X
IR	592	Economic Development and International Institutions	4	Ban	S	50 [1,5,8,12]	23	26	X
IR	704	Global Economic and Development Policy	4	Gallagher	F	33 [2,5,7,12]	28		X
IR	711	Civil Society and the State	4	Norton	S	30	3		X
IR	786	Conflict and State-Building in Africa	4		S	100 [1,3,5,12]	0		
IR	789	Globalization, Development, Governance	4	Gallagher	S	50 [5,7,12]	11		X
IR	825	Women & Social Change in Developing World #	4	Eckstein	F	33 [1,3,5,7,10]	0		X
							555	533	
AFRICAN LANGUAGES									
LA	111	* Hausa I	4	Kurfi	F	100	1	0	X
LA	112	* Hausa II	4	Kurfi	S	100	2		X
LA	211	* Hausa III	4	Kurfi	F	100	0	0	X
LA	212	* Hausa IV	4	Kurfi	S	100	0		X
LA	311	* Hausa V	4	Kurfi	F	100	1	1	X
LA	312	* Hausa VI	4	Kurfi	S	100	1	1	X
LA	411	* Hausa VII	4	Kurfi	F	100	1	1	X
LA	412	* Hausa VIII	4	Kurfi	S	100		1	X
LD	111	* Amharic I	4	Gebrehiwot	F	100	1	4	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
LD	112	* Amharic II	4	Gebrehiwot	S	100	2	5	X
LD	211	* Amharic III	4	Gebrehiwot	F	100	2	3	X
LD	212	* Amharic IV	4	Gebreheit	S	100	1	1	X
LD	313	* Amharic V	4	Staff	F	100	2	1	X
LD	314	* Amharic VI	4	Staff	S	100	2	2	X
LD	115	Zulu I	4	Mali	F	100	2	3	X
LD	116	Zulu II	4	Mali	S	100	2	2	X
LD	215	Zulu III	4	Mali	F	100	1	3	X
LD	216	Zulu IV	4	Mali	S	100	0	0	X
LD	315	Zulu V	4	Staff	F	100	1	1	X
LD	316	Zulu VI	4	Staff	S	100	1	1	X
LD	119	* Igbo I	4	Agba	F	100	2	5	X
LD	120	* Igbo II	4	Agba	S	100	5	4	X
LD	219	* Igbo III	4	Agba	F	100	2	3	X
LD	220	* Igbo IV	4	Agba	S	100	2	1	X
LD	319	* Igbo V	4	Agba	F	100	3	3	X
LD	320	* Igbo VI	4	Agba	S	100	2	3	X
LD	419	* Igbo VII	4	Agba	F	100	0	3	X
LD	420	* Igbo VIII	4	Agba	S	100	0	0	X
LE	111	Swahili I	4	Mmari	F/Su	100	8	12	X
LE	112	Swahili II	4	Mmari	S	100	8	8	X
LE	211	Swahili III	4	Mmari	F/Su	100	5	7	X
LE	212	Swahili IV	4	Mmari	S	100	4	7	X
LE	311	Swahili V	4	Mmari	F	100	3	0	X
LE	312	Swahili VI	4	Mmari	S	100	4	0	X
LE	411	Swahili VII	4	Osoro	F	100	4	1	X
LE	412	Swahili VIII	4	Mmari	S	100	3	1	X
LE	491	Swahili IX	4	Mmari	F	100	1	4	X
LE	492	Swahili X	4	Chomba	S	100	2	3	X
LE	529	* Swahili with a Health Focus I	4	Osoro	S	100	2	4	X
LE	530	* Swahili with a Health Focus II	4	Osoro	S	100	3	2	X
LW	115	* Akan Twi I	4	Obiri-Mainoo	F	100	1	4	X
LW	116	* Akan Twi II	4	Obiri-Mainoo	S	100	0	1	X
LW	215	* Akan Twi III	4	Obiri-Mainoo	F	100	3	0	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
LW	216	* Akan Twi IV	4	Obiri-Mainoo	S	100	2	0	X
LW	111	* Wolof I	4	Diallo	F	100	2	3	X
LW	112	* Wolof II	4	Diallo	S	100	2	3	X
LW	211	* Wolof III	4	Diallo	F	100	2	3	X
LW	212	* Wolof IV	4	Diallo	S	100	1	3	X
LW	311	* Wolof V	4	Diallo	F	100	2	0	X
LW	312	* Wolof VI	4	Diallo	S	100	2	0	X
LW	411	* Wolof VII	4	Diallo	F	100	1	0	X
LW	412	* Wolof VIII	4	Diallo	S	100	1	0	X
							105	118	
MODERN LANGUAGES AND COMPARATIVE LITERATURE									
LY	111	Arabic I	4	Bekkai/Khashaba	F/S	100	75	62	X
LY	112	Arabic II	4	Mustafa/Simane	F/S	100	50	43	X
LY	139	Intensive Arabic	4	Khoury	F	100	0		
LY	211	Arabic III	4	Slimane	F/S	100	43	30	X
LY	212	Arabic IV	4	Khoury/Khashaba	F/S	100	43	35	X
LY	214	Levantine Arabic I	4	Mustafa	F/S	100	10	4	X
LY	215	Levantine Arabic II	4	Khoury	S	100		8	X
LY	303	Arabic V	4	Khoury	F	100	7	6	X
LY	304	Arabic VI	4	Bekkai/Khoury	F/S	100	12	8	X
LY	350	Introduction to Arabic Literature	4	Bekkai	S	90	7	0	X
LY	403	Arabic VII	4	Bekkai	F	100	0	0	X
LY	404	Arabic VIII	4	Staff	F	100	0	0	X
LY	420/720	Media Arabic	4	Bekkai	F	100	0	0	
LY	470	Topics in Arabic Literature	4	Litvin	S	75		0	X
							247	196	
MUSIC									
MH	331	Music & Social Protest	3	Abe/Heimarck	F/S	30		6	X
MH	336	Musical Cultures of the World	3	Abe	F	33		13	X
MH	431	Music & Social Protest II	4	Abe	F/S	30		15	X
MH	436	Musical Cultures of the World II	4	Abe	F	33		7	X
							0	41	
POLITICAL SCIENCE									

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
PO	205	Zanzibar: Religion, Politics, and Identity in East Africa	4	Staff	Su	100 [1,3,5,8,11,12]	4		X
PO	327	Nonstate Actors #	4	Schilde	S	30 [5,7]	10	10	X
PO	351	Politics of Race and Ethnicity #	4	Einstein	F	50 [1,3,5,7,9,12]			X
PO	368	Introduction to Middle East Politics #	4	Karam	F	33 [8]	13	13	X
PO	373	Africa Politics Today #	4	Tesfay	S	100 [1,3,5,8,12]	15	11	X
PO	376	Understanding Modern North Africa #	4	Rollman	S	100 [1,3,5,8,11,12]	3	2	X
PO	377	Africa in International Politics #	4	Woldemariam	F	100 [1,3,5,12]	14	16	X
PO	378	International Human Rights #	4	Longman	S	100 [5,12]	20	43	X
PO	517	Urban Politics and Policy #	4	Einstein	F	33 [12]	4	4	X
PO	521	Governance	4	Gerring	S	40 [2,7]	0		
PO	571	Gov't/Politics of Contemporary Africa #	4	Woldemariam/Lon	F	100 [1,3,5,12]	1	5	X
PO	572	Political Systems of Southern Africa	4	Longman	S	100 [1,4,5,8,12]	5		X
PO	760	Problems and Issues of Contemporary Africa	4	Longman	F/S	100 [1,3,5,7,12]	7		X
PO	786	Conflict and State-Building in Africa #	4	Woldemariam	S	100 [1,5,7,12]	0		X
							96	104	

RELIGION

RN	104	Judaism, Christianity, and Islam	4	Knust	F	25 [1,3,11]		104	X
RN	206	Scriptures in World Religions	4	Lobel	S	25 [1,3,11]	7	3	X
RN	214	Islam	4	Purohit/Ali	F	40 [1,5,8,12]	14	16	X
RN	216	Judaism	4	Katz	S	35 [11]		29	X
RN	249	Islamophobia	4	Ali	S	50 [1,3,5,11,12]		16	X
RN	316	Modern Islam	4	Purohit	F	50 [1,5,8,12]	8	9	X
RN	328	Judaism in the Modern Period	4	Katz	F	35 [11]		13	X
RN	338	Mysticism and Philosophy: Jewish and Islamic Perspectives	4	Lobel	F	75 [1,3,5,11]		7	X
RN	340	The Quran #	4	Ali	F	25 [1,3,11]	5	7	X
RN	341	Sufiism #	4	Purohit	F	33 [1,3,11]			
RN	345	Islamic Law #	4	Ali	S	25 [1,5,8,12]	16		X
RN	346	North African History and Religion #	4	Staff	F	100 [1,4,5,8,11]	0	0	X
RN	347	Islamic Theology and Philosophy #	4	Ali	F	25 [1,5,11,12]			X
RN	348	Sufi Poetry	4	Tabataba	S	33 [1,3,11]	2	3	X
RN	382	* Religion in Precolonial Africa #	4	Thornton	S	100 [1,4,11]	2		X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
RN	415	Traditional African Religions in the Diaspora	4	Woodbine	F	50 [1,3,5,10,12]			
RN	435	Women, Gender, and Islam #	4	Ali	S	25 [1,3,5,12]			X
RN	563	Muslim Societies: An Interdisciplinary History #	4	Anderson/Chehabi	F	40 [1,4,5,11,12]	0		X
RN	601	Early Christianity #	4	Frankfurter	S	50 [11,12]			
RN	616	Islam in Modernity	4	Purohit	F	33 [1,3,5,11,12]	4		
RN	640	The Quran #	4	Ali	F	25 [1,3,11,12]	5		X
RN	641	Islamic Mysticism: Sufism #	4	Purohit	S	33 [1,3,11]			
RN	645	Islamic Law #	4	Ali	F	25 [1,5,8,12]			X
RN	647	Islamic Theology and Philosophy	4	Ali	F	25 [1,5,8,10,12]			X
RN	715	Traditional African Religions in the Diaspora	4	Woodbine	F	50 [1,3,5,10,12]			
RN	735	Women, Gender, and Islam #	4	Ali	S	25 [1,3,5,12]			X
							63	207	

ROMANCE LANGUAGES AND LINGUISTICS

LF	341	Topic in Contemporary French Culture	4	Hawkes	F/S	100 [1,4,5,8,11,12]	11	16	X
LF	456	The Postcolonial Novel	4	Cazenave	F	75 [1,3,5,8,11,12]	16		X
LF	569	Francophone African Literature	4	Cazenave	F	100 [1,3,11]	10	14	X
LF	860	Mem & Hist in Francophone Literature	4	Cazenave	S	100 [1,3,11]	10		X
LX	501	Linguistic Field Methods	4	O'Connor	S	25 [1,3,5,11,12]	6		X
LX	505	Structure of African Languages	4	Staff	S/F	100 [11]			
LX	533	The Structure of Creole Languages	4	Staff	S/F	50 [3,8,11,12]	7		X
XL	223	Intro to Comp Lit: Middle East	4	Litvin	F	80 [3,8,11,12]	5	12	X
XL	315	Film and Identity in the Muslim World	4	Litvin	F	50 [11,12]			
XL	342	Muslim Travel Writing	4	Sharma	S	50 [1,3,5,11,12]		9	X
XL	386	Africa on Screen	4	Cazenave		100 [11,12]			X
							65	51	

SOCIOLOGY

SO	242	* Globalization and World Poverty #	4	Eckstein	F/S	25 [1,5,7,11]	41	41	X
SO	207	Race and Ethnic Relations #	4	Benjamin	F/S	25 [1,5,7,10]	47	62	X
SO	335	Sociology of Race, Class & Gender #	4	Grundy	F	30		15	X
SO	408	Ethnic, Race and Minority Relations #	4	Stone	F	25 [1,5,7,10]	15	6	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
SO	420	Sem:Women/Social Change in Dev World #	4	Eckstein	F/S	25 [1,5,7,11]	16	15	X
SO	808	Sem:Ethnic, Race and Minority Relations #	4	Stone	S	25 [1,5,7,11]		5	X
SO	820	Women & Social Change in Devel. World #	4	Eckstein	F	25 [1,5,7,11]	4	4	X
							123	148	

WRITING PROGRAM

WR	100	Ethical Imagination	4	Allenberger	F	50 [3,11,12]	22	37	X
WR	100	The Modern Novel	4	Ress	F	25 [3,11,12]	30	29	X
WR	100	Global Documentary	4	Edwards	F	25 [2,4,11,12]	35	33	X
WR	100	Imagining the Middle East	4	Hiltner	F	33 [1,3,11,12]	31	33	X
WR	100	Modern Novella	4	Ress	F	25 [3,11,12]	45	31	X
WR	100	The World's Waters	4	Rodriguez	F/S	25 [8,12]	35	29	X
WR	100	Globalization: The Promise and the Reality	4	Weberling	S	33 [1,5,7,12]	19	20	X
WR	100	Dreams of Universal Languages	4	Schaaf	F/S	33 [1,3,11,12]			
WR	100	Africa and the West	4	Walsh	F	100 [1,4,5,7]	35	33	X
WR	100	Into Africa: Lit of Sub-Saharan Africa	4	Hutchins	F/S	100 [1,4,8,11]	33	28	X
WR	150	Global Voices	4	Allenberg	F/S	33 [1,3,11,12]	19	20	X
WR	150	Travel Literature	4	Adair	F	33 [1,3,11,12]	35	31	X
WR	150	Racism in Public Health Research	4	Smith	S	40 [1,11,12]	15	18	X
WR	150	The Vernacular in World Literature	4	Walsh	F	50 [1,3,11,12]	25	19	X
							379	361	

WOMEN'S GENDER AND SEXUALITY STUDIES

WS	297	African American Women's History #	4	Farmer	S	50 [1,3,12]		11	X
WS	348	Women in International Development	4	McSweeney	S	60 [11,12]	27	35	X
WS	351	Women, Islam, and Politics	4	Staff	F/S	100 [1,11,12]			
WS	360	Global Feminism	4	Balser	F	25 [12]	30	16	X
							57	62	

Kilachan Honors College

PO	102	How to Change the World	4	Menchik	S	25		14	X
							0	14	

Metropolitan College

AD	603	Developing Markets for Cultural Tourism	4	Mendlinger	F	25 [1,5,10,11,12]	25	8	X
AD	650	Economic Development via Tourism	4	Mendlinger	S	100 [12]	37	0	X
AD	758	Eco-Tourism	4	Mendlinger	S	25 [1,5,10,11,12]	8	0	X
ML	622	History of Food	4	McCann	S	30 [1,4,5,11,12]		31	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
ML	692	Developing Markets for Cultural Tourism	4	Mendlinger	F	25 [1,5,10,11,12]	5	7	X
ML	720	*Food and Public Policy	4	Messer	F	60	12	10	X
							87	56	
<i>Sargent College</i>									
HS	440	Qualitative Research Strategies in Global Health	4	Foster	F/S	25	89	96	X
HS	463	Germs and Genes	4	O'Keefe	F/S	25	24	24	X
							113	120	
<i>School of Law</i>									
JD	707	Human Trafficking	4	Dahlstrom	F	25 [1,5,8,12]	6		X
JD	817	Human Trafficking Clinic	3	Dahlstrom	S	25 [1,5,8,12]		8	X
JD	827	Principles and Practices of Restorative Justice	4	Porter	S	50 [1,5,8,12]	11	9	X
JD	843	International Human Rights Clinic	3	Akram	S	50 [1,5,8,11,12]	9	8	X
JD	859	Immigrants' Rights and Human Trafficking Clinic	3	Dahlstrom	F/S	50 [1,5,8,11,12]	16	32	X
JD	975	International Human Rights	2	Akram	F/S	25 [1,5,8,12]	17	16	X
JD	991	Human Rights Clinic	2	Akram	F	25 [1,5,8,12]	18	14	X
JD	996	International Criminal Law	3	Sugarman	S	33 [1,5,8,11,12]	10		
							87	87	
<i>School of Medicine</i>									
MA	622	Religion and Public Health	4	Laird	S	25		16	X
MA	734	Ethnography for Medical Anthropology	4	Barnes	F	25	4	4	X
MA	735	Writing Ethnography	4	Barnes	S	25	5	4	X
							9	24	
<i>School of Public Health</i>									
EH	735	Environmental Determinants of Infectious Disease	2	Van Seventer	S	50 [1,5,6,7,8]	17	14	X
EH	745	Waste Water and Health	2	Orlando	F	25 [1,5,6,7,8]	12	6	X
EH	750	Water Quality and Public Health	2	Heiger-Berna	F	25 [1,5,6,7,8]		4	X
EP	755	Infectious Disease Epidemiology	4	Brennan	F/S	25 [1,5,6,7,8]	18	85	X
EP	764	Epidemiology and HIV/AIDS	2	Horsburgh	F	33 [1,5,6,7,8]	30	16	X
EP	784	Epidemiology of Tuberculosis in the Developed and Developing World	2	Horsburgh	F	25 [1,5,6,7,8]	20	14	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
EP	800	Selected Topics in Outbreak Investigation	2	Hochberg	F	33 [6,7]	37	15	X
GH	715	Antiretroviral Program Management	2	Sabin	F	50 [1,5,6]	18	16	X
GH	722	Supply Chain	2	Ashigbie	S	35	24	22	X
IH	741	Internat Health Consultation Techniques	2	Feeley	S	40 [1,5,6,7,8,12]	28	19	X
IH	743	Implementing Health Programs in Developing Countries	4	Wolff	F/S	75 [1,5,6,7,8]	24	49	X
GH	744	Program Design	4	Wolff	Sum	30		19	X
GH	745	Monitoring and Evaluation of Global Health Programs	4	Scott/Sabin	F/S/Sum	30 [1,5,6,7,8,12]	57	47	X
GH	750	Gend Hlth Rght	4		S	40	6	22	X
IH	755	Managing Disasters & Complex Emergencies	4	Onyango	S	40 [1,5,8,11,12]	37	38	X
GH	756	Analytical Methods for Pharmaceutical Systems Assessment	4	Laing	F	35	14	9	X
IH	757	Fighting Corruption through Accountability and Transparency	2	Vian	F	50 [1,5,6,7,8]		16	X
GH	760	Foundations in Global Health	4	Wirtz/Bonawitz	F/S	45	21	36	X
IH	762	Essentials of Economics for International Health	4	Larson	F	33 [1,5,6,7,8]	13	12	X
GH	765	Cross-Cultural Approaches to Mental Health in Low & Middle Income Countries Certificate: Mental Health and Substance Use	2	Beard	F	40		24	X
IH	766	Reproductive & Sexual Health in Disaster Settings	4	Onyango	F	50 [1,5,6,7,8,12]	22	18	X
IH	770	Poverty, Health, and Development	4	Larson	S	50 [1,5,6,7,8]	27	22	X
IH	773	Financial Management for Internat Health	4	Shaw	F	25 [1,5,6,7,8]	67	17	X
GH	804	Mhealth	2	Wolff	S	45	26	28	X
GH	805	Controversies in Global Eradication	2	Hamer/Yeboah Ant	S	33 [1,5,8,11,12]	18	17	X
GH	811	Applied Research Methods in Global Health	4	Stokes	F/S	35	22	37	X
GH	854	From Data to Dashboards: Building Excel Skills to Support Health Program Decisions	2	Lewis/Banos	F/S	25	13	33	X
IH	880	Non-Communicable Diseases in Dev World	4	Foster	F	33 [1,5,6,7,8]	12	9	X
IH	881	Pop Dynamics and Repro Health Programs	4	Onyango	S	25 [1,5,8,11,12]	5	19	X

		COURSE TITLE	CR	FACULTY	SEM.	% CONTENT	2016/2017	2017/2018	2018/2019
IH	885	Global Trade, Intellectual Property, and Public Health	2	Kaplan	F	25 [1,5,6,7,8]	10	7	X
IH	887	Maternal Hlth Pgms in Dev Countries	4	Wolff	F	30 [1,5,6,7,8]	19	24	X
IH	888-	Seminar: International Health Policy Issues	2	Foster	S	50 [1,5,8,11,12]	18	13	X
GH	891	Global Phar Pol	2	Kaplan	S	60	8	13	X
MC	786	Immigrant and Refugee Health	4	Agudelo	F	55	0	9	X
PH	506	Princ Int Hlth	4	Staff	F	45	22	22	X
PH	507	Controver in lh	4	Staff	F	45	22	22	X
							687	793	
<i>School of Theology</i>									
TH	817	Early Christianity	4	Frankfurter	S	50		5	X
TH	847	Global Christianity	4	Johnson	S	33		14	X
TM	815	Christian Missions	4	Robert	S	50	17	28	X
TS	863	African American Ethical Leadership	4	Fluker	F	25		13	X
TS	877	Principles and Practices of Restorative Justice	4	Porter	S	50 [1,5,8,12]		15	X
TT	731	Theology & World Religions	3	DeCosimo	F	25		16	X
TX	836	Women, Gender, and Islam #	4	Ali	S	25 [1,3,5,12]	6		X
TX	845	Islamic Law #	4	Ali	S	25 [1,5,8,12]	2		X
TX	847	Muslim Societies: An Interdisciplinary History #	4	Chehabi	F	40	0		X
TX	853	The Quran #	4	Ali	F	50 [1,3,11,12]	1	3	X
TX	856	Modern Islam	4	Purohit	F	50	3	3	X
TX	881	Rumi and Persian Sufi Poetry	4	Tabatabai	S	33	3	3	X
TX	883	* Religion in Precolonial Africa #	4	Thomton	S	100 [1,4,11]	1		X
TX	887	Anthropology of Religion	4	Korom	S	25		3	X
							33	103	
TOTAL							4681	5398	

KEY

* = Course Supported by NRC Funds

CR = Course Credits

SEM= Semester Course Offered

% = Percent Africa Content of Course

<u>COURSE TITLE</u>	<u>CR</u>	<u>FACULTY</u>	<u>SEM.</u>	<u>% CONTENT</u>	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>
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X = Course Expected to be Offered 2018/2019

= Crosslisted Course

AFRICA CONTENT

- 1 = Readings on Africa required
- 2 = Readings on Africa optional
- 3 = Readings by African authors required
- 4 = Readings by African authors optional
- 5 = Focus on African case studies
- 6 = Focus on African research practices
- 7 = Focus on African research results
- 8 = Focus on distinct African region(s)
- 9 = Africa-focused research required
- 10 = Africa-focused research optional
- 11 = Focus on African cultural theme
- 12 = Focus on African social practices

APPENDIX II
FACULTY AND PERSONNEL CURRICULA VITAE

NOTES ON ORGANIZATION

Languages

Scale for language proficiency levels ranges from 1 to 5 and is indicated where known.

1	2	3	4	5
<i>Novice</i>		<i>Intermediate</i>		<i>Native Fluency</i>

Recent Publications / Advising

The numbers of works published and theses/dissertations supervised since 2013 are indicated in parentheses. Selected examples are listed to demonstrate the scope of research.

% Africa Expertise

Percentage indicates instructional and research expertise related to Africa.

Area Courses

Number of African area studies, international studies, and/or language courses taught 2014–18.

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Nneka Agba	2
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Kecia Ali	3
Betty S. Anderson	4
Kathryn Bard	4
Linda L. Barnes	5
Angela R. Bazzi	5
Jennifer Beard	6

Cynthia Becker	6
Kheireddine Bekkai	7
Célia Bianconi	7
Godfrey Biemba	8
Rachael Elizabeth Bonawitz	8
Jacob Bor	9
Christina Borba	9
Laurence A. Breiner	10
Shelly M. Brown	10
Edouard Bustin	11
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MARIÉ ABE

Associate Professor, Department of Musicology and Ethnomusicology

MA/PhD, Ethnomusicology, UC Berkeley; BA, Swarthmore College

Overseas Experience Tanzania, Thailand, Bali, Japan

Research and Teaching

Politics of space and sound, critical cultural theory and Japanese popular performing arts.
Performs in Ethiopian jazz ensemble Debo Band. Organized events for the Nile Project (2015).

Recent Publications (3)

2018 *Resonances of Chindon-ya: Sounding Space and Sociality in Contemporary Japan*.
Wesleyan University Press.

2015 “Reimagining Oaxacan Heritage through Accordions and Airwaves in the San Joaquin Valley, California.” *Journal of Popular Music Studies* 27(3).

Distinctions

2013–14 Faculty Fellow, Susan & Donald Newhouse Center for the Humanities,
Wellesley College

% Africa Expertise: 10%

Area Courses: 4

GABEYEHU (GABE) ADUGNA

Africana Subject Liaison Librarian, African Studies Library

MS (2000), Library and Information Science, Univ. of Maryland; BA, Univ. of Maryland;
Diploma, Library Science, Addis Ababa University

Overseas Experience Ethiopia, India, Switzerland

Languages Amharic (5), French (4), Swahili (2)

Current Professional Affiliations

African Studies Association, Africana Librarians Council, Cooperative Africana Microforms Project (Member-at-Large, 2017-19), American Libraries Association (ALA) (IRC-Africa), Association of College and Research Libraries (ACRL)

Recent Publications

Online research guides: Language learning guides for Amharic, Igbo, Swahili. Country guide for Djibouti. Course guides for *AN312: Peoples and Cultures of Africa*; *AN589: Anthropology of Development Theory and Practice*; *Contemporary African Politics*; *HI870: African Historiography*; *WR150: World War II and Africa*.

% Africa Expertise: 100%

NNEKA AGBA
Lecturer of Igbo

LLB (Bachelor of Laws), Nnamdi Azikiwe University (Nigeria); BA, Anambra State College of Education (Nigeria)

Academic Experience

2004–11 Teaching Assistant/Language Coach, Department of African American Studies, Harvard University
2003–04 Legal Intern, Massachusetts Water Resources

Languages Igbo

Distinctions

2005–08 Derek Bok Certification of Distinction in Teaching, Harvard University

% Africa Expertise: 100% **Area Courses:** 8

KEHINDE F. AJAYI

*Assistant Professor, Department of Economics;
Faculty Affiliate, Institute for Economic Development and African Studies Center*

PhD (2011), Economics, UC Berkeley; BA, Economics (Honors), Stanford University

Academic Experience

2017– Faculty Research Fellow, National Bureau of Economic Research

Overseas Experience Kenya, Ghana, Nigeria

Languages French, Yoruba, Kiswahili

Research and Teaching Economics of education, development economics, labor economics

Recent Publications (8)

2017 “The Importance of Information Targeting for School Choice,” with Willa Friedman and Adrienne Lucas. *American Economic Review: Papers and Proceedings*.

2015 “Gender Parity and Schooling Choices,” with Marris Buessing. *Development Studies*.

Distinctions

2015–17 Abdul Latif Jameel Poverty Action Lab (J-PAL) Post-Primary Education and Youth Initiatives (Co-PI, \$436,859), “Information Targeting, School Choice, and School Quality,” with Willa Friedman and Adrienne Lucas.

% Africa Expertise: 75% **Area Courses:** 2

SUSAN M. AKRAM
Clinical Professor of Law

MSt, International Human Rights Law, University of Oxford; Diploma, International Human Rights, Institut International des Droits de l'Homme (France); JD, Georgetown University; BA, University of Michigan

Academic Experience

2006–07 Distinguished Visiting Professor, Forced Migration and Refugee Studies Program, American University of Cairo (Egypt)
1999–2000 Fulbright Senior Scholar, Al-Quds University (Israel/Palestine)

Overseas Experience Egypt, UK, Israel/Palestine,

Languages Hindi-Urdu (5), Punjabi (4), Spanish (3), Arabic (3)

Research and Teaching Refugee and immigration law, civil litigation, human rights

Recent Publications (8)

2015 Akram, Susan, et al. "Protecting Syrian Refugees: Laws, Policies, and Global Responsibility-Sharing." *Middle East Law and Governancen*.
2014 *Still Waiting for Tomorrow: The Law and Politics of Unresolved Refugee Cases*, edited with Tom Syring. Cambridge Scholars Publishing.

% Africa Expertise: 10%

Area Courses: 3

KECIA ALI

Professor, Department of Religion

MA/PhD (2002), Religion, Duke University; AB with Distinction, Stanford University

Academic Experience

2004–06 Mellon/Kay Fellow in Islamic Studies and Women's Studies, Brandeis Univ.

Research and Teaching

Islam; The Qur'an; Islamic Law; Women, Gender, and Islam; Islamophobia and Antisemitism

Recent Publications (18)

Forthcoming *Women in Muslim Traditions*. New York University Press.
2016 *Sexual Ethics and Islam: Feminist Reflections on Qur'an, Hadith, and Jurisprudence*, expanded and revised edition. Oneworld.
2016 "Redeeming Slavery: The 'Islamic State' and the Quest for Islamic Morality." *Mizan: Journal for the Study of Muslim Societies and Civilizations*.

% Africa Expertise: 25%

Area Courses: 3

BETTY S. ANDERSON
Professor, Department of History

MA/PhD (1997), UCLA; Advanced Arabic Program, Univ. Jordan; BA, Trinity College

Academic Experience

2006 Visiting Assistant Professor, The Prince Alwaleed Bin Talal Bin Abdulaziz Al Saoud
Center for American Studies and Research (CASAR), American Univ. of Beirut

Overseas Experience Jordan, Lebanon

Languages Arabic

Research and Teaching Political history of North Africa and the Near East

Recent Publications (8)

2016 "On the Edge of Time: The Story of AUB." Timeline adapted from *The American University of Beirut: Arab Nationalism and Liberal Education* (U. Texas Press).
2016 *A History of the Modern Middle East: Rulers, Rebels, and Rogues*. Stanford Univ. Press.

% Africa Expertise: 25%

Area Courses: 7

KATHRYN BARD

*Professor, Department of Archaeology; Research Fellow, African Studies Center;
Co-director, Univ. of Naples "l'Orientale"/BU Excavations at Mersa/Wadi Gawasis, Egypt*

MA/PhD (1987), Egyptian Archaeology, Univ. of Toronto; MA, Univ. of Michigan;
MFA, Yale University; BA, Connecticut College

Overseas Experience Egypt, Ethiopia

Languages French, Italian

Research and Teaching

Late prehistory of Egypt and Near East, rise of complex society in Ethiopia, and Egypt social evolution and the origin of the state. Mersa/Wadi Gawasis, Egypt: A Pharaonic Harbor on the Red Sea.

Recent Publications (8)

2015 *An Introduction to the Archaeology of Ancient Egypt*, 2nd edition. Wiley Blackwell.

Distinctions

2010 Fellow, American Academy of Arts and Sciences

% Africa Expertise: 90%

Area Courses: 4

LINDA L. BARNES

*Professor, Department of Family Medicine, School of Medicine;
Professor, Division of Religious and Theological Studies*

PhD (1996), Harvard University; MTS, Harvard Divinity School; MA, Univ. of Northampton;
BA, Smith College

Academic Experience

2009– Co-Founder and Director, MS Program in Medical Anthropology and Cross-
Cultural Practice, School of Medicine
2000– Director, Boston Healing Landscape Project, Department of Pediatrics

Overseas Experience Haiti

Languages

Spanish (5), French (4), Mandarin (3), Latin (2), Portuguese (2), Italian (2), German (2)

Research and Teaching

Herbal Medicines in Haitian and Latino Communities, Chinese Healing Practices in the Context
of American Religions and Medicines.

Recent Publications (2)

2012 *Chinese Medicine and Healing: An Illustrated History*, co-edited with T.J. Hinrichs.
Harvard Univ. Press.

% Africa Expertise: 25%

Area Courses: 2

ANGELA R. BAZZI

Assistant Professor of Community Health Sciences, School of Public Health

PhD, UC San Diego; MPH, Johns Hopkins University; BA, University of Southern California

Overseas Experience Ghana, Kenya, Mexico

Research and Teaching

Previous work as USAID reproductive health policy fellow. Researches populations affected by
HIV and substance abuse; sex workers and drug use in Mexico, Kenya, Ghana, and Boston.

Recent Publications (44)

2017 Miller DP, Bazzi AR, et al. "A Social Work Approach to Policy: Implications for
Population Health." *Am J Public Health*.
2017 Bazzi AR, et al. "Perspectives on Biomedical HIV Prevention Options among Women
Who Inject Drugs in Kenya." *AIDS Care*.

% Africa Expertise: 25%

Area Courses: 1

JENNIFER BEARD

Clinical Associate Professor, School of Public Health

PhD, Univ. of New Hampshire; MPH, BU School of Public Health; MA, Ohio University

Overseas Experience Ghana, Kenya, S. Africa, Tanzania, Zambia, Ukraine, Vietnam

Teaching and Research

Teaches courses in professional/scientific writing. Researches orphans and vulnerable children in low/middle income countries, social impacts of AIDS, human resource capacity building.

Recent Publications (17)

2017 Halim N, Beard J, et al. "Intimate Partner Violence During Pregnancy and Perinatal Mental Disorders in Low and Lower Middle Income Countries: A Systematic Review of Literature, 1990-2017." *Clin Psychol Rev.*

% Africa Expertise: 30%

Area Courses: 1

CYNTHIA BECKER

Associate Professor of Art History

PhD (2000), Art History, Univ. of Wisconsin–Madison; Certificate, African Studies, Univ. of Wisconsin; MA, Univ. of Wisconsin; BA, Univ. of New Orleans

Academic Experience

2016–17 Director, BU Summer Study Abroad Program in Zanzibar

Overseas Experience Morocco, Niger, Senegal, Tunisia, Algeria, Mali

Languages Moroccan Colloquial Arabic (4), French (4), Tamazight (2)

Research and Teaching Arts and architecture of Africa, Islamic art, women's art

Recent Publications (10)

In Progress *Visualizing Africa in Morocco: Gnawa, Blackness and the Saharan Divide.*

Advising (2)

Ayad, Lara. 2018. PhD, Art History. "Picturesque Peasants: Painting Egyptian Identity at the Fuad I Agricultural Museum in Cairo."

Distinctions

2009, 2010 Fulbright-Hays Faculty Research Abroad Fellowship, Morocco

2009–10 Suzanne Young Murray Fellow, Radcliffe Institute, Harvard University

% Africa Expertise: 90%

Area Courses: 7

KHEIREDDINE BEKKAI

*Senior Lecturer of Arabic, Department of World Languages and Literatures;
Lecturer of French, Department of Romance Studies*

MA (2000), Instruction of French as Foreign Lang., Univ. de la Sorbonne Nouvelle, Paris III (France); BA, Univ. Paris Sorbonne, Paris IV (France); BA, Univ. of Algiers (Algeria)

Languages French (5), Arabic (5), German (4), Spanish (1)

Teaching and Research Introduction to Arabic literature, Arab Culture, Arabic language.

Recent Publications (2)

2015 “The Hijacking of Algerian Identity.” *Harvard Journal of Middle Eastern Politics and Philosophy*.

% Africa Expertise: 50%

Area Courses: 5

CÉLIA BIANCONI

*Senior Lecturer and Head of Portuguese, Department of Romance Studies;
Organizer for STARTALK Portuguese program*

PhD, Lesley University; MA, University of Illinois;
BA, Faculdades Integradas Alcantara Machado (Brazil)

Overseas Experience Brazil, Portugal

Languages Portuguese

Teaching and Research Portuguese language courses

Distinctions

2017 National Security Agency (NSA) and National Foreign Language Center (NFLC) Grant for STARTALK Portuguese Teacher Training

% Africa Expertise: 25%

GODFREY BIEMBA

Adjunct Research Assistant Professor of Global Health, School of Public Health

MBBCh, University of Zambia; MPH, London School of Hygiene and Tropical Medicine;
BS, University of Zambia

Overseas Experience Zambia

Research and Teaching

Malaria (clinical trials and community based evaluations); orphans and vulnerable children; monitoring and evaluation of health programs; maternal, neonatal, and child health.

Recent Publications (23)

- 2018 Scott NA, Vian T, Kaiser JL, Ngoma T, Mataka K, Henry EG, Biemba G, Nambao M, Hamer DH. "Listening to the Community: Using Formative Research to Strengthen Maternity Waiting Homes In Zambia." *PLoS One*.
- 2017 Biemba G, et al. "A Mobile-Based Community Health Management Information System for Community Health Workers and Their Supervisors in 2 Districts of Zambia." *Glob Health Sci Pract*.

% Africa Expertise: 75%

RACHAEL ELIZABETH BONAWITZ

Assistant Professor of Global Health, School of Public Health

MD, University of Pennsylvania; AB, Biological Sciences and African Studies,
Mount Holyoke College

Overseas Experience Ghana, Botswana, Zambia, Uganda, South Africa

Research and Teaching

Improving prevention of material to child transmission of HIV and improve care for HIV-infected and -exposed children.

Recent Publications (18)

- 2018 Bonawitz R, et al. "Regimen Durability in HIV-Infected Children and Adolescents Initiating First-Line Antiretroviral Therapy in A Large Public Sector HIV Cohort in South Africa." *Trop Med Int Health*.
- 2016 Bonawitz R, et al. "Identifying Gaps in Prevention of Mother to Child Transmission of HIV: A Case Series of HIV-positive Infants in Zambia." *Pediatr Infect Dis J*.

% Africa Expertise: 75%

Area Courses: 1

JACOB BOR

*Assistant Professor and Peter T. Paul Career Development Professor,
Departments of Global Health and Epidemiology, School of Public Health*

ScD, SM/ScM, Harvard University School of Public Health; AB, Harvard College

Research and Teaching

Economic effects of HIV treatment on patients, communities; decision-making in HIV-endemic environments; population health impacts of social policy; causal inference in public health research.

Recent Publications (43)

2018 Oldenburg CE, Bor J, et al. "Impact of Early Antiretroviral Therapy Eligibility on HIV Acquisition: Household-Level Evidence from Rural South Africa." *AIDS*.

Advising (5)

Brennan, Alana T. 2016. PhD, Epidemiology. "Shifting to Tenofovir Use in First-Line Antiretroviral Therapy for HIV-Positive Adults in Public-Sector Treatment Programs in Sub-Saharan Africa."

% Africa Expertise: 75%

CHRISTINA BORBA

*Assistant Professor, Department of Psychiatry, School of Medicine;
Instructor, Harvard Medical School*

PhD (2009), Emory University; MPH, Boston University; BA, Northeastern University

Overseas Experience Ethiopia, Liberia

Research and Teaching

Mixed methods research, development and management of randomized clinical trials, psychotic disorders and cultural psychiatry in low-resourced settings in the US and abroad, women's mental health, and gender differences in care, socio-cultural aspects of schizophrenia in Ethiopia.

Recent Publications (36)

2018 Petruzzi LJ, Pullen SJ, Lange BCL, Parnarouskis L, Dominguez S, Harris B, Quiterio N, Lekpeh G, Manobah B, Henderson DC, Borba CPC. "Contributing Risk Factors for Substance Use Among Youth in Postconflict Liberia." *Qual Health Res*.

Distinctions

New Clinical Drug Evaluation New Investigator Award, National Institute of Mental Health

% Africa Expertise: 50%

LAURENCE A. BREINER
Professor, Department of English

PhD (1973), Yale University; MPhil, Yale University; BA, Boston College

Overseas Experience Caribbean, Japan, Southeast Asia

Languages Latin, Greek, French, German, Italian

Research and Teaching

Postcolonial literature and Theory, West Indian literature, Caribbean Fiction and Poetry, New lands, Old Gods: West African myth in literature of Africa and the Americas, Nigerian literature

Recent Publications (5)

- Forthcoming *Orality and Decolonization in West Indian Poetry: The Chemistry of Presence.*
2017 "Postcolonial Caribbean Poetry." In *The Cambridge Companion to Postcolonial Poetry*, edited by Jahan Ramazani. Cambridge University Press.
2008 *Black Yeats: Eric Roach and the Politics of Caribbean Poetry.* Peepal Tree Press.

Distinctions

1980 Fellow, National Endowment for the Humanities

% Africa Expertise: 10%

Area Courses: 1

SHELLEY M. BROWN

Clinical Assistant Professor, Department of Health Sciences

ABD, Global Governance and Human Security/Global Health, Univ. of Massachusetts–Boston;
MPH, International Health, Boston Univ.; BA, Political Science, Emory University

Research and Teaching

Co-Investigator on multi-site prospective epidemiologic investigation of cardiovascular disease (CVD) in both rural and metropolitan Abuja, Nigeria in 5 clinical sites.

Recent Publications (3)

- 2015 Sprague, C., Woollett, N., Parpart, J., Hatcher, A. M., Sommers, T., Brown, S., & Black, V. "When Nurses Are Also Patients: Intimate Partner Violence and the Health System as an Enabler of Women's Health and Agency in Johannesburg." *Global Public Health.*
2013 Brown, S.M., Monahan, A, Daniels, J.E. "Type-2 diabetes in Belize: A Cross-Sectional Study and Holistic Approach to Increasing Health Education." *Interntl. Public Health Jour.*

% Africa Expertise: 50%

EDOUARD BUSTIN

*Coordinator, Walter Rodney Seminar Series, African Studies Center;
Professor Emeritus of Political Science*

Lic. en Sciences Diplomatiques (1957), Université de Liège (Belgium);
Docteur en Droit, Univ. de Liège; Cand. Phil. & Lettres, Univ. de Liège

Overseas Experience DRC, Cameroon, Gabon, Burundi, Ivory Coast, Senegal, S. Africa

Languages

French (5), Spanish (4), Italian (4), German (3), Dutch (3), Swedish (1), Portuguese (1), Afrikaans (1)

Research and Teaching Francophone and southern Africa, international relations.

Distinctions

1991 Officer de l'Ordre des Palmes Academiques (France)

% Africa Expertise: 100%

MATT CARTMILL

*Professor, Department of Anthropology;
Professor Emeritus, Dept. of Evolutionary Anthropology, Duke University*

MA/PhD (1970), University of Chicago; BA, Pomona College

Academic Experience

1970–2011 Professor, Departments of Evolutionary Anthropology, Duke University

Overseas Experience Zimbabwe, Mexico

Research and Teaching

Origin and differentiation of primates, origins of higher primates, origins of language, bipedal locomotion, history and philosophy of science

Recent Publications (6)

2012 “Primate Origins, Human Origins, and the End of Higher Taxa.” *Evolutionary Anthropology*.

2009 *The Human Lineage*, with F.H. Smith. Wiley-Blackwell.

Distinctions

1985 John Simon Guggenheim Fellowship

% Africa Expertise: 50%

Area Courses: 1

ODILE CAZENAVER

Professor of French and Chair, Department of Romance Studies

PhD (1988), Pennsylvania State Univ.; MA, Pennsylvania State Univ.; BA, Univ. of Strasbourg

Academic Experience

2008–09 Director of Studies, BU Study Abroad Program in Paris

2006–08 Director, BU Summer Program, Dakar

Overseas Experience Cameroon, Senegal

Languages French (5), Spanish (4), Modern Greek (3) German (2), Wolof (1)

Research and Teaching Francophone literature, cinema; feminist and postcolonial theory.

Recent Publications (9)

2016 “Retracing Assia Djebar’s Steps.” *PMLA* 131(1).

2011 *Contemporary Francophone African Writers and the Burden of Commitment*, with Patricia Celerier. University of Virginia Press.

Advising

Lamm, Erin. 2016. PhD, Romance Studies. “A Translated Critical Edition of Maïssa Bey’s *Entendez-vous dans les montagnes...* (2002).”

% Africa Expertise: 90%

Area Courses: 4

LOUIS CHUDE-SOKEI

*Director, African American Studies Program;
George and Joyce Wein Chair in African American Studies;
Professor, Department of English*

PhD (1995), UCLA; BA (Honors), UCLA

Overseas Experience Africa, Jamaica

Research and Teaching Literary, Political and Cultural Phenomena of African Diaspora

Recent Publications (22)

Forthcoming *Race Oddity: Memoirs of an Endless Migration*. Houghton Mifflin Harcourt.

2017 “Introduction: Blackness as Method.” *The Black Scholar*.

2015 *The Sound of Culture: Diaspora and Black Technopoetics*. Wesleyan Univ.Press.

2014 “The Newly Black Americans: African Immigrants and Black America.”
Transition: An International Review.

% Africa Expertise: 50%

IAIN COCKBURN

*Richard C. Shipley Professor of Management and Chair,
Strategy and Innovation Department, Questrom School of Business*

AM/PhD (1990), Harvard University; B.Sc. (Hons 1st Class), University of London

Overseas Experience Zambia, Zimbabwe

Languages English, French

Research and Teaching

Economics of Technical Change, Intellectual Property, Competitive Strategy, Industrial Organization, Information Technology, Health Economics, Applied Econometrics

Recent Publications (8)

2016 Cockburn, I., J. Lanjouw, and M. Schankerman “Patents and the Global Diffusion of New Drugs.” *American Economic Review*.

Distinctions

2017 IDEAS Top 5% of Economists Worldwide, RePEC/IDEAS

2017 Top 10% of authors by all-time downloads, SSRN

% Africa Expertise: 10%

NETA CRAWFORD

Professor, Department of Political Science

PhD (1992), Massachusetts Institute of Technology; BA (with Honors), Brown University

Overseas Experience South Africa

Research and Teaching

Security; Human and Economic Costs of War; Humanitarian Intervention; Social Movements; South African Foreign and Military Policy; War; Qualitative Research Methods.

Recent Publications (15)

2018 “Fear, Hope, and the Formation of Specific Intention in Genocide.” In *Emotions and Mass Atrocity: Philosophical and Theoretical Explorations*, edited by Thomas Brudholm and Johannes Lang. Cambridge University Press.

Distinctions

2018 Distinguished Scholar Award, International Studies Association

% Africa Expertise: 10%

Area Courses: 1

SONDRA S. CROSBY

*Associate Professor of Health Law, Ethics, and Human Rights, School of Public Health;
Associate Professor of General Internal Medicine, School of Medicine*

MD, University of Washington; BPharm, Washington State Univ.; PharmD, Univ. of Washington

Research and Teaching Refugee and immigrant health, health and human rights

Recent Publications (11)

2018 Mehta PK, Saia K, Mody D, Crosby SS, Raj A, Maru S, Piwowarczyk L. “Learning from UJAMBO: Perspectives on Gynecologic Care in African Immigrant and Refugee Women in Boston, Massachusetts.” *J Immigr Minor Health*.

% Africa Expertise: 10%

JOANNA DAVIDSON

Associate Professor, Department of Anthropology

PhD (2007), Emory University; MA, Emory University; BA (with Honors), Stanford University

Academic Experience

2008–11 Postdoctoral Fellow, States at Regional Risk Program (SARR), Emory Univ.

Overseas Experience Senegal, Guinea-Bissau, Australia, Honduras, Ecuador, W. Africa

Languages Guinean Crioulo, Edjamaat Jola, Portuguese, Spanish, French

Research and Teaching

Sociocultural responses to environmental change; anthropological engagements with development; cultural conceptions of knowledge; gender and feminist studies; storytelling.

Recent Publications (4)

2016 *Sacred Rice: An Ethnography of Identity, Environment, and Development in Rural West Africa*. Oxford University Press.

2016 *Narrating Illness: Prospects and Constraints*, co-edited w. Yomna Saber. Interdisciplinary Press.

Advising (3)

Lagace, Martha. 2018. PhD, Anthropology. “Farming the Tarmac: Rootedness and Longing for the World in Post-War Northern Uganda.”

Farrell, Lynsey. 2015. PhD, Anthropology. “Hustling NGOs: Coming of Age in Kibera Slum, Nairobi, Kenya.”

% Africa Expertise: 90%

Area Courses: 1

ANDRE DE QUADROS

Professor of Music; Chair, Music Education Department

MEd (1991), La Trobe University; Grad. Cert. of Higher Education, Monash Univ.; BA, Univ. of Bombay; Grad. Diploma, Music, Victorian College of the Arts; Grad. Diploma, Movement and Dance, Univ. of Melbourne; Grad. Diploma, Humanities, La Trobe Univ.

Research and Teaching Music and public health; postcolonial choral music; incarceration

Recent Publications (6)

- 2015 de Quadros, A., J. Hillman, and E. Howe, eds. *And Neither Have I Wings To Fly. Empowering Song: Arts in the Boston University Prison Education Program.* Boston University.
- 2014 Castelblanco, L., M. Habib, D. J. Stein, A. de Quadros, S. M. Cohen, and J. P. Noordzij. "Singing Voice Handicap and Videostrobolaryngoscopy in Healthy Professional Singers." *Journal of Voice.*
- 2014 Pleasant, A., A. de Quadros, M. Pereira- León, and J. Cabe. "A Qualitative First Look at the Arts for Behavior Change Program: Theater for Health." *Arts & Health.*

% Africa Expertise: 15%

MOUHAMADOU LAMINE DIALLO

Lecturer of Wolof

Baccalaureate (1989), Science and Technology, Collège Seydina Limamou Laye (Senegal)

Academic Experience

- 2003– Lead Teacher, Paige Academy Nursery and Elementary School, Roxbury, MA
2006–14 Instructor of Wolof and Pular, Harvard University

Languages Wolof, Pular, French

Research and Teaching

Participated in Integrated Assessment Plan (IAP), BU African Language Program (2016); Northeast Consortium for Programs in African Languages workshops (2014, 2016); National African Language Resource Center (2015); Materials Development Workshops (2013, 2014).

% Africa Expertise: 100%

Area Courses: 8

MICHAEL C. DIBLASI

*Publications Editor, African Studies Center;
Adjunct Associate Professor, Department of Archaeology*

MA/PhD (1986), Boston University; Student, Univ. of Arizona Archaeological Field School, Grasshopper Pueblo; BA (cum laude), Pennsylvania State University

Academic Experience

2006– Editor, *International Journal of African Historical Studies*
2005– Associate Director, Program for the Study of the African Environment, African Studies Center
2017–18 Assistant Director *ad interim*, African Studies Center

Overseas Experience Ethiopia, Eritrea, Kenya, Nigeria, Uganda, Egypt

Languages German (3), French (3), Swahili (2)

Research and Teaching

Late Holocene archaeology of eastern Africa (Ethiopia, Eritrea, Kenya); environmental history and human ecology; archaeological palynology; development of complex societies.

Recent Publications

2012 “Aksum.” In Neil A. Silberman, ed., *The Oxford Companion to Archaeology*, Vol. 1. 2nd Edition, New York: Oxford University Press.

% Africa Expertise: 100%

ANNE DONOHUE

Associate Professor of Journalism

MA (1989), Tufts University; MS, Boston University; BA, Univ. of Massachusetts–Amherst

Academic Experience

2010– Co-Director, Program on Crisis Response and Reporting, Boston University

Overseas Experience China, Egypt, Japan, Indonesia

Distinctions

2013 National Gay and Lesbian Journalist Association: First Prize for Radio Documentary, Exec. Producer of BBC World Service *The Real American Series, Bon Voyage.*

% Africa Expertise: 25%

RACHEL DWYER

Assistant Head, African Studies Library

MS (2012), Library and Information Science, Simmons Graduate School of Library and Information Science; BA, Smith College

Academic Experience

Boston University Liaison, African Journals Indexing Project

Languages IsiZulu (2); IsiXhosa (1); Spanish (1)

Research and Teaching Information Literacy

Professional Affiliations

African Studies Association, Africana Librarians Council (Book Donations Committee, 2015–16; Taskforce on Book Donations, formed April 2018)

Recent Publications (10)

Online research guides: *Africa Getting Started with Research*; *African Science Fiction/Speculative Fiction*; and *Ajami*. Language learning resource guide for Hausa and isiXhosa. Country guide for Tunisia. Course guides for *HI588 Women, Power and Culture in Africa*; *ID116: Africa Today: The Beat of Popular Culture*; *Religion and Africa: Islam*; *WR150: The Power of Stories: Africa in the Western Media*.

% Africa Expertise: 100%

SUSAN EVA ECKSTEIN

Professor of Sociology and International Relations

PhD (1972), Columbia University; BA, Beloit College

Overseas Experience Bolivia, Mexico, Cuba

Languages Spanish (4)

Research and Teaching

Political economy of developing countries, race and ethnic relations, women in developing countries, immigration, comparative revolutions, political sociology, comparative urbanization.

Recent Publications (4)

2013 *The Immigrant Divide: How Immigrants Impact Their Homelands* (co-editor). Duke University Press.

% Africa Expertise: 25%

Area Courses: 5

FAROUK EL-BAZ

*Research Professor and Director, Center for Remote Sensing;
Research Professor of Electrical and Computer Engineering*

PhD (1964), University of Missouri at Rolla; MS, Missouri School of Mines & Metallurgy;
BSc, Ain Shams University, Egypt

Overseas Experience Egypt, Sudan, Libya, Germany

Languages Arabic (5), German (3), French (1), Spanish (1)

Research and Teaching

Applications of remote sensing technology to archaeology; geography and geology; applications of space photography to the understanding of arid terrain, particularly in North Africa.

Recent Publications

2008 “Remote Sensing of the Earth: Implications for Groundwater in Darfur.” *The Bridge*.

% Africa Expertise: 25%

BREEANNA ELLIOTT

Outreach Manager, African Studies Center

Teacher Licensure (2015), History with Sheltered English Immersion Endorsement, Harvard Graduate School of Education; BA with Honors, History and African and African American Studies, Harvard University

Academic Experience

2015– Program Assistant, BU Summer Study Abroad Program in Zanzibar

Overseas Experience Tanzania, Spain

Languages Swahili (4), Spanish (4), Xhosa (1), French (1)

Research and Teaching

Facilitates graduate course for Primary Source, “Modern African History: Colonialism, Independence and Legacies”; board member for Boston- and Zanzibar-based non profits working in education, natural resources, and community empowerment.

Recent Publications (9)

2017 “GIZO-GIZO!: A Tale from the Zongo Lagoon Book Review.” *Bookbird: A Journal of International Children’s Literature* 55(3).

2017 “Who Built Great Zimbabwe? And Why?” Animated video, *TED-Ed*.

% Africa Expertise: 100%

RANDALL P. ELLIS
Professor, Department of Economics

PhD (1981), Massachusetts Institute of Technology; MSc, London School of Economics and Political Science; BA, Yale University

Academic Experience

2008–10 Associate Chair, Department of Economics, Boston University

Overseas Experience Niger, Kenya, Ghana

Languages French

Research and Teaching Health economics in both US and international settings.

Recent Publications (26)

2017 “Social Determinants of Health in Managed Care Payment Formulas,” with AS Ash, EO Mick, CI Keife, JJ Allison, and MA Clark. *JAMA Internal Medicine*.

2017 “Demand Elasticities and Service Selection Incentives among Competing Private Health Plans,” with Bruno Martins and Wenjia Zhu. *Jour. of Health Economics*.

2016 Cid, Camilo; Randall P. Ellis; Verónica Vargas; Juergen Wasem; Lorena Prieto. “Global Risk-Adjusted Payment Models.” *Handbook of Global Health Economics and Public Policy* 11(1).

% Africa Expertise: 10%

Area Courses: 2

CHRISTIAN R. ESTRELLA

*Program Administrator, African Studies Center;
Senior Manager of Finance and Administration, Pardee School of Global Studies*

MS (2016), Computer Information Systems, Boston University; MS, Troy University;
BA, International Relations, Boston University

Work Experience

2004–14 Division Administrator, Pardee School of Global Studies

2002–04 Manager of Student Services, Columbia University

1996–00 Officer, US Army

FRANK G. FEELEY

Associate Professor, Department of Global Health

JD (1973), Yale University Law School; BS (cum laude), Princeton University

Overseas Experience

Georgia, Armenia, Lesotho, the Marshall Islands, Nepal, Romania, Sri Lanka, Surinam, Turkey, Kenya, Zambia, Uganda, Nigeria, Namibia, Ghana, Vietnam, Russia

Research and Teaching

Health regulation and finance, including health insurance, the management of governmental health agencies and the role of private sector in developing country health care, particularly for HIV/AIDS.

Recent Publications (10)

2017 Umeh CA, Feeley FG. "Inequitable Access to Health Care by the Poor in Community-Based Health Insurance Programs: A Review of Studies From Low- and Middle-Income Countries." *Glob Health Sci Pract*.

% Africa Expertise: 50%

Area Courses: 1

WALTER E. FLUKER

Martin Luther King, Jr. Professor of Ethical Leadership

PhD (1988), Boston University; MDiv, Garrett-Evangelical Seminary; BA, Trinity College

Academic Experience

1997–2010 Coca-Cola Professor of Leadership Studies, Morehouse College

Overseas Experience

Sierra Leone, Cuba, South Africa, Nigeria, West Africa, Austria, Hong Kong, India, China

Recent Publications

2017 Editor, *The Papers of Howard Washington Thurman* (multi-volume). University of South Carolina Press.

2016 *The Ground Has Shifted: The Black Church in an Era of Post-Racialism*. New York University Press.

2015 "Shape-Shifting: Cultural Hauntings, Contested Post-Racialism, The Black Church and Theological Imagination." In *Color and Transcendence: Contested Post-Racialism and Conflicted Churches in the U.S. and South Africa*, edited by R. Drew Smith, William Ackah, Anthony Reddie, Rothney Tshaka. University of Mississippi Press.

% Africa Expertise: 25%

Area Courses: 1

SUSAN D. FOSTER

Professor of Global Health, School of Public Health

PhD (1996), University of London; MA, Ohio University; BA, University of Colorado–Boulder

Overseas Experience

D.R. Congo, Zambia, Zaire, Cameroon, Mali, Niger, SE Asia, Brazil, Switzerland, UK, Burundi, Burkina, Faso, Rwanda, Kenya, Uganda, Madagascar, Indonesia, Malaysia, India

Languages

French (4), Spanish (3), Portuguese (3)

Research and Teaching

Health care financing and economics, economics of infectious disease, particularly antibiotic and antimicrobial resistance, malaria, HIV/AIDS, sexually transmitted infections, and TB.

Recent Publications (1)

2013 Grosskurth H, Brugha R, Droti B, Foster S, and Laing R. “Managing a Health Service with Management and Financing of Drug Supply.” In *Principles of Medicine in Africa*, edited by D. Mabey, et al. Cambridge University Press.

% Africa Expertise: 50%

Area Courses: 3

MATTHEW FOX

Professor of Epidemiology and Global Health, School of Public Health

DSc (2007), Boston University; MPH, Boston University; BA, Bates College

Overseas Experience

South Africa, Kenya, Zambia, Turkmenistan, Russia, Vietnam

Languages

Russian (2), Spanish (1)

Research and Teaching

Treatment outcomes in HIV-treatment programs, infectious disease epidemiology, improving retention in HIV-care programs in South Africa.

Recent Publications (103)

2018 Nattey C, Jinga N, Mongwenyana C, Mokhele I, Mohomi G, Fox MP, Onoya D. “Understanding Predictors of Early Antenatal Care Initiation in Relationship to Timing of HIV Diagnosis in South Africa.” *AIDS Patient Care STDS*.

2018 Fox MP, et al. “Assessing the Impact of the National Department of Health's National Adherence Guidelines for Chronic Diseases in South Africa Using Routinely Collected Data: A Cluster-Randomised Evaluation.” *BMJ Open*.

% Africa Expertise: 75%

DAVID FRANKFURTER

Chair, Department of Religion;

William Goodwin Aurelio Chair in the Appreciation of Scripture, Department of Religion

MA/PhD (1990), Princeton Univ.; MTS, Harvard Divinity School; BA, Wesleyan University

Academic Experience

1995–2010 Professor, History and Religious Studies, University of New Hampshire

Research and Teaching

Ancient Mediterranean religions, Christianization, Egypt in Roman and Late Antique periods, exorcism, Jewish apocalyptic literature, magical texts, popular religion, religion and violence.

Recent Publications (19)

2017 *Christianizing Egypt: Syncretism and Local Worlds in Late Antiquity*. Princeton University Press.

2017 “Narratives That Do Things.” In *Religion: Narrating Religion*, ed. Sarah I. Johnston. Macmillan.

Distinctions

2016 Jeffrey Henderson Senior Research Fellowship, BU Center for the Humanities

2008 Radcliffe Institute for Advanced Study, Harvard Univ., Lillian Gollay Knafel Fellow

2008 John Simon Guggenheim Fellowship

% Africa Expertise: 20%

Area Courses: 2

TELAHUN GEBREHIWOT

Lecturer of Amharic

MSW (2015), Boston University; MA, Applied Linguistics, Univ. of Massachusetts–Boston; PhD, Management, Academy of Social Sciences and Social Management (Bulgaria); BA, French Language, French College of Education (Ethiopia)

Research and Teaching

Certified by National African Language Resource Center (2010) and for Training for Foreign Language Medical Interpreters Workshop (Massachusetts Dept. of Public Health, 1998).

Recent Publications

2008 Instructional books for beginner, intermediate, and advanced Amharic, Boston Univ.

% Africa Expertise: 100%

Area Courses: 3

CHRISTOPHER GILL

*Associate Professor, Center for Global Health and Development;
Director, School of Public Health Pharmaceuticals Program*

MD, Univ. of Massachusetts; MS, Tufts–Sackler School of Graduate Biomedical Studies

Academic Experience

Member, World Health Organization Collaborating Center on Pharmaceutical Policy

Research and Teaching

Principal Investigator, Lufwanyama Neonatal Survival Project, Northern Zambia

Recent Publications (44)

- 2018 Larson Williams A, McCloskey L, Mwale M, Mwananyanda L, Murray K, Herman AR, Thea DM, MacLeod WB, Gill CJ. “‘When You Are Injected, the Baby Is Protected:’ Assessing the Acceptability of a Maternal Tdap Vaccine Based on Mothers’ Knowledge, Attitudes, and Beliefs of Pertussis and Vaccinations in Lusaka, Zambia.” *Vaccine*.
- 2017 Gill C, Rohani P, Thea DM. “The Relationship between Mucosal Immunity, Nasopharyngeal Carriage, Asymptomatic Transmission and the Resurgence of Bordetella Pertussis.” *F1000*.

% Africa Expertise: 50%

SUCHARITA GOPAL

*Research Professor, Department of Geography, Center for Remote Sensing,
Pardee Center for the Study of the Longer-Range Future, and BU Marine Program (BUMP)*

PhD (1988), University of California, Santa Barbara; MPhil/MSc/BEd/BA, Madras University

Research and Teaching

PI, “NSF GK-12 Graduate STEM Fellows in K-12 Education,” NSF GLACIER/Global Change Initiative, Research and Education. Co-PI, “A Landscape Analysis Partnership for Ecosystem Services in Lac Tonle Sap and the Lower Mekong Basin,” MacArthur Foundation.

Recent Publications (8)

- 2015 Gopal, S., et al. “Modeling Coastal and Marine Environmental Risks in Belize using MIDAS.” *Coastal Management*.
- 2014 Chan, Dara V., Gopal, S., and C. A. Helfrich. “Accessibility Patterns and Community Integration among Previously Homeless Adults: A Geographic Information Systems (GIS) Approach.” *Social Science & Medicine*.

Advising (13)

% Africa Expertise: 25%

CHARLES L. GRISWOLD

Borden Parker Bowne Professor of Philosophy

MA/PhD (1978), Pennsylvania State University; BA, Trinity College

Academic Experience

2004 Visiting Professor, Université de Paris 1 Panthéon–Sorbonne
1996 Olmsted Visiting Professor in Ethics, Yale University
1989–1991 Professor, Howard University

Languages French (3), Italian (3), German (2), Spanish (3), Greek (Ancient)

Research and Teaching Moral and political philosophy, metaphilosophy.

Recent Publications (5)

2018 Co-author, *Jean-Jacques Rousseau and Adam Smith: A Philosophical Encounter*.
Routledge.

Awards

2014 Neu Family Award for Excellence in Teaching, Boston University
2009–10 American Council of Learned Societies Fellowship

% Africa Expertise: 10%

ROY GRUNDMANN

Associate Professor of Film Studies

PhD (1998), Cinema Studies, New York University; MA, New York University;
BA, Wilhelms-Universität Munster, Germany

Research and Teaching

Seminars and proseminars in American cinema history (classical and contemporary Hollywood, African American representation, American avant-garde), history of avant-garde film and video, film theory, American cinema cultural studies.

Recent Publications (7)

2014 “Cinema and Experience: Siegfried Kracauer, Walter Benjamin, and Theodor W. Adorno.” *Cineaste*.
2013 “Experimental Cinema and the Crystals of Time: Matthias Müller's Visual Poems.” *Millenium Film Journal*.

% Africa Expertise: 25%

NAFISA HALIM

Research Assistant Professor, Department of Global Health

MA/PhD, Sociology, University of New Mexico

Overseas Experience India, Vietnam, Peru, Bangladesh, Ethiopia

Teaching and Research

Examination of the associations between women’s political empowerment and gender-gaps in primary education in India, parental access to credit market and child growth in India, Vietnam, Peru and Ethiopia.

Recent Publications (12)

- 2018 Halim N, Steven E, Reich N, Badi L, Messersmith L. “Variability and Validity of Intimate Partner Violence Reporting by Couples in Tanzania.” *PLoS One*.
- 2017 Lisa J. Messersmith, Nafisa Halim, Ester Steven Mzilangwe, Naomi Reich, Lilian Badi, Nelson Bingham Holmes, II, Maria Servidone, Elizabeth Simmons, Philbert Kawemama. “Childhood Trauma, Gender Inequitable Attitudes, Alcohol Use and Multiple Sexual Partners: Correlates of Intimate Partner Violence in Northern Tanzania.” *Journal of Interpersonal Violence*.

% Africa Expertise: 20%

DAVIDSON H. HAMER

*Associate Professor of Global Health, School of Public Health;
Associate Professor of Medicine, School of Medicine*

MD (1987), University of Vermont College of Medicine; BA, Amherst College

Overseas Experience

Ghana, Kenya, Nigeria, South Africa, Tanzania, Uganda, Zambia, Bolivia, Ecuador, Peru, China, India, Bangladesh, Vietnam

Teaching and Research

Intervention to prevent or treat malnutrition or specific micronutrient deficiencies including evaluations of the effects of micronutrients, especially zinc, vitamin A. Epidemiology and the treatment of malaria in pregnancy and evaluation of Interventions designed to decrease maternal morbidity, improve birth outcomes, and reduce neonatal mortality.

Recent Publications (172)

- 2018 Chen LH, Hamer DH. “Vaccination Strategies During Shortages of Yellow Fever Vaccine—Reply.” *JAMA*.

% Africa Expertise: 50%

Area Courses: 1

JOHN R. HARRIS
Professor of Economics

MA/PhD (1967), Economics, Northwestern University; AB, Wheaton College

Academic Experience

1975–87 Director, African Studies Center

Overseas Experience

Nigeria, Kenya, Tanzania, Botswana, Sudan, Somalia, Uganda, Malawi, Zimbabwe, Ghana, Liberia, Chad, Togo, Ivory Coast.

Research and Teaching

Applied macroeconomic theory, monetary economics, migration theory, regional and urban economics, transportation economics, economic development.

Recent Publications

1995 “Credit Where It Is Due? A Review of the Macro and Micro Evidence on the Real Effects of Financial Reform.” In *Financial Reform: Theory and Experience*, edited by Gerard Caprio, Jr.; Izak Atiyas; and James A. Hanson. Cambridge University Press.

% Africa Expertise: 50%

Area Courses: 1

JOSEPH HARRIS
Assistant Professor of Sociology

PhD (2012), Univ. of Wisconsin–Madison; MPA, Princeton Univ.; BA, Tulane Univ.

Overseas Experience Thailand, Brazil, South Africa

Research and Teaching

Politics of social policy in industrializing world; sociology of global health; policy diffusion from the global periphery.

Recent Publications (6)

2017 *Achieving Access: Professional Movements, Politics, and the Struggle for Health Universalism in Thailand, Brazil, and South Africa*. Cornell Univ. Press.

2016 Co-author, “Moving Towards Universal Health Coverage: Lessons from 11 Country Studies.” *The Lancet*.

% Africa Expertise: 25%

LINDA M. HEYWOOD

Professor of African American Studies and History

MA/PhD (1984), Columbia University; BA, Brooklyn College

Academic Experience

1990–2002 Professor, Howard University

Overseas Experience Zambia, Congo, Angola, Brazil

Languages Portuguese

Research and Teaching African diaspora, African economic and social history

Recent Publications (2)

2017 *Njinga of Angola: Africa's Warrior Queen*. Harvard University Press.

2007 *Central Africans, Atlantic Creoles, and the Foundation of the Americas, 1585-1660*, with John K. Thornton. Cambridge University Press.

Distinctions

2007 Melville J. Herskovits Prize (for most important scholarly work on Africa), African Studies Association, with John Thornton

% Africa Expertise: 100%

Area Courses: 7

PATRICIA L. HIBBERD

*Chair and Professor of Global Health, School of Public Health;
Professor of Medicine in Infectious Diseases, School of Medicine*

MD, Harvard Medical School; PhD, University of Leicester; BSc, King's College London

Overseas Experience Malawi, Sierra Leone, India, Pakistan

Recent Publications (70)

2016 Hibberd, PL, et al. "Trends in the Incidence of Possible Severe Bacterial Infection and Case Fatality Rates in Rural Communities in Sub-Saharan Africa, South Asia and Latin America, 2010-2013: A Multicenter Prospective Cohort Study." *Reprod Health*.

Distinctions

Chair, Data and Safety Monitoring Board, Centers for Disease Control STRIVE Trial (an Ebola vaccine trial in Sierra Leone)

% Africa Expertise: 50%

KAREN JACOBSON

*Assistant Professor of Medicine, Section of Infectious Diseases, School of Medicine;
Assistant Professor of Epidemiology, School of Public Health*

MD (2002), John Hopkins University; MPH, Harvard University School of Public Health;
BS, Yale University

Academic Experience

2013– Director, Global Health, Boston University Medical School
2011–13 Public Health Fellow, Johns Hopkins University

Languages French

Recent Publications (13)

2018 Freiman JM, Jacobson KR, et al. “Isoniazid Preventive Therapy for People With HIV Who Are Heavy Alcohol Drinkers in High TB-/HIV-Burden Countries: A Risk-Benefit Analysis.” *J AIDS*.
2014 “The State of Emergency Care in the Republic of Sudan.” *African Journal of Emergency Medicine*.

% Africa Expertise: 15%

GABRIELLE A. JACQUET

Associate Professor of Emergency Medicine, School of Medicine

MD (2007), University of Vermont; MPH, Johns Hopkins University; BA, Middlebury College

Overseas Experience India, Ghana, Sudan, Rwanda, South Africa, Haiti, Colombia

Languages French

Research and Teaching

Global emergency medicine, medical education, women in medicine, medical education and strengthening emergency care in resource-limited settings.

Recent Publications (40)

2018 Jacquet GA, Sarfaty S, Tupesis JP. “Comments on ‘Protecting the Health of Medical Students on International Electives in Low-Resource Settings.’” *J Travel Med*.
2017 St Clair NE, Pitt MB, Bakeera-Kitaka S, McCall N, Lukolyo H, Arnold LD, Audcent T, Batra M, Chan K, Jacquet GA, Schutze GE, Butteris S. “Global Health: Preparation for Working in Resource-Limited Settings.” *Pediatrics*.

% Africa Expertise: 25%

WARREN KAPLAN

Clinical Assistant Professor, School of Public Health

PhD, Biology, Boston University; MPH, Boston University; MS, Texas A&M University;
JD, Suffolk Univ.; BA, Queens College, City University of New York

Overseas Experience Ethiopia, Tanzania, S. Africa, Mozambique, Rwanda, Kenya

Research and Teaching

Pharmaceutical policy, intellectual property policy, trade and public health, prevention and treatment of diabetes, and access to medicines and antimicrobial resistance.

Recent Publications (20)

- 2018 Sharma A, Bhandari PM, Neupane D, Kaplan WA, Mishra SR. “Challenges Constraining Insulin Access in Nepal—A Country with No Local Insulin Production.” *Int Health*.
- 2017 Kaplan WA, Ashigbie PG, Brooks MI, Wirtz VJ. “Comparison of Medicines Management Strategies in Insurance Schemes in Middle-Income Countries: Four Case Studies.” *J. Pharm Policy Pract.*

% Africa Expertise: 25%

Area Courses: 2

MAHESH KARRA

*Assistant Professor of Global Development Policy, Pardee School of Global Studies;
Associate Director, Human Capital Initiative, Global Development Policy Center;*

ScD (2017), Harvard University; MSc, Barcelona Graduate School of Economics (Spain);
BA, McGill University

Overseas Experience Spain, India, Malawi, Sub-Saharan Africa, S. Asia, Latin America

Languages Arabic, English, French, Hindi, Spanish, Telugu

Research and Teaching Development and health economics; maternal and child health

Recent Publications (17)

- Forthcoming Finlay, J., Y. Efevbera, J. Ndikubagenzi, M. Karra, D. Canning. “Reframing the Measurement of Women’s Work in the Sub-Saharan African Context.” *Work, Employment and Society*.
- 2017 Karra, M., et al. “The Effect of Fertility Decline on Economic Growth in Africa: A Macrosimulation Model.” *Population and Development Review*.

Advising (11)

% Africa Expertise: 50%

SAM KAUFFMAN

Professor, Department of Film and Television

MS, Film, Boston University; BA, History, University of Pennsylvania

Overseas Experience South Africa, Uganda, Rwanda, Botswana

Research and Teaching

Film Production I, Writing for Television, Digital Editing, Camera as an Agent for Social Change.

Recent Publications

2010 *Kids Living with Slim* (Film on HIV+ African children; won CINE Golden Eagle Award)
2007 *Massacre at Murambi* (Film, aired on PBS show *P.O.V.*)

Distinctions

2009 John Simon Guggenheim Fellowship
2006 Senior Fulbright Specialist, Rwanda

% Africa Expertise: 25%

LES KAUFMAN

Professor of Biology, Marine Program and Center for Ecology and Conservation Biology

PhD (1980), Theoretical Ecology and Evolutionary Biology, John Hopkins University;
BA, Johns Hopkins University

Academic Experience

2017 Visiting Scientist, Mote Marine Laboratory

Overseas Experience Kenya, Uganda, Tanzania

Research and Teaching

Aquatic Biological Diversity and the processes that create it (speciation), destroy it (extinction), and maintain it (conservation biology). Mainly focuses on why some organisms are more adaptable than others, and how this relates to the ways that they evolve/interact with each other.

Recent Publications (41)

2013 Mwanja, W. W., P. A. Fuerst and L. Kaufman. "Collapse of the 'Ngege,' *Oreochromis Esculentus* (Teleostei: Cichlidae) Populations, and Resultant Population Genetic Status in the Lake Victoria Region." *Uganda Journal of Agricultural Science*.

Advising (14)

% Africa Expertise: 50%

SEAN KEALY

*Clinical Associate Professor, School of Law;
Director, Africa i-Parliaments Clinic*

JD (1994), Temple University; MGA, University of Pennsylvania; AB, Hamilton College

Research and Teaching

Legislation and how legislative systems address policy issues; evidence-based legislation; the operation and legislative output of African Parliaments; criminal law and procedure; the criminal justice system; federal and state constitutional law.

Recent Publications (4)

- 2018 *American Legislative Practice*, with M. Bautista and L. Rulli. West Publishing.
2017 “What is Reliable Evidence? A Proposal for Evidence Based Legislation.” *European J. L. Ref.*
2013 *African Parliamentary Knowledge Network Legislative Handbook: Using Evidence to Design and Assess Legislation.* <http://sites.bu.edu/dome/files/2016/02/APKN-Legislative-Handbook-5.pdf>.

% Africa Expertise: 25%

GERALD T. KEUSCH

*Associate Director, National Emerging Infectious Diseases Laboratory;
Professor of Medicine and of Global Health*

MD (1963), Harvard Medical School; AB, Columbia College

Academic Experience

- 2004–08 Associate Provost and Associate Dean for Global Health, Boston University
1998–03 Associate Director for International Research, Director Fogarty International Center, National Institutes of Health

Overseas Experience

S. Africa, D.R. Congo, Kenya, Uganda, India, Bangladesh, Guatemala

Research and Teaching Tropical Infectious Diseases, Geographic medicine, Global Health

Recent Publications (11)

- 2013 Keusch GT, et al. “Implications of Acquired Environmental Enteric Dysfunction for Growth and Stunting in Infants and Children Living in Low- and Middle-Income Countries.” *Food Nutr Bull.*
2011 Keusch GT, Kilama WL, Moon S, Szlezák NA, Michaud CM. “The Global Health System: Linking Knowledge with Action—Learning from Malaria.” *PLoS Med.*

% Africa Expertise: 10%

HANAN EL-SAYED KHASHABA

Lecturer of Arabic

MEd (2009), American International College; BA, Mansoura University (Egypt)

Academic Experience

2004– Arabic Curriculum Coordinator and School Principal, Al-Bashaer School, Boston, MA

Research and Teaching

Arabic as a foreign language. Certifications in Virtual Teaching Program (University of California–Irvine, 2015–15), The Academy for Arabic Teachers (Tracks I-III, BU, 2010–12), STARTALK Classroad (Online course development and technology training, 2013). Participation in American Council on the Teaching of Foreign Languages (ACTFL), National Foreign Language Center (NFLC), and Middle East Studies Association (MESA) workshops and conferences.

% Africa Expertise: 25%

Area Courses: 2

GISELLE KHOURY

Senior Lecturer and Head of Arabic,

Department of Modern Languages and Comparative Literature

MA/PhD (2008), Applied Linguistics, Boston University; MA, University of Haifa (Israel);
BA, Ohio University

Languages

Arabic, Hebrew

Research and Teaching

Foreign language acquisition, Arabic as a foreign language. Organizer of GO-BU language program, organizer STARTALK Arabic language summer institute.

% Africa Expertise: 25%

Area Courses: 5

MAGALY KOCH

Research Associate Professor, Center for Remote Sensing

PhD (1993), Geology, Boston University; Diploma, Ground Water Hydrology, Polytechnic University of Catalonia (Spain); MSc, University of Cologne (Germany)

Overseas Experience Ethiopia, Sudan, Oman, Egypt, UAE, Venezuela, Italy

Languages German and Spanish

Research and Teaching

Remote Sensing and Geographic Information Systems as applied to: human impact in environmental change, land and water resources in arid/semiarid environments, natural hazards (flash floods), archaeology (human-environment relationship).

Recent Publications (10)

2013 Gaber, A., Koch, M., Geriessh, M.H., Sato, M., and El-Bax, M. "Near-Surface Imaging of a Buried Foundation in the Western Desert, Egypt, Using Space-Borne and Ground Penetrating Radar." *Journal of Archaeological Science*.

Distinctions

2014–15 Fullbright Fellowship, Japan
1996–98 Marie Curie Research Fellowship

% Africa Expertise: 25%

SANJAY KRISHNAN

Associate Professor, Department of English

PhD (2001), English and Comparative Literature, Columbia University; MA, University of Singapore; BA, University of London

Academic Experience

2007–09 Associate Professor, English Department, University of California, Irvine
2001–07 Assistant Professor, English Department, University of Pennsylvania

Overseas Experience South Africa

Research and Teaching Postcolonial and world literatures, critical theory, globalization

Recent Publications (1)

2013 "Formative Dislocation in V. S. Naipaul's *The Enigma of Arrival*." *Modern Fiction Studies*.

% Africa Expertise: 25%

MUSTAPHA KURFI

Lecturer of Hausa

PhD (2018), Sociology, Boston University; MA, Ohio University; MSc, Bayero University (Kano, Nigeria); BSc, Bayero University (Kano, Nigeria)

Academic Experience

2004– Lecturer, Department of Sociology, Bayero University (Kano, Nigeria)

Languages Hausa

Research and Teaching

Certified in Teaching African Languages (NALRC Summer Institute, 2012). Research on language development, family, environment, and social change.

Recent Publications (2)

Forthcoming *Littaffin Hausa Ajami don Lafiyar Al’umma (A Hausa Ajami Textbook for Public Health)*. Boston University.

2014 *Jagoran Koyon Hausa Ajami a Aiwace (A Practical Guide to Hausa Ajami)*. Boston University.

2011 *Societal Responses to the State of Orphans and Vulnerable Children (OVC) in Kano Metropolis–Nigeria*. Lambert Academic Publishing.

% Africa Expertise: 100%

Area Courses: 8

RICHARD LAING

Professor of Global Health, School of Public Health

MD, University of Zimbabwe; MBChB, University of Zimbabwe; MSc, University of London

Overseas Experience Zimbabwe, Kenya, South Africa

Recent Publications (29)

2018 Barakat D, Rockers PC, Vian T, Onyango MA, Laing RO, Wirtz VJ. “Access to Asthma Medicines at the Household Level in Eight Counties of Kenya.” *Int J Tuberc Lung Dis*.

2017 Magadzire BP, Marchal B, Mathys T, Laing RO, Ward K. “Analyzing Implementation Dynamics Using Theory-Driven Evaluation Principles: Lessons Learnt from a South African Centralized Chronic Dispensing Model.” *BMC Health Serv Res*.

2016 Rockers PC, Wirtz VJ, Vian T, Onyango MA, Ashigbie PG, Laing R. “Study Protocol for a Cluster-Randomised Controlled Trial of an NCD Access to Medicines Initiative: Evaluation of Novartis Access in Kenya.” *BMJ Open*.

% Africa Expertise: 75%

Area Courses: 1

BRUCE A. LARSON

Associate Professor, Department of Global Health

BA/MA/PhD (1987), University of Wisconsin–Madison, Agricultural Economics;

Academic Experience

2003–07 Assoc. Professor of Agricultural and Resource Economics, Univ. of Connecticut

Overseas Experience

Ghana, Kenya, Ethiopia, Tunisia, Morocco, Madagascar, S. Africa, Zaire, Zambia, Central America, Middle East, E. Europe

Languages French

Research and Teaching Economic impacts of antiretroviral therapy; malaria prevention

Recent Publications (22)

2017 Meyer-Rath G, van Rensburg C, Larson B, Jamieson L, Rosen S. “Revealed Willingness-to-Pay versus Standard Cost-Effectiveness Thresholds: Evidence from The South African HIV Investment Case.” *PLoS One*.

% Africa Expertise: 100%

Area Courses: 2

MARGARET LITVIN

*Associate Professor of Arabic and Comparative Literature;
Director, Middle East and North African Studies Program*

PhD (2006), University of Chicago; BA, Yale University

Overseas Experience Egypt, Israel, Morocco, Syria

Languages Russian, Arabic, Spanish, French, Italian, Haitian Creole

Research and Teaching Arabic lit. in translation, Shakespeare in Arab world, Arab theater.

Recent Publications (21)

2011 *Hamlet’s Arab Journey: Shakespeare’s Prince and Nasser’s Ghost*. Princeton U. Press.

Distinctions

2015–18 Alexander von Humboldt Fellowship for Experienced Researchers

Advising (8)

% Africa Expertise: 40%

Area Courses: 3

AMBASSADOR ROBERT LOFTIS

*Professor of the Practice of International Relations;
Director of Graduate Studies, Pardee School of Global Studies*

BA (1979), Political Science, Colorado State University

Professional Experience

1980–2012 US State Department, served as Ambassador to Lesotho and Deputy Chief of Mission in Mozambique

Overseas Experience Guinea-Bissau, Mozambique, Lesotho, Brazil, New Zealand

Languages Portuguese, French

Research and Teaching Diplomatic Practice, U.S. Foreign Policy, Negotiations

Advising (2)

Mjr. Anthony Reinhardt. 2017. MA, International Relations. Policy Paper: “Improving Security Cooperation in Fragile Sub-Saharan African States.”

Mjr. Alan Todd Meskill. 2017. MA, International Relations. Policy Paper: “Minimizing the Impact of the Political Crisis on the Military in Burundi: Policy Options for the U.S. Africa Command.”

% Africa Expertise: 10%

Area Courses: 1

LAWRENCE C. LONG

Research Assistant Professor of Global Health, School of Public Health

MCom/PhD, University of the Witwatersrand; BBusSci, University of Cape Town

Overseas Experience South Africa

Academic Interests

Economic impact of HIV, tuberculosis and associated conditions within South Africa and sub-Saharan Africa; clinical trial of same day HIV treatment initiation.

Recent Publications (39)

2018 Bonawitz R, Brennan AT, Long L, Heeren T, Maskew M, Sanne I, Fox MP. “Regimen Durability in HIV-Infected Children and Adolescents Initiating First-Line Antiretroviral Therapy in a Large Public Sector HIV Cohort in South Africa.” *Trop Med Int Health*.

% Africa Expertise: 10%

RODRIGO LOPES DE BARROS

Assistant Professor of Spanish and Portuguese, Department of Romance Studies

PhD, University of Texas–Austin; MA, Federal University of Santa Catarina (Brazil);
BA, Federal University of Santa Catarina (Brazil)

Overseas Experience Cuba, Brazil

Languages Spanish, Portuguese

Academic Interests

African musical influences in Brazil and Cuba, relations between ethnography and literature, theory of modernity in Latin America, avant-garde cinema and contemporary art in Cuba and Brazil.

Recent Publications

- 2012 “From Underworld to Avant-Garde: Art and Criminology in Cuba and Brazil.”
Comparative Literature Studies.
- 2011 “Declínio do Tabaco: Impossibilidade de Narrar - comentários a partir de Paul Auster e Salim Miguel.” *Outra Travessia*.
- 2010 “Havana: a cidade como catástrofe em Antonio José Ponte.” *Alea: Estudos Neolatinos*.

% Africa Expertise: 25%

NOORA LORI

Assistant Professor, Department of International Relations

MA/PhD (2013), John Hopkins University; BA, Northwestern University

Overseas Experience UK, United Arab Emirates, Qatar, Egypt, France, Bahrain

Languages Arabic, French

Research and Teaching Comp. Politics, Immigration and Citizenship, Middle East Politics

Recent Publications (2)

- 2012 “‘Temporary Migrants’ or Permanent Residents? The Kafala System and Contestations over Residency in the Arab Gulf States.” Center for Migrations and Citizenship, *Institut Français des Relations Internationales*.
- 2006 “Institutionalizing Unassimilation: Education Policy and Second-Generation North African Immigrants in France.” *Journal of Politics and Society*.

% Africa Expertise: 25%

TIMOTHY LONGMAN

*Associate Professor of Political Science;
Director, Institute on Culture, Religion and World Affairs (CURA)*

MA/PhD (1995), University of Wisconsin–Madison; BA, Phillips University

Academic Experience

2009–17 Director, African Studies Center

Overseas Experience

Rwanda, Burundi, D.R. Congo, S. Africa, Kenya, Tanzania, Uganda

Languages

French (5), Kiswahili (3), Swedish (3), Lingala (2), Kinyarwanda (2)

Recent Publications (6)

2017 *Memory and Justice in Post-Genocide Rwanda*. Cambridge University Press.

2010 *Christianity and Genocide in Rwanda*. Cambridge University Press.

Distinctions

2016 Fulbright-Hays Seminars Abroad, \$160,000 grant from the Department of Education to lead faculty group on 4-week education program in Senegal

2004–06 Principal Investigator, “Education for Reconciliation in Rwanda: Creating a History Curriculum after Genocide,” United States Institute for Peace

% Africa Expertise: 100%

Area Courses: 6

ROBERT E. B. LUCAS

Professor, Department of Economics

PhD (1973), Massachusetts Institute of Technology; MSc, London School of Economics;
BSc, London School of Economics

Overseas Experience

Botswana, Egypt, South Africa, India, Malaysia, Sweden, UK

Research and Teaching

Migration, Inequality, International trade, Human Resources, Labor, Econometrics, Microeconomics, Macroeconomics, Immigration in the United Arab Emirates.

Recent Publications (5)

2014 “African Migration.” In *Handbook on the Economics of International Migration*, edited by Barry R. Chiswick and Paul W. Miller. Elsevier Science.

2006 “Migration and Economic Development in Africa: A Review of Evidence.” *Journal of African Economies*.

% Africa Expertise: 25%

Area Courses: 1

WILLIAM B. MACLEOD

Assistant Professor, Department of Global Health

ScD (1999), Harvard University; ScM, Harvard University; BA, University of California–Davis

Overseas Experience South Africa, Kenya, Zambia, The Gambia, Honduras

Research and Teaching

Public Health, Demography, Epidemiology Biostatistics International Health, Infectious Diseases, Research Methods, HIV Treatment, International Clinical Trials.

Recent Publications (40)

2017 Stevens WS, Gous NM, MacLeod WB, et al. “Multidisciplinary Point-of-Care Testing in South African Primary Health Care Clinics Accelerates HIV ART Initiation but Does Not Alter Retention in Care.” *J Acquir Immune Defic Syndr*.

% Africa Expertise: 100%

ZOLISWA O. MALI

*Director, African Language Program;
Senior Lecturer of IsiXhosa and IsiZulu*

PhD (2007), Second Language Acquisition (Technology/Linguistics Specialization), Univ. of Iowa; MA, Linguistics, Univ. of Iowa; MA, African Languages, Univ. of Stellenbosch (South Africa); BA, Univ. of Fort Hare (South Africa)

Languages IsiXhosa, IsiZulu, Afrikaans

Research and Teaching

African linguistics (isiXhosa/ isiZulu/Siswati); communication strategies, computer-mediated communication, isiXhosa, isiZulu, African culture, computer assisted language learning. Certified in ACTFL/ILR OPI Language Proficiency Testing; served as trainer in Summer Professional Development Program for African Language Coordinators and Directors (NALRC); participated in workshops on World Readiness Standards for Learning Swahili, Yoruba, and Zulu; NALRC Summer Training for Trainers of African Language Instructors; and Strengthening Doctoral Supervision.

Recent Publications

Forthcoming “Online Medical Materials for African Languages: Zulu,” co-authored with Sandra Sanneh. <https://africanmed.wordpress.com>

In Review *World-Readiness Standards for Learning isiZulu*, co-authored with Sandra Sanneh, Audrey Mbeje, and Thandiwe Nxumalo.

% Africa Expertise: 100%

Area Courses: 5

NICOLETTE D. MANGLOS-WEBER
Assistant Professor of Religion and Society

MA/PhD (2012), University of Texas—Austin; BA, Wheaton College

Academic Experience

2015–18 Assistant Professor, Department of Sociology, Anthropology, and Social Work,
Kansas State University

Overseas Experience Uganda, Sub-Saharan Africa

Research and Teaching Religion, Political Sociology, Migration, Internat. Development

Recent Publications (8)

2018 *Joining the Choir: Religious Memberships and Social Trust among Transnational
Ghanaians*. Oxford University Press.

% Africa Expertise: 75%

JAMES C. MCCANN

*Professor and Chair, Department of History;
Associate Director for Development, African Studies Center*

MA/PhD (1984), Michigan State University; BA, Northwestern University

Academic Experience

1990–2002 Director, African Studies Center

Overseas Experience

Ethiopia, Ghana, Ivory Coast, Italy, Kenya, Lesotho, Mali, Malawi, Nigeria, South Africa,
Sudan, Tanzania, Upper Volta, Zimbabwe.

Languages Amharic (3), Italian (3), French (3), Arabic (2)

Research and Teaching African and agricultural history, health and ecological change.

Recent Publications (6)

2015 *Deposing the Malevolent Spirit: The Historical Ecology of Malaria in Ethiopia*. Ohio
Univ. Press.

2009 *Stirring the Pot: A History of African Cuisine*. Ohio University Press.

% Africa Expertise: 90%

Area Courses: 9

BRENDA GAEL MCSWEENEY

Director, UNITWIN

(UNESCO Network on Gender, Culture, and People-Centered Development)

MA/MALD/PhD (1979), Tufts Fletcher School of Law and Diplomacy; BA, Smith College

Academic Experience

2006– Resident Scholar, Women’s Studies Research Center (WSRC), Brandeis University

2004– Visiting Faculty, Women’s, Gender, & Sexuality Studies Program (WGS), BU

Overseas Experience Burkina Faso, India, Jamaica, Switzerland, France, Germany

Languages French (4)

Research and Teaching Gender and development; women’s empowerment; poverty.

Distinctions

2008 United Nations Career Lifetime Award (Medal of Honor First Class)

1997 Médaille de Chevalier de l’Ordre National, Burkina Faso

% Africa Expertise: 25%

Area Courses: 1

SAMUEL MENDLINGER

Professor of Administrative Sciences

PhD (1980), Hebrew University; MSc, Tel-Aviv University; BA, Queens College

Academic Experience

1982 Research Agronomist and Plant Geneticist, The Institutes for Applied Research, Ben-Gurion University of the Negev

Overseas Experience

Kenya, Tanzania, Ethiopia, Egypt, Botswana, Liberia, Mali, South Africa, Morocco, Dominican Republic, United Arab Emirates, China, Uzbekistan, Kazakhstan, Turkmenistan, Argentina

Teaching and Research

Statistics, culture and development, economic sustainability in tourist destinations, agricultural development, biology, plants, agronomy, agriculture.

Recent Publications (1)

2013 Melita, A., and Mendlinger, S. “The Impact of Tourism Revenue to the Local Communities’ Livelihood: A Case Study of Ngorongoro Conservation Authority.” *Journal of Service Science and Management*.

% Africa Expertise: 20%

Area Courses: 4

ELLEN MESSER

Professor, Department of Gastronomy

MA/PhD (1975), University of Michigan; BA, Harvard University

Academic Experience

1987–99 Director, Alan Shawn Feinstein World Hunger Program, Brown University

Overseas Experience Mexico, Tanzania

Research and Teaching

Cross-cultural perspectives on human right to food, biocultural determinants of food/nutrition intake, sustainable food systems (with special emphasis on roles of NGOs).

Recent Publications (10)

2017 “Introduction to Public Health Nutrition Methods.” In *Food Health: Nutrition, Technology, and Public Health*, edited by Janet Chrzan and John Brett. Berghahn Books.

% Africa Expertise: 50%

Area Courses: 1

LISA J. MESSERSMITH

Associate Professor, Department of Global Health

MA/PhD (1994), UCLA; MPH, John Hopkins University; BA, Hamilton College

Overseas Experience

Nigeria, Burkina Faso, Ghana, Zambia, Senegal, Uganda, Vietnam, Bangladesh, Thailand

Languages French, Vietnamese

Research and Teaching

Global AIDS epidemic, medical anthropology, qualitative research methods, research, program and policy experience in gender, sexuality, HIV, and sexual and reproductive health and rights.

Recent Publications (6)

2017 Messersmith LJ, et al. “Childhood Trauma, Gender Inequitable Attitudes, Alcohol Use and Multiple Sexual Partners: Correlates of Intimate Partner Violence in Northern Tanzania.” *J Interpers Violence*.

2015 Messersmith LJ, et al. “Drug Use and Sexual Behavior: The Multiple HIV Vulnerabilities of Men and Women Who Inject Drugs in Kumasi, Ghana.” *J Acquir Immune Defic Syndr*.

% Africa Expertise: 33%

GESINE MEYER-RATH

Research Assistant Professor, Center for Global Health and Development

PhD (2016), University of London; MD (2005), Free University of Berlin;
MBBCh, Humboldt University of Berlin

Overseas Experience South Africa

Research and Teaching

Economics of HIV and antiretroviral treatment in low- and middle-income countries, modeling methods for economic evaluation, including infectious disease modeling and decision analysis, and translating research into recommendations for public policy.

Recent Publications (25)

- 2018 Meyer-Rath G, et al. “Targeting the Right Interventions to the Right People and Places: The Role of Geospatial Analysis in HIV Program Planning.” *AIDS*.
- 2017 Meyer-Rath G, et al. “Changing the South African National Antiretroviral Therapy Guidelines: The Role of Cost Modelling.” *PLoS One*.

% Africa Expertise: 25%

MASHAMBO MLEMBA

Lecturer of Swahili

BS (2018), General Studies/Leap Program, Oakwood University (Huntsville, AL)

Academic Experience

2017 After School Program Coordinator, National Academy, Lowell, MA

Overseas Experience Tanzania

Languages Kiswahili

Research and Teaching Swahili language courses

% Africa Expertise: 100%

JUDITH M. MMARI
Senior Lecturer of Swahili

MA (2002), Ohio University; BS, University of Oregon; Diploma in Teaching,
Marangu College of National Education (Tanzania)

Academic Experience

2010 Swahili Consultant, Enhanced Language Instruction for African Studies (ELIAS)
Project, Harvard University
2010 Swahili Archivist, Africa's Sources of Knowledge Digital Library (ASK-DL)
Project, Harvard University
2004–07 Materials Development Expert, Languages of Africa's Islamic Religions (LAIR)
Project, Harvard University
2003–06 Research Fellow, WEB Dubois Institute for African and African American
Research, Harvard University

Overseas Experience Tanzania, Kenya

Languages Kiswahili (5), Chaga (4), Gikuyu (2)

Research and Teaching

Teaching Kiswahili as a Foreign Language, materials development for language teaching,
women and development.

% Africa Expertise: 100%

Area Courses: 8

LULUAH MUSTAFA
Senior Lecturer and Head of Arabic

Teaching English as a Foreign Language (TEFL) Diploma, I-to-I UK (US Branch), Denver;
BS, University of Al-Najah (Dubai)

Academic Experience

2011, 2012 Master Teacher, Academy for Arabic Teachers, Boston University
2001–10 Arabic and Religion Teacher, Al-Hamra Academy, Shrewsbury, MA

Languages Arabic

Research and Teaching

Certified in OPI, Communicative Approach, Content-Based Arabic Instruction, and Arabic
Teaching in Action.

% Africa Expertise: 50%

Area Courses: 2

LAWRENCE MWANANYANDA

Adjunct Research Assistant Professor, Department of Global Health

MD (1997), Jagiellonia University; MPH, University of Alabama, Birmingham;
BSc, Jagiellonian University

Academic Experience

2007–10 Research Associate, Rollins School of Public Health, Emory University

Overseas Experience Zambia, South Africa, Botswana, Poland

Languages Tonga, Polish, Bemba, Ngoni

Research and Teaching

HIV vaccines and prevention studies, pneumonia etiology, malaria drugs, prevention research.

Recent Publications (17)

2018 Larson Williams A, McCloskey L, Mwale M, Mwananyanda L, et al. “‘When You Are Injected, the Baby is Protected:’ Assessing the Acceptability of a Maternal Tdap Vaccine Based on Mothers' Knowledge, Attitudes, and Beliefs of Pertussis and Vaccinations in Lusaka, Zambia.” *Vaccine*.

% Africa Expertise: 75%

COSMAS OCHIENG

Associate Professor, Pardee School of Global Studies

MPhil/DPhil (2005), Oxford University; BA, Kenyatta University

Academic Experience

2014–17 Executive Director, African Centre for Technology Studies (ACT) (Kenya)

Overseas Experience Kenya, UK

Languages Swahili

Research and Teaching

Global development policy; agricultural policy and development; climate policy and development; science, technology and innovation policy; civil society and development.

Recent Publications (12)

2017 Ochieng, C., Demissie, H., Foladori, G., & Mengesha, D, editors. *Nanotechnology and Sustainable Development in Africa*. ACTS Press.

% Africa Expertise: 75%

FALLOU NGOM

*Director, African Studies Center;
Professor, Department of Anthropology*

PhD (2002), University of Illinois–Urbana-Champaign; MA, University of Montana; Maîtrise d’anglais, Licence d’anglais, and DEUS d’anglais, Université Gaston Berger de Saint-Louis (Senegal)

Academic Experience

2008–17 Associate Professor, Dept. of Anthropology; Director of the African Language Program, Boston University
2002–08 Associate Professor, Dept. of French & Linguistics, Western Washington Univ.

Overseas Experience Senegal, The Gambia, Guinea Bissau, Mali, Niger

Languages

French (5), Arabic (2), Wolof (5), Senegambian Fula varieties (Pulaar, Pular, Fulakunda) (3), Mandinka (4), Kriolu (4), Fula (Fuuta Jalon variety), Portuguese Creole (Crioulo), Spanish, Seereer, Joola Foni, Mankagne, Latin

Research and Teaching

Linguistics, West African languages, sociolinguistics, language contacts, Wolof language and literature, Ajami literatures of Islamic Africa, Islam in West Africa.

Recent Publications

- 2018 “Ajami Literacies of West Africa.” In *Tracing Language Movement in Africa*, edited by Ericka A. Albaugh and Kathryn M. de Luna. Oxford University Press.
2017 “West African Manuscripts in Arabic and African Languages and Digital Preservation.” In *Oxford Research Encyclopedias: African History*, edited by Thomas Spear. Oxford University Press.
2016 *Muslims beyond the Arab World: The Odyssey of ‘Ajamī and the Murīdiyya*. Oxford University Press.
2015 “Murid Ajami Sources of Knowledge: The Myth and the Reality.” In *From Dust to Digital: Ten Years of the Endangered Archives Programme*, edited by Maja Kominko. Cambridge, UK: Open Book Publishers.

Distinctions

2017 Melville J. Herskovits Prize (for most important scholarly work on Africa), African Studies Association
2012–14 Elected, Board of Directors of African Studies Association (ASA)
2012–13 John Simon Guggenheim Fellowship
2007–08 Fulbright Lecturing/Research Award, Senegal

% Africa Expertise: 100%

Area Courses: 5

MARY CATHERINE O’CONNOR

*Associate Dean for Doctoral Studies, Wheelock College of Education and Human Development;
Professor, Departments of Education and Linguistics*

MA/PhD (1987), University of California, Berkeley; AB, Stanford University

Academic Experience:

- 2017–18 Dean *ad interim*, School of Education, Boston University
- 2012–15 Associate Dean for Faculty Affairs, School of Education, Boston University
- 1999–2012 Director, Program in Applied Linguistics, Boston University

Overseas Experience Cameroon

Languages Medumba

Research and Teaching Role of talk in student reasoning in literacy and mathematics.

Recent Publications (3)

- In Press O’Connor, C., et al. “‘Scaling Down’ to Explore the Role of Talk in Learning: From District Intervention to Controlled Classroom Study.” In *Socializing Intelligence through Talk and Dialogue*, ed. Resnick, L.B., Asterhan, C. and Clarke, S.N. American Educational Research Association.

% Africa Expertise: 10%

Area Courses: 1

PETER OBOUR-MENSAH

Lecturer of Akan Twi

MA (2010), Univ. of Massachusetts–Lowell; Certificate, Warrior Leadership Course, US Army NCO Academy; Diploma, Mental Health Specialist, US Army Medical Center and School; BSc, Univ. of Science and Technology (Ghana)

Work Experience

- Ongoing Translator, American Translators Association
- Ongoing Chairman, African Bridge Network (ABN), non-profit supporting immigrant African professionals in US labor market
- 2015– Manager, Bay Cove Human Services, Speedwell Residential Program, Boston
- 2005–12 Mental Health Specialist, 883rd Medical Detachment, Combat Stress Management Reserve Unit, US Armed Forces

% Africa Expertise: 100%

MARY OMARI
Lecturer of Swahili

MA (2007), Educational Leadership, Argosy University (Tampa, FL); BA, Argosy University

Work Experience

2015– Service Coordinator, Massachusetts Department of Developmental Services
2008– Freelance Interpreter and Translator, English–Swahili

Overseas Experience Tanzania

Languages Swahili

Research and Teaching Swahili language courses

% Africa Expertise: 100%

MONICA ADHIAMBO ONYANGO
Clinical Assistant Professor, Department of Global Health

MS/PhD, Boston College; MPH, Boston University; RN, Kenya Medical Training College

Overseas Experience Kenya, Sudan, Angola, Sierra Leone

Languages Dholuo (5), Kiswahili (4)

Research and Teaching

Health care delivery and management, managing disasters and complex humanitarian emergencies, sexual and reproductive health in disaster settings, reproductive health, maternal and child health, HIV/AIDS, health care among populations affected by disasters.

Recent Publications (17)

- 2018 Barakat D, Rockers PC, Vian T, Onyango MA, Laing RO, Wirtz VJ. “Access to Asthma Medicines at the Household Level in Eight Counties of Kenya.” *Int J Tuberc Lung Dis*.
- 2018 Onyango MA, et al. “Love, Power, Resilience and Vulnerability: Relationship Dynamics between Female Sex Workers in Ghana and Their Intimate Partners.” *Cult Health Sex*.

% Africa Expertise: 75%

Area Courses: 3

ELIZABETH C. PARSONS

Lecturer, Department of Religion, Culture, and Development

PhD (2007), University of KwaZulu-Natal (South Africa); MDiv, Harvard Divinity School;
MA, Emerson College; BA, Harding University

Academic Experience

2007–08 Instructor, Department of Liberal Arts, Quincy College

2002–03 Lecturer, Mindolo Ecumenical Foundation, Kitwe, Zambia

Overseas Experience

Zimbabwe, Zambia, Cote d'Ivoire, Kenya, Malawi, Botswana, Namibia, South Africa

Languages

French (2), Shona (1)

Recent Publications

2015 *The Greatest Work in the World: Education as a Mission of Early 20th Century*. Wipf and Stock.

% Africa Expertise: 50%

TEENA U. PUROHIT

Associate Professor, Department of Religion

PhD (2007), Religion, Columbia Univ.; MTS, Harvard Divinity School; BA, Kenyon College

Languages

Hindi/Urdu, Gujarati, French, Greek, Latin, Sanskrit

Research and Teaching

Islam, Modern Islam, Sufism, Islam in the Eyes of the West, Religion and Politics in South Asia, Theory and Methods in the Study of Religion

Recent Publications

Forthcoming *Making Islam Modern*. Harvard University Press.

2012 *The Aga Khan Case: Religion and Identity in Colonial India*. Harvard University Press.

Distinctions

2015 Institute for Critical Social Inquiry Fellowship

2015 Merlin Swartz Award in Islam and Muslim Studies

% Africa Expertise: 10%

Area Courses: 6

MICHAEL BIRENBAUM QUINTERO

Associate Professor, Depts. of Musicology/Ethnomusicology and Latin American Studies

PhD (2009), New York University; MA, New York University; BA, The New School for Social Research; AA, Simon's Rock College of Bard

Academic Experience

2014 Visiting Fulbright Core Scholar, Dept. of Humanities, Universidad del Valle
2010–15 Assistant Professor, Department of Music, Bowdoin College
2009–10 Mellon Postdoctoral Fellow, Dept. of Anthropology, Johns Hopkins University

Overseas Experience Colombia

Languages Spanish, Portuguese, French, Japanese

Research and Teaching Music of the Black inhabitants of Colombia's Pacific Coast

Recent Publications (6)

2018 *Rites, Rights, and Rhythms: A Genealogy of Musical Meaning in Colombia's Black Pacific*. Oxford University Press.

% Africa Expertise: 50%

FRANCES (BETH) RESTRICK

Head, African Studies Library

MS (2006), Library and Information Science, Simmons Graduate School of Library and Information Science; BA, General Science, Eastern Nazarene College

Overseas Experience South Africa, Swaziland, Mozambique, Kenya

Languages Portuguese (4); isiZulu (3); Tsonga/Shangaan (1); Spanish (1)

Recent Publications (8)

Forthcoming "The African Studies Library at Boston University: The Legacy Continues." In *50 Years of Collecting Africana in U.S. Libraries: A History from Early-Day Collection Development to the Digital Age*, edited by Marion Frank-Wilson, et al. Indiana University Press.

Online resource guides: *African Ethnology*; *Guide to African Newspapers*; *Guide to Digital African Collections Online*; *Tutorial: How to Access CAMP Collections*; *Guide to Human Rights in Africa*. Country guide for Cabo Verde. Course guide for HI351: *Environmental History of Africa*.

% Africa Expertise: 100%

RONALD K. RICHARDSON

Associate Professor, Departments of History and African American Studies

BA, MA/PhD (1983), State University of New York—Binghamton

Academic Experience

2000–08 Director, African American Studies Program

Overseas Experience UK, Japan

Languages French, German, English

Research and Teaching

History of racial thought, Blacks and Asians: Encounters through Time and Space

Recent Publications

Forthcoming *Winston S. Churchill: Imagining of the Racial Self*. Praeger/Heinemann.

% Africa Expertise: 25%

Area Courses: 2

DANA L. ROBERT

*Truman Collins Professor of World Christianity and History of Mission;
Director, Center for Global Christianity and Mission*

PhD (1984), Yale University; BA, Louisiana State University

Overseas Experience Germany, Zimbabwe, South Africa

Research and Teaching Mission History and Missiology, African Christianity

Recent Publications (6)

2018 Editor, *African Christian Biography: Stories, Lives, and Challenges*. Cluster Publications, South Africa.

Advising (10)

Zurlo, Gina. 2017. PhD, Theology. “‘A Miracle from Nairobi’: David B Barrett and the Quantification of World Christianity, 1957-1982.”

Muwina, Derrick. 2017. PhD, Theological Ethics. “A Critical Examination of Kenneth Kaunda’s Philosophy of Christian Humanism from the Perspective of African Christian Ethics.”

Distinctions

2017 Fellow, American Academy of Arts and Sciences

% Africa Expertise: 75%

Area Courses: 1

PETER C. ROCKERS

*Assistant Professor of Global Health;
Director, Monitoring and Evaluation Certificate Program, School of Public Health*

DSc, Harvard University; MPH, University of Michigan; BS, University of Illinois

Overseas Experience Kenya, Zambia, South Africa

Research and Teaching

Interventions aiming to improve early childhood development outcomes in high poverty settings; co-principal investigator for randomized trial in South Africa evaluating feasibility and impact of early childhood interventions; co-principal investigator for randomized trial in Kenya evaluating impact of a medicine access program.

Recent Publications (22)

2018 Barakat D, Rockers PC, et al. "Access to Asthma Medicines at the Household Level in Eight Counties of Kenya." *Int J Tuberc Lung Dis*.

% Africa Expertise: 50%

SYDNEY ROSEN

Research Professor, Department of Global Health

MPA (1995), Harvard University; AB, Harvard University

Academic Experience

2004– Co-Division Head, Department of Health Economics and Epidemiology Research Office, University of the Witwatersrand (South Africa)

Overseas Experience South Africa, Kenya

Research and Teaching

Economic consequences of HIV/AIDS epidemic, especially the outcomes, cost effectiveness, costs, and benefits of HIV and TB care and treatment interventions and models of service delivery; economics of noncommunicable diseases in Africa; applied economics.

Recent Publications (41)

2017 Bor J, Fox MP, Rosen S, Venkataramani A, Tanser F, Pillay D, Barnighausen T. "Treatment Eligibility and Retention in Clinical HIV Care: A Regression Discontinuity Study in South Africa." *PLoS Med*.

Distinctions

2003 McKinsey Award, Harvard Business Review

% Africa Expertise: 90%

STEVEN C. ROSENZWEIG

Assistant Professor, Department of Political Science

MPhil/PhD (2017), Yale University; BA, Yale University

Languages Spanish (4), Kiswahili (4)

Overseas Experience Tanzania, Africa, UK

Research and Teaching

Political economy of development, political violence, experimental methods, causal inference.

Recent Publications (3)

2016 Nellis, Gareth, Michael Weaver, and Steven C. Rosenzweig. "Do Parties Matter for Ethnic Violence? Evidence from India." *Quarterly Journal of Political Science*.

2015 "Does Electoral Competition Affect Public Goods Provision in Dominant-Party Regimes? Evidence from Tanzania." *Electoral Studies*.

% Africa Expertise: 50%

LORA SABIN

Associate Professor, Department of Global Health

MA/PhD (1995), Harvard University; BA, Stanford University

Languages Mandarin Chinese (4)

Overseas Experience

Uganda, China, Vietnam, Ghana, India, Malawi, Zambia, Vietnam, Taiwan, East Asia

Research and Teaching

Health economics, antiretroviral therapy management, public health ethics, and individual, community and population health, conducts research on behavioral interventions and applied economics related to child health and welfare.

Recent Publications (21)

2018 Sabin LL, et al. "Why it Worked: Participants' Insights into an mHealth Antiretroviral Therapy Adherence Intervention in China." *Open AIDS J*.

% Africa Expertise: 50%

Area Courses: 2

ERIC J. SCHMIDT

Assistant Director, African Studies Center

MA/PhD (2018), Ethnomusicology, UCLA; BA, American University

Academic Experience

2012–18 Teaching Fellow, Departments of Anthropology and Ethnomusicology, UCLA
2014–15 Coordinator, Fowler Out Loud concert series, Fowler Museum, UCLA
2014 Managing Editor, *Ethnomusicology Review*

Overseas Experience Niger, Mali, Morocco

Languages French (4), Hausa (3), Arabic (2), Spanish (2)

Research and Teaching

Music of Sahel and Sahara, anthropological perspectives on value and capitalism, creative economies, media circulation, intangible cultural heritage.

Recent Publications (6)

Forthcoming Film Review: *Akounak Tedalat Taha Tazoughai [Rain the Color of Blue with a Little Red in It]* (Sahel Sounds 2015). *Ethnomusicology*.
In Press “Hausa Film Music” and “Tuareg Guitar Music.” *The Encyclopedia of Popular Music of the World*, edited by John Shepherd, David Horn, and Heidi Feldman. Bloomsbury.
In Press “Music of Tuareg.” *Music Around the World: A Global Encyclopedia*, edited by Matthew Mihalka and Andrew Martin. ABC-CLIO.
2016 “Attending to Localized Internet Practices in Fieldwork.” *Ethnomusicology Review Sounding Board*.
2014 “Interview: Christopher Kirkley, Sahel Sounds, and Guerrilla Ethnomusicology.” *Ethnomusicology Review Sounding Board*.
2014 Book Review: Andy Morgan, *Music, Culture, and Conflict in Mali* (Freemuse 2013). *Ethnomusicology Review Sounding Board*.

Distinctions

2017 Dissertation Year Fellowship, UCLA
2016 Fulbright US Student (IIE) Research Grant – Niger
2015 Arnold Rubin Award, Fowler Museum, UCLA
2015 FLAS Summer Fellowship – Hausa, University of Florida
2014–15 Graduate Research Mentorship, UCLA
2014 FLAS Summer Fellowship – Hausa, University of Kansas
2014 FLAS Summer Fellowship – Hausa, UC Berkeley (*declined*)
2013 Critical Language Scholarship – Arabic
2013 FLAS Summer Fellowship – Arabic, UCLA (*declined*)

% Africa Expertise: 100%

CHRISTOPHER A. SCHMITT

Assistant Professor, Department of Anthropology

MA/PhD (2010), Biological Anthropology, New York Univ.; BS, Univ. of Wisconsin–Madison

Overseas Experience

South Africa, The Gambia, Eastern Caribbean, Panama, Ecuador, Costa Rica, Argentina

Languages Spanish (5)

Research and Teaching Biological anthropology, New World and Old World primates

Recent Publications (17)

- In Press Schmitt CA, et al. “High Heritability of Obesity and Obesogenic Growth Are Both Highly Heritable and Modified by Diet in a Nonhuman Primate Model, the African Green Monkey (*Chlorocebus Aethiops Sabaeus*).” *International Journal of Obesity*.
- 2016 Turner TR, Coetzeer WG, Schmitt CA, et al. “Localized Population Divergence of Vervet Monkeys (*Chlorocebus* Spp.) in South Africa: Evidence from mtDNA.” *Am J Phys Anthropol*.

% Africa Expertise: 33%

Area Courses: 1

NANCY SCOTT

Assistant Professor, Department of Global Health

PhD (2013), Boston University; MPH, Boston University; BS, Santa Clara University

Overseas Experience Tanzania, South Africa, Zambia, Ethiopia, Namibia

Research and Teaching

Maternal and child health, prevention of mother-to-child transmission of HIV and social support for orphans and vulnerable children, monitoring and evaluating global public health programs.

Selected Publicaitons (5)

- 2018 Scott NA, et al. “Listening to the Community: Using Formative Research to Strengthen Maternity Waiting Homes in Zambia.” *PLoS One*.
- 2013 Scott CA, et al. “Uptake, Outcomes, and Costs of Antenatal, Well-Baby, and Prevention of Mother-to-Child Transmission of HIV Services under Routine Care Conditions in Zambia.” *PLoS One*.

% Africa Expertise: 50%

Area Courses: 1

PARKER SHIPTON

Professor, Department of Anthropology; Research Fellow, African Studies Center

PhD (1985), Cambridge University; MLitt, Oxford University; AB, Cornell University

Overseas Experience Kenya, Tanzania, Gambia, Congo, Colombia, Italy, Mexico

Languages French (5), Spanish (5), Swahili (3), Dhluo (3), German, Italian

Research and Teaching

Cultural dimensions of economy, religion and property law in twentieth century East Africa (esp. Luo and neighbouring Nilotic and Bantu Speaking groups).

Recent Publications (5)

2014 “Trusting and Transcending: Sacrifice at the Source of the Nile.” *Current Anthropology*.

2013 *Encyclopedia of the Social and Behavioral Sciences*, 2nd ed. Elsevier.

Advising (6)

Lagace, Martha. 2018. PhD, Anthropology. “Farming the Tarmac: Rootedness, and Longing for the World in Post-War Northern Uganda.”

Shields, Chelsea. 2017. PhD, Anthropology. “The Social Life of Placebos: The Proximate and Evolutionary Mechanisms in Asante Ritual Healing.”

% Africa Expertise: 90%

Area Courses: 4

MICHAEL SORENSON

*Associate Dean of the Faculty, Department of Natural Sciences;
Professor, Department of Biology*

PhD (1990), University of Minnesota; BA, Luther College

Overseas Experience

Cameroon, Tanzania, Zambia, Zimbabwe, Gambia, Guinea, Papua New Guinea, Australia

Research and Teaching Avian behavioral ecology, pop. genetics, molecular systematics

Recent Publications (12)

2017 Stryjewski KF, Sorenson MD. “Mosaic Genome Evolution in an Extraordinary Avian Radiation.” *Nature Ecology and Evolution*.

Advising (5)

DaCosta, Jeffrey. 2014. PhD, Biology. “Behavioral, Morphological, and Genomic Analyses of Population Structure in Brood Parasitic Indigobirds (*Vidua* Spp.).”

% Africa Expertise: 10%

JESSICA STERN

Research Professor, Pardee School of Global Studies

Advanced Academic Candidate in Psychoanalysis, Massachusetts Institute of Psychoanalysis; PhD (1992), Public Policy, Harvard University; MS, Massachusetts Institute of Technology; BA, Barnard College

Research and Teaching

Terrorism and guerilla warfare, countering violent extremism, links of terrorism and trauma. Consultant for DOD-Minerva/NIJ-funded project with Somali children at Boston Children’s Hospital.

Recent Publications (10)

- 2015 *ISIS: The State of Terror*, with J.M. Berger. Harper Collins.
- 2014 “Response to Marc Sageman’s ‘The Stagnation in Terrorism Research.’” *Terrorism and Political Violence*.
- 2010 *Denial: A Memoir of Terror*. Harper Collins. [A 2010 Best Book by *Washington Post*]

Distinctions

- 2009 John Simon Guggenheim Fellowship
- 2002–04 Fellow, World Economic Forum

% Africa Expertise: 25%

Area Courses: 1

ANDREW STOKES

Assistant Professor of Global Health, School of Public Health

MA/PhD, University of Pennsylvania; BA, Bates College

Overseas Experience South Africa

Research and Teaching

Causes and consequences of global non-communicable disease, novel approaches to combating chronic diseases at the population level; developing national health database for chronic disease research in South Africa and on disease burden associated with obesity.

Recent Publications (34)

- 2018 Stokes A, et al. “Electronic Cigarette Prevalence and Patterns of Use in Adults with a History of Cardiovascular Disease in the United States.” *J Am Heart Assoc* 7(9).
- 2017 Stokes A, et al. “Prevalence and Unmet Need for Diabetes Care across the Care Continuum in a National Sample of South African Adults: Evidence from the SANHANES-1, 2011-2012.” *PLoS One* 12(10).

% Africa Expertise: 25%

Area Courses: 1

JOHN STONE

Professor, Department of Sociology

PhD (1970), Oxford University; MA, University of Cambridge

Academic Experience

1998–2001 Director of Graduate Studies, Departments of Sociology and Anthropology,
George Mason University

Overseas Experience South Africa, UK

Research and Teaching

Comparative race and ethnic relations, international migration, social change

Recent Publications (7)

2016 “Veblen in Twenty-First Century America: The Renewal of a Critique,” with Xiaoping
Luo. *Athens Journal of Social Sciences*.

2016 *Race, Ethnicity and Nationalism* (5 volumes), edited with Rutledge Dennis, Polly
Rizova, Anthony Smith & Xiaoshuo Hou. Wiley-Blackwell.

2014 *Racial Conflict in Global Society*, with Polly Rizova. Polity Press.

% Africa Expertise: 50%

Area Courses: 2

DONALD M. THEA

*Director, Applied Research in Child Health Project;
Professor, Department of Global Health*

MD (1981), Columbia University; MSc, University of London; BS, Antioch College

Overseas Experience Zambia, Zimbabwe, United Kingdom

Research and Teaching AIDS, perinatal transmission, acute respiratory illness, malaria.

Recent Publications (47)

2018 Larson Williams A, McCloskey L, Mwale M, Mwananyanda L, Murray K, Herman AR,
Thea DM, MacLeod WB, Gill CJ. “‘When You Are Injected, The Baby Is
Protected:’ Assessing the Acceptability of a Maternal Tdap Vaccine Based on
Mothers’ Knowledge, Attitudes, and Beliefs of Pertussis and Vaccinations in
Lusaka, Zambia.” *Vaccine*.

% Africa Expertise: 50%

JOHN K. THORNTON

*Director, African American Studies Program;
Professor, Departments of History and African American Studies*

MA/PhD (1979), UCLA; BA, University of Michigan

Overseas Experience Zambia, Angola, Congom, UK, Portugal, Brazil

Languages

French, Portuguese, Italian, German, Dutch, Kiswahili, Hausa, Spanish, Catalan, Latin, Kikongo, Kimbundu, Twi, Danish.

Research and Teaching

History of West Central Africa before 1800, African Diaspora, history of the Atlantic Basin as a whole and in the period before the early nineteenth century.

Recent Publications (15)

2012 *A Cultural History of the Atlantic World, 1250-1830*. Cambridge University Press.

2007 *Central Africans, Atlantic Creoles and the Making of the Anglo-Dutch Americas, 1580-1660*, with Linda Heywood. Cambridge University Press.

Distinctions

2007 Melville J. Herskovits Prize (for most important scholarly work on Africa), African Studies Association, with Linda Heywood

% Africa Expertise: 75%

Area Courses: 14

SUSHIL VACHANI

*Research Fellow, Pardee Center for the Study of the Longer-Range Future;
Professor of Strategy and Policy, School of Management*

PhD (1985), Harvard University; Post Graduate Diploma, Indian Institute of Management; BTech, Indian Institute of Technology

Overseas Experience Japan

Research and Teaching

Entrepreneurship and customer service, India, international strategies of small businesses, internet economy, Japanese businesses, multinational corporations–government relations.

Recent Publications

2006 *Transformations in Global Governance: Implications for Multinationals and Other Stakeholders*. Elgar.

% Africa Expertise: 25%

TARYN VIAN

Associate Chair and Clinical Professor, Department of Global Health

PhD (2010), Boston University; MSc, Harvard University; BA, Colgate University

Overseas Experience

Albania, Cameroon, Chad, Colombia, Democratic Republic of Congo, Egypt, Haiti, Kenya, Madagascar, Morocco, Niger, Philippines, Vietnam, Moldova, Lesotho

Languages French (4)

Research and Teaching Corruption and health, leadership and management

Recent Publications (52)

2018 Barakat D, Rockers PC, Vian T, et al. "Access to Asthma Medicines at the Household Level In Eight Counties of Kenya." *Int J Tuberc Lung Dis*.

Advising (6)

Baker, Valerissa. 2016. MPH. "World Vision Southern African Region: Improving Mission-driven Impact Using McKinsey & Company's Capacity Building Framework."
Otuonye, Ifeoma. 2016. MPH. "Building Capacity to Improve Nutritional Status in West Africa."

% Africa Expertise: 50% **Area Courses:** 1

SUSAN WALKER

Associate Professor, Department of Journalism

MA (2009), Boston University; BA (1979), Brown University

Overseas Experience South Africa

Research and Teaching

Broadcast journalism, broadcast news writing, digital equipment, news websites, television news

Recent Publications

2005 Director, *A Tale of Two Teens*. Cinema Guild, Amazon, MTV.

Distinctions

2007 Media Review's top choice for classroom materials: *A Tale of Two Teens*
2005 Winner, Zimbabwe Film Festival
2005 Official Selection, Amnesty International Film Festival, *A Tale of Two Teens*
1986 Emmy Award, *Project Radon*

% Africa Expertise: 25%

CHRIS WALSH

*Assistant Professor, Department of English;
Director, Writing Program, College of Arts and Sciences*

MA/PhD (2000), American Studies, Boston University; BA, University of Rochester

Overseas Experience Burkina Faso, West Africa

Research and Teaching American, English, and West African literature

Recent Publications (1)

2014 *Cowardice: A Brief History*. Princeton University Press.

% Africa Expertise: 25%

Area Courses: 2

NIMI WARIBOKO

Walter G. Muelder Professor of Social Ethics, School of Theology

PhD, Princeton Theological Seminary; MBA, Columbia University;
MDiv, Oral Roberts University; BSc, University of Port Harcourt (Nigeria)

Academic Experience

2007–15 Katherine B. Stuart Professor of Christian Ethics, Andover Newton Theological
School

Overseas Experience Nigeria

Research and Teaching Christian social ethics, African social traditions, Pentecostalism

Recent Publications (16)

2014 *Nigerian Pentecostalism*. University of Rochester Press.

2010 *Ethics and Time: Ethos of Temporal Orientation in Politics and Religion in the Niger
Delta*. Lexington Books.

2008 *The Depth and Destiny of Work: An African Theological Interpretation*. Africa World
Press.

% Africa Expertise: 50%

ROBERTA F. WHITE

Professor, Departments of Environmental Health and Neurology

MA/PhD (1978), Wayne State University; BA, Michigan State University

Academic Experience

2003–17 Chair, Department of Environmental Health, Boston University

2008–2015 Associate Dean for Research, School of Public Health

Overseas Experience South Africa

Research and teaching

Neuropsychology, neurotoxic exposures, cognitive and behavioral effects of exposure to neurotoxicants epidemiology, and environmental health

Recent Publications (24)

2017 Janulewicz PA, Kregel MH, Maule A, White RF, Cirillo J, Sisson E, Heeren T, Sullivan K. “Neuropsychological Characteristics of Gulf War Illness: A Meta-analysis.” *PLoS One*.

2017 White RF, Kregel M. “Cognitive Disorders in Men.” *The SAGE Encyclopedia of Psychology and Gender*. Sage.

% Africa Expertise: 25%

MICHAEL WOLDEMARIAM

*Assistant Professor, Department of International Studies;
Graduate Faculty, Department of Political Science*

MA/PhD (2011), Princeton University; BA, Beloit College

Overseas Experience Ethiopia, Mozambique, S. Africa, UK, Kenya, Sudan, Somalia

Languages Tigrinya, Amharic, French, Arabic

Research and Teaching Security, Horn of Africa, political violence and conflict, identity

Recent Publications (11)

2018 *Insurgent Fragmentation in the Horn of Africa: Rebellion and Its Discontents*. Cambridge University Press.

2016 “After the Split: Partition, Successor States, and the Dynamics of War in the Horn of Africa,” with Alden Young. *Journal of Strategic Studies*.

% Africa Expertise: 100%

Area Courses: 5

DIANA WYLIE

Professor, Department of History

PhD (1984), Yale University; MLitt, University of Edinburgh (Scotland); BA, Goucher College

Overseas Experience Algeria, Kenya, Botswana, South Africa, Zambia

Languages French (4), Swahili (2), Dutch (2), Setswana (2)

Research and Teaching S. Africa, chieftomship, cultural racism, food health, migration

Recent Publications (2)

2008 *Art and Revolution: The Life and Death of Thami Mnyele, South African Artist.*
University of Virginia Press.

Advising (5)

Twagira, Benjamin. 2017. PhD, History. “Bajeemi Urbanites: Roots of Social Resilience in Militarized Kampala, 1966-86.”
McFeely, Gareth. 2015. PhD, History. “‘Gone Are The Days’: A Social and Business History of Cinema-Going in Gold Coast/Ghana, 1910-82.”

Distinctions

2002 Melville J. Herskovits Prize, African Studies Association

% Africa Expertise: 90%

Area Courses: 1

KOJO YEBOAH-ANTWI

Research Associate Professor, Department of Global Health

MPH (1993), Royal Tropical Institute (The Netherlands); MBChB, Ghana Medical School, University of Ghana

Overseas Experience

Ghana, Nigeria, Zambia, Kenya, Iran, Pakistan, Tanzania, Zimbabwe, Malawi, Angola

Research and Teaching

Improving access to and scale up of integrated community case management, improving maternal and newborn care, improving health systems and quality of care.

Recent Publications (19)

2017 Biemba G, Chiluba B, Yeboah-Antwi K, et al. “A Mobile-Based Community Health Management Information System for Community Health Workers and Their Supervisors in 2 Districts of Zambia.” *Glob Health Sci Pract.*

% Africa Expertise: 80%

Area Courses: 1

MUHAMMAD ZAMAN

Professor, Department of Biomedical Engineering

SM/PhD (2003), University of Chicago

Overseas Experience Kenya, Zambia, Uganda, Ethiopia

Research and Teaching

Systems biology of cancer, cell adhesion and migration in 3D environments, cellular mechanics, applications of BME in the developing world.

Recent Publications (41)

- 2016 Michael Mak, Muhammad H. Zaman, Roger D. Kamm and Taeyoon Kim. “Interplay of Active Processes Modulates Tension and Drives Phase Transition in Self-Renewing, Motor-Driven Cytoskeletal Networks.” *Nature Communications*.
- 2015 “Healthy Relationships? GCC Global Health Engagement – A Focus on Africa,” with Mariam Bhacker. In *Gulf Africa Relationship*, edited by Eickelman and Abusharaf. Gerlach Press Series.

% Africa Expertise: 10%

MULUGETA ZEGEYE

Lecturer of Amharic

MSc, University of Strathclyde (Scotland); BA, Addis Ababa University (Ethiopia)

Academic Experience

- 2012– Amharic Instructor, Department of African and African American Language Studies, Harvard University
- 1995–2002 Chair, Budget Committee, Ethiopian Parliament

Overseas Experience Ethiopia

Languages Amharic

Research and Teaching

Certified in Negotiation and Conflict Management (Cambridge College, 2013–14), Essential Best Practices in TESOL for New Americans (SIT Graduate Institute, 2011), Language Translation and Interpretation (Cross Cultural Health Care Program, 2011), Business Administration and Bookkeeping (Millenium Training Institute, 2011), BRIDGE Program (Building Refugee and Immigrant Degrees for Graduate Education, BU Department of Social Work, 2008), and Development Management (Ethiopian Development Institute, 1995). Years of experience working in government, development, and community organizing.

% Africa Expertise: 100%

APPENDIX III

DESCRIPTION OF JOB POSITION

Outreach Assistant

Outreach Assistants work under the direction of the Outreach Manager to ensure that the BU African Studies Center is able to efficiently and professionally realize its goals of fostering better understanding of Africa through educator training and community engagement. They help prepare, promote, and distribute the BU African Studies Center's teaching resources, posters, and DVDs; host, document, and track training workshops and community events organized by the Outreach Program; and research and prepare materials as directed by the Outreach Manager. They may be asked to contribute additional service for other projects at the ASC as needed, in collaboration with other student employees who are funded separately from Title VI. Both graduate and undergraduate students at BU are eligible for these positions. They are hired under BU Student Employment Office hiring code 02 – Office Assistant, Grade 5, paid \$13.25/hr (undergraduate students) or \$17.00/hr (graduate students).

APPENDIX IV

PERFORMANCE MEASURE FORM

Project Goal 1									
The Boston University African Studies Center will collaborate with the University of Massachusetts–Boston (UMB), Roxbury Community College (RCC), Northern Virginia Community College (NVCC), University of Puerto Rico–Cayey (UPRC), and the University of Northern Colorado (UNC) to increase by 10% or more the number of students graduating from each school with African area studies expertise by the end of the funding cycle.									
Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Develop or revise at least 56 courses at BU & partners to include at least 25% African area studies content.	A1. Support development or revision of 5 courses to include at least 25% Africa content at BU & partner schools, and 6 courses to include at least 25% of Africa-related content at BU & UNC schools of education each year.	A1-i. Number of applications for course enhancement grants.	Annually	Award records	0	12	26	42	60
		A1-ii. Number of syllabi for new or revised courses containing at least 25% African studies content.	Annually	Syllabi submitted by grant recipients	0	11	22	33	44
	A2. Provide 2 faculty travel grants to Africa to develop new Africa-focused courses or to enhance existing courses with at least 25% Africa content.	A2-i. Number of applications for travel grants.	Annually	Award records	0	3	7	12	18
		A2-ii. Number of syllabi for new or revised courses containing at least 25% African studies content.	Annually	Syllabi submitted by grant recipients	0	2	4	6	8
	A3. Support development of 3 Community-Engaged Learning Courses on local African diaspora communities at BU and partner institutions.	A3-i. Number of applications for grants to develop CELCs.	Annually	Award records	0	4	9	15	22
		A3-ii. Number of syllabi for new or revised CELCs.	Annually	Syllabi submitted by grant recipients	0	3	6	9	12

Project Goal 1 – Cont'd									
B. Increase by 15 % the number of BU students annually graduating with African Studies and Middle East and North African Studies (MENA) majors, minors, and certificates.	B1. Use social media, printed materials, and extra-curricular events, alumni presentations, and work with Office of Academic Advising, Summer Orientation, and student organizations to recruit new students for the majors, minors, and certificates.	B1-i. Number of marketing activities initiated.	Annually	Institutional records of social media campaigns, event activities, and printing projects	0	10	20	30	40
		B1-ii. Number of students graduating annually with majors, minors, and certificates in African Studies and MENA Studies.	Annually	Institutional records from registrars and program administrators	30	31	32	33	35

Project Goal 2

The BU African Studies Center will increase by 15% or more the number of students at BU and other Boston Area Language Consortium schools reaching ACTFL Advanced or above proficiency in priority sub-Saharan African languages by end of funding cycle.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number of students annually enrolling in priority sub-Saharan African language courses at BU by at least 25%.	A1. Work with Office of Academic Advising, Summer Orientation, departmental advisors, the new professional Pardee School advising staff, and student organizations such as BU African Student Organization (to reach out to heritage learners) to recruit students for sub-Saharan African language courses.	A1-i. Number of African language recruiting activities initiated at BU.	Annually	Institutional records of social media campaigns, meetings, events, and printing projects	0	5	10	15	20
		A1-ii. Number of BU students enrolled annually in African language courses.	Each Semester	Institutional records from registrars and program administrators	118	118	125	135	147
	A2. Use social media, classroom visits, publicity about FLAS fellowships, and other tools to encourage students currently in priority African languages to continue to intermediate, advanced, and superior levels of study based on ACTFL standards.	A2-i. Number of African language recruiting activities targeting current African language students.	Annually	Institutional records of social media campaigns, meetings, events, and printing projects	0	2	4	6	8
		A2-ii. Number of students receiving FLAS awards or enrolled in BU African language courses for intermediate level or higher.	Each Semester	Institutional records from program administrators and registrars, award records	25	26	27	29	31

Project Goal 2 – Cont'd									
B. Improve the quality of instruction in our language courses by implementing assessment plans in every class, providing training to all instructors in performance-based language pedagogy and for certification as ACTFL OPI testers, and enhancing overseas language study opportunities.	B1. Language Assessment Specialist will collaborate with our language teachers to refine and implement a comprehensive outcome-based assessment plan for all level and languages that will include overviews of content, methodology and testing measures to improve reliability of results.	B1-i. Number of classes reviewed by Language Assessment Specialist.	Annually	Assessment reports from Language Assessment Specialist	0	12	13	14	15
		B1-ii. Number of assessment plans produced by Language Assessment Specialist.	Annually	Assessment reports from Language Assessment Specialist	0	12	13	14	15
		B1-iii. Number of comprehensive assessment workshops held annually.	Each Semester	Institutional records from Language Program Director	0	6	6	6	6
	B2. Provide training in communicative and performance-based language pedagogy at NALRC for all new instructors, professional development for all instructors at NERCPAL and ALTA, and on campus training in ACTFL Oral Proficiency Interview (OPI) testing.	B2-i. Percentage of African language faculty who have received NALRC training in past 5 years.	Annually	Institutional records of NALRC training certification by language faculty	70	70	80	90	100
		B2-ii. Percentage of African language faculty who have received NERCPAL and/or ALTA training in past 5 years.	Annually	Institutional records of NERCPAL and ALTA attendance by language faculty	70	70	80	90	100
		B2-iii. Percentage of African language faculty certified for OPI testing.	Annually	Institutional records of OPI certification of language faculty	20	40	60	80	100
	B2. We will strengthen existing and planned opportunities for overseas language study for students by working with African partner institutions through faculty exchanges, sharing of teaching resources, and provision of pedagogical training, and improved pre-and post-study assessments.	B2-i. Number of new formalized linkages with overseas institutions.	Annually	Institutional records including MOUs, records of overseas participation of FLAS awardees	0	2	4	6	8

Project Goal 2 – Cont'd									
C. Increase priority African language course offerings and levels by at least 15%.	C1. Develop and offer instruction in discipline-specific language courses for students in professional schools, including health-specific courses taught on the BU Medical Campus.	C1-i. Number of language courses specific to professional fields.	Annually	Institutional records from registrar	2	2	3	4	5
	C2. Develop teaching materials and provide pedagogical training to make possible increasing by 5% each year the number of intermediate and above courses in our priority African languages.	C2-i. Number of new teaching materials developed for priority languages taught at BU.	Annually	Records from language teachers and publications division	0	4	7	9	11
		C2-ii. Number of African language courses available at intermediate level or higher.	Annually	Institutional records from registrar	36	37	38	39	40
	C3. Establish and develop Mandinka as an additional priority African language option, adding one level of instruction each year.	C3-i. Number of levels of Mandinka courses offered.	Annually	Institutional records from registrar	0	0	1	2	3

Project Goal 3

The Boston University African Studies Center will increase the number of teachers in the Boston area and beyond with African area studies experience by 125 (including 25 Teaching Africa Teacher Certificate holders and 100 additional teachers who have completed at least two Africa-focused workshops) by the end of the funding cycle.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. The Outreach Program will expand its Teaching Africa Teacher Certification Program and certify at least 25 K-12 teachers from the Boston area and beyond by end of funding cycle.	A1. Expand teacher certification program by recruiting new teachers to train and certify through the Teaching Africa Teacher Certification.	A1-i. Number of teachers recruited annually in TAT program.	Annually	Outreach Program records of TAT program enrollment	0	0	5	7	10
		A1-ii. Total number of teachers certified in TAT program.	Annually	Outreach Program records of TAT program completion	0	0	5	15	25
B. Train at least 100 K-16 teachers in African area studies content with at least two or more workshops.	B1. Develop online teaching resources (including podcasts) and hold workshops for K-12, CC, and MSI educators.	B1-i. Number of online teaching resources site visits annually.	Annually	Outreach Program website records	5500	6000	6500	7000	7500
		B1-ii. Number of annual workshops for K-12, CC, and MSI educators.	Annually	Outreach Program records	0	3	4	4	4
		B1-iii. Total number of K-12, CC, and MSI faculty enrolled in workshops.	Annually	Outreach Program records	0	100	200	300	400
	B2. Develop two new online resources on Medieval African Empires and Internationalizing US History and launch them.	B2-i. Number of new online resources available via Primary Source.	Annually	Outreach Program records, Primary Source records	0	1	1	2	2
		B2-ii. Number of educators enrolled in these courses.	Each Semester	Outreach Program records, Primary Source enrollment records	0	0	10	20	40

Project Goal 4

The Boston University African Studies Center will increase the number of African studies students, language teachers and non-language faculty knowledgeable about *Ajami* texts by 100 or more by the end of the funding cycle.

Performance Measures	Activities	Data Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A. Train 100 or more language students, African language teachers, and African studies scholars in <i>Ajami</i> studies.	A1. Develop new <i>Ajami</i> teaching resources and offer more language courses that incorporate dual literacy training (<i>Ajami</i> -Roman script).	A1-i. Number of <i>Ajami</i> teaching resources developed annually.	Annually	Records from language teachers and publications division	0	1	1	1	0
		A1-ii. Number of language courses incorporating dual literacy training.	Annually	Records from language teachers and registrar	16	16	18	20	22
	A2. Hold two workshops to train at least 50 language teachers and non-language faculty in <i>Ajami</i> studies.	A2-i. Number of annual <i>Ajami</i> training workshops held.	Biannually	Institutional records	0	1	0	1	0
		A2-ii. Number of annual participants at <i>Ajami</i> training workshops.	Biannually	Records of workshop registrations	0	25	0	25	0
	A3. Establish the <i>Journal of Ajami Studies</i> and involve students in the collection and addition of at least 1000 pages of <i>Ajami</i> texts & metadata to the BU open access African Ajami Library each year.	A3-i. Pages of <i>Ajami</i> texts and metadata added to African Ajami Library annually.	Annually	Institutional records from African Ajami Library	1000	1000	1000	1000	1000

APPENDIX V
LETTERS OF SUPPORT



UNIVERSITY OF
NORTHERN COLORADO

College of Education and Behavioral Sciences
Office of the Dean

To: Professor Adil Najam, Dean of the Pardee School of Global Studies, Boston University
Professor Fallou Ngom, Director, African Studies Center, Boston University

From: Dr. Eugene Sheehan, Dean, College of Education and Behavioral Sciences
Dr. Laura Connolly, Dean, College of Humanities and Social Sciences

Subject: Letter of Institutional Support and Commitment for Title VI Grant Competition

Date: June 11, 2018

The University of Northern Colorado (UNC) would like to express its commitment to Boston University's African Studies Center on behalf of their 2018 proposal for Title VI funding. We are delighted that BU has selected UNC as a partner institution currently underserved by Africa-focused National Resource Centers in the United States.

UNC is a midsize regional comprehensive university located in Greeley, Colorado, with an undergraduate population of nearly 10,000 and approximately 3,000 graduate students. As a former Teachers College established in 1889, the **University of Northern Colorado ranks among the top institutions in the United States** for teacher training. Of educators trained in Colorado 54% have received their training from UNC and more than 30% of all teachers who win the Colorado Department of Education's Teacher of the Year Award graduated from UNC. The Colorado Department of Higher Education recently awarded a \$2.2 million dollar grant to UNC's College of Education and Behavioral Sciences in order to support recruitment and retention of teachers in the state's rural school districts. In addition to these accolades, community engagement and international education are part of UNC's core strategic mission and we pride ourselves in engaged scholarship and instruction.

At present UNC offers or is developing the following programs and courses relevant to the study of Africa.

- B.A. in Africana Studies (AFS). This program currently focuses primarily on the history, sociology, and experience of African Americans. However, the AFS faculty frequently cite the need to expand the curriculum in ways that would allow students to explore, research, and disseminate theoretical, historical, and artistic developments on the African continent, both past and present.

*126 McKee Hall | Campus Box 106 | Greeley, CO 80639 | Office 970-351-2817
<http://www.unco.edu/education-behavioral-sciences/>*

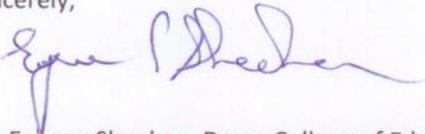
- International Affairs – Area Studies Emphasis, Africa and the Middle East Concentration. This is a political science oriented degree and requires students to demonstrate proficiency in a relevant language in addition to taking a number of courses on the history and/or politics of various parts of Africa.
- Middle East and North Africa (MENA) minor. A group of faculty on campus is currently working to create a MENA minor, which the Pardee School offers. The proposed MENA minor will require students to take relevant courses in the categories of history, politics, culture, social sciences & business, and humanities. Although the only relevant language currently taught at UNC is French, the minor plans to include Modern Standard Arabic in the future. The MENA minor also has a provision for students to receive credit for languages not currently taught at UNC, such as Arabic or a North African language.

There is also a great deal of interest in African studies from existing departments such as Geography and GIS, which seeks to expand its faculty-led study abroad course offerings into Africa. Courses related to African history, art, and culture are offered by the Schools of Art & Design, and Theatre Arts as well as the Department of History and the Life of the Mind program.

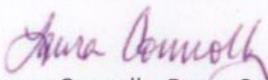
Internationalization is also a central component of our larger community. UNC is situated in a rural region long dominated by dryland agriculture and livestock farming, though the majority of our students hail from urban regions. The municipality of Greeley is diverse due to its large immigrant population of Latin Americans, Burmese, and East Africans (mostly from Somalia) who have settled in our community. Many of them are employed at the JBS facility, which is the largest meatpacking plant in the United States. Over time this diversity has given rise to African and Burmese food markets and restaurants that pepper the city's landscape. Founded in 2005, Greeley's Global Immigrant and Refugee Center supports educational initiatives that includes resources for refugees. Despite this campus and community diversity, as an institution we can do more to strengthen curriculum and outreach for African Studies, particularly with regard to *priority* African languages as defined by the US Department of Education (including Somali) and regional studies south of the Sahara. These initiatives will allow us not only to assist our students but to engage our community at large, in which the gap between "town" and "gown" can be challenging due to the lack of communication and education on both sides.

Through our partnership with the Pardee School of Global Studies, and the BU Wheelock School of Education, we plan to develop more African-centered curriculum that speaks to the diverse environmental, linguistic, and cultural issues taking place across the continent. We are delighted to collaborate with BU in order to pursue our shared objectives on Africa-centered outreach, curriculum development, and engaged research to help address identified areas of national need.

Sincerely,



Dr. Eugene Sheehan, Dean, College of Education and Behavioral Sciences
University of Northern Colorado



Dr. Laura Connolly, Dean, College of Humanities and Social Sciences
University of Northern Colorado



June 3, 2018

Department of Education
National Resource Centers Program

To Whom It May Concern,

This communication is intended to serve as a letter of support and intention to cooperate with the African Studies Center at the Pardee School of Global Studies/Boston University in the implementation of their Africa-centered NRC grant proposal.

Northern Virginia Community College (NVCC) is one of the largest Minority-Serving Institutions in America. It is the second largest community college in the United States, comprised of more than 75,000 students and 2,600 faculty and staff members. It has consistently been an active supporter of international/global education curriculum development, participating in a wide variety of initiatives. NVCC is one of the most internationally diverse colleges in the U.S. with a student body consisting of individuals from more than 180 countries. The college has six distinct campuses in the Northern Virginia area including a Medical Education Campus as well as a robust distance-learning program. NVCC was recently named a top Fulbright institution in 2017, producing a large number of Fulbright scholars in the last decade and hosting several Fulbright Scholars in Residence. The college supports numerous international initiatives---including faculty scholarship and study abroad--- and maintains a large number of MOUs with international higher education partners in Russia, China, Brazil, and India among others.

I personally am a 2014 Fulbright Scholar, teaching at the Russian Presidential Academy in Saratov in 2014 as well as a Fulbright-Hays grantee in Senegal in 2016. I teach at the NVCC Loudoun campus, have traveled extensively serving the college, and incorporate global education in every facet of my pedagogy as well as within the department of Business/Finance/Marketing for which I am the college cluster chair and campus assistant dean. My perspective and experience in international education allow me to discuss in some detail the manner in which NVCC might add value for our students and faculty in collaborating with Boston University's African Studies Center.

First, the objectives for this grant fit perfectly with our International Business courses and faculty scholarship, augmenting cross-cultural business practices, regional economic integration, and Africa focused analysis of international opportunities. Also, our Intro to Business courses need more concentration on current/historical events in Africa concerning trade, economics, globalization efforts, politics, etc. Our Business Communications courses devote a great deal of energy to use of bias-free language, communication in diverse environments (multiple languages/cultures). A focus on Africa for example might include virtual or actual travel to Senegal and speaking to an audience of Senegalese people where the first language is French, or even local languages like Wolof, Pular and Serer, also taking into account that most residents are Muslim.

We can also see possible collaboration using African businesses as fertile ground for the teaching of business planning fundamentals and entrepreneurship---adding valuable experiences for faculty and students AND providing practical training for commercial and community interests on the continent. Also, our extensive business community stakeholders are ready and willing to participate in enhancing commercial relationships, fostered by academics but assisting local economies on both continents. Lastly, cultural literacy enhancement for faculty and students is of immense importance for our stakeholders to remain competitive in the new globalized economy. To emphasize Africa will enhance this literacy.

DIVISION OF NATURAL & APPLIED SCIENCES

Loudoun Campus
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In writing this letter, our institution has informally identified other potential areas of intellectual and academic cooperation.

Our Geography departments intend to utilize these potential opportunities to develop cultural maps--such as "sound maps", environmental changes, or migration corridors that can be used in a number of educational scenarios.

Our Foreign Language departments are currently quite small---usually currently focused on a small number of European languages. Our institution needs to embed foreign language requirements within high enrolled majors to prepare our students for the coming decades. A focus on African languages within this department, using multimedia instructional resources available at Boston University, can give our students great competitive advantage. Collaboration of this kind can be transformational to NVCC. B.U.'s current focus on Ajami is of great interest to our foreign language departments as well as numerous other disciplines such as History, Political Science, and Sociology.

Our Geology departments include individuals with great interest in African paleontology. The possibilities here are very exciting.

Our Biology faculty are intrigued at the potential synergy gained through research, travel, and student exchange. One of our faculty members has conducted extensive research and implemented exchange in diverse places like Cuba, Polynesia, and the Philippines. She is excited by the potential of adding Africa to that portfolio.

A faculty member in Political Science has expressed a great deal of interest in studying current political dynamics on the African continent. The rise of China as a major player in place of Europe is a focus.

A member of our Economics faculty is currently conducting a cross continental capitalist game theory experiment with graduate students in Russia competing against NVCC students in microeconomics. He would very much like to expand this to include African partnerships.

A History faculty colleague with an interest in the history of trade most recently studied the trajectory of Viking ships sailing into Russia and is quite intrigued by the opportunity to study trade between Africa and other continents. This collaboration might dovetail quite comfortably with our business and economics departments.

Several NVCC English faculty are interested in pedagogy that emphasizes the cultural development of myth within literature and are intrigued by the possibilities of studying myth in Africa.

Finally, a colleague in Sociology is eager to explore a curriculum on democracy and democratization processes in Africa---exploring conditions that have made democratization feasible in some countries and why others have encountered difficulties in instituting democratic governance.

In conclusion, Africa centered education at NVCC is of great interest to our college though it is not currently receiving major emphasis for a number of institutional and environmental reasons. This potential unique collaboration with B.U. can certainly be leveraged to give our faculty, students, and community unique competitive advantages in reference to a continent that will be of monumental cultural and economic importance in the decades to follow.

Regards,



Miguel B. Corrigan
Associate Professor of Business/Assistant Dean for Business
NVCC-Loudoun
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(703)-450-2614

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UNIVERSITY OF PUERTO RICO AT CAYEY
HONORS PROGRAM

1 June, 2018

Prof. Fallou Ngom
Professor of Anthropology
College of Arts and Sciences

Director, African Studies Center
Pardee School of Global Studies
Boston University

Letter of Support

Dear Dr. Ngom

Greetings

It is with great enthusiasm that I support your Title VI proposal.

The University of Puerto Rico, Cayey Campus, is a Minority Serving Institution of Higher Education. Our institution is eligible to receive assistance under sections 316 through 320 of part A of Title III, under part B of Title III of the Higher Education Act of 1965, as amended (HEA). In addition, according to National Center for Educational Statistics, the percentage of Full-time, First-time Students Who Began Their Studies in Fall 2008 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program at the University of Puerto Rico, at its Cayey Campus, is 44% Hispanic/Latino.

In this light, it is all the more important for us to be part of your proposed project, which seeks to bring more global education and Africa-focused contents to our institution and community. To further develop our Africa-focused curriculum development at our institution, including in business and other professional fields, supporting Africa-focused events and faculty travel to Africa so that we can learn and bring Africa into our curriculum, and bringing more Africa content in our school by making external resources available to our colleagues, students, and community, is of paramount importance for us.

Juan F. Caraballo-Resto, PhD
Acting Director
Honors Program
University of Puerto Rico, at Cayey

P.O. Box 372230, Cayey, Puerto Rico 00737-2230

Tel. (787) 738-2161, exts., 2106, 2176 y 2510

HOWARD UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF WORLD LANGUAGES AND CULTURES

June 8, 2018

The Department of Education
Fulbright Hays Group Study Abroad
Washington DC

Re: Request for Title VI Letter of Support from ALTA

On behalf of the African Language Teachers Association (ALTA), I write this letter to strongly support Boston University's application for the upcoming Title VI National Resource Center (NRC) grant for the cycle that begins in the AY 2018-2019. This grant is being requested by the Center for African Studies under the able leadership of Dr. Fallou Ngom.

Boston University is an important supporter of ALTA both as an institution and as a sponsor of its faculty and students who study African related courses and languages. Over the years, Boston University has been at the forefront of supporting its members and those from institutions that do not have Title VI to participate in African related activities. It is only through such support that all those who are focused on the study of Africa can share the ideas and the knowledge they have about the continent. We view Boston as an important national resource center that should be given more opportunities to continue contributing to the production and promotion of knowledge about Africa.

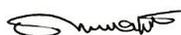
The Center for African Studies at Boston has served as a host to several important material development workshops that have enabled the development and growth of African studies and languages to take place. Boston has also been active in activities organized by the North-East Regional Consortium of Programs in African Languages (NERCPAL) by hosting or cohosting the activities of this important academic organization in the North east region. The last event that the center cohosted was in February 2018 when the center cohosted the second NERCPAL conference with Howard University in Washington DC.

The instruction of African languages at Boston University is of high quality and the innovative programs that the institution offers are important to the field of African languages. Good examples include the development of the Ajami script. ALTA recognizes these important projects and understands that with a strong National Resource Center, the development of African languages and area studies will flourish and will allow for interdisciplinary or multidisciplinary approaches to the study of African studies.

In conclusion, we believe that Boston's ability to run a successful center that enhances the study of African studies is unquestionable. As an organization, ALTA wishes to highly support Boston's application for a Title VI grant which will go a long way in contributing to knowledge about Africa for American students and educators.

Should you have any question please email me directly using my official email provided below.

Sincerely,



Leonard Muaka, Ph.D.
Associate Professor
Howard University
Department of World Languages and Cultures
368 Locke Hall
Washington, DC 20059
Tel: +1-202-806-4121
Fax: +1-202 806-6760

ALTA President, 2017-2019
<http://altaonweb.org/>

Executive Director
Global Promotion of Swahili Language <http://chaukidu.org/>



June 7, 2018

Dear Members of the Selection Committee:

For almost twenty years, the Outreach Program at Boston University's African Studies Center has collaborated with Primary Source on a range of projects designed to benefit K-12 educators. This fruitful partnership has allowed us to share our complementary expertise on Africa and on K-12 teaching, and to reach larger networks of educators than either of our organizations could reach alone. It has led to the creation of high-quality, content-rich professional learning that is appropriate and relevant to teachers' needs at the primary and secondary school levels – a combination that has led to rave reviews by teachers in our joint programs. Through this letter, we express our commitment to developing new materials and learning experiences with the Outreach Program that are much in demand by teachers.

Our work together in recent years has focused upon a number of initiatives. Together, we have developed a four-week online course for teachers called *Modern African History: Colonialism, Independence and Legacies*, planned numerous day-long professional development seminars on topics ranging from West African music to democratization efforts in Africa today; and offered in-person book groups and webinar-style “Global Read” events on African literature. Beyond the classroom we have used the strength of our collective voices to advocate for deepening global studies in Massachusetts, and to co-present on global topics at national conferences.

Looking forward, we aim to support teachers in the new ways that they access and use technology to advance their own professional learning and build their repertoire of classroom-friendly resources on African countries. Increasingly, teachers engage in online learning courses. With our average course completion rate of 90% across fourteen online courses by participating educators, Primary Source has developed an asynchronous, facilitated learning approach that has won teachers' approbation and respect, and we plan to work with the B.U. African Studies Center to apply it to a new topic. Through this NRC grant, we will develop a four-week course on *Empires of West Africa* that will support teachers of world history, world civilizations, geography, and art. We will also ensure that a new online course sequence on “Internationalizing U.S. History” – an effort to connect, compare, and contextualize U.S. history within the wider world – will include a rich body of content on U.S.-Africa connections across the centuries. Once developed, these courses will continue to be offered and updated each year, reaching hundreds of K-12 teachers and exponentially higher numbers of students.

Additionally, we plan to collaborate on creating a series of podcast episodes. Primary Source's *What Teachers Need to Know* podcast episodes have been downloaded thousands of times from iTunes and SoundCloud because they fill a niche that allows educators to discover global content in combination with approaches for teaching it at the K-12 level, something very few podcasts do. Podcasts comprise a major new avenue of professional learning for teachers: a “bite-sized” approach to exploring new lenses or frameworks for understanding international events that whets teachers' appetites to learn more. With BU's African Studies Center, we plan to create several 30-minute episodes on modern issues and cultures in Africa that make African

stories more accessible to American educators, and support these with “Further Resources” on the topic that are available through a podcast landing webpage.

Through the longstanding partnership of our organizations, we have developed a mutual understanding and trust that has led to effective programming for teachers. We know we can rely on Boston University’s African Studies Center to share its scholarly expertise, creative thinking about curriculum, organizational skills, and networking capacity to ensure that our programs are dynamic and well-informed, and to help them reach thousands of Africa-interested educators. Primary Source, similarly, will offer its global education knowledge, ideas, and promotional capacities. We will publicize our jointly-designed courses and curricula to our network of 13,000 teachers nationwide and to the more than 3000 teachers in Massachusetts and New England with whom we directly work each year. With future NRC funding, our organizations will be able to continue this collaboration, meeting educators’ new needs through new learning formats.

We encourage your highest consideration of the African Studies Center’s proposal. In our 29 years of experience, it is one of the academic centers that takes outreach most seriously, committing significant resources and top-notch personnel to the understanding of the broader public. We know it will continue its leadership in this tradition, to the benefit of all.

With great respect,

A handwritten signature in black ink that reads "Deborah Cunningham". The signature is fluid and cursive, with the first name being more prominent.

Deborah Cunningham, PhD
Senior Program Director

Supplemental Information to Meet §602(e) Statutory Requirements

Diverse Perspectives in Funded Activities

The African Studies program at Boston University places a high value on lively academic debate. Our NRC-supported Rodney Seminar hosts speakers from a variety of disciplines and representing diverse perspectives. Presentations focused on specific African countries often attract area immigrants as well as scholars from those countries, with post-presentation discussions that often involve lively and contentious debates. For example, a panel commemorating the 20th anniversary of the 1994 Rwandan genocide included participation by both supporters and critics of Rwanda's post-genocide government, and lively discussions took place over current events in the country.

The BU academic community embraces a broader range of ideological perspectives than many universities today. NRC support for expanding our curriculum will allow us to continue to add to the diverse perspectives among our faculty, including expanding into new areas, such as business, engineering, and public health. The new Pardee School into which the African Studies Center has been incorporated since 2014 also includes the Department of International Relations. The Department includes career academics as well as practitioners, such as former US ambassadors, military officers, and intelligence officials. BU has active Military Science and ROTC programs. BU's Metropolitan College is recognized by the NSA (National Security Agency) and the Department of Homeland Security as a National Center of Excellence in Information Assurance Education and Research.

BU also has strong progressive traditions, building on the civil rights legacy of Martin Luther King Jr, our most famous doctoral graduate. The IR department and School of Public

Health offer a degree for Peace Corps volunteers that allows them to use their Peace Corps service as a field practicum. The ASC coordinates activities with the Howard Thurman Center each semester, sponsoring events that seek to build community and promote public service among students and serves as a home to many of BU's multicultural groups.

Areas of National Need

NRC funding will allow the African Studies Center to respond to areas of national need in a variety of ways. Africa is identified as an area of national need by a number of government agencies. The Center covers all 54 African countries in Sub-Saharan Africa and North Africa, and the nine languages we propose to teach – Amharic, Arabic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu – are identified as *priority* languages by the Department of Education and other government departments. NRC funding will allow us to offer advanced levels of these languages and to recruit additional students to study these less commonly taught languages.

NRC funding will also allow BU's African Studies Center to improve relations with Muslim populations. Three of our languages – Arabic, Hausa, and Wolof – are spoken by populations that are predominantly Muslim. Two others – Amharic and Swahili – are spoken in countries that have very large Muslim minorities. In addition, the ASC has linkages with universities in Senegal, Morocco, and Niger, all of which are majority Muslim, and in Tanzania and Ethiopia, each of which is one-third Muslim. Finally, the proposed enhancement of our relationship with the West African Research Association (WARA) and West African Research Center (WARC) will provide opportunities for scholars from Islamic African nations to visit the US and for US students and scholars to visit Muslim West Africa.

NRC funding will support the ASC's efforts to increase the number of individuals in public service with training in African languages and area studies. Many of our graduates go on to careers in public service, working for the government or international NGOs, public health organizations, and international foundations. Our curriculum development efforts will help us strengthen our International Relations program, which prepares individuals for careers in diplomacy, overseas non-profit work, and international business. IR is one of our areas of most substantial growth at both the undergraduate and graduate level. We will also offer additional classes in other professional schools. Our programs will continue to provide language and area studies training for students from ROTC programs and others in military careers. We train a number of ROTC cadets and active military officers in our language and non-language courses. Our graduates have been posted with the US military in Africa or at Africom, have served with UN peace-keeping forces in the South Sudan, and have taught at the US Military Academy at West Point. A number of our recent graduates have also gone into intelligence services.

Finally, our Outreach Program is among the strongest in the country and plays an important role in helping to increase understanding of Africa with K-12 schools. In the current grant, we propose several new initiatives that will substantially increase our K-12 activities and allow us to have an even greater impact in the education system in the Boston area and beyond. Our marketing campaign at BU and among the member-schools of the Northeast Regional Consortium, which allows cross-registration of students from BU, Boston College, Brandeis, Hebrew College, Simmons, and Tufts, promote the study of Arabic in schools, which could ultimately make an important contribution to increasing the number of Americans with Arabic fluency.

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

Federal Funds Requested

NRC Request:

Year 1: \$268, 898.13 **Year 2:** \$ 268,812.57 **Year 3:** \$269,760.45 **Year 4:** \$269,742.77

FLAS Request:

Year 1: \$336,000 **Year 2:** \$336,000 **Year 3:** \$336,000 **Year 4:** \$336,000

Type of Applicant:

Single institution: Boston University

NRC (Center, Institute, Program) Focus: AFRICA

FLAS-eligible Languages: Amharic, Arabic, Hausa, Igbo, Swahili, Twi, Wolof, Xhosa, and Zulu

List of Acronyms

AASP – Association of African Studies Programs
ACTFL – American Council on the Teaching of Foreign Languages
ALMA – African Language Materials Archive
ALTA – African Language Teachers Association
ASA – African Studies Association
ASC – African Studies Center (BU)
ASL – African Studies Library (BU)
ASOC – African Studies Outreach Council
BU – Boston University
CAMP – Cooperative Africana Materials Project
CAORC – Council of American Overseas Research Centers
CAS – College of Arts and Sciences (BU)
CC – Community College
CELC – Community-Engaged Learning Course
FLAS – Foreign Language and Area Studies
GCAS – Graduate Certificate in African Studies (BU)
GDP – Global Development Policy (Masters Program in PSGS)
GPA – Fulbright-Hays Group Projects Abroad
GRS – Graduate School of Arts and Sciences (BU)
HBCU – Historically Black Colleges and Universities
HU – Howard University
IJAHS – International Journal of African Historical Studies
MAT – Master of Arts in Teaching
MSI – Minority-Serving Institution
NALRC – National African Language Resource Center
NCSS – National Council for the Social Studies
NCTE – National Council of Teachers of English
NERCPAL - Northeast Regional Consortium for Programs in African Languages
NRC – National Resource Center
NVCC – Northern Virginia Community College

OPI – Oral Proficiency Interview
PSAE – Program for the Study of the African Environment (BU)
PSGS – Pardee School of Global Studies (BU)
RCC – Roxbury Community College
SoM – School of Medicine (BU)
SPH – School of Public Health (BU)
STAMP – Standards Measurement of Proficiency
STH – School of Theology (BU)
TAT – Teaching Africa Teacher Certification Program (BU)
UMB – University of Massachusetts–Boston
UNC – University of Northern Colorado
UPRC – University of Puerto Rico–Cayey
WARA – West African Research Association
WARC – West African Research Center

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**BOSTON UNIVERSITY AFRICAN STUDIES CENTER
 COMPREHENSIVE NATIONAL RESOURCE CENTER
 BUDGET REQUEST**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	4 YR TOTAL	PAGE # IN NARRATIVE
PERSONNEL						
Assistant Director SALARY/WAGES (5.4 cal months) *	29,790.00	30,683.70	31,604.21	32,552.34	124,630.25	-
Subtotal Salary/Wages	29,790.00	30,683.70	31,604.21	32,552.34	124,630.25	-
Assistant Director FRINGE (24.7%) *	7,358.13	7,578.87	7,806.24	8,040.43	30,783.67	-
Subtotal Fringe	7,358.13	7,578.87	7,806.24	8,040.43	30,783.67	-
TOTAL SALARY and BENEFITS	37,148.13	38,262.57	39,410.45	40,592.77	155,413.92	p10
NON-PERSONNEL						
EQUIPMENT					0.00	-
TRAVEL						
DOMESTIC *						
Outreach Conference Travel: Airfare	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p6
Outreach Conference Travel: Lodging	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p6
Outreach Conference Travel: Per Diem	500.00	500.00	500.00	500.00	2,000.00	p6
Outreach Conference Travel: Registration	500.00	500.00	500.00	500.00	2,000.00	p6
Faculty/Staff Conference Travel: Airfare	1,750.00	1,750.00	1,750.00	1,750.00	7,000.00	p10
Faculty/Staff Conference Travel: Lodging	1,750.00	1,750.00	1,750.00	1,750.00	7,000.00	p10
Faculty/Staff Conference Travel: Per Diem	750.00	750.00	750.00	750.00	3,000.00	p10
Faculty/Staff Conference Travel: Registration	750.00	750.00	750.00	750.00	3,000.00	p10
FOREIGN *						
Overseas Partner Visit: Airfare	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00	p7
Overseas Partner Visit: Lodging	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p7
Overseas Partner Visit: Per Diem	500.00	500.00	500.00	500.00	2,000.00	p7
TOTAL TRAVEL	12,000.00	12,000.00	12,000.00	12,000.00	48,000.00	
OTHER DIRECT COSTS						
Course Enhancement Grants (5 @ \$2k/yr)	10,000.00	10,000.00	10,000.00	10,000.00	40,000.00	p2
Travel Grants (2 @ \$4k/yr)	8,000.00	8,000.00	8,000.00	8,000.00	32,000.00	p2
Wheelock Course Enhancement (3 @ \$2k/yr)	6,000.00	6,000.00	6,000.00	6,000.00	24,000.00	p3
UNC Course Enhancment (3 @ \$2k/yr)	6,000.00	6,000.00	6,000.00	6,000.00	24,000.00	p4
CELCD Grants (3 @ \$2k/yr)	6,000.00	6,000.00	6,000.00	6,000.00	24,000.00	p4
Arts Initiatives	5,000.00	5,000.00	0.00	0.00	10,000.00	p4
Subtotal Curriculum Expansion	41,000.00	41,000.00	36,000.00	36,000.00	154,000.00	p4
Language Instruction (\$4.8k/course x 12-15/yr)	57,600.00	62,400.00	67,200.00	72,000.00	259,200.00	p5
NALRC Summer Institute Training	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p5
ALTA	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p5
NERCPAL	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p5
Online Course Development	5,000.00	5,000.00	5,000.00	5,000.00	20,000.00	p5
Assessment Specialist	5,000.00	5,000.00	5,000.00	5,000.00	20,000.00	p6
ACTFL OPI Certification	5,000.00	0.00	5,000.00	0.00	10,000.00	p6
Marketing	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p6
Subtotal Language Program Expansion	85,600.00	85,400.00	95,200.00	95,000.00	361,200.00	p6
Outreach Conference Travel	<i>see Travel (Domestic) section above</i>				<i>see above</i>	p6
Professional Development Workshops	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p6

Training and Teaching Resources	2,000.00	2,000.00	2,000.00	2,000.00	8,000.00	p6
Teacher Certification	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00	p6
Online Courses	11,000.00	11,000.00	5,000.00	5,000.00	32,000.00	p6
Podcasts	4,500.00	4,500.00	4,500.00	4,500.00	18,000.00	p6
Student Assistants*	5,000.00	5,000.00	5,000.00	5,000.00	20,000.00	p6
Subtotal Outreach Program	29,500.00	29,500.00	23,500.00	23,500.00	106,000.00	p6
Overseas Partners' Travel to BU/US						
Meetings	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p7
WARA/WARC Visiting Scholar & Staff	0.00	4,000.00	0.00	4,000.00	8,000.00	p7
BU/UMB/WARA Joint Lecture Series	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00	p7
Diaspora Event	2,000.00	2,000.00	2,000.00	2,000.00	8,000.00	p7
Subtotal African Partnerships Program	9,000.00	13,000.00	9,000.00	13,000.00	44,000.00	p7
Public Health Resources	5,000.00	5,000.00	5,000.00	5,000.00	20,000.00	p8
Ajami Training Workshops	10,000.00	0.00	10,000.00	0.00	20,000.00	p8
<i>Journal of Ajami Studies</i>	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p8
Ajami Digital Collections	5,000.00	5,000.00	5,000.00	5,000.00	20,000.00	p9
Subtotal Ajami Program Expansion	24,000.00	14,000.00	24,000.00	14,000.00	76,000.00	p9
AASP Travel Grants	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p9
Educator Workshop	400.00	400.00	400.00	400.00	1,600.00	p9
Africana Book Award and Resource						
Development	400.00	400.00	400.00	400.00	1,600.00	p9
ASOC Conference Booths	500.00	500.00	500.00	500.00	2,000.00	p9
Global Read Webinar	500.00	500.00	500.00	500.00	2,000.00	p9
Global Studies Conference Symposium	1,500.00	1,500.00	1,500.00	1,500.00	6,000.00	p9
ALMA	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p9
CAMP	2,000.00	2,000.00	2,000.00	2,000.00	8,000.00	p10
ASC Council of Partners	0.00	5,000.00	0.00	5,000.00	10,000.00	p10
Language Cataloging Internship	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00	p10
Subtotal Collaborations	10,300.00	15,300.00	10,300.00	15,300.00	51,200.00	p10
Personnel		<i>see Personnel section above</i>			<i>see above</i>	p10
Faculty and Staff Conference Travel		<i>see Travel (Domestic) section above</i>			<i>see above</i>	p10
Library Acquisition	3,000.00	3,000.00	3,000.00	3,000.00	12,000.00	p10
Office Supplies	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p10
Printing	1,000.00	1,000.00	1,000.00	1,000.00	4,000.00	p10
Postage	350.00	350.00	350.00	350.00	1,400.00	p10
Rodney Seminars	4,000.00	4,000.00	4,000.00	4,000.00	16,000.00	p10
Evaluation	8,000.00	8,000.00	8,000.00	8,000.00	32,000.00	p10
Subtotal Administrative Support (non-Salary)	20,350.00	20,350.00	20,350.00	20,350.00	81,400.00	p10
TOTAL OTHER DIRECT COSTS	219,750.00	218,550.00	218,350.00	217,150.00	873,800.00	-
TOTAL DIRECT COSTS	268,898.13	268,812.57	269,760.45	269,742.77	1,077,213.92	-
INDIRECT COSTS*	0.00	0.00	0.00	0.00	0.00	-
BUDGET TOTAL	268,898.13	268,812.57	269,760.45	269,742.77	1,077,213.92	-

* NOTES

- Personnel costs (in section A. Personnel only) are 45% of assistant director salary; +3% annual increase is merit-based, per BU policy.
- Fringe benefits (in section A. Personnel only): 24.7% of personnel salary/wages.
- Domestic travel costs for two conference trips by Outreach staff and three conference trips by other ASC faculty and staff annually.
- Foreign travel costs for two faculty/staff trips to visit overseas partners annually.
- See Appendix III for student assistant position description; budget based on 330 labor hours per year at average student rate (\$15.125/hr, the average of \$13.25/hr undergrad and \$17.00/hr grad rates).
- Indirect costs have been waived by BU.

**BOSTON UNIVERSITY AFRICAN STUDIES CENTER
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP
BUDGET REQUEST**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	4 YR TOTAL	PAGE # IN NARRATIVE
ACADEMIC YEAR						p49
Graduate Institutional Payments 7/yr @ \$18,000	126,000.00	126,000.00	126,000.00	126,000.00	504,000.00	-
Graduate Subsistence Allowances 7/yr @ \$15,000	105,000.00	105,000.00	105,000.00	105,000.00	420,000.00	-
Undergraduate Institutional Payments 4/yr @ \$10,000	40,000.00	40,000.00	40,000.00	40,000.00	160,000.00	-
Undergraduate Subsistence Allowances 4/yr @ \$5,000	20,000.00	20,000.00	20,000.00	20,000.00	80,000.00	-
TOTAL	291,000.00	291,000.00	291,000.00	291,000.00	1,164,000.00	-
SUMMER						p49
Institutional Payments 6/yr @ \$5,000	30,000.00	30,000.00	30,000.00	30,000.00	120,000.00	-
Subsistence Allowances 6/yr @ \$2,500	15,000.00	15,000.00	15,000.00	15,000.00	60,000.00	-
TOTAL	45,000.00	45,000.00	45,000.00	45,000.00	180,000.00	-
TOTAL FLAS	336,000.00	336,000.00	336,000.00	336,000.00	1,344,000.00	p49

NOTES

Selection of candidates for summer language fellowships is made on the basis of merit and need and can be used for study at Boston University's own summer intensive language program or at other approved sites.