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Univ of Florida/Trustees



*Center for*  
**AFRICAN STUDIES**  
*at the University of Florida*

Building Expertise,  
Growing Capacity,  
& Disseminating Knowledge  
**African Studies for a New Era**

Grant Application for the National Resource Centers, and the  
Foreign Language and Area Studies Fellowships Program

CFDA No. 84.015 A & B

2014-2018

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US Department of Education  
Application Control Center  
Attention: CFDA Number 84.015A/84.015B  
LBJ Basement Level 1  
400 Maryland Avenue, S.W.  
Washington, DC 20202-4260

Dear colleagues,

Enclosed please find four copies (including one original with original signatures) of our grant application for the **National Resource Centers Program** (CFDA No. 84.015A) and **Foreign Language and Area Studies Fellowships Program** (CFDA No. 84.015B).

Sincerely yours,

A handwritten signature in black ink, appearing to read "Abraham Goldman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Abraham Goldman  
Director

# The Center for African Studies at the University of Florida

## *Building Expertise, Growing Capacity & Disseminating Knowledge: African Studies for a New Era*

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## Acronyms

AASP	Association of African Studies Programs
ACAL	Annual Conference on African Linguistics
ACTFL	American Council on the Teaching of Foreign Languages
AFLI	African Languages Initiative (UF)
ATMA	African Language Materials Archive
ALTA	African Language Teachers' Association
ASA	African Studies Association
ASOC	African Studies Outreach Council
ASQ	<i>African Studies Quarterly</i> (UF journal)
CAMP	Cooperative Africana Microform Project
CAS	Center for African Studies (UF)
CBA	College of Business Administration (UF)
CBS	Center for European Studies (UF)
CFA	College of Fine Arts (UF)
CIBER	Center for International Business Education and Research
CLAS	College of Liberal Arts and Sciences (UF)
COE	College of Education (UF)
CRL	Center for Research Libraries
DCP	Design, Construction and Planning (UF College)
DSP	Division of Sponsored Programs (UF)
EPI	Emerging Pathogens Institute (UF)
FAO	Food and Agricultural Organization
FLAS	Foreign Language and Area Studies Fellowships
GPA	Group Projects Abroad (Fulbright-Hays)
LAS	Center for Latin American Studies (UF)
LCTL	Less Commonly Taught Language
LTC	Languages, Literatures and Cultures (UF Department)
MDP	Masters in Development Practice
MSI	Minority Serving Institutions
NALRC	National African Language Resource Center
NOAA	National Oceanic and Atmospheric Association
NRC	National Resource Center
NSF	National Science Foundation
OPR	Office of Institutional Planning and Research (UF)
OPI	Oral Proficiency Interviews
OR	Office of Research (OR)
PAL	Program in African Languages (UF)
PHHP	Public Health and Health Professions (UF College)
QEP	Quality Enhancement Plan (UF)
RTA	Research Tutorial Abroad (UF program)
SABER	Sub-Saharan African Business Environment Report
SASA	Students in African Studies Association (UF)
SCALI	Summer Cooperative African Languages Institute
SEALLF	Southeast African Languages & Literatures Forum
SEAN	Southeast Africanist Network
SERSAS	Southeastern Regional Seminar in African Studies
SERU	Student Experience in Research in Research University (UF survey instrument)

SFC	Santa Fe College
SITE	Site-based Implementation of Teacher Education (UF)
SNRE	School of Natural Resources and Environment (UF)
STAMP	Standards-Based Measurement of Proficiency
TCD	Tropical Conservation and Development (UF)
UDSM	University of Dar es Salaam
UF	University of Florida
UFIC	University of Florida International Center
UNDP	United Nations Development Program
USAID	United States Agency for International Development
USDA	United States Department of Agriculture
WARA	West African Research Association

## Abstract

Building on consistently strong support from the University of Florida (UF) and successful leveraging of NRC and FLAS funding, the Center for African Studies (CAS) at UF has become one of the largest and most wide-ranging African area studies centers in the US. As it has for the last 50 years, CAS serves as a major national resource for research, training, and outreach about Africa and its peoples. UF has invested significantly in the resources necessary to carry out all three of these aspects of CAS's mission. In coming years, we intend to enhance and expand all of these areas and initiate new efforts that will further extend the impacts of our work.

This proposal documents our current strengths in African Studies and details our plans, with Title VI support, for the FY 2014-2017 period. Central to these efforts are collaborations at and beyond UF, notably with other NRC centers, the Colleges of Education, Public Health, Fine Arts, and other professional schools at UF as well as our libraries and museums, and with local and regional community colleges (CCs) and minority-serving institutions (MSIs). Among the major synergistic impacts of the prominence of CAS as an NRC has been to attract Africanist applicants for positions in various disciplines; to add African content and expertise to a range of programs, curricula, and research; to support and enrich outreach involvement by faculty and students; and to develop new Africanists among our existing faculty and students.

- **Training:** We propose to enhance curricular options in four strategic areas of strength: health; Islam; conservation; and language change in Africa. We will also build several emerging areas of strength. Our strong program in African languages will be enhanced with expanded numbers and levels of hybrid/online language courses as well as our extensive summer and regular semester language curriculum. FLAS fellowships will be a central component of our continued ability to offer courses at multiple levels for seven African languages. We also plan to expand current and initiate new study abroad opportunities, including field research opportunities for undergraduates. We will increase involvement of professional school students in African Studies, and enhance African and international content in courses for professional school students, with new courses and particular emphasis on the UF College of Education (COE).

- **Outreach:** Our dynamic outreach programs to K-12 schools, and to the broader public, have had substantial impacts regionally and nationally, and we will sustain and enhance these programs. Our work with COE students will also have long-term impact on teaching about Africa in our nation's schools. We also propose significant new outreach initiatives to enhance African content at local and regional CCs and MSIs, often working with the other UF NRCs and consortia of regional institutions. A new collaboration with the University of Miami CIBER will bring knowledge on African economies to the business community in a major metro area, and our Sub-Saharan African Business Environment Report (SABER) will be distributed widely.

- **Research:** Our research mission builds on the unique capacity of centers such as ours to stimulate interdisciplinary collaborations and generate synergistic opportunities. We will continue to support innovative programs around our current and emerging interdisciplinary working groups, which bring together faculty, graduate students, and experts from other universities. The workshops, symposia, and conferences we plan to hold will crystallize existing research and catalyze new research efforts and publications. Our research objectives are strongly facilitated by our many close relationships with tertiary institutions in Africa.

Underlining a commitment to ensure regular oversight, monitoring, and program improvements, UF has hired a program evaluation specialist who works with the Title VI centers at UF in designing and implementing a systematic evaluation program of our activities and objectives. We will continue fully utilizing this resource in our strategic evaluation efforts.

## **1. Institutional Commitment to the Subject Area**

At all levels of administration, the University of Florida (UF) has unequivocally committed to the Center for African Studies (CAS) as a center of excellence and a key component of the internationalization goal highlighted in the university's strategic Quality Enhancement Plan (QEP). Faculty and students with interest and involvement in research and education on Africa are found in nearly all of the wide range of disciplines and professional schools at UF. The long-term commitment to Africa has catalyzed new interdisciplinary collaborations and has stimulated faculty and students who had not previously worked in or on Africa to undertake research and involvement there. Support from the Title VI NRC and FLAS programs has helped leverage a range of additional funding and activities in teaching, research and outreach supported both by UF and external funding (Table 1, B-2; Table 6, B-22)

A. Financial and other support: UF and the College of Liberal Arts and Sciences (CLAS) have sustained a significant commitment to African studies. As noted in the 2013 external evaluation of CAS by John Hanson, former Director of Indiana's African Studies Center, our present "strength emerged in part because UF recruited Africa specialists during the past few years when other institutions were not hiring and continued to provide robust support in other areas." This commitment was most recently demonstrated by the authorization in 2014 of five (and potentially as many as seven) new tenured or tenure-track Africanist faculty positions, including two new senior level hires under the UF President's "Preeminence Plan" within the strategic interdisciplinary theme of public health and social change in Africa. In addition to these positions, new Africanist hires have been authorized in Political Science, Medical Geography, and Art History, with two additional potential hires (two of these positions have been filled at the time of submission, and offers have been extended for three others).

The UF Provost and Dean of the UF International Center (UFIC) also fund a program evaluation specialist, whose main responsibilities include serving all NRCs at UF – including the Centers for Latin American Studies (LAS) and European Studies (CES). This further underlines the university’s commitment to effective management and ongoing improvement of international programs. In this and other respects, the NRCs at UF have generated synergies at multiple levels and initiated many diverse collaborative projects and activities. As discussed below, several new collaborative outreach and other activities are planned for 2014-18.

UF has sustained a substantial financial investment in African Studies across campus. UF’s annual commitment to faculty and programs related to CAS now exceeds \$14 million, over \$5 million of which involves core

Africanist faculty, CAS staff and activities, and Africa-related library collections and personnel.

A1. Operation of CAS:

Underlining strong commitment to CAS, CLAS funds 100% of

**Table 1: UF Support for African Studies, 2013-14**

CAS budgetary support (staff, operating costs)	\$565,231
Non-language core faculty (salaries/benefits)	\$4,105,863
Non-language affiliate faculty (salaries/benefits)	\$8,885,952
Language faculty (salaries/benefits)	\$601,463
African Studies librarian (salary/benefits)	\$88,979
Africana library acquisitions (not including journals)	\$28,000
Support for Carter Conference (CLAS, Provost, OR)	\$15,500
Outreach support	\$72,647
Grad student support (conference/research travel)	\$22,500
<b>Total</b>	<b>\$14,386,135</b>

CAS staff salaries (since 2006), including: a full-time tenured faculty member as Director; full-time Associate and Outreach Directors (both trained Africanist PhDs); a faculty member with a 50% administrative appointment as Language Coordinator; and two full-time office staff. Given the growth in activities and the increased need for data collection related to all CAS activities, we request partial funding for a program assistant, to be matched by other UF funds (B-36, B-45; Budget A4). Both the full-time Director and administrative coordinator for the Masters in Development Practice (MDP) degree program (offered jointly with the Center for Latin

American Studies since Fall 2010) are paid with state funds. In addition, CLAS provides funding and tuition waivers to support three graduate assistants within CAS. These assistants support our refereed open access journal *African Studies Quarterly* (ASQ), the Sub-Saharan African Business Environment Report (SABER), CAS events/activities, and data collection/reporting.

In addition to an administrative suite of five offices and a reception area, designated CAS space includes: a 32-seat conference room; a 48 seat seminar room; a break room; two visiting faculty offices; two ASQ editorial offices; ten graduate student cubicles; and sixteen faculty offices. The MDP program also occupies a separate additional office suite and maintains a separate state-funded expense budget.

A2. Teaching staff: The 105 UF Africanist faculty include 48 *core* faculty (50-100% research and teaching to Africa) and 57 *affiliate* (10-50% Africa effort). Since 2003, UF has made a strategic commitment to hire faculty with appointments jointly or fully in CAS itself, as a means of strengthening the African Studies curriculum and research presence across key departments and areas of strength. Currently there are six tenured or tenure-track faculty with joint appointments and five lecturers with full or joint appointments in CAS. In addition, UF has made a particularly strong commitment in terms of language teaching staff, including tenured/tenure-track faculty in Akan, Arabic (2), Wolof and Yoruba, as well as full-time lecturers in Arabic (2), Swahili (2) and Yoruba. UF also pays 50% of the stipend plus a full tuition waiver for graduate teaching assistants in Akan, Amharic, Wolof and Zulu, and 100% of an Arabic TA. CLAS will also add matching support for a Swahili TA beginning in 2015-16 (Budget A1).

A3. Library: As fully detailed in section 5, strong UF support for the African Studies library collection includes a full-time Africanist librarian. The annual acquisitions budget targeted specifically to African materials is currently \$28,000. A \$30.5M library renovation included

significant technological innovation that helps support the African collection, notably via extensive digitization capacity for new special collections.

A4. Linkages with institutions abroad: CAS's active ties with institutions in Africa receive strong support from the UF International Center (UFIC). Dean Leonardo Villalón (joint CAS faculty and former CAS Director) and the 41 UFIC professional staff provide full services for international students and visitors, study abroad programs, and institutional linkages. UF currently maintains relationships with 22 African tertiary institutions in 11 countries. Working visits by the Director and Associate Director to partner institutions include annual site visits to the University of Dar es Salaam (UDSM) as well as meetings at Makerere University and the South African Wildlife College in support of our new exchange programs with these institutions. Three recently completed grants (tourism, community-based natural resource management, and climate change) also created links for CAS with a broad network of southern African institutions.

A5. Center outreach activities: The Outreach Director's salary is fully paid by UF, and state-funded student assistants provide further help for organizing events, publications and mailings. The UF Harn Museum provides significant contributing support to K-12 outreach activities, including the summer teacher's institute. Other campus units, including the Center for World Arts, UFIC, and the African Student Union collaborate in CAS outreach activities. Strong collaborations with other UF NRCs have further broadened CAS outreach.

B. Graduate students in African Studies: Given the strength of programs in Africa-related fields, Africanist graduate students receive extensive support through assistantships and fellowships (with tuition remissions) across the university. For example, a snapshot of just a few departments shows 9 Africanist PhD students currently funded by Anthropology, 3 by Political Science, 6 by Geography, 8 by the School of Natural Resources & Environment (SNRE) and 2 by Art History.

The total contribution of these awards alone is over \$750,000. CLAS also fully supports two CAS graduate assistants, and the African language TAs have majority UF funding (Budget A1). The VP for Research provides matching support to the NRC grant, much of which is targeted to graduate student research/travel support. CAS annually awards 10 pre-dissertation grants for travel to Africa as well as 25 awards for graduate student conference travel. Several emeritus faculty have created endowments (Davis & Lockhart Awards) that also fund summer fieldwork.

## **2. Quality of Curriculum Design**

The UF African Studies curriculum at both undergraduate and graduate levels has been systematically strengthened in recent years through the regular development of 100% Africa content courses which now total 107 (Table 4, B-10). We also offer over 160 courses that have substantial Africa content. Enhanced course options have been made possible by new faculty positions within CAS, and include a broad array of disciplines as well as many interdisciplinary courses. The African Studies curricular options at both the undergraduate and graduate levels are open to students from across the university and are designed to complement majors in all disciplines and across professional schools. The MDP degree program co-developed by CAS and LAS, provides a highly innovative professional graduate training program (Table 3, B-8).

*Undergraduate instruction:* CAS offers an interdisciplinary undergraduate minor in African Studies, with four track options designed to complement a wide array of disciplinary and professional baccalaureate majors (Table 2, B-7). During 2004-2014, 365 undergraduate students completed minors in African Studies, and they represented 32 disciplinary majors and eight colleges at UF. Track 1 of the minor requires study of an African language, and language study at the intermediate or advanced level counts towards all tracks. In addition to the minor, undergraduates may choose an Africa concentration within the CLAS International Studies

major, which has been pursued by rapidly increasing numbers of undergraduate students.

Graduate instruction: CLAS hiring priorities have been targeted to ensure graduate degrees with strong Africanist concentrations in key area studies disciplines. There have been recent hires or pending hires in medical anthropology, medical geography, history, linguistics, political science, and religion, as well as art history in the College of Fine Arts (CFA). In many cases, faculty have added an African focus to their research and teaching focus, so that, for example, climate change in Africa has become an area of emerging strength. Interdisciplinary professionally-oriented training programs with particular Africanist strengths are also available in SNRE and Environmental and Global Health. The UF Arts in Medicine program now offers an MA and has done pioneering work at medical institutions in Gambia, Kenya, and Rwanda.

The strength of Africanist training in a wide range of graduate programs at UF is reflected in the diversity of disciplines of Africanist MAs and PhDs completed at UF (Table 12, B-45) In many recent instances, the depth and breadth of strength in African studies across numerous fields as well as the extent of interdisciplinary collaborations has convinced departments/programs to hire new Africanist faculty and, in turn, has convinced prospective students and faculty that UF would be a highly attractive choice for their studies and careers.

In addition to disciplinary concentrations, three African Studies curricular options are available to graduate students across the university: a minor, a Master's level certificate, and a PhD level certificate (Table 2). CAS's innovative Africana bibliography course is required for the certificates; taught by the African Studies librarian, it consistently receives outstanding student evaluations. In combination with other programs at UF, the graduate certificate enhances important professional training options, including graduate programs in SNRE, and the Certificate in Tropical Conservation and Development (TCD). Foreign Area Officer (FAO)

students meet their requirements by combining the certificate with a Political Science MA.

**Table 2: Curricular options in African Studies**

<p><b>Undergraduate minor in African Studies</b></p> <p><u>General track:</u> 15 hours including one keystone course.</p> <p><u>Track 1: Languages and Linguistics:</u> two semesters of intermediate level language study, plus 9 hours of courses from specified list, including one keystone course.</p> <p><u>Track 2: Arts and Literatures:</u> 15 hours from specified list, including one keystone course.</p> <p><u>Track 3: Culture, History and Politics:</u> 15 hours from specified list; no more than two course from same discipline, and including one keystone course.</p> <p><u>Track 4: Environment, Resources, and Development:</u> 15 hours from specified list, no more than two course from same discipline, and including one keystone course.</p> <p><b>Africa track - International Studies major</b></p> <p>15 credits of 100% Africa coursework (min. 12 upper division); 15 credits global issues coursework (9 upper division); four semesters of a related foreign language; senior research seminar OR study abroad with research paper OR internship/work experience abroad with research paper</p> <p><b>Graduate minor in African Studies</b></p> <p>For M.A. at least 6 credit hours, and for Ph.D. at least 12, of graduate African content courses; at least one Africanist from outside student's home department on the supervisory committee</p> <p><b>M.A. Certificate in African Studies</b></p> <p>At least 12 credits in African Studies graduate courses, in at least two disciplines. African studies bibliography course required. Language courses beyond first year level can count.</p> <p><b>Ph.D. Certificate in African Studies</b></p> <p>At least 15 hours of African studies graduate courses, in at least two disciplines. African studies bibliography course required. African language courses at advanced level can count. A dissertation on an African topic and with relevant African research.</p>
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The professional Masters in Development Practice (MDP) program has admitted four classes since its inception in 2010. Jointly developed and offered by CAS and LAS with an initial grant from the MacArthur Foundation, UF is one of only two US universities, and 20 world-wide (including 3 in Africa) seeded by MacArthur funding. Partners in this global network collaboratively develop curricular modules and applied field school options for students. The curriculum is based on the need for new professional training options integrating linkages among natural, social, health and management sciences. The MDP steering committee includes faculty from six professional schools. Table 3 summarizes MDP program requirements. To date, over 40% of MDP students have focused on Africa, and their three month field practicum has included research and internship work in Botswana, Ethiopia, Ghana, Kenya, Namibia, South

Africa, South Sudan, Tunisia, and Uganda.

**Table 3: Masters in Development Practice (MDP) curriculum summary**

- **Ten foundational courses:** Designed to provide strong disciplinary competence in the natural, social and health sciences, and management..
- **Four elective courses:** Designed to allow for specialization and area studies concentration: can be used to meet the certificate in African Studies option.
- **Weekly seminar on sustainable development practice:** Followed in year two by training in field experience assessment processes, and a capstone course.
- **Skills training seminars:** Communication and leadership skills, participatory planning and evaluation skills (linked to field experience)

Beyond the standard curricular options, CAS provides important additional opportunities for Africanist graduate training: regular interaction with *Baraza* series speakers and other visitors; participation in the annual Carter conference; presenting research and receiving feedback at our regular Students in African Studies Association (SASA) sessions. Participation on the editorial board of the *ASQ* provides graduate students extremely valuable professional training in evaluating new scholarship and in academic publishing.

B. Advising and study abroad opportunities: CAS staff and faculty work together to provide regular and substantial student advising. The CAS Director is advisor for graduate certificates and mentors students seeking research funding. The Associate Director serves as undergraduate advisor for the minor and study abroad. He regularly makes class presentations on these opportunities, and coordinates CAS participation in campus-wide study abroad and international careers fairs. He also serves on the campus Fulbright IIE evaluation committee. CAS staff offer support for Fulbright-Hays and other grant applications. CAS maintains a student listserv and regularly disseminates information on grants, fellowships, and other opportunities.

Strong linkages with African partners provide extensive study abroad and research options, heavily used by UF students. In particular, very close ties and a 20+ year linkage with the University of Dar es Salaam allows UF students to attend UDSM for a semester or academic year, and in return Tanzanian junior faculty members spend a semester in residence at UF. Since

2004, over 75 students have spent at least a semester at UDSM. UF will begin a similar exchange program with Makerere University in 2015. CAS also initiated a new study abroad program at the South African Wildlife College, which will also include students from nearby Santa Fe College (SFC), as part of that institution's efforts to build a strong international studies program.

Other regular study abroad opportunities for UF students include a conservation biology field school at the Mpala Institute in northern Kenya and a wildlife ecology program in Swaziland, both led each summer by CAS core faculty. The CAS Associate Director leads a biennial UF-funded honors summer program in South Africa for 20 students in the highly selective Lombardi & Stamps Scholars program. In addition to the UDSM program, UF's intensive Arabic program in Fez, and the Fulbright-Hays Yoruba GPA provide opportunities for immersion language study in Africa. The CAS language coordinator advises students on African summer language GPA programs in other areas. Since 2000, the UF College of Law has run the first study abroad program in Africa accredited by the American Bar Association, at the University of Cape Town. In addition to UF's own study abroad programs, CAS advises students on participation in other accredited study abroad options in Africa (UFIC supports 33 approved programs in Africa).

Beginning in 2010, CAS and UF CIBER jointly developed a "Research Tutorial Abroad" (RTA) program to encourage UF faculty to bring undergraduate or graduate students to Africa on research projects with a broad business focus. Six UF faculty and 15 students participated in African RTA programs during 2010-14. In many cases, particularly for undergraduates, this was a first exposure to Africa, giving them a unique research-focused experience. We propose to continue this valuable RTA program in the coming cycle (B-35, Budget E25) with a focus on undergraduate research with the direction of a CAS faculty member.

### 3. Quality of Non-language Instructional Program

UF's instructional program in African Studies is built on exceptional faculty strengths in a wide range of fields, as detailed in Section 6 and in Appendix 2. The 105 current Africanist faculty hold appointments in 45 departments and schools across 14 colleges, as well as in UFIC, the museums and the libraries. As intended, the addition of faculty appointed within CAS has

**Table 4: Area courses, 2012-14**

Department	100% Africa	< 100% Africa	Total courses
Afr. Studies	32	4	<b>36</b>
Agric. Educ.	--	2	<b>2</b>
Ag & Bio Engineering	--	1	<b>1</b>
Agronomy	--	4	<b>4</b>
Anthropology	10	30	<b>40</b>
Architecture	1	0	<b>1</b>
Art History	9	3	<b>12</b>
Biology	1	2	<b>3</b>
Construction	--	2	<b>2</b>
Development		8	<b>8</b>
Economics	2	2	<b>4</b>
Education	--	2	<b>2</b>
English	7	4	<b>11</b>
Env. Engineering	--	4	<b>4</b>
Community Sciences	--	2	<b>2</b>
Fisheries	--	1	<b>1</b>
Resource Economics	--	9	<b>9</b>
Forestry	--	8	<b>8</b>
Geography	5	12	<b>17</b>
History	15	2	<b>18</b>
Honors Program	2	--	<b>2</b>
Journalism	1	4	<b>5</b>
LLC	4	8	<b>12</b>
Law	4	9	<b>13</b>
Linguistics	3	8	<b>11</b>
Music	2	3	<b>5</b>
Political Science	3	6	<b>9</b>
Public Health	--	5	<b>5</b>
Religion	3	4	<b>7</b>
Theater & Dance	1	2	<b>3</b>
Tourism	--	4	<b>4</b>
Wildlife Ecology	2	7	<b>9</b>
Women's Studies	--	2	<b>2</b>
<b>TOTAL</b>	<b>107</b>	<b>164</b>	<b>271</b>

significantly strengthened the instructional program in African Studies, enhancing course offerings in both depth and breadth. Thematically-defined faculty positions have been particularly valuable in building interdisciplinary courses and training programs. The new strategic and "Preeminence" hires that will arrive in 2014 and 2015 will also contribute significantly to exceptionally strong programs in key areas and disciplines.

A. Quality/extent of course offerings in non-language disciplines: Table 4 summarizes the broad range of our recent and current course offerings in African Studies, with details in Appendix 2. Over 2012-2015, UF will have taught 271 courses with Africa content in 33 departments, of which 107 have 100% Africa content. A variety of thematic hires have maximized impact by enhancing instructional capacity across disciplinary boundaries. We have also grown demand for a range of courses by recruiting students to study Africa earlier in their degree programs. We now offer keystone courses every term, providing the bases for further study and advanced courses on Africa. Over 2012-13, CAS re-designed the primary keystone course to align with new priorities (B-44).

As part of an ongoing strategy to strengthen ties with our professional schools, we have collaborated particularly closely with the College of Business Administration (CBA) and the College of Design, Construction and Planning (DCP). CAS faculty developed a new course on “African Business Culture” for CBA and we propose to continue our innovative “Research Tutorial Abroad” (RTA) program which allows faculty to create business-focused research opportunities in Africa for undergraduates. CAS affiliates in DCP have modified courses and developed research abroad experiences with CAS support. New “Preeminence” hires in health-related fields will further catalyze an Africa focus within UF’s Emerging Pathogens Institute (EPI) which already encompasses a broad range of professional disciplines. CAS faculty affiliates also offer courses with Africa content in other colleges such as Public Health & Health Professions; Law; Education; Health and Human Performance; and Agriculture & Life Sciences.

B. Depth of specialized course offerings: Following our successful effort to build interdisciplinary strengths in key thematic areas, we have focused on consolidating deep training programs, at both undergraduate and graduate levels, with an array of courses options in the key

disciplines for area studies. UF possesses notable strengths in anthropology, geography, and languages, as well as very strong curricula in political science and history which will be further deepened by new hires. Faculty appointments within CAS have allowed us to foster specialized courses in innovative areas, thus deepening disciplinary coverage that departments are unlikely to create otherwise: e.g. “History of Islam in Africa” (History); “Human Rights in Africa” (Political Science); “HIV/AIDS in Africa” (Anthropology), “Contemporary African Arts” (Art History); and “Africa in the Global Economy” (Economics).

C. Interdisciplinary courses: Expansion of the African Studies curriculum has specifically targeted interdisciplinary courses, facilitated again by faculty appointments within CAS. This has resulted in many innovative courses such as “Health and Society in Africa,” “Urban Africa Today,” “Critical Issues in Contemporary Africa,” “Conservation and Rural Development in Africa,” “History and Modernity in South Africa,” and “Culture, Health and the Arts in Africa.”

D1. Numbers of non-language faculty: As noted above and detailed in Appendix 2, our faculty is substantial, diverse, and has extensive African experience and expertise: 105 in 45 departments and schools across the university. A continuing commitment to replacement and creation of Africanist positions ensures a substantial core faculty and has added faculty with African involvement across highly interdisciplinary areas such as health & social change, Islam & political change, and conservation & natural resource management. Of particular note, CAS resources and initiatives have developed African involvement and Africanist expertise among UF faculty who had not previously worked in or on Africa. For example, 10 years ago UF’s Geography Department had two Africanist faculty and by Fall 2014 it will have eight faculty with significant research and teaching focus on Africa, including two new hires (in medical geography) and four faculty who have initiated new African research and teaching. Similarly,

pending hires in Anthropology will bring to nine the faculty members whose primary teaching and research focus is sub-Saharan Africa, plus several others with a smaller proportion (in a department that will total 30 faculty). In sum, the prominence of the Africa NRC on campus leverages funds for Africanist hiring lines, attracts Africanist applicants for other disciplinary positions, and even develops new Africanists from our existing faculty ranks.

D2. Training of instructional assistants: UF graduate instructional assistants are required to attend a three-day workshop run by the graduate school, and the Academic Technology Learning Center provides a TA handbook and sponsors a TA workshop series on “Teaching More Effectively.” In addition, there are required training and mentoring procedures for graduate instructors in each disciplinary department. Each graduate teaching assistant is supervised by a faculty mentor who approves the syllabus and course materials, and conducts at least one class visitation and written evaluation per semester.

#### **4. Quality of Language Instructional Program**

UF’s Program in African Languages (PAL) is housed in the Languages, Literatures and Cultures (LLC) department and jointly supported by CAS and LLC. As noted in the 2013 external evaluation, after having invested significant resources in African language development, UF has built one of the leading African language programs in the US. The program is anchored by permanent language faculty as well as a faculty program coordinator who is jointly appointed between CAS and LLC. We have invested continuously in pedagogy training for faculty and teaching assistants; supported three successful applications for the Fulbright-Hays Yoruba Language Group Projects Abroad (GPA); and sponsored faculty participation in leadership roles in national efforts to improve African language pedagogy. After coordinating the Summer Cooperative African Languages Institute (SCALI) in 2011, UF has maintained intensive

language instruction through the African Languages Initiative (AFLI), which offers national-level intensive training each summer in Akan, Hausa, Swahili, Wolof, Yoruba, and Zulu. Following our successful hosting of the African Language Teacher's Association (ALTA) meeting and the Annual Conference on African Linguistics (ACAL) in 2007, UF will host ACAL again in 2017 (Budget E22). CAS will also continue to co-sponsor (with UNC-Chapel Hill) the annual Southeast African Languages and Literatures Forum (SEALLF), which brings together African language and linguistics faculty from a range of southeastern colleges and universities (Budget E21).

In addition to a premier language instructional program, CAS supports a major research program on the ecology of language dynamics and change in Africa. In addition, UF faculty research on documentation of endangered and emerging languages in Africa comprise a cutting-edge program that also has significant implications for the content and methods of African language instruction in the US. We propose to continue supporting this area of strategic focus and strengthen the UF graduate program in African linguistics through our interdisciplinary working groups and other activities in order to enhance the national supply of African language specialists (Budget E24).

A. Extent of African language instruction: UF language courses offer a wide regional coverage of Africa as well as corresponding closely to areas of faculty expertise and graduate student research. PAL's experienced and professional instructors regularly teach seven African languages: Akan, Amharic, Arabic, Swahili, Wolof, Yoruba, and Zulu. PAL instructors have native/near native capabilities for on-demand instruction in a number of other African languages.

UF offers several opportunities each summer for African language training. The six offerings at multiple proficiency levels by AFLI currently comprise the largest intensive summer

program for African languages in the US. In addition to 140 hours of classroom instruction, ALFI features 4-5 hours/week with conversational partners and several weekends with local host families who are native speakers for further language immersion. Aside from the intensive AFLI program, UF also offers two languages at beginning level over the extended summer term: Swahili (annually) and Yoruba or Akan (rotating annually). This allows students who must enroll in other summer courses to access our African language curriculum. Building on our years of collaboration to expand and deepen the African studies curriculum at Santa Fe College (SFC) and following their request for language instruction there, we propose also to support and supervise a beginning Swahili instructor as an adjunct at SFC. This will provide an avenue to access language training for community college students as well as an opportunity to develop advanced proficiency by those who transfer to UF for their final two years. This will begin in the 2015-16 academic year, and following three years of NRC support, with sufficient enrollment, SFC will establish Swahili as part of its foreign language curriculum (Budget A2).

Across our broad offerings, there is a range of enrollments with expectedly robust numbers in Arabic and Swahili. All seven regularly-taught languages attract graduate students with a strong commitment to seeking advanced competence. In addition to those attending AFLI annually, UF students attend summer language courses offered by other NRCs and are regularly selected for the competitive Fulbright-Hays GPA programs in Swahili, Yoruba, and Zulu.

B. Level of African language instruction: All languages offered by PAL (with the exception of recently added Zulu courses) have unique numbers in the Florida State Course Numbering System (SCNS) through the third year level, and through the fourth year for Arabic, Swahili, and Yoruba. All seven languages are offered annually at each of these levels. UF also offers Portuguese language courses at beginning through advanced levels for students planning to work

in Lusophone Africa. More advanced courses in these languages, as well as individualized instruction in other languages, can be offered on-demand under a variable title course. Advanced courses in substantive fields are occasionally offered in Arabic, and other disciplinary courses in foreign languages are offered through our study abroad options.

C. Language faculty: All seven languages are taught by trained language instructors, including tenured or tenure-track faculty in five. Two languages (Arabic, Yoruba) are staffed by tenured or tenure-track faculty *plus* full time permanent lecturers (two of each for Arabic). Swahili features two senior lecturers and a teaching assistant. Wolof and Akan offerings are staffed by a tenured faculty as well as a teaching assistant. Zulu and Amharic are delivered by graduate teaching assistants.

All of our graduate language assistants are sent to complete NALRC professional training programs, as well as receive other supervision and training. Additional pedagogy training for TAs is carried out in the PAL faculty pedagogy meetings, held twice per semester, and via semester class evaluations by the PAL coordinator. PAL faculty have extensive experience and pedagogy training in performance-based language teaching, including participation in NALRC institutes, workshops on oral proficiency interviews (OPI), Standards-based Measures of Proficiency (STAMP), and similar activities. Our Yoruba and Swahili faculty have led GPA intensive language programs, and PAL faculty are very active participants in ALTA. Our language faculty have a deep commitment to student learning outcomes, reflected by two PAL faculty who have won college-wide teaching awards.

D. Quality of language program: The PAL “Evaluation and Planning Document” includes a clear set of goals, instructional methods, and evaluative criteria for all African language teaching at UF. Ten general pedagogic goals, based on ACTFL guidelines, specify performance-based methods informed by three inter-related approaches: 1) Communicative-oriented teaching (developing skills to enable the learner to engage in meaningful activities with speakers of the target language); 2) Learner-centered instruction (placing the student in an active role vis-à-vis classroom activities); and 3) Content-based lessons (incorporating social, political and other elements pertaining to the target language and its culture). These methods are regularly reinforced in the PAL faculty pedagogy meetings. UF PAL has also adopted specific goals for language proficiency at each of four levels of language instruction, as summarized in Table Language exams in PAL are devised to measure the proficiency level in four skills (reading, writing, listening and speaking), and thus include a speaking test for exams at all levels. In our

**Table 5: UF PAL Proficiency requirements by instructional level**

<b>First year</b>	Acquire basic grammatical and phonological structure of the target language; core vocabulary; develop basic reading, writing and conversation skills. Equivalent of ACTFL Novice-High level of proficiency.
<b>Second year</b>	Expansion of vocabulary and acquisition of further grammatical structures, in context of readings and classroom conversation on familiar topics; ability to begin to engage with authentic materials to develop self-expression skills. Equivalent of ACTFL’s Intermediate-Mid level of proficiency.
<b>Third year</b>	Development of skills in target language sufficient to allow acquisition of information, narration and description in all major time frames. Ability to engage directly in critical discussion of authentic materials. Equivalent of ACTFL’s Intermediate-High to Advanced-Mid level of proficiency.
<b>Fourth year</b>	Targets the use of target language to participate effectively in most formal and informal interactions on practical, social, and professional topics. Students are expected to use extended discourse and explain in detail as well as defend opinions. Equivalent of ACTFL’s Advanced-High to Superior level of proficiency.

Arabic language program, placement and proficiency testing of all students is carried out via the use of the Center for Applied Linguistics’ Arabic Proficiency Test.

We have developed and are offering an innovative hybrid online/classroom introductory Akan course, which involves a blend of two days of online and three days of classroom

instruction, as well as an electronic textbook, dictionary, and tone guide. Among other features, this includes video content filmed in Ghana that exemplifies real world language use in common situations, supplemented with an interactive guide. We propose to expand this hybrid option to intermediate and higher level instruction, incorporating further original video and other content. Using the model developed for Akan, we also intend to develop introductory hybrid courses in Swahili and Yoruba. This project will be supported by significant institutional resources for language teaching at UF, including two language laboratories that support computer-assisted language learning and faculty development of technology-based instructional materials.

Hybrid and other language instruction and research at UF will be strongly supported by the development of a new interactive digital archive at UF of African languages. Although digital and other language archives exist for African and other less commonly taught languages, they are difficult to search and generally organized only by the main language represented. UF's new archive of African languages will include digital files that are organized thematically across languages with a sophisticated search ability based on UF-developed software. Search and retrieval of digital language files for development of teaching materials, language instruction, and research will be possible. In addition to the main or official versions of African languages, students and researchers will be able to access varying dialects used in different countries and regions or settings. It will also allow for the study of gestures and their cross-cultural use and variation in communication. Importantly, the interactive archive will also be the repository for digital material for development and presentation of hybrid language courses, particularly for intermediate and advanced level students, though it will also be used for beginning courses. Although most of the cost will be supported from other sources, part of the work of the library digitizing assistant will include the language archive (Budget A5).

## 5. Strength of Library

The University of Florida African Studies collection is the largest in the southern United States and integrated within a comprehensive research environment.

A1. Strength of holdings: UF has the largest public library service and information resource system in the state of Florida serving over four million onsite visitors annually with more than 6.1 million volumes, 6.5 million microfilms, 899,296 e-books, and 170,522 full-text electronic journals. It includes regional, federal, state, and European Union document repositories. Over 80,000 African related items are cataloged: 69,423 items in our most active Library of Congress collections with over 10,000 additional titles in special collections and off-site storage locations. Among these are 2,507 items identified as unique or rare. This integrated collection supports extensive and highly interdisciplinary CAS research, teaching, and outreach with particular subject strengths in history, social sciences (including applied fields and international development), notable holdings in agriculture and the natural sciences (ecology, forestry, wildlife, botany, zoology), as well as in languages and literature.

The library unit for African Studies is administratively within the Department of Special and Area Studies Collections, allowing close collaboration with curators of rare books and manuscripts and offering priority status for collection development funding, access to digitization, storage space, and conservation expertise. This arrangement facilitates the inclusion of African related materials into Rare Books that might be overlooked at other institutions, such as the 200 items relating to African wildlife biology and conservation, many of which were donated along with manuscripts now held in the *Graham and Brian Child African Wildlife and Range Management Collection*, the *Ian Parker Collection Relating to East African Wildlife Conservation*, and the *East African Professional Hunters Association Records*. Acquisition and

preparation of these outstanding, formerly private collections (171 archival boxes processed since 2011) supports major programmatic growth areas in African wildlife conservation and natural resource management. Selected materials from each of these collections have been digitized to ensure permanent, online open access for researchers worldwide. Another important source of rare African materials has been the Donald Abraham Collection (Lusophone African history, primarily Mozambique), which includes 664 rare titles among a total of 3,867 (78 percent of which are in Portuguese).

African language materials owned by UF and identified in the public catalog by subject heading for the languages currently taught at UF include a total of 3,369 titles including Akan (15), Amharic (135), Arabic (1816), Swahili (641), Wolof (59), Xhosa (104), Yoruba (443), and Zulu (156). The library also houses one of the world's largest Shona language and Southern Bantu linguistic collections acquired from Professor George Fortune, with over 1,700 circulating and rare items, as well as digitized materials and manuscripts.

A2: Support for acquisitions and staff: Institutional support for African Studies annual book acquisitions for the period 2010-2014 averaged just over \$28,000. State funds are supplemented by the Lockhart African Studies Library Endowment, a private fund managed by the UF Foundation with \$235,608 in principal and a current total expendable balance of \$30,000 for materials purchases in African Studies. The UF African Studies librarian's current annual salary is \$69,624 (plus \$19,355 fringe). He holds a doctorate in anthropology, conducted field research in Senegal, and has worked with the collection full time since 1992. He builds and manages the collection in support of research and teaching programs, orients users to library materials and support services, provides course integrated training in library research methods, and teaches a course in information literacy for graduate students in African Studies.

The librarian's services further contribute to national and international African Studies librarian communities, collaborating in building new collections, supporting integrated library services in African Studies, and engaging in cooperative activities with colleagues through the Cooperative Africana Materials Project (CRL/CAMP) and NRC Librarians groups. CAMP promotes the preservation of Sub-Saharan African archives and newspapers, making them available to members in the US, Africa and elsewhere, and is actively engaged in making many of these available in full text online (Budget E28). UF's Africa librarian was elected chair of CAMP beginning in November 2014. He is also PI on an internal UF library grant (Parker elephant data sheets) awarded to transcribe 3,175 elephant data sheets, making a unique, historic, biological data set available to the public for the first time in machine readable format. He pursues research in methods of improving research access to digital materials, publishes internationally (his essay in *Africa Bibliography* was the publication's most downloaded in 2013), and has consulted for Cambridge University Press on markets for Africa-related journals.

B. Availability/access to materials: UF Libraries participate in numerous consortia, facilitating access to off-campus researchers and extending local researcher access through the Association of Research Libraries (ARL), which regulates interlibrary loan (ILL). ILL activities are managed with the OCLC WorldCat Resource Sharing system, the world's largest library cooperative, through their Interlibrary Loan Internet Accessible Database (ILLiad) system. UF Libraries also participate in the Association of Southeastern Research Libraries (ASERL), the largest US regional research library consortium. Membership in the Center for Research Libraries (CRL) provides access to research monographs and major archival microform sets, 800,000 foreign dissertations, 38,000 foreign journals, and the largest circulating collection of newspapers in North America.

Statewide, UF Libraries are members of the Council of State University Libraries, so our circulating African Studies materials are accessible through UBorrow, an unmediated ILL service allowing individuals to request any item directly from participating collection catalogs. The UF Libraries also provide statewide print collection storage and shared ownership through the Florida Academic Repository, a collaborative project actively integrating State University Library collections at a UF managed facility. Members now share ownership of low use materials at a leased facility, with rapid growth expected following construction of a permanent dedicated facility over the next few years.

Beyond sharing access to print materials, UF Libraries support Open Access initiatives to the public worldwide, including dedicating all original catalog records to the public domain via a Creative Commons license and releasing as open source the SobekCM digital content management system that enables the UF Digital Collections (UFDC). UFDC is supported by one of the largest capacity digitization facilities in the southeastern US. The African Studies Digital Collection, comprised of 2,045 titles (4,332 items) and over 155,000 pages, received 2,106,021 cumulative total views from 2006-2014, with no fewer than 50,000 views monthly since Jan 2013 (and 107,863 views in June 2013). Twenty African related titles in the collection have been viewed over 10,000 times each. All UFDC materials are available online to the public, in full-text searchable formats, and optimized for search engine indexing.

## **6. Quality of Staff Resources**

The strength of African Studies at UF is built on the exceptional qualifications of its 105 current Africanist faculty members: 48 core (50-100% time to African studies) and 57 affiliate faculty. Graduate teaching/research assistants and CAS support staff provide additional resources.

A1. Faculty and staff qualifications: CAS faculty comprise a dynamic and diverse group of researchers, ranging across a wide number of disciplines, including many scholars with national and international reputations. The depth of faculty expertise is evident in the 40% (43) of current

**Table 6: Select Recent Faculty Grants**

<p><b>Adesogan et al.</b> USAID: <i>Understanding parasitic disease transmission and control strategies to improve animal and human health (Senegal, 2014-15)</i></p> <p><b>Akinyemi, A.</b> Dept. of Education: <i>Fulbright-Hays GPA – Yoruba Language (2012-15)</i></p> <p><b>Barnes et al.</b> MacArthur Foundation: <i>Master’s Degree in Development Practice (2009-13)</i></p> <p><b>Bowen et al.</b> USAID: <i>Innovative Agricultural Research Initiative (Tanzania, 2011-16)</i></p> <p><b>Bwenge et al.</b> IIE/Boren: <i>African Languages Initiative Summer Intensive Program (2011-14)</i></p> <p><b>Child et al.</b> USAID: <i>Transforming CBNRM Education in Southern Africa (2009-12)</i></p> <p><b>Dahl et al.</b> USDA: <i>An International Alliance for Functional Food Research, Education and Extension (Ethiopia, 2010-14)</i></p> <p><b>Foster et al.</b> Australian Research Council: <i>Geodynamics and continental extension in the East African Rift System (2013-15)</i></p> <p><b>Glass et al.</b> NIH: <i>Malaria Transmission and the Impact of Control Efforts in Southern Africa (2010-16)</i></p> <p><b>Goldman et al.</b> NSF: <i>Parks as Agents of Social and Environmental Change in eastern and southern Africa (2006-13)</i></p> <p><b>Gray et al.</b> Dept. of Homeland Security: <i>Epidemiological Study of Persons with Exposure to Ruminants for Rift Valley Fever Virus (2010-13)</i></p> <p><b>Holt et al.</b> Mellon Foundation: <i>Linking disturbance and nutrient limitation: tree-soil-microbial feedbacks in Kruger National Park (2009-12)</i></p> <p><b>Liang et al.</b> NSF: <i>Livestock and disease epidemiology in the Chad Basin: modeling risks for animals and humans (2010-15)</i></p> <p><b>Leedy et al.</b> Department of State: <i>Bridging Research and Practice: Building a New Model for Study Abroad in Southern Africa (2009-11)</i></p> <p><b>McKune et al.</b> USAID: <i>Climate Change, Resources and Livestock in the Sahel: Developing a Pastoral Prediction System (2012-15)</i></p> <p><b>Mulligan, C.</b> NSF: <i>Epigenetic alterations and stress among new mothers and neonates in the Democratic Republic of Congo (2012-14)</i></p> <p><b>Putz et al.</b> USAID/HED: <i>Climate Change Mitigation and Adaptation Capacities of Vulnerable Communities in southern Africa (2009-10)</i></p> <p><b>Rheingans, R.</b> Gates Foundation: <i>Disparities in Water, Sanitation and Hygiene in Peri-Urban Areas of Madagascar and Mozambique (2009-11)</i></p> <p><b>Ryan et al.</b> NSF: <i>Hotter Hotspots: Land-Use Intensification and Protected-Area Vulnerability in Africa’s Albertine Rift (2011-14)</i></p> <p><b>Smith et al.</b> Dept. of State: <i>Trans-Saharan Professionals Program (2010-12)</i></p> <p><b>Southworth et al.</b> NASA: <i>Impacts of Climate Variability and Climate Change on Land Use/Land Cover in southern Africa (2009-10)</i></p> <p><b>Villalón, L.</b> Department of Defense: <i>Political Reform, Socio-Political Change, and Stability in the African Sahel (2012-15)</i></p>
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CAS faculty at the rank of full professor. Another indicator of the quality of UF faculty, and their value as a national resource for African studies, is the number of external grants they have been awarded for research projects (Table 6). Our faculty are part of international research networks

and frequently called upon to consult with government and international agencies. Current faculty have consulted with USAID, USDA, Army, Navy, State Department, World Bank, UNDP, FAO, as well as other international technical agencies. Connections with tertiary institutions have often resulted from the 21 faculty members who have taught at 19 African universities in 12 countries. Three CAS faculty have won the UF “International Educator of the Year” award in recent years. Many other UF faculty distinctions are listed in Appendix 2.

A.2 Professional development opportunities: As a comprehensive research university, UF has a full range of professional development opportunities available to faculty members, including sabbatical leaves, departmental/college travel support, and Office of Research (OR) awards and

**Table 7: Carter Conference Themes, 2000-2014**

<b>2000:</b> Renegotiating Nation and Political Community in Africa
<b>2001:</b> Governance and Higher Education in Africa
<b>2002:</b> Zimbabwe in Transition: Land & Constitutional Crises
<b>2003:</b> Dynamics of Islam in Contemporary Africa
<b>2004:</b> Movement (R)evolution: Contemporary African Dance
<b>2005:</b> States of Violence: The Conduct of War in Africa
<b>2006:</b> Law, Politics, & Society in South Africa
<b>2007:</b> African Visual Cultures: Crossing Disciplines
<b>2008:</b> Migrations In and Out of Africa: New Perspectives
<b>2009:</b> African Creative Expressions: Mother & Other Tongues
<b>2010:</b> Bridging Conservation and Development
<b>2011:</b> African Independences: Cultures of Memory
<b>2012:</b> Health, Society and Development in Africa
<b>2013:</b> Permanent Flux: State-Society Relations in the Horn
<b>2014:</b> Kongo Atlantic Dialogues: Africa & the Americas

seed grants. Faculty Enhancement Opportunity awards from Office of the Provost provide significant resources to pursue special research and training opportunities. CAS programming is also designed to support faculty enrichment. Faculty input for inviting scholars for *Baraza* lectures regularly helps to facilitate collaborative

projects. Perhaps the most significant venue for CAS scholarly exchange with distinguished colleagues from around the world is our annual (since 1984) Gwendolen M. Carter conference (Budget C11, E16). The Carter fellowship program, which provides teaching release time, funds and administrative support to the conference convener, is a noteworthy professional development opportunity. Carter lectures are highly interdisciplinary (Table 7) and regularly result in the

publication of edited volumes and special issues. Another significant opportunity for faculty collaboration has been through CAS interdisciplinary working groups. With support from UF Office of Research in addition to NRC funds, these group have brought over 120 distinguished scholars and practitioners to UF since 2006 (Budget E24).

A.3. Teaching and student advising: All UF faculty advise students and graduate faculty supervise theses/dissertations. The African Studies librarian teaches a graduate research course and regularly advises graduate students. CAS has an open door policy for students seeking information on curricular or course options and the director, associate director, and outreach director all advise students. Faculty appointments within CAS further strengthen direct teaching and advising capabilities. CAS-appointed faculty are required to teach at least two 100% African content courses per academic year and consult with the associate director to provide students with current information on the AFS minor, study abroad, and language offerings.

B. Center oversight and staffing: The CAS Advisory Council meets monthly, serving as the principal oversight and advising structure for Center activities. It is comprised of nine members, six elected for staggered three-year terms and three appointed by the director. The current council includes representatives from CLAS, Public Health, Medicine, and the Harn Museum. The African Studies librarian, the CAS associate and outreach directors, the PAL coordinator, and the chair of LLC all serve *ex-officio*. Beginning in 2014, the senior evaluation specialist will begin serving *ex-officio*. With Council input, the director appoints CAS committees on awards, curriculum, merit raises, and FLAS selection. Semi-annual CAS faculty meetings provide opportunities for feedback and involvement in upcoming initiatives.

UF support for a highly qualified full-time staff is essential to the success of CAS programs. CAS director Goldman is a geographer with specializations in agriculture and natural

resource use in East Africa, and serves as the CAS graduate advisor. Associate director Leedy (since 2001) holds a Ph.D. in southern African history. His full-time commitment to CAS includes coordinating the *Baraza* series and conferences, overseeing study abroad programs, and serving as the advisor for the undergraduate minor and as FLAS coordinator. Outreach director Leslie (since 1992) holds a Ph.D. in African politics with a specialization in women and politics in southern Africa. She maintains an extensive network of ties with teachers, school administrators, journalists, community activists, and artists. PAL Coordinator Bwenge (since 2004) holds a Ph.D. in linguistic anthropology and has extensive experience in African language pedagogy. His 50% appointment in CAS is dedicated to administration of PAL, TA supervision and pedagogy training, individualized instruction coordination, and language student advising. *ASQ* editor-in-chief Davis is emeritus professor of history and former editor of the *African Studies Review*. CAS support staff includes a coordinator of administrative services, a fiscal assistant, and a program assistant. Several graduate assistants provide additional project support.

C. Nondiscrimination policies: Not only does CAS adhere strictly to all federal and state regulations in its nondiscrimination policies but, as part of its very identity on campus, the Center works proactively to enhance representation of historically underrepresented groups. CAS by-laws allow for three Advisory Council members to be appointed by the director, so as to ensure diverse representation. CAS maintains regular faculty involvement and co-sponsorship of programming with such units as the Institute for Black Culture, Center for the Study of Race and Race Relations, and the Black Graduate Student Organization. CAS works directly with graduate advisors to encourage female and minority applicants in the FLAS pool. Of 38 academic year FLAS awardees in the past 4 years, 58% were female and 24% minority. As a means of enhancing representation of women and minorities in making faculty appointments, CAS follows

UF recruitment regulations designed to help identify appropriate female and minority candidates. Of the current 13 CAS-appointed faculty, 6 are minority, and 4 are women. CAS's fulltime staff itself is diverse and currently includes 3 minority members and 2 women. Of current graduate assistants, 2 are minorities and 2 are women.

## **7. Outreach Activities**

CAS maintains an extensive outreach program to K-12 schools, colleges and universities, business and media communities, and the general public. Table 8 summarizes the extent of our outreach activities and the impacts of the program in 2010-14.

*Elementary and Secondary Schools:* From 2010-14, CAS reached nearly 3,000 K-12 teachers through institutes, workshops, consultations, or participation in our diverse activities. In addition, more than 6,000 K-12 teachers and students attended special talks and in-service presentations. Together with UF's College of Education (COE), CAS offered workshops to 132 graduate students training in the Site-based Implementation of Teacher Education (SITE) program. At the national level, as part of the African Studies Outreach Council (ASOC), CAS offered teacher-training workshops in San Francisco, Washington DC, Philadelphia, and Baltimore. At the state level, CAS held multiple workshops in conjunction with the Florida Council for Social Studies. On campus, CAS cooperated with European and Latin America NRCs and the Harn Museum to hold teacher workshops, film screenings, and cultural performances. As discussed below (C-34/35), we plan to continue and expand these teacher training programs.

CAS conducts more intensive teacher training through our annual two-week Summer Institute, for which K-12 teachers receive continuing education credits towards certification. Institute participants produce teaching materials and lesson plans published annually by CAS as

*Irohin: Bringing Africa to the Classroom* which is distributed annually to over 1,000 teachers throughout Florida, as well as nationally at workshops and conferences. Electronic editions of *Irohin* are also freely available on the CAS outreach website.

**Table 8: Summary of CAS Outreach, 2010-2014**

<b>Audience</b>	<b>Activity</b>	<b>Participants</b>	<b>Impact</b>
<b>K-12 Teachers</b>	Teacher training institutes, in-service workshop, consultations.	2,929	Inclusion of African content in teaching; development of lesson plans on Africa.
	Lectures, school presentations	6,045	Effective and current teaching on Africa
	<i>Irohin</i> : K-12 lesson plans on Africa (4 issues)	Print copies Online access	Lesson plans on Africa made widely available freely for K-12 teachers
<b>K-12 Students</b>	“JAMBO!” summer program	110	Seeding interest for further study
	School presentations; school attendance at outreach events: museum, performing arts, etc.	Over 22,400	Increased appreciation & interest in Africa. Events included in curriculum: writing assignments on Africa, etc.
<b>Post-secondary</b>	Curriculum development workshops; institutes; conferences on teaching Africa	460	New courses developed or units added on Africa; sharing of teaching techniques and materials
	Talks, cultural presentations	13,302	Increased knowledge, curriculum change
	<i>African Studies Quarterly</i>	72,200 hits	Access to current research/knowledge
<b>Business</b>	“Doing business in Africa” workshops; talks, seminars	430	Increased knowledge of methods and opportunities for business in Africa
	Sub-Saharan Africa Business Environment Report, 2012-14	Print copies Online access	African business information at a glance
<b>Media</b>	“Covering Africa” talks; PR, Talks with the media.	295	Journalists received advice/information on covering Africa
<b>Government</b>	Faculty presentations on current issues to Fed employees	437	Sharing of expertise with government officials; improved Africa policy
<b>Community</b>	Talks, presentations, films, music/dance performances.	27, 800 plus	Increased interest & understanding of African culture & societies

CAS regularly conducts presentations in K-12 schools in response to numerous requests from local schools. Each year CAS participates in a “Theory of Knowledge” program at an International Baccalaureate high school program, culminating in a full day event on African religion, politics, and culture for all graduating seniors and their teachers. CAS also created a two-week summer program - *Jambo!* – which introduces high school students to Swahili language and African themes, thus “planting the seeds” of future Africanists. Over 2010-14, more than 150 high school students participated in this innovative program Budget E14).

Postsecondary institutions: The objective of CAS outreach to postsecondary institutions is to assist community colleges, colleges and universities to increase African content in their curricula and improve methods for teaching about Africa. As indicated in Table 8, CAS involvement with post-secondary outreach incorporates conferences, workshops, multisession institutes, and individual talks on a variety of topics relating to Africa. University-wide initiatives in 2010 and 2013 prompted CAS to offer additional specialized outreach on campus as the UF common reading program for incoming students included non-fiction works by African authors (Uganda & Malawi), thereby promoting better understanding of Africa among some 6,500 freshmen each year. These programs provided an opportunity for 12 presentations and cultural performances on Africa across campus, as well as local schools and in the community.

The Southeast Africanists Network (SEAN), founded and sponsored by CAS, brings together over 30 attendees each year, mainly faculty from smaller institutions in the region, including various MSIs and community colleges. This presents an opportunity for faculty and graduate students at institutions with smaller African programs to discuss research and effective teaching on Africa and initiate potential collaborations. Since 2010, CAS has joined with the Africa NRC at UNC - Chapel Hill to co-sponsor a joint annual meeting of SEAN and the Southeastern Regional Seminar in African Studies (SERSAS). This meeting rotates between Florida and North Carolina, thereby opening it to more potential attendees as well as facilitating connections with both NRCs. More than 170 faculty attended the meetings over 2010-14.

Business, Media, and the General Public: Since 2010, CAS has co-sponsored publication (print and online) of the *Sub-Saharan African Business Environment Report* (SABER) as a major resource for the business community as well as for academic use. Using SABER as a resource, CAS faculty developed four “business in Africa” presentations for the UF College of Business,

Santa Fe College, the Harn Museum, and the UF Learning in Retirement community (more than 300 participants). We request funds both to continue SABER (Budget A7, D5) as well as initiate a new collaboration with the University of Miami CIBER (B-35; Budget E10). CAS also cooperates with the College of Journalism and Communications through our “Covering Africa” series which brings reporters with Africa experience to campus. In recent years, CAS has sponsored talks by NYT Africa correspondent Lydia Polgreen, Pulitzer Prize winner Les Payne, and noted activist/writer Albie Sachs (w/ additional support from the College of Law).

CAS faculty and affiliates help organize and present many wide ranging events for the general public, often in collaboration with other units at UF and/or community groups in the local area as well as the broader region and, on occasion, at a national scale. The Harn Museum of Art has an excellent African collection and is a major venue for public outreach. Together with the Harn, CAS sponsors an Africa-themed “Museum Night” for the public, which draws over 600 people each year. Over 2013-14, the Harn and the Department of Art History organized a large international exhibit of Central African art and its impacts in the Americas titled “Kongo Across the Waters.” After five months at UF, the exhibit travels to Atlanta, Princeton, and New Orleans until mid-2015. Local media in Atlanta recently termed it “one of the most remarkable exhibitions of the art of Africa and the African diaspora ever to appear in Atlanta.” Our related 2014 Carter Conference (Table 7) titled “Kongo Atlantic Dialogues” attracted a large array of scholars, artists, and members of the public.

UF’s African music and dance ensemble, *Agbedidi* performs regularly in Miami as well as Gainesville. In addition, CAS co-sponsors *Pazeni Sauti*, an African choir comprised of UF students. Partnering with the Alachua County Public Library, CAS and the UF Oral History Program presented a 2013 symposium that brought musicians, scholars and filmmakers to

discuss hip hop, the visual arts, and political activism in Africa. Hip hop artists from Nigeria and Kenya participated in screenings, panel discussions and local events.

Government: Due to their areas of expertise our faculty are frequently invited to give presentations and talks at various levels of the federal government. Over 2010-14, CAS faculty have presented to over 400 people in federal agencies. Examples include: a faculty member and advanced graduate students presenting to 40 people at the U.S. Department of State and National Intelligence Council on the political situation in the Sahel; faculty presenting to 25 U.S. embassy personnel in Algeria; and faculty regularly advising U.S. Embassy staff in Addis Ababa. In addition, the UF Sahel Research Group maintains a website intended for use by policy makers, journalists, and the public in addition to students and scholars that provides overviews and up to date information on political and other developments across six countries of the West African Sahel. This is updated by in-country experts throughout the region as well as by UF faculty and graduate students. CAS also publishes the *African Studies Quarterly* an open access peer-reviewed journal which provides an important vehicle for timely dissemination of knowledge about Africa for use by both scholars and policymakers.

CAS plans to continue and expand its outreach to and collaborations with K-12 teachers and institutions, community colleges and MSIs, the business community, and the UF College of Education (B-34). We will also initiate and expand collaborations with other NRCs at UF and elsewhere to broaden the scope and impact of our outreach activities.

## **8. Program Planning and Budget**

A. Proposed Activities: We seek support to continue a wide range of activities central to CAS's mission as well as to the priorities of the NRC/FLAS program, as described throughout this

proposal. In addition, building on UF's long and substantial investment in African Studies, including significant recent faculty hires, we plan a range of new activities to deepen and strengthen the program. We propose to expand interdisciplinary training and strengthen high quality graduate programs in four strategic thematic areas of focus as well as to develop areas of emerging strength and to continue building a strong training program in our MDP degree. In addition, we propose to further develop professional training in key fields, particularly at the College of Education. We also propose new outreach and collaborations among the three UF NRCs focused on COE and community colleges and MSIs that range from central Florida to southern Georgia in order to strengthen their African studies and international educational offerings. Collectively, these activities address the NRC absolute priority as well as the two announced NRC competitive priorities. In addition, with our extensive linkages with institutions of higher education and other educational organizations in sub-Saharan Africa, we also address the NRC invitational priority.

We also meet the two competitive preference priorities for the FLAS program. The seven languages for which we offer academic year FLAS fellowships are all included in the list of priority languages. We will also undertake to give preference in fellowships to students who demonstrate financial need (B-49/50).

*Program in African languages:* We seek continued support for 50% of the stipends for five language teaching assistants, with UF matching the stipend plus full tuition support (Swahili TA funding begins in year 2 as interim arrangements have already been made for 2014-15). We also request support for pedagogy training for language instructors as well as instructor travel to professional language teaching workshops and conferences; and modest support for language pedagogy materials (Budget A1, C3, C4, D3). In addition, we will continue expanding

development of the hybrid/online courses for African languages (B-18/19). Beginning Akan is already offered in hybrid, and we propose to develop an intermediate level hybrid Akan and begin development of introductory hybrid Swahili and Yoruba courses (Budget A3). NRC support will help leverage support from other sources for these. By 2018 we expect to have completed intermediate hybrid Akan as well as introductory Swahili and Yoruba courses

We also plan to continue development of a searchable and categorized digital archive for African languages that will be valuable for both research and teaching (including hybrid language course development). The library digitizing assistant (Budget A5) will be involved in this together with language faculty and students and the Africa librarian. We will also continue collaboration with UNC in hosting SEALLF meetings for language teachers in the southeast, and UF will host ACAL in 2017 (Budget E21, E22). We will continue support of the African Language Materials Archive (ALMA) in cooperation with other Africa NRCs (Budget E29).

*Faculty development and curriculum enhancement:* We seek continued support for: the *Baraza* lecture series (Budget C6, E17); the Carter Conference (Budget C11, E16); faculty conference travel for professional development (Budget C5); and conferences and workshops on health and society in Africa as well as development, security and climate change in the Sahel, all area of emerging strength at UF and collaboration with other national and international institutions (Budget E20, E23). With substantial funding leveraged from UF Office of Research, we will continue support for the highly productive interdisciplinary working groups on Health and Society in Africa; Natural Resource Management; Islam in Africa; and Language Ecology and Change (Budget E24). We will also develop working groups in other areas of strength, including climate change, economic development, and cultural heritage management. The curricular enhancements that emerge from these groups as new or modified courses will be complemented

by the business-focused RTA program (Budget E25) and emergent study abroad options at the Southern African Wildlife College (Budget C9) and Makerere University. CAS will cooperate with other UF NRCs and UF COE to develop a new “Global Social Studies” course (Budget E2).

Outreach to K-16: We seek to continue our dynamic K-12 programs which include our Summer Institute for K-12 teachers, workshops at local K-12 schools, publication of *Irohin*, the high school *Jambo!* program, and teacher workshops at the ASA meeting and our national collaborations with the ASOC (Budget E1, E4, D2, E14, C2, E6). Jointly with the other UF NRCs we will also sponsor an annual global education conference for K-12 teachers and public (Budget E9). We will expand our collaboration with the College of Education with teacher training through senior student workshops (Budget E3). In addition, in collaboration with the Centers for Latin American Studies and European Studies at UF, we will jointly sponsor and oversee development of a new Global Social Studies course for COE students (Budget E2), both addressing the NRC Competitive Preference Priority #2.

At the higher education level, in collaboration with the Centers for Latin American Studies and European Studies at UF, we will offer regional workshops on incorporating Africa, Latin America, and Europe into the curricula at MSIs and community colleges in central Florida and southern Georgia (Budget C7, C8, E7, E8). In addition, we will expand our collaboration with Santa Fe College (SFC) by training and overseeing an adjunct Swahili instructor at SFC (Budget A2); organizing a multi-session Semester Institute on Africa for faculty from SFC and other regional CCs and MSIs (Budget E15); and presenting topical talks on Africa for SFC faculty and students. We are initiating a joint study abroad program for SFC and UF students at the South Africa Wildlife College, and the SFC faculty coordinator will travel to South Africa with the CAS Associate Director (Budget C9). We will continue to sponsor faculty members of

community colleges or MSIs involved in education on Africa to attend the ASA annual meetings where extensive research presentations will enrich the faculty member's teaching on Africa (Budget E5). These initiatives all address NRC Competitive Preference Priority #1. Finally, we will continue joint sponsorship with UNC of annual SEAN-SERSAS conferences (Budget E13) and the SEALLF conference (Budget E21), both of which provide research and networking opportunities for faculty and students from smaller southeastern colleges.

Outreach to business community. In an effort to reach a broader business community in a major metropolitan area beyond Gainesville, we propose a new collaboration with the CIBER at the University of Miami. We plan to hold a joint conference in Miami for potential investors and entrepreneurs on doing business with Africa, following the model of our 2008 conference held in Tampa (Budget E10). We also seek to continue the SABER, an annual publication and website that compiles and analyzes data relevant to business and economic conditions in major African countries. Two editions of SABER were published and widely distributed during 2010-14, and we will publish two additional reports, during 2014-18. We request partial support for a graduate assistant for research and production of the SABER report (Budget A7) and for printing and distribution of the report (Budget D5). CLAS provides the remainder of the assistant's funding.

Enhanced library collection: Requested funds in library acquisitions are for African materials that will support faculty and graduate research (Budget D1). We also seek to support for a digitization assistant who will help work on important acquisitions of primary material collections, including recently acquired materials on wildlife and environmental management (Budget A5). The assistant will also help develop the African language archive, support for which will also come from other external sources. Ongoing support is also sought for collaborative CAMP and WARA/ALMA activities (Budget E28, E29).

*African performing arts program and Museum:* The performing arts program is a unique and important component of both outreach and our curriculum, allowing students to work collaboratively on productions directly with African artists. We seek continued support for guest artists and performances for *Agbedidi Africa*, and continued co-sponsorship of African feature performances with the Center for World Arts and the Phillips Center for the Performing Arts. (Budget E26, E27) We also work closely with the UF Harn Museum, and we seek support for the annual “Africa Museum Night” for public outreach (Budget E12).

*Administrative support and evaluation:* We seek support for CAS administration to enhance our capacity for evaluation data collection, to work with the evaluation specialist hired by UF to service the three UF NRCs, and to help with office operations related to our extensive activities and events, including our summer language program (Budget A4). Partial NRC support will be supplemented by funds from other UF sources. We also request support for website/graphic design assistance for dissemination of activities, curricular offerings, FLAS funding, and collaborations (Budget A6) and for printing/distribution of informational materials (Budget D4).

*Professional training and advising:* In conjunction with the Center for Latin American Studies and our joint MDP degree, we seek support to bring development practitioners to UF for seminars and to advise students (Budget E18). We periodically invite foreign service officers and other government officials working in Africa, and we propose to again sponsor an annual “Service Careers in African Affairs” program. (Budget E19). In collaboration with the College of Journalism, we also plan to invite journalists working in Africa to present talks and meet with students and faculty about their experiences and observations (Budget E11).

*Strategic program enhancement in key thematic areas.* We plan to continue enhancing training and research programs on Africa in four key interdisciplinary areas of recent growth and strength

at UF: Health and social change; environment and conservation; Islam & political change; and the ecology of African languages and language change. With additional support from our UF matching funds, Our interdisciplinary working groups mentioned above and additional visiting scholars, symposia, curriculum development, and other activities will be leveraged by NRC support and generate additional support and new initiatives and collaborations across professional and academic units of UF and other institutions. In addition, we will develop working groups in emerging areas of strength in such areas as climate change and human adaptation in Africa; building construction, architecture, and efficient resource use; sustainable intensification in agriculture; and cultural heritage management.

B. Development Plan for Program strengthening: The activities we propose will sustain a high level of ongoing teaching, outreach, and research activities on Africa. Harnessing the many available faculty resources at UF and further leveraging strong UF support, Title VI funds will also allow us to strengthen the program in key areas as discussed above. The CAS plan emerged from consultation with a wide variety of stakeholders and in consideration of our available human and financial resources. Our experienced staff and broad faculty resources, supported by additional college and university funds, create a strong foundation for program success.

At the conclusion of the grant period, NRC funds awarded to CAS will: increase African area studies and language training for CC and MSI faculty and students from central Florida to southern Georgia; create a new global social studies course for teacher training at UF's COE and provide further Africa-specific training for COE students; develop new and higher level hybrid language courses that will be a model for future LCTL instruction; disseminate relevant business-focused knowledge about Africa; enhance emerging interdisciplinary collaborations with health-related faculty and students; enhance student and faculty collaboration and national

linkages in our areas of strategic focus as well as emerging areas of strength; increase study abroad opportunities for undergraduate students; expand an already significant network of partner institutions in Africa; and broaden and deepen the national level of expertise and expert resources on Africa.

C. Costs: Our requested funds are meant to enhance very significant UF contributions to Africa-related teaching, research and outreach activities. In addition to major CLAS support, the Division of Sponsored Research has committed matching funds totaling \$50,000/annually as direct match to Title VI support, and the Provost and UFIC dean fund an international program evaluation specialist to work with the NRCs. Given the very broad range of proposed activities, the many participants in these activities over four years, and the depth of their anticipated long-term impact, our requested budget is highly cost-effective.

D. Long-term impact on training programs: The long-term impact of our proposed activities extends well beyond their considerable benefit to African Studies at UF. As detailed above, we propose activities that will significantly enhance graduate training programs in strategic areas, increase the African content of interdisciplinary and professional academic programs, and broadly increase faculty competence for research and training on Africa. We also propose to expand our outreach program with a notable focus on community colleges and MSIs throughout the central Florida to southern Georgia region, as well as develop a new collaborative approach to enhancing international education at the UF COE. We also plan a new initiative to reach the large business community in south Florida as well as at a national level, while also continuing active programs for K-12 teachers and students. In addition we intend to serve national needs in developing innovative pedagogic materials in critical LCTL languages with hybrid courses using digital materials filmed and taped in Africa. These activities will contribute in numerous ways to

shaping future generations of Africanist scholars and to enhancing the knowledge and expertise of young graduates entering teaching professions, government service, and the business world.

## **9. Impact and Evaluation**

A. Impact of CAS activities and training program: CAS activities have regular and sustained impacts in increasing expertise and understanding of Africa at the university, regional, national and international levels. On campus, the NRC status of CAS has leveraged considerable resources and as our most recent external evaluator stated: “If UF investments in CAS continue to be made, and if these resources are marshaled well and directed in strategic ways, then CAS’s current national leadership will be consolidated and expanded.” Within the state and southeast region, the impacts of a vibrant outreach program are reflected in the constant and high demand for our programming and attendance at our events. At the national level our graduates contribute significantly to acute needs for expertise on Africa through their academic positions, public

**Table 9A: Building expertise - impacts of CAS activities**

<b>ACTIVITY</b>	<b>IMPACT</b>	<b>INDICES</b>
<b>Undergraduate instruction in African Studies</b>	Increase African interest and knowledge; encourage advanced specialization within disciplines, (Table 11);	Increase in course enrollments; 297 minors in 32 departments across 8 colleges, 2006-14
<b>Study abroad in Africa</b>	In-depth expertise, language skills, and cross-cultural experience for students	628 students from 13 UF colleges in 17 African countries, 2006-14
<b>Graduate training of specialists on Africa</b>	Contribute to national pool of specialists on Africa (Tables 12, 13, 15)	230 PhDs in 35 disciplines: 1985-2013. Alumni placements
<b>Graduate student pre-dissertation travel awards</b>	Support acquisition of advanced African expertise; enhance funding prospects	71 awards 2006-14 for fieldwork funding
<b>Graduate student conference travel support</b>	Professional development opportunity for students; enhanced research	133 awards to national and int’l conferences, 2006-14
<b>Interdisciplinary working group activities</b>	Faculty-grad student collaboration in interdisciplinary research training	10 thematic workshops; 123 speakers/scholars, 2006-14
<b>Faculty development/ travel awards</b>	Enhance faculty expertise; sharing with national colleagues; develop curriculum	126 faculty at national and int’l conferences, 2006-14
<b>Baraza lecture series</b>	Interdisciplinary approaches to African issues for faculty and grad students	153 lectures with total of 5783 attendees, 2006-14
<b>Carter conferences</b>	Enhance research and knowledge on important African issues	155 presenters, 2006-14; edited volumes, films, special issues
<b>CAS support to UF library</b>	Enhance collection of Africa research materials; local and national access	Avg. 750 monographs/year added

service, and in the private sector. Tables 9A/B and 14 summarize the impacts of CAS activities discussed in this application. Additional impact data appears in Table 8 outreach (B-28); Table 6 faculty research impact (B-23); Tables 13 & 15 graduate placements (B-46 & B-48).

**B. Equal access for under-represented groups:** As noted in section 6.C, not only do we follow all applicable federal (including ADA and GEPA), state, and university regulations concerning equal access for underrepresented groups in all CAS programs, but as part of our basic mission we take affirmative steps to ensure that we reach and recruit from racial and ethnic minority communities. Given the demographics of the state of Florida, we have a special commitment to including people of African-American, Hispanic, and Caribbean heritage. For outreach programs such as *Jambo!* (high school institute), elementary and middle school classroom presentations, and K-12 Teacher’s Institute, we make concerted efforts to schedule at and recruit from schools with significant enrollments of these populations. All CAS facilities and functions are wheelchair-accessible, and we accommodate disabled individuals as needed.

**Table 9B: Growing capacity in African languages – impact of CAS activities**

<b>ACTIVITY</b>	<b>IMPACT</b>	<b>INDICES</b>
<b>FLAS fellowship program</b>	Increased number of Africa specialists with strong African language skills	151 fellows: 19 disciplines 18 languages, 1995-2014
<b>Language faculty pedagogy support</b>	Improve performance-based language instruction; assessment tools	4 TAs to training; faculty to 34 wkshps/confs, 2010-14
<b>Yoruba GPA</b>	Increase national pool of high competence speakers of LCTL	111 students from 31 institutions in 14 states, 2005-14
<b>African Languages Initiative (AFLI)</b>	Increase/broaden national capacity in LCTLs, promote advanced specialists	122 students from 69 institutions in 29 states, 2012-14
<b>Southeast African Languages &amp; Literatures Forum</b>	Regular exchange of pedagogical techniques and materials	Annual meeting for regional language professionals

**C1. Comprehensive evaluation plan:** UF’s NRCs have a comprehensive and dynamic evaluation strategy, one that continually seeks objective performance measures, assessed by quantitative and qualitative data that inform progress toward achieving success on CAS and UF NRC defined outcomes. A Senior Program Evaluator (50% of whose time is devoted to NRC evaluation) is

funded by the UF Office of Institutional Planning and Research (OIPR) to maintain independence and objectivity while collaborating with UF's NRCs to guide selection of program evaluation strategies, develop data collection instruments, analyze data, interpret findings, and share results with stakeholder audiences. The experienced evaluation specialist has a background in data management, quantitative and qualitative evaluation, and statistics (Appendix 2).

CAS has always engaged in systematic efforts to evaluate objectively the extent and quality of our impact, and to gather both qualitative and quantifiable outcome-measure-oriented data to make adjustments and improve future programming activities. Internal UF policies require regular observance of a wide range of mandated evaluative procedures, analysis of the resulting data, and implementation of adjustments in an effort to improve performance. Among these procedures are: student evaluation of all courses and instructors; annual written performance reports for all faculty; an annual survey of all CAS-affiliated faculty concerning the director's performance; a written Annual Program Review of CAS prepared by the director and staff for the CLAS Dean; and a mandated State of Florida Type II Center annual report.

More specifically, UF recently adopted a comprehensive Quality Enhancement Plan (QEP) with the theme of Internationalization, defined as the integration of global awareness and intercultural competence into student learning. NRCs are an integral part of the QEP, whose activities and training programs are planned to have significant impact on the university, community, region, and the nation. The QEP has three student learning outcomes: 1) students identify and explain global and intercultural conditions; 2) students think critically to interpret global and intercultural issues; and 3) students communicate effectively with members of other cultures. The QEP will incorporate new strategies for curricular enhancement, engagement outside of the classroom, events with international focus, and study abroad. Within this context, a

comprehensive evaluation strategy has been developed across all UF NRCs to demonstrate achievement of Title VI objectives.

The goals of the evaluation program are to (1) improve design, delivery, and management of NRC initiatives; (2) document impacts of those initiatives; (3) provide evaluation data in a transparent format and; (4) interpret effectiveness of UF programs in meeting Title VI objectives. Evaluation activities are organized by the program evaluation specialist at OIPR. The evaluation specialist has assisted the NRCs to develop a common evaluation framework to respond to the enhanced Impact and Evaluation selection criteria. The Student Experience in the Research University (SERU) undergraduate survey is administered every second year and contains items on global educational experiences and global engagement. It is a multipurpose evaluation instrument and can be linked to students enrolled in NRC-supported courses and programs. SERU data provides qualitative contextual information for NRC activities and will be used for the first time in this grant cycle to examine longitudinal trends. Other multipurpose data will be used across NRCs for evaluation such as QEP data, course enrollments, and course evaluations (evaluations can also be linked to the SERU). The QEP, SERU, enrollments, and evaluations provide assessment of overall quality, perceived relevance to career goals, and stimulation of interest in NRC supported courses and programs. This information is contextual and critical for assessing the expected transferability of outcomes to workforce environments or graduate study.

A common framework for evaluation across UF NRCs will aid in collection of data for similar initiatives, reporting comparable metrics, gaining efficiency from reusing data collection instruments, and producing comparable reports. For example, a common survey instrument can be used for multiple lecture series and can be designed to (a) provide service context (background of attendees); (b) quantitative satisfaction measures of logistics and content; and (c)

allow open-ended evaluation by respondents. The latter has proved particularly useful in guiding future specific learning measures and incorporating them into the next series. UF NRCs meet

**Table 10: CAS Evaluation Plan, 2014-18**

Data Collection and Analysis Plan	freq per year	Evaluation Method s=survey, x=other method		Addresses Title VI NRC Goal
		Primary Data	Secondary Data	
Public outreach events	2	x		2
Teacher training workshops/institutes	1	s		2
K-12 engagement (student & teacher programs)	1	s		2
Conferences/seminars/lecture series	1	s		1,3
Course development grants & RTA	all	s		1,3
Faculty & grad student prof. development	all	s		1,3
Library Collections	1		x	1,3
Consortium participation	1	x		1,2,3
International links (e.g., research collaborations)	1	x		1,3
Post-graduation survey (includes job placement)	1	s		1,3
FLAS, current students	1	x, s		1
Study abroad - pre/post survey and SERU	1	s	x	1
Online presence (website, social media)	1	x, s	x	1,2,3

Goal 1: Enhance the depth and breadth of UF teaching programs related to Africa

Goal 2: Extend access and coverage of UF outreach programs for Africa

Goal 3: Expand the scope and quality of UF research on Africa

regularly to conduct evaluation, share findings, and share best practices. Table 10 shows how Title VI activities will be evaluated across UF NRCs and the annual frequency of evaluation.

Improved alumni tracking was also implemented in the last grant cycle and continues for documenting long-term NRC program impacts and to respond to expanded impact and evaluation criteria. Alumni records will be updated annually. Results from impact evaluation will inform objectives and activities as part of a feedback loop to facilitate dynamic improvements. In addition, faculty retreats, meetings, and annual UF cross-NRC forums will annually review evaluation outputs and outcomes in relation to short and long term objectives and impacts. These

reviews and transparent sharing of data allows annual adjustment of programmed activities during the grant cycle to improve achievement of NRC objectives.

UF NRC programs are focused on high impact activities, are transparent and accessible, and encourage peer review of program evaluation outcomes. The activities develop close collaboration among UF NRCs and other institutional initiatives (including the QEP) gather data and evidence to allow for mid-course corrections, and assess impacts using multiple modes of inquiry. UF NRCs have developed enhanced evaluation, collaboration, and assessment strategies to advance the activities of UF's NRCs and generate significant impacts on the university, community, region, and the nation. The instruments developed to date include evaluative surveys targeted at: alumni, faculty, AFS minor graduates, study abroad participants (pre/post surveys), teacher institute participants, and community groups in outreach activities.

C2. Program improvements based on recent evaluations: Recent evaluation efforts have suggested some modifications that might improve our program, and we have adjusted accordingly. Examples include the following: (1) In response to a 2012 faculty focus group, we revised the format and content of our primary keystone course (AFS2002: The African Experience) to incorporate thematic presentations by our joint faculty in systematic rotation in order to introduce students to a broad range of CAS expertise. This revision not only injects greater depth into topical and disciplinary course themes, but also provides students at the introductory level with direct access to a breadth of faculty resources and mentorship. (2) Among other things, CAS surveys of affiliate faculty and graduate students indicated a demand for additional exposure to environmental and natural science topics in our public event calendar, and CAS responded with renewed funding for the Natural Resource Management in Africa Working Group (NRMAWG). (3) In 2012, CAS commissioned an external program review by Professor

John Hanson, former Director of the African Studies Center at Indiana University. Among his conclusions - based on activity level - was that CAS needed to add a program assistant, in part to work directly with the Senior Evaluation Specialist. Accordingly, we are requesting partial funding for this position, which will be matched with UF funds (Budget A4). Also in response to Hanson's assessment of areas of faculty strength, the Dean of CLAS authorized a search (and subsequently, recent hire) for an additional Africanist faculty position in political science. Another recommended faculty hire to expand the African history program is also pending.

D. Training of specialists: Collectively, UF training programs have had a significant and lasting impact in terms of the national supply of Africa specialists, in higher education,

government, NGOs, and the private sector. The increased instructional capacity of CAS has resulted in broader offerings and steady enrollment growth. In two of our four areas of strategic

**Table 11: 100% Africa undergraduate courses and enrollments**

	2001-02	2012-13
# of 100% Africa courses	17	42
Minor keystone enrollment	70	123
Other undergrad enrollment	319	686
<b>Total enrollment</b>	<b>472</b>	<b>809</b>

**Table 12: Graduate degrees, 1985-2013**

College/Discipline	MA/MS	PhD
<b>Agriculture &amp; life sciences</b>		
Agricultural Comm & Ed	6	5
Agronomy	2	7
Animal Sciences	1	0
Entomology & Nematology	2	0
Food & Resource Economics	12	15
Forest Resources/Conservation	8	13
Interdisciplinary Ecology	8	8
Plant Pathology	0	1
Wildlife Ecology Conservation	7	7
Soil & Water Science	1	3
<b>Fine arts</b>		
Art/Art history	13	3
Music	2	4
<b>Liberals arts &amp; sciences</b>		
Anthropology	16	62
English	3	7
Geography	8	15

College/Discipline	MA/MS	PhD
Geology	1	0
History	12	7
Linguistics	10	7
Languages /Literatures	2	4
Political Science	4	30
Sociology	2	0
Biology	10	13
<b>Professional schools</b>		
Design & Planning	4	0
Communications	7	1
Economics	0	1
Education	1	4
Engineering	5	9
Health Services Research	0	1
Journalism	0	1
Tourism	0	2
Veterinary Medicine	1	0
<b>Total</b>	<b>148</b>	<b>230</b>

focus, we have initiated new introductory courses that are designed to provide a broad overview to interested undergraduate students across a range of disciplines and lead them into more specialized courses. Pilot versions of the new courses, “Health and Society in Africa” and “African Environmental Issues”

**Table 13: Graduate placements 1985-2013**

<b>Current Positions</b>	<b>MA</b>	<b>PhD</b>	<b>FLAS</b>
Cont'd study/post-doc	25	5	4
Higher education	23	89	35
K-12 Teaching	5	3	2
International Org.	9	28	4
Foreign govt/university	5	44	2
US government	9	13	4
State/Local government	6	3	2
Private sector	18	23	7
Unemployed/unknown	47	18	4
Deceased	1	4	1
<b>Totals</b>	<b>148</b>	<b>230</b>	<b>65</b>

attracted a diversity of students majoring in environmental, biological, and health sciences as well as social sciences and history. This, along with the MDP degree, will result in an increased supply of specialists across numerous fields. The growth of our undergraduate minor has produced a campus-wide impact across many majors and colleges. Table 11 summarizes the increase in 100% African content course offerings and enrollments since 2001. At the graduate level, UF has produced Africa specialists in an extraordinarily wide range of disciplines and professional programs, significantly contributing to the national supply. As Table 12 summarizes, UF graduate degrees on African topics have been awarded in 36 different departments across colleges and professional programs. These graduates currently hold positions across a broad range of sectors (Table 13). The academic institutions in which our alumni teach are also very diverse: *Doctoral universities* include Alabama, Brown, Clark, Colorado, Indiana, Kentucky, Maryland, Michigan State, UNC-Chapel Hill, Northwestern, Ohio State, Penn State, Pittsburgh, Seton Hall, Stanford, Tennessee, UCLA, Vanderbilt, Vermont, and Wisconsin; *Undergraduate institutions* include Coe, Dickinson, Goshen, Kenyon, Miami (OH), and Mt. Holyoke; and *MSIs* include Delaware State, Fayetteville State, Florida A&M, Howard, South Carolina State, Spelman, and Tuskegee.

E/F. Addressing national needs: CAS activities address the great national need for increased understanding of international issues both by the public and by specialists, and specifically the cultures, languages and socio-economic conditions of Africa. In addition, we contribute to some areas of particularly acute national need, as reflected in the competitive and invitational priorities. Prime among these is increasing language competence in the LCTLs. All languages regularly taught are priority LCTLs, and we prioritize students moving to advanced competence.

**Table 14: Dissemination of knowledge & expertise – impact of CAS activities**

ACTIVITY	IMPACT	INDICES
<b>CAS Annual Research Report</b>	Communicate information about faculty and graduate student research projects	1000 distributed to administrators, alumni, partner institutions, govt.
<i>African Studies Quarterly</i>	National dissemination of advanced research and knowledge on Africa	Indexed in major research databases; 5000+ hits per issue; open access
<b>SEAN conferences</b> (Co-sponsored by UNC-Chapel Hill)	Curriculum enhancement & improved teaching in regional colleges & universities; CC & MSI faculty	170 participants from 30 institutions in 12 states, 2010-14
<b>Teacher workshops/institutes</b>	Enhance teaching about Africa in K-12 schools; Florida and national	5531 teachers attended, 2006-14
<i>Irohin</i>	Increase and enhance K-12 teaching on Africa by creation and provision of lesson plans	1000 copies/year distributed to FL teachers & nat'l conferences; all issues available online
<b>JAMBO! H.S. program</b>	Increase interest in Africa among H.S. students; "plant seeds" of Africanists	151 students in two-week summer program, 2007-14
<b>Performing artists and Harn "Museum Nights"</b>	Stimulate African interest in broader community; appreciation of cultures	Approx. 16,000 people attending performances or events per year

Our strategic initiative on Muslim societies in Africa trains specialists who will generate important new knowledge on these societies and also contributes to broader public understanding via significant outreach programming. Our SABER report disseminates important information to the business community (Budget A7, D5). The MDP degree (joint w/ LAS NRC) as well as other professional school collaborations are also particularly important in addressing national needs for the strong area studies training necessary for US professionals to be competitive in an internationalized world. Our graduates are important contributors in the area of government service. Table 15 lists select Africanist alumni in national and international service.

**Table 15: Select Alumni in US Government & International Agencies**

<p><b>Parent, G.</b> (PhD 2013 - FLAS) United States Centers for Disease Control &amp; Prevention <b>Fenio, K.</b> (PhD 2009) - U.S. State Department <b>Barham, J.</b> (PhD 2007 - FLAS) United States Department of Agriculture <b>Downs, M.</b> (PhD 2007) U.S. Department of Defense <b>Koo, J.</b> (PhD 2007) International Food Policy Research Institute - Ethiopia <b>Takimoto, A.</b> (PhD 2007) United Nations Development Program <b>Soud, F.</b> (PhD 2005) United States Centers for Disease Control &amp; Prevention <b>Davis, K.</b> (PhD 2004) International Food Policy Research Institute - Ethiopia <b>Sugita, E.</b> (PhD 2004) Japan International Cooperation Agency <b>Apodaca, C.</b> (MS 2003 - FLAS) United States Fish &amp; Wildlife Service <b>Thangata, P.</b> (PhD 2002) International Food Policy Research Institute - Ethiopia <b>Leong, K.</b> (MS 2002) U.S. Park Service <b>Gough, A.</b> (MS 2002) National Oceanic &amp; Atmospheric Administration <b>Tangka, F.</b> (PhD 2001) United States Centers for Disease Control &amp; Prevention <b>Trenchard, P.</b> (PhD 1999) United States Agency for International Development - Ghana <b>Woollery, T.</b> (PhD 1997) National Center for Chronic Disease Prevention <b>Rosenberger, A.</b> (MS 1997) United States Forest Service <b>Pana-Cryan, R.</b> (PhD 1996) United States Centers for Disease Control &amp; Prevention <b>Staal, S.</b> (PhD 1996 - FLAS) International Livestock Research Institute - Kenya <b>Wallmo, K.</b> (MS 1996) National Oceanic &amp; Atmospheric Administration <b>Harshbarger, C.</b> (PhD 1995) United States Centers for Disease Control &amp; Prevention <b>Pozarny, P.</b> (PhD 1995 - FLAS) United Nations Food &amp; Agriculture Organization <b>Gockowski, J.</b> (PhD 1994) International Institute for Tropical Agriculture <b>Ehlers, R.</b> (MA 1992) United States Air Force School of Advanced Air &amp; Space Studies <b>Emerson, S.</b> (PhD 1991) United States Naval War College</p>
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## 10. FLAS selection procedures

Information about FLAS fellowships is available year-round through multiple sources. CAS staff regularly respond to queries from students regarding FLAS opportunities. The CAS website and UF catalog provide full information about eligibility, available languages, application procedures, and deadlines for the fellowship program. In addition, we actively advertise the fellowships on campus and nationally. UF graduate coordinators are informed annually so that eligible Africanist applicants will apply, and many departmental websites include information or links to CAS FLAS fellowships. We target advertising to students and graduate coordinators of professional programs, and to undergraduate students majoring in STEM disciplines. The FLAS competition is also announced on CAS student and faculty

listservs. We also advertise nationally at the annual African Studies Association meeting.

The graduate student application procedure requires: a general application form (available online), transcripts, three letters of recommendation, and a personal statement. Undergraduate applicants provide transcripts, two letters of reference—one must be from a current/previous language instructor—and a personal statement. Statements must specifically detail the applicant's background and experience, including academic/career goals related to Africa and interest in African language study. Fellows re-applying are required to provide an additional reference from their language instructor addressing proficiency progress. Applicants wishing to receive preference based upon financial need will submit an updated FAFSA form. CAS encourages students making good academic progress to reapply for academic year awards. We also encourage students to apply for summer awards for intensive language instruction, such as provided by AFLI or summer language GPAs, as a means of achieving advanced competence.

The FLAS selection committee consists of five faculty who represent the diverse disciplines within African Studies on our campus. Committee members are appointed by the director, and rotate bi-annually on a staggered basis. The FLAS Coordinator, and PAL Coordinator also serve as *ex-officio* members. All application files are made available to the committee from the closing date (usually mid-February) and the committee meets within two weeks. Prior to meeting, committee members are provided with information regarding USED and CAS priorities areas, including applicant career interest in government service or professional fields, those seeking advanced language competence, and diversity goals in terms of languages, disciplines, gender, and ethnicity. Each committee member rates candidates using a form with point values both for general criteria (academic record, letters of recommendation, quality of statement, commitment to subject area), and for the extent to which applicants address

priority areas. The committee deliberates based on these ratings and produces a ranked list of all applicants. For undergraduate awards, the committee is instructed to consider the specific undergraduate priorities and criteria, and a separate ranked list is produced. The FLAS Coordinator then incorporates ranked applicants' financial need data to produce an ordered preference list (FLAS competitive priority #1).

Once eligibility for the awards is confirmed awardees are notified via a formal award letter from the director. The award letter provides details of the fellowship and outlines the student's responsibilities as a FLAS recipient. We request timely responses so that any declined awards can be offered promptly to alternate candidates. Prior to arrival at UF, any incoming FLAS fellows are sent further information about CAS activities/programs. Prior to Fall semester a meeting is held for all FLAS fellows when the CAS director, FLAS coordinator, and language coordinator discuss expectations, program of study, and resources available as language learners.

FLAS competitive priority 1: All FLAS applicants who submit an updated FAFSA form with their materials can be considered for preference ranking based upon demonstrated financial need. Applicants who receive need-based preference must already appear in the selection committee's ranked list for funding based upon competition criteria. Infusing a need-based preference cannot move someone from "not recommended" to "recommended" – it can only change the ranked order of those already recommended for funding.

FLAS competitive priority 2: All seven FLAS languages regularly taught at UF are on the USED priority LCTLs list. 100% of our FLAS fellowships will be offered in these languages.

**Center for African Studies  
University of Florida**

**Appendix 1**

**Project Budget**



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

University of Florida, Center for African Studies

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	72,500	82,580	85,003	80,523	-----	320,606
2. Fringe Benefits	11,362	12,838	13,317	13,542	-----	51,509
3. Travel	40,250	41,000	38,500	38,500	-----	158,250
4. Equipment	-----	-----	-----	-----	-----	-----
5. Supplies	28,900	24,500	27,500	24,500	-----	105,400
6. Contractual	-----	-----	-----	-----	-----	-----
7. Construction	-----	-----	-----	-----	-----	-----
8. Other	105,950	91,450	98,450	98,950	-----	394,800
9. Total Direct Costs (lines 1-8)	258,962	252,368	262,770	256,015	-----	1,030,114
10. Indirect Costs*	20,717	20,189	21,022	20,481	-----	82,409
11. Training Stipends	354,000	354,000	354,000	354,000	-----	1,416,000
12. Total Costs (lines 9-11)	633,678	626,557	637,791	630,497	-----	2,528,523

**\* 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? X Yes \_\_\_ No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)  
 Approving Federal agency: \_\_\_ ED X Other (please specify): DHHS The Indirect Cost Rate is 50.0 %
- (3) 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 X Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8 %

**UNIVERSITY OF FLORIDA  
TITLE VI BUDGET  
2014-2018**

**Acronyms:** **AASP**-Association of African Studies Programs, **ACAL**-Annual Conference on African Linguistics, **ALMA**-African Language Materials Archive, **ALTA**-African Language Teacher's Association, **ASA**-African Studies Association, **ASOC**-African Studies Outreach Council, **CAMP**-Cooperative Africana Microform Project, **CAS**-Center for African Studies, **CC**-Community college, **CIBER**-Center for International Business Education and Research, **CLAS**-College of Liberal Arts & Sciences, **EPI**- Emerging Pathogens Insititute, **UF**, **LCTL**-Less Commonly Taught Language, **LLC**-Languages, Literatures, & Cultures, **MDP**-Master's in Development Practice, **NALRC**-National African Language Resource Center, **OR**-Office of Research, **PAL**-Program in African Languages, **SABER**- Sub-Saharan Africa Business Environment Report, **SEALLF**-Southeast African Languages and Literature Forum, **SERSAS**-Southeast Regional Seminar in African Studies, **SFC**-Stanta Fe College, **UF**-University of Florida, **UFIC**-University of Florida International Center, **UNC**-University of North Carolina, **WARA**-West Africa Research Association

[refers to page numbers in narrative]

	2014-15	2015-16	2016-17	2017-18
<b>A. PERSONNEL</b>				
<b>Language Instruction</b>				
1. Akan, Amharic, Swahili*, Wolof, & Zulu grad. teaching assistants [B-3, 32] (*Swahili assistant from years 2-4) / Yr 1: 4 TA's@ \$7750 + fringe; Yrs 2-4: 5 TA's @ \$8060 (50% of AY stipend w/ 4% escalation)	\$31,000	\$40,300	\$41,912	\$43,588
2. Adjunct Swahili instructor for Santa Fe College @ \$3500/ semester, years 1-3 [B-15, 34] Adjunct instructor supervised by UF PAL to initiate Swahili course at SFC <b>Addresses NRC Competitive Priority #1</b>	\$7,000	\$7,000	\$7,000	\$0
3. Assistant for Web-based African LCTLs hybrid course development [B-18, 32] Intermediate Akan in year 1; beginning Swahili & Yoruba pilots in years 2 & 3; pilot intermediate Swahili or Yoruba year 4	\$5,000	\$5,000	\$5,000	\$5,000
<b>Language subtotal</b>	<b>\$43,000</b>	<b>\$52,300</b>	<b>\$53,912</b>	<b>\$48,588</b>
<b>Administrative</b>				
4. Part-time office assistant [B-2, 36, 45] Partial support for assistant for data collection for program evaluation & office operations, incl. summer language programs (AFLI, etc). (4% annual escalation)	\$12,000	\$12,480	\$12,979	\$13,498
<b>Administrative subtotal</b>	<b>\$12,000</b>	<b>\$12,480</b>	<b>\$12,979</b>	<b>\$13,498</b>
<b>Library</b>				
5. Assistant to African Studies librarian [B-18, 33, 35] Digitizing African material and work on African language archive	\$5,000	\$5,000	\$5,000	\$5,000
<b>Library subtotal</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>	<b>\$5,000</b>
<b>Other</b>				
6. Part-time graphic design assistant for website & publications [B-36] Student assistant for design and production of publications, announcements, & website	\$5,000	\$5,000	\$5,000	\$5,000
7. Graduate assistant on Sub-Saharan Africa Business Environment Report (SABER) & business outreach [B-29, 35] @ \$7500 (50% of AY stipend w/ 4% escalation) <b>Addresses NRC Competitive Priority #2</b>	\$7,500	\$7,800	\$8,112	\$8,436
<b>Other subtotal</b>	<b>\$12,500</b>	<b>\$12,800</b>	<b>\$13,112</b>	<b>\$13,436</b>
<b>PERSONNEL TOTAL</b>	<b>\$72,500</b>	<b>\$82,580</b>	<b>\$85,003</b>	<b>\$80,523</b>

UNIVERSITY OF FLORIDA  
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	2014-15	2015-16	2016-17	2017-18
<b>B. FRINGE</b>				
1. Instructional assts. (annual totals x 13.1% - UF Fringe Rate)	\$4,061	\$5,279	\$5,490	\$5,710
2. Adjunct Swahili instructor at Santa Fe College (3.9% fringe)	\$273	\$273	\$273	\$0
3. Hybrid language course development assistant (3.9% fringe)	\$195	\$195	\$195	\$195
4. CAS Program assistant (45.5% UF Fringe Rate)	\$5,460	\$5,678	\$5,906	\$6,142
5. Library digitizing assistant (3.9% UF Fringe Rate)	\$195	\$195	\$195	\$195
6. Graphic design student asst. (3.9% UF Fringe rate)	\$195	\$195	\$195	\$195
7. SABER graduate assistant (13.1% UF Fringe Rate)	\$983	\$1,022	\$1,063	\$1,105
<b>FRINGE TOTAL</b>	<b>\$11,362</b>	<b>\$12,838</b>	<b>\$13,317</b>	<b>\$13,542</b>
<b>C. TRAVEL</b>				
<b>Domestic Travel</b>				
1. Director & Assoc. Dir. to ASA & AASP meetings: 4 @ \$1500	\$6,000	\$6,000	\$6,000	\$6,000
2. Outreach Dir. to ASA & teacher training workshops [B-27, 34] Travel to national & state K-12 training workshops including ASOC, Florida Council of Social Studies meetings, etc. <b>Addresses NRC Absolute Priority</b>	\$3,000	\$3,000	\$3,000	\$3,000
3. Language Coordinator to ASA & ALTA meetings: 2 @ \$1500 [B-32]	\$3,000	\$3,000	\$3,000	\$3,000
4. Instructional assts. to pedagogical workshops - 2 @ \$1500 [B-32] Support for language teaching assts. to attend ALTA conference & NALRC meetings workshops	\$3,000	\$3,000	\$3,000	\$3,000
5. Faculty to professional meetings - 10 @ \$500 [B-33] Professional development support for faculty to present research on Africa at national & international meetings	\$5,000	\$5,000	\$5,000	\$5,000
6. Baraza Lecture Series participant airfares -10 @ \$500 [B-33] Interdisciplinary lecture series brings Africanist specialists to UF campus for exchanges w/ faculty & grad students	\$5,000	\$5,000	\$5,000	\$5,000
7. UF NRC faculty to Nine-College International Studies Consortium of Georgia [B-34] Annual presentations to ≈60 faculty from southern Georgia CCs & MSIs on internationalization of curriculum; collaboration among 3 UF NRCs, with one world region focus per year (joint expense sharing) <b>Addresses NRC Competitive Priority #1</b>	\$0	\$750	\$750	\$750
8. UF NRC faculty to central Florida community colleges & MSIs [B-34] Annual presentations to faculty from central Florida CCs & MSIs on internationalization of curriculum; collaboration among 3 UF NRCs, with one world region focus per year (joint expense sharing) <b>Addresses NRC Competitive Priority #1</b>	\$250	\$250	\$250	\$250
<b>Domestic Travel subtotal</b>	<b>\$25,250</b>	<b>\$26,000</b>	<b>\$26,000</b>	<b>\$26,000</b>
<b>Foreign Travel</b>				
9. SFC South Africa Study Abroad Co-coordinator travel to South Africa Wildlife College, years 1 & 2 [B-9, 33, 34] Orientation, planning, & implentation of new study abroad program for Santa Fe and UF students <b>Addresses NRC Competitive Priority #1 &amp; NRC Invitational Priority</b>	\$2,500	\$2,500	\$0	\$0

UNIVERSITY OF FLORIDA  
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2014-2018

	2014-15	2015-16	2016-17	2017-18
10. Director/Assoc. Director to Africa - 2 @ \$2500 [B-4, 9, 32] Partial support for trips to expand linkages w/ African universities and study abroad programs <b>Addresses NRC Invitational Priority</b>	\$5,000	\$5,000	\$5,000	\$5,000
11. Carter Conference participant airfares - 5 @ \$1,500 [B-24, 33] Partial support for major annual interdisciplinary conference	\$7,500	\$7,500	\$7,500	\$7,500
<b>Foreign Travel subtotal</b>	<b>\$15,000</b>	<b>\$15,000</b>	<b>\$12,500</b>	<b>\$12,500</b>
<b>TRAVEL TOTAL</b>	<b>\$40,250</b>	<b>\$41,000</b>	<b>\$38,500</b>	<b>\$38,500</b>
<b>D. SUPPLIES</b>				
1. Library Acquisitions [B-19, 35] Support for Africa-related library materials to support faculty & graduate research and teaching/training	\$20,000	\$20,000	\$20,000	\$20,000
2. Outreach materials [B-27, 34] Publication & distribution of lesson plans from annual summer K-12 teacher's institute (published as <i>Irohin</i> ) and distributed to >1000 teachers; supplies for workshops <b>Addresses NRC Absolute Priority</b>	\$4,000	\$4,000	\$4,000	\$4,000
3. PAL: Language pedagogy & testing materials [B-32] Acquisitions in support of Program in African Languages, including authentic language material	\$500	\$500	\$500	\$500
4. Printing & publicity for CAS programs & events [B-36] Conferences, workshops, annual research report	\$1,400	\$0	\$0	\$0
5. Printing & distribution of SABER reports [B-29, 35] Printing costs & distribution to business community & to African institutions (also available on CAS website)	\$3,000	\$0	\$3,000	\$0
<b>SUPPLIES TOTAL</b>	<b>\$28,900</b>	<b>\$24,500</b>	<b>\$27,500</b>	<b>\$24,500</b>
<b>E. OTHER</b>				
<b>Outreach</b>				
1. K-12 Teacher Summer Institute [B-27, 28, 34] Annual 2-week institute on Africa for K-12 teachers, @ UF campus, including producing K-12 lesson plans & materials published & distributed as <i>Irohin</i> . (Expenses incl. UF faculty guest lecturers; 1 assistant; participant stipends; printed instructional materials) <b>Addresses NRC Absolute Priority</b>	\$10,000	\$10,000	\$10,000	\$10,000
2. Global Social Studies course development by UF NRCs & in collaboration with UF College of Education [B-33, 34] Joint effort by 3 UF NRCs to develop new international social studies course for COE students. Funding for course development by UF area studies faculty specialists in yrs. 1 & 2 (joint expense sharing) <b>Addresses NRC Competitive Priority #2</b>	\$4,000	\$4,000	\$0	\$0

UNIVERSITY OF FLORIDA  
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	2014-15	2015-16	2016-17	2017-18
3. College of Education Senior Student Workshop [B-27, 34] Day-long workshops for COE seniors entering teaching on opportunities & resources to incorporate Africa into curriculum (expenses for 5-6 guest lecturers & student & materials costs) <b>Addresses NRC Competitive Priority #2</b>	\$2,500	\$0	\$0	\$2,500
4. Africa workshops in K-12 schools for students & teachers [B-27, 28] Workshops & presentations on Africa for teachers & students in local & regional schools, presented by UF faculty & grad students (materials, travel expenses, & stipends for presenters) <b>Addresses NRC Absolute Priority</b>	\$500	\$500	\$500	\$500
5. Community College/MSI Faculty Enrichment Program [B-34] Support for attendance at ASA meetngs for faculty from MSIs or community colleges <b>Addresses NRC Competitive Priority #1</b>	\$2,000	\$2,000	\$2,000	\$2,000
6. African Studies teachers' workshop at ASA & Africana book award (collab. w/ African Studies Outreach Council) [B-34] a. Annual K-16 Education workshop at ASA - \$300/yr. b. Children's Africana book award - \$300/yr. c. ASOC participation in NCSS - \$350/yr.	\$950	\$950	\$950	\$950
7. UF NRC workshops at Nine-College International Studies Consortium of Georgia; stipends for faculty presenters [B-34] Annual presentations to ≈60 faculty from southern Georgia CCs & MSIs on internationalization of curriculum; collaboration among 3 UF NRCs, with one world region focus per year (joint expense sharing) <b>Addresses NRC Competitive Priority #1</b>	\$0	\$500	\$500	\$500
8. UF NRC area studies workshops at Central Florida community college/MSI consortium; stipends for faculty presenters [B-34] Annual presentations to faculty from central Florida CCs & MSIs on internationalization of curriculum; collaboration among 3 UF NRCs, with one world region focus per year (joint expense sharing) <b>Addresses NRC Competitive Priority #1</b>	\$500	\$500	\$500	\$500
9. Global Education Confer. ("Gainesville Globally Connected") [B-34] Annual Global Education Conference in partnership with other UF NRCs, local nonprofits, and UF College of Education	\$1,000	\$1,000	\$1,000	\$1,000
10. Africa business development workshop [B-30, 35] Workshop on "Business Opportunities in Africa" to be held in Miami, Florida in collaboration w/ Univ. of Miami CIBER	\$0	\$0	\$5,000	\$0
11. "Covering Africa" - Professional Perspectives [B-30, 36] Collaboration w/ UF College of Journalism to bring journalists covering Africa to UF to give lectures and interact w/ students	\$2,000	\$2,000	\$2,000	\$2,000
12. Museum Nights: "Under African Skies" [B-30, 36] Collaboration w/ Harn Museum to highlight Africa-themed exhibits & activities; open & promoted to local community	\$1,000	\$1,000	\$1,000	\$1,000

UNIVERSITY OF FLORIDA  
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	2014-15	2015-16	2016-17	2017-18
13. Southeast Africanists Network (SEAN) [B-29, 35] Annual meeting in conjunction with SERSAS; hosted at UNC Chapel Hill (2016 & 2018); at UF (2015 & 2017)	\$3,000	\$1,000	\$3,000	\$1,000
14. JAMBO! High school summer program [B-28,34] Two-week program "Seeding future Africanists" focus on African language & area studies (2 instructors @ \$1500, 8 guest lecturers @ \$250)	\$5,000	\$5,000	\$5,000	\$5,000
15. Community college/MSI Semester Institutes on Africa [B-34] 6 to 8 session series in Spring 2015 & 2018 with UF faculty presenting interactive African content for international studies faculty at SFC & other regional community colleges & MSIs Hosted by SFC yr 1; other regional college (or SFC) yr 4 <b>Addresses NRC Competitive Priority #1</b>	\$3,000	\$0	\$0	\$4,000
<b>Conferences/Lecture series</b>				
16. Carter Conference on Africa - [B-24] Partial support for major annual interdisciplinary conference	\$7,500	\$7,500	\$7,500	\$7,500
17. Baraza Lecture Series - [B-24, 33] Interdisciplinary lecture series brings Africanist specialists to UF campus for exchanges w/ faculty & grad students (10 @ \$500)	\$5,000	\$5,000	\$5,000	\$5,000
18. Development Practitioner Seminar Series [B-36] Development practitioner based in Africa to lecture & meet w/ MDP students (collaboration with UF's Center for Latin American Studies)	\$2,000	\$2,000	\$2,000	\$2,000
19. Careers in African Affairs Speaker Series [B-36] Government & international service professionals to discuss career options in international service	\$1,500	\$1,500	\$1,500	\$1,500
20. Symposium on Health and Society in Africa [B-33] Partial support for two interdisciplinary symposia/conferences on health & social issues in Africa.	\$5,000	\$0	\$0	\$5,000
21. SEALLF Annual meeting joint with UNC [B-14, 35] Support for annual meeting of African language & literature faculty from southeastern colleges, collaboration with UNC & other univ's	\$1,000	\$1,000	\$1,000	\$1,000
22. ACAL meeting [B-14, 33] Partial support for international ACAL meeting in Spring 2017 (Hosted by UF; additional support from external sources)	\$0	\$0	\$4,000	\$0
23. Workshops on Development, Security, & Climate Change in the Sahel [B-33] Partial support for series of workshops in collaboration with African and European universities	\$2,500	\$0	\$0	\$0

UNIVERSITY OF FLORIDA  
TITLE VI BUDGET  
2014-2018

	2014-15	2015-16	2016-17	2017-18
<b>Research Training/Capacity Building</b>				
24. Interdisciplinary Working Groups- 6 @ \$2500-5,000 [B-25, 33, 36-7] Collaborations between students & faculty in the key strategic areas of Health and Society in Africa; Environment and Conservation; Islam in Africa; & Language Ecology & Change. Seed funding for new working groups in areas of emerging strength (climate change, econ development, etc). Workshops, speaker series, research collaborations.	\$20,000	\$20,000	\$20,000	\$20,000
25. Research Tutorial Abroad (RTA) grants to faculty [B-9, 33] Faculty grants to develop undergraduate field research experiences related to economic & business activities in Africa	\$12,000	\$12,000	\$12,000	\$12,000
<b>Performing Arts</b>				
26. Guest artist support for Agbedidi Africa [B-30, 36] Support for instrumental specialist for training of UF's African Performing ensemble and annual public performance	\$4,000	\$4,000	\$4,000	\$4,000
27. African Performing Arts [B-36] Co-sponsorship w/ CFA and Philips Center for Performing Arts for booking major African performing artists/groups Events are linked to African Performing Arts curriculum & provide opportunities for major outreach initiative to broader community	\$7,000	\$7,000	\$7,000	\$7,000
<b>Collaborations</b>				
28. Consortial Library Projects including CAMP [B-21, 35] Collection and digitization of African research materials for use by U.S. researchers	\$2,000	\$2,000	\$2,000	\$2,000
29. WARA/ALMA project [B-35] Collaboration w/ other NRCs & AORC in digitization & archiving of language materials for advanced learners <b>Addresses NRC Invitational Priority #1</b>	\$1,000	\$1,000	\$1,000	\$1,000
<b>OTHER TOTAL</b>	<b>\$105,950</b>	<b>\$91,450</b>	<b>\$98,450</b>	<b>\$98,950</b>
<b>TOTAL DIRECT COSTS</b>	<b>\$258,962</b>	<b>\$252,368</b>	<b>\$262,770</b>	<b>\$256,015</b>
<b>TOTAL INDIRECT COSTS (@ 8%)</b>	<b>\$20,717</b>	<b>\$20,189</b>	<b>\$21,022</b>	<b>\$20,481</b>
<b>TOTAL</b>	<b>\$279,678</b>	<b>\$272,557</b>	<b>\$283,791</b>	<b>\$276,497</b>



Abraham Goldman

UNIVERSITY OF FLORIDA  
TITLE VI FLAS BUDGET  
2014-2018

	2014-15	2015-16	2016-17	2017-18
<b>FOREIGN LANGUAGE &amp; AREA STUDIES FELLOWSHIPS</b>				
Academic Year - 8 <b>Graduate</b> FLAS Fellows				
Institutional payment: 8 @ 18,000	\$144,000	\$144,000	\$144,000	\$144,000
Stipends: 9 @ \$15,000	\$120,000	\$120,000	\$120,000	\$120,000
Academic Year - 3 <b>Undergraduate</b> FLAS Fellows				
Institutional payment: 4 @ 10,000	\$40,000	\$40,000	\$40,000	\$40,000
Stipends: 3 @ \$5,000	\$20,000	\$20,000	\$20,000	\$20,000
<b>ACADEMIC YEAR SUBTOTAL</b>	<b>\$324,000</b>	<b>\$324,000</b>	<b>\$324,000</b>	<b>\$324,000</b>
Summer Awards - 4 <b>FLAS Fellows</b>				
Institutional payment: 4 @ \$5,000	\$20,000	\$20,000	\$20,000	\$20,000
Stipend: 4 @ \$2,500	\$10,000	\$10,000	\$10,000	\$10,000
<b>SUMMER SUBTOTAL</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>TOTAL</b>	<b>\$354,000</b>	<b>\$354,000</b>	<b>\$354,000</b>	<b>\$354,000</b>

  
Abraham Goldman

**Center for African Studies  
University of Florida**

**Appendix 2**

**Faculty Biographical Information**

<b>Contents</b>	<b>Page</b>
<b>1. Faculty Index: Area</b>	<b>D--i</b>
<b>2. Faculty Index: Alphabetical</b>	<b>D--iv</b>
<b>3. Project Director</b>	<b>D--1</b>
<b>4. Faculty</b>	<b>D--2</b>
<b>5. Additional Instructional Staff</b>	<b>D-54</b>
<b>6. Project Staff</b>	<b>D-56</b>

**Core Faculty = Greater than 50% time devoted to Africa  
Affiliate Faculty = Less than 50% time devoted to Africa**

**Lecturers, Research Scientists, Assistant Professors = untenured  
Associate Professors and Professors = tenured**

**Language Proficiency Scale: 4=fluent; 3=advanced; 2=intermediate; 1=beginner**

## Faculty Biographical Information -AREA INDEX-

CAMPUS UNIT	STATUS	PAGE
<b><u>AFRICAN STUDIES</u></b>		
<b>Abramowitz, Sharon</b> (joint w/ Anthropology)	core faculty	D-15
<b>Bwenge, Charles</b> (joint w/ African Studies)	core faculty	D-37
<b>Child, Brian</b> (joint w/ Geography)	core faculty	D-23
<b>Dacosta, Mohammed</b> (joint w/ Fine Arts)	core faculty	D-20
<b>Kane, Abdoulaye</b> (joint w/ Anthropology)	core faculty	D-16
<b>Leedy, Todd H.</b>	core faculty	D-2
<b>Leslie, Agnes N.</b>	core faculty	D-2
<b>O'Brien, Susan</b> (joint w/ History)	core faculty	D-34
<b>Ostebo, Terje</b> (joint w/ Religion)	core faculty	D-53
<b>Rheingans, Richard</b> (joint w/ Global Health)	core faculty	D-32
<b>Serra, Renata</b>	core faculty	D-3
<b>Sow, Alioune</b> (joint w/ LLC)	core faculty	D-42
<b>Villalón, Leonardo A.</b> (joint with Political Science)	core faculty	D-46
<b><u>AGRICULTURAL &amp; BIOLOGICAL SCIENCES</u></b>		
<b>Adesogan, Adegbola</b>	affiliate faculty	D-3
<b>Barnes, Grenville</b>	core faculty	D-4
<b>Bowen, Walter</b>	affiliate faculty	D-4
<b>Cohen, Matthew</b>	affiliate faculty	D-5
<b>Dahl, Wendy J.</b>	affiliate faculty	D-5
<b>Gilbert, Robert</b>	affiliate faculty	D-6
<b>Hartman, Marta</b>	affiliate faculty	D-6
<b>Holt, Robert</b>	affiliate faculty	D-7
<b>Jacobson, Susan K.</b>	affiliate faculty	D-7
<b>Kiker, Gregory</b>	core faculty	D-8
<b>Leppla, Norman C.</b>	affiliate faculty	D-8
<b>Lounibos, L. Philip</b>	affiliate faculty	D-9
<b>McCleery, Robert</b>	core faculty	D-9
<b>Mengistu, Tesfamariam M.</b>	affiliate faculty	D-10
<b>Nair, P.K.</b>	affiliate faculty	D-10
<b>Nkedi-Kizza, Peter</b>	affiliate faculty	D-11
<b>Overholt, William</b>	affiliate faculty	D-11
<b>Palmer, Todd</b>	core faculty	D-12
<b>Pulliam, Juliet</b>	affiliate faculty	D-12
<b>Putz, Francis E.</b>	affiliate faculty	D-13
<b>Seale Jr., James L.</b>	affiliate faculty	D-13
<b>Smith, Scot E.</b>	affiliate faculty	D-14
<b>Sollenberger, Lynn E.</b>	affiliate faculty	D-14
<b><u>ANTHROPOLOGY</u></b>		
<b>Abramowitz, Sharon</b> (joint w/ African Studies)	core faculty	D-15
<b>Brandt, Steven</b>	core faculty	D-15
<b>Chalfin, Brenda</b>	core faculty	D-16
<b>Kane, Abdoulaye</b> (joint w/ African Studies)	core faculty	D-16
<b>Mulligan, Connie</b>	affiliate faculty	D-17
<b>Ostebo, Marit</b>	core faculty	D-17
<b>Schmidt, Peter R.</b>	core faculty	D-18
<b>Young, Alyson</b>	core faculty	D-18

<b>CAMPUS UNIT</b>	<b>STATUS</b>	<b>PAGE</b>
<b><u>FINE ARTS</u></b>		
Basler, Paul	affiliate faculty	D-19
Cooksey, Susan	core faculty	D-19
Crook, Larry	affiliate faculty	D-20
Dacosta, Mohammed (joint w/ African Studies)	core faculty	D-20
Frosch, Joan	core faculty	D-21
Nagy, Rebecca	core faculty	D-21
Poynor, Robin E.	core faculty	D-22
<b><u>GEOGRAPHY</u></b>		
Binford, Michael	affiliate faculty	D-22
Child, Brian (joint w/ African Studies)	core faculty	D-23
Glass, Gregory	affiliate faculty	D-23
Goldman, Abraham	NRC Project Director	D-1
Matyas, Corene	affiliate faculty	D-24
McDade-Gordon, Barbara E.	core faculty	D-24
Ryan, Sadie J.	core faculty	D-25
Southworth, Jane	affiliate faculty	D-25
Waylen, Peter R.	affiliate faculty	D-26
<b><u>GEOLOGICAL SCIENCES</u></b>		
Foster, David A.	affiliate faculty	D-26
Meert, Joseph G.	affiliate faculty	D-27
<b><u>HEALTH &amp; MEDICINE</u></b>		
Devos, Elizabeth	affiliate faculty	D-27
Fennelly, Kevin	affiliate faculty	D-28
Gray, Gregory	affiliate faculty	D-28
Liang, Song	affiliate faculty	D-29
McCarty, Christopher	affiliate faculty	D-29
McKune, Sarah	core faculty	D-30
Morris, Glenn	affiliate faculty	D-30
Odedina, Folakemi	affiliate faculty	D-31
Okech, Bernard	core faculty	D-31
Psychas, Paul	affiliate faculty	D-32
Rheingans, Richard (joint w/ African Studies)	core faculty	D-32
Salemi, Marco	affiliate faculty	D-33
Sonke, Jill	core faculty	D-33
<b><u>HISTORY</u></b>		
O'Brien, Susan (joint w/ African Studies)	core faculty	D-34
White, Luise	core faculty	D-34
<b><u>INTERNATIONAL CENTER</u></b>		
Russo, Sandra	core faculty	D-35
<b><u>LANGUAGES, LINGUISTICS, LITERATURES</u></b>		
Akinyemi, Akintunde	core faculty	D-35
Alhadi, Esameddin	core faculty	D-36
Amoko, Apollo O.	core faculty	D-36
Bouguettaya, Soraya	core faculty	D-37
Bwenge, Charles (joint w/ African Studies)	core faculty	D-37
Essegbey, James	core faculty	D-38
Haddad, Yussef	affiliate faculty	D-38

<b>CAMPUS UNIT</b>	<b>STATUS</b>	<b>PAGE</b>
<b><u>LANGUAGES, LINGUISTICS, LITERATURES</u></b>		
Henderson, Brent	core faculty	D-39
Lugano, Rose S.	core faculty	D-39
McLaughlin, Fiona	core faculty	D-40
Odutola, Kole	core faculty	D-40
Potsdam, Eric	affiliate faculty	D-41
Reid, Mark A.	affiliate faculty	D-41
Sow, Alioune (joint w/ African Studies)	core faculty	D-42
Tlili, Sarra	core faculty	D-42
Weltman-Aron, Brigitte	affiliate faculty	D-43
<b><u>LIBRARIES</u></b>		
Reboussin, Daniel	core faculty	D-43
<b><u>POLITICAL SCIENCE</u></b>		
Arfi, Badredine	affiliate faculty	D-44
Elischer, Sebastian	core faculty	D-44
Smith, Daniel	affiliate faculty	D-45
Villalón, Leonardo A. (joint w/ African Studies)	core faculty	D-45
<b><u>PROFESSIONAL SCHOOLS</u></b>		
Asare, Stephen	affiliate faculty	D-46
Barbet, Anthony	affiliate faculty	D-46
Bonzongo, Jean-Claude	affiliate faculty	D-47
Brown, Mark T.	affiliate faculty	D-47
Cohen, Donna L.	affiliate faculty	D-48
Cohn, Stuart	affiliate faculty	D-48
Jamison, Mark	affiliate faculty	D-49
Jones, Linda	affiliate faculty	D-49
Leslie, Michael	affiliate faculty	D-50
Nagan, Winston P.	core faculty	D-50
Nunn, Kenneth B.	affiliate faculty	D-51
Obonyo, Esther	core faculty	D-51
Thapa, Brijesh	core faculty	D-52
<b><u>RELIGION</u></b>		
Ostebo, Terje (joint w/ African Studies)	core faculty	D-52
Simmons, Zoharah	affiliate faculty	D-53
Taylor, Bron	affiliate faculty	D-53
<b><u>ADDITIONAL INSTRUCTIONAL STAFF</u></b>		
Ba, Oumar	language instructor	D-54
Hagos, Werede	language instructor	D-54
Mini, Buyiswa	language instructor	D-55
Ofori, Emmanuel	language instructor	D-55
<b><u>PROJECT STAFF</u></b>		
Akinyemi, Ikeade	CAS staff	D-56
Bekele, Kusse	CAS staff	D-56
Das, Rajeeb	OIPR staff	D-57
Davis, R. Hunt	ASQ editor	D-57
Mwaba, Anna	CAS staff	D-58



**Faculty Biographical Information  
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<b>Alhadi, Esameddin</b>	Languages, Literatures & Cultures	D-36
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<b>Arfi, Badredine</b>	Political Science	D-44
<b>Asare, Stephen</b>	Accounting	D-46
<b>Barbet, Anthony</b>	Veterinary Medicine	D-46
<b>Barnes, Grenville</b>	Forest Resources & Conservation	D-4
<b>Basler, Paul</b>	Music	D-19
<b>Binford, Michael</b>	Geography	D-22
<b>Bonzongo, Jean-Claude</b>	Environmental Engineering	D-47
<b>Bouguettaya, Soraya</b>	Languages, Literatures & Cultures	D-37
<b>Bowen, Walter</b>	Institute of Food & Agric Sciences	D-4
<b>Brandt, Steven</b>	Anthropology	D-15
<b>Brown, Mark T.</b>	Environmental Engineering	D-47
<b>Bwenge, Charles</b>	CAS/LLC	D-37
<b>Chalfin, Brenda</b>	Anthropology	D-16
<b>Child, Brian</b>	African Studies/Geography	D-23
<b>Cohen, Donna</b>	Architecture	D-48
<b>Cohen, Matthew</b>	Forest Resources & Conservation	D-5
<b>Cohn, Stuart</b>	Law	D-48
<b>Cooksey, Susan</b>	Harn Museum of Art	D-19
<b>Crook, Larry</b>	Music	D-20
<b>Dacosta, Mohammed</b>	CAS/Theater & Dance	D-20
<b>Dahl, Wendy J.</b>	Food Science & Human Nutrition	D-5
<b>DeVos, Elizabeth</b>	Emergency Medicine	D-27
<b>Elischer, Sebastian</b>	Political Science	D-44
<b>Essegbey, James</b>	Languages, Literatures & Cultures	D-38
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<b>Foster, David A.</b>	Geological Sciences	D-26
<b>Frosch, Joan</b>	Theater & Dance	D-21
<b>Gilbert, Robert</b>	Agronomy	D-6
<b>Glass, Gregory</b>	Geography	D-23
<b>Goldman, Abraham</b>	NRC Project Director/Geography	D-1
<b>Gray, Gregory</b>	Environmental & Global Health	D-28
<b>Haddad, Youssef</b>	Languages, Literatures & Cultures	D-38
<b>Hartman, Marta</b>	Agricultural Educ. & Communication	D-6
<b>Henderson, Brent</b>	Linguistics	D-39
<b>Holt, Robert</b>	Biology	D-7
<b>Jacobson, Susan K.</b>	Wildlife Ecology & Conservation	D-7
<b>Jamison, Mark</b>	Economics	D-49
<b>Jones, Linda</b>	Education	D-49
<b>Kane, Abdoulaye</b>	CAS/Anthropology	D-16
<b>Kiker, Gregory</b>	Agricultural & Biological Engineering	D-8
<b>Leedy, Todd H.</b>	CAS	D-2
<b>Leppla, Norman C.</b>	Entomology & Nematology	D-8
<b>Leslie, Agnes N.</b>	CAS	D-2
<b>Leslie, Michael</b>	Telecommunications	D-50

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Matyas, Corene	Geography	D-24
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McDade-Gordon, Barbara E.	Geography	D-24
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McLaughlin, Fiona	Linguistics/LLC	D-40
Meert, Joseph G.	Geological Sciences	D-27
Mengistu, Tesfamariam M.	Entomology & Nematology	D-10
Morris, Glenn	Emerging Pathogens Institute	D-30
Mulligan, Connie	Anthropology	D-17
Nagan, Winston P.	Law	D-50
Nagy, Rebecca	Harn Museum of Art	D-21
Nair, P.K.	Forest Resources & Conservation	D-10
Nkedi-Kizza, Peter	Soil & Water Science	D-11
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O'Brien, Susan	CAS/History	D-34
Obonyo, Esther	Building Construction	D-51
Odedina, Folakemi	Pharmaceutical Outcomes & Policy	D-31
Odutola, Kole	Languages, Literatures & Cultures	D-40
Okech, Bernard	Environmental & Global Health	D-31
Ostebo, Marit	Anthropology	D-17
Ostebo, Terje	CAS/Religion	D-52
Overholt, William	Entomology & Nematology	D-11
Palmer, Todd	Biology	D-12
Potsdam, Eric	Linguistics	D-41
Poynor, Robin E.	Art History	D-22
Psychas, Paul	Community Health & Family Medicine	D-32
Pulliam, Juliet	Biology	D-12
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Reboussin, Daniel	Library	D-43
Reid, Mark A.	English	D-41
Rheingans, Richard	CAS/Environmental & Global Health	D-32
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Sonke, Jill	Arts in Healthcare Research & Educ.	D-33
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Waylen, Peter R.	Geography	D-26
Weltman-Aron, Brigitte	Languages, Literatures & Cultures	D-43
White, Luise	History	D-34
Young, Alyson	Anthropology	D-18
 <b><u>ADDITIONAL INSTRUCTIONAL STAFF</u></b>		
Ba, Oumar	CAS/LLC	D-54
Hagos, Werede	CAS/LLC	D-54
Mini, Buyiswa	CAS/LLC	D-55
Ofori, Emmanuel	CAS/LLC	D-55
 <b><u>PROJECT STAFF</u></b>		
Akinyemi, Ikeade	CAS	D-56
Bekele, Kusse	CAS	D-56
Das, Rajeeb	OIPR	D-57
Davis, R. Hunt	CAS	D-57
Mwaba, Anna	CAS	D-58



# Project Director

**ABRAHAM GOLDMAN**

**Title/Department:** Director, Center for African Studies; Associate Professor, Department of Geography

**Education:** Ph.D. Clark University (1986); B.A. Harvard University (1969)

**Teaching/Research Specializations:** agriculture in Africa, resources and conservation, geography of world agriculture, human geography, environmental impact of pesticides, foreign policy issues linking developed and developing countries

**Area Studies courses taught:** Food and Agriculture in Africa, Geography of Africa, Conservation of Resources, Ethnic Conflict in Geographic Perspective, Geography of World Agriculture, African Physical and Social Environments

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Foreign Languages:** Swahili (2), French (2), German (2)

**Field Experience:** Benin, Botswana, Cameroon, Ethiopia, Kenya, Malawi, Namibia, Niger, Nigeria, Tanzania, Uganda

**Graduate students supervised since 2009:** 4 PhD, 2 MA

**Select Publications:** "Contrasting perceptions of ecosystem services of an African forest park." *Environmental Conservation* (co-author, 2014); "Patterns and perceptions of climate change in a biodiversity conservation hotspot." *PLoS One* (co-author, 2012); "Responses by households to resource scarcity and human-wildlife conflict: issues of fortress conservation and the surrounding agricultural landscape." *Journal for Nature Conservation* (co-author, 2011); "Local responses to a forest park in western Uganda: alternate narratives on fortress conservation," *Oryx* (co-author, 2011); "Life on the edge: balancing biodiversity conservation and sustaining rural livelihoods," *Focus on Geography* (co-author, 2009); "Gender and Soil Fertility Management in Mbale District, southeastern Uganda," *African Studies Quarterly* (co-authored, 2002); "Pest and disease hazards and sustainability in African agriculture." *Experimental Agriculture* (1996); "Threats to Sustainability in African Agriculture: Searching for Appropriate Paradigms," *Human Ecology* (1995); "Agricultural transformations in India and Northern Nigeria: exploring the nature of green revolutions," *World Development* (co-authored, 1995); "The role of technology in agricultural intensification: the evolution of production systems in the northern Guinea savanna of Nigeria." *Economic Development and Cultural Change* (co-author, 1994); "Population Growth and Agricultural Change in Imo State, Southeastern Nigeria," in Turner et al. (eds.) *Population Growth and Agricultural Change in Africa* (1993); "Resource Degredation, Agricultural Change, and Sustainability in Farming Systems of Southeastern Nigeria," in Moock & Rhoades (eds.) *Diversity, Farmer Knowledge, and Sustainability* (1992)

**Honors/Grants:** NSF grant: *Parks as Agents of Social and Environmental Change in Eastern and Southern Africa* (co-PI, 2006-13); NSF grant: *Consequences of Parks for Land Use, Livelihood Diversification, and Biodiversity in East Africa* (co-PI, 2004-07); Rockefeller Foundation Fellow: International Institute of Tropical Agriculture (IITA) - Nigeria (1986-1989)

**Other African Experience:** Acting/Interim Director, UF Center for African Studies (2007-08, 2011-12); Consultant: Kenya National Environment and Human Settlements Secretariat (1981-82)

## Center for African Studies Faculty

### AFRICAN STUDIES

#### TODD H. LEEDY

**Title/Department:** Associate Director and Senior Lecturer, Center for African Studies

**Education:** Ph.D. University of Florida (2000); M.A. Michigan State University (1991); B.A. Michigan State University (1988)

**Teaching/Research Specializations:** agrarian history in southern Africa, African urban environments/infrastructure, African migration/transnationalism

**Area Studies courses taught:** African Experience, Research Problems in African Studies, History and Modernity in the New South Africa, Critical Issues in Contemporary Africa, Urban Africa Today

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** ChiShona (2), German (2), ChiChewa (1), Swahili (1), French (1)

**Field experience:** Botswana, Namibia, Senegal, South Africa, Tanzania, Uganda, Zimbabwe

**Select publications:** *African Migrations: Patterns and Perspectives* (co-editor, 2013); "A Starving Belly Doesn't Listen to Explanations: Agricultural Evangelism in Colonial Zimbabwe, c.1900-62," *Agricultural History* (2010); "The World the Students Made: Agriculture and Education at American Methodist Missions in Colonial Zimbabwe, 1930-60," *History of Education Quarterly* (2007); "History with a Mission: Abraham Kawadza and Narratives of Agrarian Change in Zimbabwe," *History in Africa* (2006); *Zimbabwe Looking Ahead: a Special Issue of African Studies Quarterly* (guest editor, 2003); "The Reparations Debate: Issues and Ideas," *African Studies Quarterly* (1999)

**Honors/Grants:** U.S. Department of State grant: *Bridging Research and Practice: Building a New Model for Study Abroad in Southern Africa* (PI, 2009-11); Fulbright-Hays DDRA grant (1997-98); UF/Ford Foundation pre-dissertation grant (1993); Summer FLAS Award: University of Florida (1992); Summer FLAS Award: Michigan State University (1990)

**Other African experience:** African Studies Statewide Course Coordinator: Florida Department of Education (2007-present); Executive Board member: Association of African Studies Programs (2006-11); Associate Editor: *African Studies Quarterly* (2001 – present); West Africa Research Association Faculty Workshop: *Islam in West Africa: Senegal in Perspective* (2003)

#### AGNES N. LESLIE

**Title/Department:** Outreach Director and Senior Lecturer, Center for African Studies

**Education:** Ph.D. University of Florida (2003); M.A. University of Florida (1992); B.A. University of Zambia (1989)

**Teaching/Research Specializations:** African politics, regional integration in Southern Africa, development, citizenship, human rights, social movements, policy and development

**Area Studies courses taught:** African Experience, Model African Union, Women and Politics in Africa, African Politics, Human Rights in Africa

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** ChiChewa (4), Bemba (3), French (3)

**Field Experience:** Botswana, South Africa, Senegal, Tanzania, Zambia

**Select Publications:** "Kgosigadi Mosadi Seboko." in Gates and Akyeampong (eds.) *Dictionary of African Biography* (2011); *Social Movements and Democracy in Africa: The Impact of Women's Struggle for Equal Rights in Botswana* (2006); *Encyclopedia of African History and Culture: Independent Africa - 1960 to Present* (senior author, 2005); *Encyclopedia of African History and Culture: The Colonial Era - 1850-1960* (senior author, 2005)

**Honors/Grants:** International Scholar Award (Florida Council for Social Studies, 2006)

**Other African Experience:** Committee Member: ASA Children's Africana Book Award (1999-2004); Editor: *Irohin* teachers' newsletter (1993-present); Senior/Chief Reporter & Assistant Editor, *Zambia National Mirror* (1981-1989)

## RENATA SERRA

**Title/Department:** Lecturer, Center for African Studies

**Education:** Ph.D. University of Cambridge (1997); M.Phil. University of Cambridge (1992); Laurea University LUISS (1990)

**Teaching/Research specializations:** development & demographic economics, micro-finance, health economics, social capital

**Area Studies courses taught:** Africa in the World Economy, The African Family, Economic Development in Africa, Poverty and Development in Africa, Economics for Sustainable Development

**Percentage of time devoted to teaching/research on Africa:** 100%

**Foreign Languages:** Italian (4), French (4)

**Field Experience:** Benin, Burkina Faso, Cameroon, Egypt, Mali, Zimbabwe

**Graduate students supervised since 2009:** 3 MA

**Select Publications:** "Institutional environment and technical efficiency: A stochastic frontier analysis of cotton producers in West Africa." *Journal of Agricultural Economics* (co-author, 2014); "Prices, institutions and determinants of supply in the Malian Cotton Sector." *Agricultural Economics* (co-author, 2013); "Child fostering in Africa: When labor and schooling motives may coexist." *Journal of Development Economics* (2009); "Contextual factors determining poverty outreach and financial performance." in Balkenhol (ed.) *Microfinance and Public Policy* (co-author, 2007); "Social capital: Meaningful and Measurable at the State Level?" *Economic and Political Weekly* (2001); "The Causes of Environmental Degradation: Population, Scarcity and Growth." in Swanson (ed.) *Economics of Environmental Degradation: Tragedy for the Commons?* (1996)

**Honors/Grants:** DfID/ODI research grant: *Cotton sector reforms in three West African countries* (UF subgrant PI, 2008-10); ILO Research grant: *The Case for Smart Subsidies: Micro-finance in Mali* (2004-05); British Academy Research grant: *Access to Health and Equity issues: the Impact of Health Reforms in Mali* (2003-05)

**Other African experience:** Consultant: *Demographic context and childhood poverty* (Save the Children Fund, 2003); Consultant: *Poverty Reduction Strategy Process* (World Bank/Mali, 2001); Consultant: *Creating a Framework for Reducing Poverty: Institutional and Process Issues in National Poverty Policy in Selected African Countries* (Institute of Development Studies, 1999); Consultant: *Co-operation and development in small and medium enterprises in Egypt* (Centro Studi Luca d'Agliano, 1999)

## AGRICULTURAL & BIOLOGICAL SCIENCES

### ADEGBOLA T. ADESOGAN

**Title/Department:** Professor, Department of Animal Science

**Education:** Ph.D. University of Reading (1996); M.Sc. University of Reading (1991); B.Sc. University of Ibadan (1988)

**Teaching/Research specializations:** Animal Nutrition, Forage Quality Evaluation

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Yoruba (4), French (1)

**Field Experience:** Kenya, Nigeria, Senegal

**Graduate students supervised since 2009:** 2 PhD, 4 MS

**Select Publications:** "The potential to increase the digestibility of tropical grasses with a fungal ferulic acid esterase enzyme preparation," *Animal Feed Science & Technology* (co-author, 2008); "Predicting forage quality," in Barnes, Moore, Nelson, & Collins (eds.) *Forages Volume II: The Science of Grassland Agriculture* (co-author, 2007); "The effect of replacing rice straw with dry wormwood (*Artemisia* sp.) on digestibility, nitrogen balance and ruminal fermentation characteristics in sheep," *Livestock Science* (2006); "Effect of maturity at harvest on the nutritive value, botanical fractions and biomass yield of *Mucuna pruriens*," *Tropical and Subtropical Agroecosystems* (co-authored, 2003)

**Honors/Grants:** USAID grant: *Understanding parasitic disease transmission and control strategies to improve animal and human health under different environmental conditions in Senegal* (Co-PI, 2014-15); Disney grant: *Development and assessment of diets to meet the nutritional needs of non-domesticated species* (co-PI, 2006-07); USDA grant: *Assessing Digestibility of Cell Wall Crude Protein in Tropically Grown Forages for Improved Livestock Production* (2002-04)

**Other African experience:** Research Assistant: Federal Agricultural Coordinating Unit, Nigeria (1989-90)

### GRENVILLE BARNES

**Title/Department:** Professor, School of Forest Resources and Conservation

**Education:** Ph.D. University of Wisconsin-Madison (1988); M.Sc. University of Natal (1982); B.Sc. University of Natal (1977)

**Teaching/Research Specializations:** Land tenure, cadastral and land registration systems, geomatics, land and geographic information systems (LIS/GIS), land information management, land administration, surveying and mapping

**Area Studies courses taught:** Sustainable Development Seminar, Development Administration and Resource Governance, Land Tenure and Administration

**Percentage of teaching/research on Africa:** 50-75%

**Foreign Languages:** Afrikaans (2), Zulu (1), Xhosa (1)

**Field Experience:** Botswana, DRC, Malawi, Mozambique, Namibia, South Africa

**Graduate students supervised since 2009:** 10 PhD, 7 MS

**Select Publications:** "Understanding Household Connectivity and Resilience in Marginal Rural Communities through Social Network Analysis in Habu Village, Botswana." *Ecology and Society* (co-author, 2012); "Integrating governance and socioeconomic indicators to assess the performance of community-based natural resource management in Caprivi (Namibia)." *Journal of Environmental Conservation* (co-author, 2010); "Pioneering a Rapid & Cheap GPS Cadastral Surveying Methodology for Developing Countries," *Geomatica* (co-author, 2007); "Access to Forests and Child Health in Zaire: Theory and Basic Empirical Evidence," *Journal of Forest Science* (co-authored, 1996); "Land and Tenure reform in Post-Apartheid South Africa: An International Perspective," *South African Journal of Surveying and Mapping* (1993)

**Honors/Grants:** MacArthur Foundation grant: *Master's Degree in Sustainable Development Practice* (co-PI, 2009-2013); USAID/HED grant: *Transforming CBNRM Education in Southern Africa* (co-PI, 2009-12)

**Other African Experience:** Consultant: World Bank & FAO/Malawi (2001); Consultant:

USAID/Mozambique (2000); Project Evaluator: USAID/Zaire (1991); Lecturer: University of Natal (1981-83)

### WALTER BOWEN

**Title/Department:** Director of International Programs, Institute of Food and Agricultural Sciences

**Education:** Ph.D. Cornell University (1987); M.S. Cornell University (1983); B.S. Clemson University (1976)

**Teaching/Research Specializations:** agronomy, crop and soil sciences

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Portuguese (4)

**Field Experience:** Burkina Faso, Kenya, Malawi, Mozambique, Tanzania

**Honors/Grants:** USAID Tanzania grant: *Innovative Agricultural Research Initiative* (subcontract PI, 2011-16); USAID Brazil & Mozambique grant: *Food Security Trilateral Cooperation* (PI, 2011-14); USAID Malawi grant: *Initiative for Long-term Training and Capacity Building* (PI, 2008-12)

### MATTHEW J. COHEN

**Title/Department:** Assistant Professor, School of Forest Resources and Conservation

**Education:** Ph.D. University of Florida (2004); M.E. University of Florida (1999); B.Sc. Swathmore College (1995)

**Teaching/Research specializations:** watershed-scale management of soil, water, wetland and forest resources, environmental accounting

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Kenya, Mali

**Select Publications:** "Evaluation of Soil Erosion Costs at Multiple Scales in Kenya using Emerge Synthesis," *Agriculture Ecosystems and Environment* (co-authored, 2006); "Improved Application of the Universal Soil Loss Equation in Tropical Africa," *Geoderma* (co-authored, 2004)

**Honors/Grants:** UNEP/ICRAF research grant: *Multi-scale Evaluation of Agroforestry Interventions in the Western Sahel using Environmental Accounting* (2005-06); USAID Linkage Fellowship (2001); USDA Doctoral Fellowship (2000)

### WENDY J. DAHL

**Title/Department:** Assistant Professor, Department of Food Science & Human Nutrition

**Education:** Ph.D. University of Saskatchewan (2005), M.S. University of Saskatchewan (1994), B.S. University of Saskatchewan (1988)

**Teaching/Research Specializations:** nutrition and disease; medical nutrition therapy

**Percentage of teaching/research on Africa:** <25%

**Foreign Languages:**

**Field Experience:** Ethiopia, South Africa

**Graduate students supervised since 2009:** 8MA, 2 PhD

**Select Publications:** "Formulation and acceptability testing of a complementary food with added broadbean (*Vicia faba*) in southern Ethiopia." *African Journal of Food, Agriculture, Nutrition and Development* (co-author, 2013); "Visiting faculty from abroad: contributing to global competency of nutrition students at Hawassa University, Ethiopia." *NACTA J* (co-author, 2013)

**Honors/Grants:** USDA grant: *An International Alliance for Functional Food Research, Education and Extension* (Co-PI, 2010-14)

### ROBERT A. GILBERT

**Title/Department:** Professor and Chair, Department of Agronomy

**Education:** Ph.D. Texas A&M University (1996); M.S. University of Florida (1992); B.A. Carleton College (1985)

**Teaching/Research Specializations:** Cropping systems, plant physiology, legumes, intercropping, sugarcane, maize, sorghum, *Mucuna pruriens*, groundnut, soybean, pigeonpea, food security, economic analysis

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Krio (2), French (2)

**Field Experience:** Malawi, Mali, Sierra Leone, Zimbabwe

**Graduate students supervised since 2009:** 1 PhD, 2 MS

**Select Publications:** "Biodiversity can support a greener revolution in Africa." *Proc. Natl. Acad. Sci.* (co-author, 2010); "Best-bet legumes for smallholder maize-based cropping systems of Malawi," in Eilitta et al. (eds.) *Green Manure/Cover Crop Systems of Smallholder Farmers: Experiences from Tropical and Sub-Tropical Regions* (2004); "Diurnal and Seasonal Light Transmission to Cowpea in Sorghum-Cowpea Intercrops in Mali," *Journal of Agronomy and Crop Science* (2003); "Farmer and researcher partnerships in Malawi: developing soil fertility technologies for the near-term and far-term," *Experimental Agriculture* (co-authored, 2002); "Gender analysis of a nationwide cropping system trial survey in Malawi," *African Studies Quarterly* (2002); "Variation in the Harvest Index of Tropical Maize: Evaluation of Recent Evidence from Mexico and Malawi," *Annual of Applied Biology* (co-authored, 2001); "Putting Legume N<sub>2</sub>-fixation to work in cropping systems of southern Africa," in Pedrosa et al. (eds.) *Nitrogen Fixation: from Molecules to Crop Productivity* (co-authored, 2000)

**Honors/Grants:** Agronomic Research Fellow: Rockefeller Foundation/Malawi (1996-2000)

**Other African Experience:** Member: Soil Fertility Network for Southern Africa (1996-2000); Agricultural Extension Agent: U.S. Peace Corps/Sierra Leone (1986-1988)

### MARTA HARTMAN

**Title/Department:** Lecturer, Department of Agricultural Education and Communication

**Education:** Ph.D. Florida State University (1986); M.S. Florida State University (1978); B.A. Florida International University (1974)

**Teaching/Research specializations:** intercultural communication, international education and communication, international/community Development, gender & agricultural development

**Area Studies courses taught:** Intercultural Communication; Gender, Environment & Agriculture

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (4)

**Field Experience:** Cameroon, Egypt, Ethiopia, Kenya, Rwanda, Uganda

**Honors/Grants:** Association for International Agricultural and Extension Education Fellowship (2013)

**Other African experience:** Consultant, Int'l Institute of Rural Reconstruction: *Promotion of Farmer Innovation and Experimentation in Ethiopia* (2007); Trainer: USAID/USDA/CGIAR *Leadership Development for Women Scientists in Kenya & Uganda* (2006); Instructor & Community Liaison: Catholic Mission of Dschang, Cameroon (1989-92)

## ROBERT HOLT

**Title/Department:** Eminent Scholar and Arthur R. Marshall Chair in Ecology, Dept. of Biology  
**Education:** Ph.D. Harvard University (1979); A.M. Harvard University (1975); A.B. Princeton University (1973)  
**Teaching/Research specializations:** population & community ecology, theoretical ecology, conservation biology  
**Percentage of teaching/research on Africa:** < 25%  
**Foreign Languages:** French (2)  
**Field Experience:** Cameroon, Madagascar, South Africa, Tanzania, Uganda  
**Graduate students supervised since 2009:** 4 PhD, 2 MS  
**Select Publications:** "Predicted impact of barriers to migration on the Serengeti wildebeest population." *PLoS ONE* (co-author, 2011); "Opposing Rainfall and Plant Nutritional Gradients Best Explain Wildebeest Migration in the Serengeti," *American Naturalist* (co-author, 2009); "A disease-mediated trophic cascade in the Serengeti and its implications for ecosystem C," *PLoS Biol* (co-author, 2009); "Grazers, Browsers, and Fire Influence the Extent and Spatial Pattern of Tree Cover in the Serengeti," *Ecological Applications* (co-author, 2009); "Reticulate Food Webs in Space and Time: Messages from the Serengeti," in Sinclair et al. (eds.) *Serengeti III: Human Impacts on Ecosystem Dynamics* (co-author, 2008); "Plant Productivity and Soil Nitrogen as a Function of Grazing, Migration, and Fire in an African Savanna," *Journal of Ecology* (co-author, 2007); "Landscape Scale, Heterogeneity, and the Viability of Serengeti Grazers," *Ecology Letters* (co-author, 2005)  
**Honors/Grants:** Mellon Foundation grant: *Linking disturbance and nutrient limitation in tropical savannas: tree-soil-microbial feedbacks in Kruger National Park* (Co-PI, 2009-12); President: Society of American Naturalists (2007); NSF grant: *Biocomplexity of the Greater Serengeti – Humans in a Biologically Diverse Ecosystem* (PI, 2003-2008)

## SUSAN KAY JACOBSON

**Title/Department:** Professor, Department of Wildlife Ecology and Conservation  
**Education:** Ph.D. Duke University (1987); M.S. University of Florida (1983); B.A. Brown University (1978)  
**Teaching/Research Specializations:** Human dimensions of wildlife management, biological conservation and sustainable development in developing countries, natural resource education and park program planning and evaluation, environmental education and communications, park interpretation  
**Area Studies courses taught:** Environmental Interpretation, Human Dimensions of Natural Resource Conservation, Tropical Conservation and Sustainable Development  
**Percentage of teaching/research on Africa:** < 25%  
**Foreign Languages:** French (1), Swahili (1)  
**Field Experience:** Kenya, Uganda  
**Graduate students supervised since 2009:** 4 PhD, 10 MS  
**Select Publications:** "Beliefs, attitudes, and intentions for allowing elephants in group ranches around Amboseli national park, Kenya." *Wildlife Society Bulletin* (co-author, 2013); "Quantitative assessment of a Tanzanian integrated conservation and development project involving butterfly farming." *Conservation Biology* (co-author, 2010); "Threat reduction assessment of conventional and community-based conservation approaches to managing protected areas in Uganda," *Environmental Conservation* (co-authored, 2004); "Assessing the suitability of community-based management for the Nyungwe Forest Reserve, Rwanda," *Forest Policy and Economics* (co-authored, 2004); "Assessing Impacts and Future Directions of Youth Conservation Organizations: Wildlife Clubs in Africa," *Wildlife Society Bulletin* (co-authored, 2000); "Fuel Efficient Cookstoves and Deforestation in Uganda," *Environmental Conservation* (co-authored, 1998); "Content Analysis of Tropical Conservation Education Programs," *Journal of Environmental Education* (1998)  
**Honors/Grants:** Busch Gardens Conservation Fund grant: *Mitigating Elephant-human Conflicts in Kenya* (co-PI, 2004); MacArthur Foundation Research grant: *Evaluation of Community-based Conservation Programs and Ugandan National Park Management* (co-PI, 2000); UF/Ford Foundation grant: *Environmental Education and Training in Uganda* (co-PI, 2000)  
**Other African Experience:** Education Officer: Nakuru Wildlife Trust (1976)

### GREGORY A. KIKER

**Title/Department:** Associate Professor, Department of Agricultural and Biological Engineering

**Education:** Ph.D. Cornell University (1998); M.Sc. University of Florida (1992); B.Sc. University of Florida (1989)

**Teaching/Research specializations:** ecological and environmental modeling for terrestrial and aquatic ecosystems

**Area Studies courses taught:** Principles and Issues in Environmental Hydrology, Simulation of Agricultural Watershed Systems

**Percentage of teaching/research on Africa:** 50-75%

**Foreign Languages:** Zulu (1)

**Field Experience:** Botswana, Gambia, South Africa, Zimbabwe

**Graduate students supervised since 2009:** 5 PhD, 7 MS

**Select Publications:** "Identifying drivers that influence the spatial distribution of woody vegetation in Kruger National Park, South Africa." *Ecosphere* (co-author, 2014); "A flood pulse driven fish population model for the Okavango Delta, Botswana." *Ecological Modelling* (co-author, 2012); "Incorporating Uncertainty into Adaptive Transboundary Water Challenges: A Conceptual Design for the Okavango Basin," *Int'l Journal of Risk Assessment & Management* (co-author, 2008); "A Java-based, Object-oriented Modeling System for Southern African Hydrology," *Transactions of the ASABE* (co-author, 2006); "Collapse of the Mapungubwe Society: Vulnerability of Pastoralism to Increasing Aridity," *Climatic Change* (co-authored, 2004)

**Honors/Grants:** NASA grant: *Understanding and Predicting the Impact of Climate Variability and Climate Change on Land Use and Land Cover Change via Socio-economic Institutions in southern Africa* (co-PI, 2009-10); South Africa Water Research Commission Research grant: *Modeling Watershed Processes and Integrated Watershed Management* (1994-98); Fulbright IIE Research Award (1992)

**Other African experience:** Lecturer: University of KwaZulu-Natal (1998-2002); Consultant: South Africa Agricultural Research Council (1997-2002); Country Study Technical Coordinator: South Africa Department of Environmental Affairs and Tourism (1996-2000)

### NORMAN C. LEPPLA

**Title/Department:** Professor, Department of Entomology and Nematology; Director, Integrated Pest Management Program

**Education:** Ph.D. University of Arizona (1972); M.S. Arizona State University (1970); B.S. Arizona State University (1968)

**Teaching/Research Specializations:** agricultural entomology, integrated pest management, biological control of pests, insect rearing

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Kenya, Tunisia

**Graduate students supervised since 2009:** 7 PhD, 8 MS

**Select Publications:** "Developing Product Quality Control for Standardization of Tsetse Mass Production," FAO report (co-authored, 2002); "Aspects of Total Quality Control for the Production of Natural Enemies," in van Lenteren (ed.) *Quality Control of Natural Enemies Used in Biological Pest Control: Theoretical Background and Development of Testing Procedures* (2002); "The Role of Parasitoid and Predator Production in Technology Transfer of Field Crop Biological Control," *Entomophaga* (co-authored, 1996); "Technical and Regulatory Constraints to International Cooperation in Biological Control," in Gerling (ed.) *Bemisia: Taxonomy, Biology, Damage, Control and Management* (co-authored, 1995)

**Honors/Grants:** U.S. Vice-President's National Performance Award (1997)

**Other African Experience:** Evaluator: UN-FAO/Tunisia (2002); Consultant: International Center for Insect Physiology and Ecology, Kenya (1989)

### L. PHILIP LOUNIBOS

**Title/Department:** Professor, Department of Entomology and Nematology

**Education:** Ph.D. Harvard University (1974); M.S. Harvard University (1970); B.S. (with honors) University of Notre Dame (1969)

**Teaching/Research Specializations:** biology of mosquitoes, Malaria, Dengue, vector-borne disease, medical entomology and biological control, invasion biology

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Portuguese (2), Swahili (2)

**Field Experience:** Kenya, Mali, Tanzania, Uganda

**Graduate students supervised since 2009:** 5 PhD, 1 MS

**Select Publications:** "Chikungunya infection and adult longevity in *Aedes aegypti* L. and *Aedes albopictus* Skuse." *Journal of Vector Ecology* (co-author, 2010); "Effects of infectious virus dose and bloodmeal delivery method on susceptibility of *Aedes aegypti* and *Aedes albopictus* to chikungunya virus," *Journal of Medical Entomology* (co-author, 2009); "Size alters susceptibility of vectors to dengue virus infection and dissemination," *American Journal of Tropical Medicine and Hygiene* (co-author, 2008); "Genetic control trials and the ecology of *Aedes aegypti* at the Kenya coast," in Takken & Scott (eds.) *Ecological Aspects for Application of Genetically Modified Mosquitoes* (2003); "Habitat Segregation among African Treehole Mosquitoes," *Ecological Entomology* (1981); "Ecological and Genetic Separation of Three Sympatric Species of *Aedes* (Diptera: Culicidae) from the Kenya Coast," *Bulletin of Entomological Research* (co-authored, 1981); "Temporal and Spatial Distribution, Growth and Predatory Behaviour of *Toxorhynchites brevipalpis* (Diptera: Culicidae) on the Kenya Coast," *Journal of Animal Ecology* (1979)

**Honors/Grants:** NSF/NIH/EID grant: *Effects of Neotropical deforestation on arbovirus ecology* (co-PI, 2000-05)

**Other African Experience:** Head and Project Leader: International Centre of Insect Physiology and Ecology - Mosquito Biology Unit, Kenya (1974-1977)

### ROBERT A. MCCLEERY

**Title/Department:** Assistant Professor, Department of Wildlife Ecology and Conservation

**Education:** Ph.D. Texas A&M University (2007); M.Sc. Texas A&M University (2003); B.Sc. Cornell University (1994)

**Teaching/Research Specializations:** mammalogy; wildlife management; conservation biology

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** South Africa, Swaziland

**Graduate students supervised since 2009:** 8 PhD, 7 MS

**Select Publications:** "Linking changes in small mammal communities to ecosystem functions in an agricultural landscape." *Mammalian Biology* (co-author, 2013); "Dynamic edge effects in small mammal communities across a conservation-agricultural interface in Swaziland." *PLoS ONE* (co-author, 2013); "Multi-scale habitat selection of *Mus minutoides* in the Lowveld of Swaziland." *African Journal of Ecology* (co-author, 2013); "Are Southern Black Flycatchers *Melaenornis pammelaina* associated with Fork-tailed Drongos *Dicrurus adsimilis*?" *Journal of African Ornithology* (co-author, 2012); "Detection probabilities of ungulates in the eastern Swaziland lowveld." *South African Journal of Wildlife Research* (co-author, 2011)

**Honors/Grants:** Top 10 Undergraduate Research Labs (*Popular Science*, 2013)

**Other African Experience:** Associate editor: *African Journal of Zoology* (2013-present); Peace Corps volunteer (Swaziland, 1995-97).

### TESFAMARIAM M. MENGISTU

**Title/Department:** Research Extension Scientist, Dept. of Entomology & Nematology

**Education:** Ph.D. University of Bonn (2007); M.Sc. University of Ghent (2000); B.Sc. Alemaya University of Agriculture (1996)

**Teaching/Research Specializations:** biological control of nematodes, plant resistance

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Amharic (4)

**Field Experience:** Ethiopia

**Select Publications:** "A critique of current methods in nematode taxonomy." *African Journal of Biotechnology* (co-author, 2011); "Endophytic bacteria from Ethiopian coffee plants and their potential to antagonize *Meloidogyne incognita*." *Nematology* (co-author, 2009); "Plant parasitic nematodes associated with coffee (*Coffea arabica* L., rubiaceae) in Ethiopia." *Nematropica* (co-author, 2008); "Biogeography of entomopathogenic nematodes in Ethiopia." *Nematropica* (co-author, 2005); "Survey of plant parasitic nematodes and banana weevil on *Ensete ventricosum* in Ethiopia." *Nematologia Mediterranea* (co-author, 2004)

**Other Africa experience:** Research Nematologist and Plant Pathologist: Ethiopian Agricultural Research Organization (1997-2003)

### P.K. RAMACHANDRAN NAIR

**Title/Department:** Distinguished Professor, School of Forest Resources and Conservation; Director, Center for Subtropical Agroforestry

**Education:** Dr.Sc. University of Göttingen (1978); Ph.D. Pantnagar Agricultural University (1971); M.Sc. Kerala University (1968); B.Sc. Kerala University (1966)

**Teaching/Research Specializations:** concepts and principles of scientific agroforestry, agroforestry in tropics and sub-tropics, agroforestry systems and practices in developing countries

**Area Studies courses taught:** Agroforestry, International Forestry, Tropical Forestry

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (2)

**Field Experience:** Ghana, Kenya, Mali, Rwanda, Zimbabwe

**Graduate students supervised since 2009:** 11 PhD, 3 MS

**Select Publications:** "Potential for greenhouse gas emissions from soil carbon stock following biofuel cultivation." *Land Degrad and Devpmnt* (co-author, 2011); "Soil carbon sequestration potential of agroforestry practices in the West African Sahel." *Agroforestry Systems* (co-author, 2009); "Carbon stock and sequestration potential of traditional and improved agroforestry systems in the West African Sahel," *Agriculture, Ecosystems and Environment* (co-author, 2008); "Dynamics of Particulate Organic Matter following biomass addition from fallow-improvement species in southern Mali," *Agroforestry Systems* (co-authored, 2004); "Potential for the adoption of *Sesbania sesban* improved fallows in Zimbabwe: A linear programming-based case study of small-scale farmers," *Agroforestry Systems* (co-authored, 2003); "Modeling changes in farming systems with the adoption of improved fallows in southern Mali," *Agricultural Systems* (co-authored, 2000); "Alley cropping of maize with calliandra and leucaena in the subhumid highlands of Kenya: Soil fertility changes and maize yield," *Agroforestry Systems* (co-authored, 1999); "Multipurpose tree prunings as a source of nitrogen to maize under semiarid conditions in Zimbabwe: Nitrogen-recovery rates and crop growth as influenced by mixtures of prunings," *Agroforestry Systems* (co-authored, 1997)

**Honors/Grants:** Honorary Doctor of Agriculture degree: Kyoto University (2002); International Soil Science Award (2001); International Agronomy Award (2000)

**Other African experience:** Principle Scientist: International Centre for Research in Agroforestry, Nairobi (1978-87)

### PETER NKEDI-KIZZA

**Title/Department:** Professor, Department of Soil and Water Science

**Education:** Ph.D. University of California – Davis (1979); M.S. Makerere University (1973); B.S. University of Uppsala (1969)

**Teaching/Research Specializations:** Agrichemical behavior, crop management, soil and environmental physics

**Percentage of teaching/research on Africa:** 25-50%

**Foreign Languages:** Luganda (4), Swahili (2)

**Field Experience:** Cameroon, Nigeria, Tanzania, Uganda, Zambia

**Graduate students supervised since 2009:** 7 PhD, 5 MS

**Select Publications:** "Lunnyu Soils in Lake Victoria Basin of Uganda: Link to Toposequence and Soil Type." *Journal of Earth Sciences* (co-author, 2010); "Organochlorine Residues in Fish and Water Samples from Lake Victoria, Uganda," *Journal of Environmental Quality* (co-author, 2006); "Gender and Soil Fertility in Uganda: A Comparison of Soil Fertility Indicators for Women and Men's Agricultural Plots," *African Studies Quarterly* (co-authored, 2002); "Phosphorus transport during transient, unsaturated water flow in an acid sandy soil," *Soil Science Society of America Journal* (co-authored, 1996); "Pattern of Water Depletion in Alley Cropping under Semiarid Conditions in Zambia," *Agroforestry Systems* (co-authored, 1994); "Water Movement Through an Aggregated, Gravelly Oxisol from Cameroon," *Geoderma* (co-authored, 1990)

**Honors/Grants:** USDA grant: *Gender & Soil Fertility in Africa* (Co-PI, 1996-99)

**Other African Experience:** SIDA Visiting Lecturer: Makerere University (2002, 2005)

### WILLIAM OVERHOLT

**Title/Department:** Professor, Department of Entomology & Nematology

**Education:** Ph.D. Texas A&M University (1989); B.Sc. Ohio State University (1977)

**Teaching/Research specializations:** entomology, biological pest control

**Percentage of teaching/research on Africa:** 25-50%

**Foreign Languages:** French (3)

**Field Experience:** Kenya, Mauritania, Mozambique, Senegal, Tanzania, Zimbabwe

**Graduate students supervised since 2009:** 2 PhD, 4 MS

**Select Publications:** "First records of *Calophya schini* Tuthill (Hemiptera: Calophyidae) in Ethiopia and Kenya." *International Journal of Tropical Insect Science* (co-author, 2013); "Herbivory of *Hydrilla verticillata* by cichlid fish in Lake Bisina, Uganda." *Journal of East African Natural History* (co-author, 2011); "Assessing the potential economic impact of *Bacillus thuringiensis* (Bt) maize in Kenya." *African Journal of Biotechnology* (co-author, 2011); "Effect of Agroecosystem diversification on natural enemies of maize stemborers in coastal Kenya," *International Journal of Tropical Insect Science* (co-authored, 2005); "Evidence of the establishment of *Cotesia flavipes* Cameron (Hymenoptera: Braconidae), a parasitoid of cereal stemborers, and its host range expansion in Ethiopia," *Bulletin of Entomological Research* (co-authored, 2003); "Geographic differences in host acceptance and suitability of two *Cotesia sesamiae* populations in Zimbabwe," *Biological Control* (co-authored, 2003); "Release of *Cotesia flavipes* Cameron (Hymenoptera: Braconidae) for biological control of cereal stemborers in two ecological zones in Mozambique," *Insect Science and its Application* (co-authored, 2001)

**Honors/Grants:** USAID research grant: *Assessment of Potential Ecological Impacts of Introducing Genetically-engineered Crops into Africa* (2001-03); Netherlands Directorate General for Int'l Cooperation grant: *Biological control of cereal stemborers in subsistence agriculture in Africa* (1997-2000); Rockefeller research grant: *Temporal dynamics, economic importance and management of stemborers in maize production systems in eastern Kenya* (1996-99)

**Other African experience:** Program Leader/Principal Scientist: International Centre of Insect Physiology and Ecology (ICIPE) - Nairobi (1997-2002); Project coordinator: ICIPE - Nairobi (1991-96); Project Officer: USDA/USAID Mauritania (1979-84); U.S. Peace Corps/Senegal (1977-79)

### TODD PALMER

**Title/Department:** Associate Professor, Department of Biology

**Education:** Ph.D. UC-Davis (2001); M.Sc. University of Wisconsin (1994); B.A. Oberlin College (1989)

**Teaching/Research specializations:** conservation biology, plant-animal interactions, species coexistence, population & community ecology

**Area Studies courses taught:** Savanna Ecology & Conservation, Community Ecology

**Percentage of time devoted to teaching/research on Africa:** 75-100%

**Foreign Languages:** Swahili (2)

**Field Experience:** Botswana, Kenya, South Africa

**Graduate students supervised since 2009:** 3 PhD, 3 MS

**Select Publications:** "Seasonal patterns in decomposition and nutrient release from East African savanna grasses grown under contrasting nutrient conditions." *Agriculture, Ecosystems and Environment* (co-author, 2014); "Ecological erosion of an Afrotropical forest and potential consequences for tree recruitment and forest biomass." *Biological Conservation* (co-author, 2013); "Effects of mammalian herbivore declines on plant communities: Observations and experiments in an African savanna." *Journal of Ecology* (co-author, 2013); "Breakdown of an ant-plant mutualism follows the loss of large herbivores from an African savanna," *Science* (co-author, 2008); "Mutualism as reciprocal exploitation: African plant-ants defend foliar but not reproductive structures," *Ecology* (co-author, 2007); "Competition and Compensation among Cattle, Zebras, and Elephants in a Semi-arid Range Land in Laikipia, Kenya," *Biological Conservation* (co-author, 2005); "Wars of Attrition: Colony Size Determines Competitive Outcomes in a Guild of African Acacia-ants," *Animal Behaviour* (2004); "Relaxation of induced indirect defenses of acacias following removal of mammalian herbivores," *Ecology* (co-authored, 2004)

**Honors/Grants:** UF International Educator of the Year award (2009); NSF grant: *A mutualism in context: costs, benefits and conditionality in a multi-species ant-plant symbiosis* (co-PI, 2005-10); NSF grant: *Interactions among keystone species: effects of termites and ungulates* (co-PI, 2005-10); US Fish & Wildlife Service grant: *Elephants in rangelands: ecology in critical unprotected habitats* (PI, 2005-06); NSF grant: *Testing multiple mechanisms of species coexistence in an African acacia-ant guild* (co-PI, 2001-04)

### JULIET PULLIAM

**Title/Department:** Assistant Professor, Department of Biology

**Education:** Ph.D. Princeton University (2007); A.B. Duke University (2002)

**Teaching/Research Specializations:** Quantitative Disease Ecology and Viral Host Jumps

**Area Studies courses taught:** Applied Ecology of Infectious Diseases

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** Congo, Kenya, South Africa

**Graduate students supervised since 2009:** 3 PhD

**Select Publications:** "The effect of seasonal birth pulses on pathogen persistence in wild mammal populations." *Proceedings of the Royal Society* (co-author, 2014); "Recasting the theory of mosquito-borne pathogen dynamics and control." *Transactions of the Royal Society of Tropical Medicine and Hygiene* (co-author, 2014); "A systematic review of mathematical models of mosquito-borne pathogen transmission: 1970-2010." *Journal of the Royal Society Interface* (co-author, 2013); "Epidemic dynamics at the human-animal interface." *Science* (co-author, 2009); "Ability to replicate in the cytoplasm predicts zoonotic transmission of livestock viruses." *Journal of Infectious Diseases* (co-author, 2009)

**Other African Experience:** Consultant: International Conservation & Education Fund, Republic of Congo (2008)

### FRANCIS E. PUTZ

**Title/Department:** Professor, Department of Biology

**Education:** Ph.D. Cornell University (1982); B.S. University of Wisconsin (1973)

**Teaching/Research Specializations:** Conservation biology, natural forest management, timber and non-timber forest products, developing scientific research skills

**Area Studies courses taught:** Tropical Forestry, International Forestry, Ecosystems of the Tropics

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (2)

**Field Experience:** Gabon, South Africa, Tanzania, Zimbabwe

**Graduate students supervised since 2009:** 9 PhD, 3 MS

**Select Publications:** "Certified and uncertified logging concessions compared in Gabon: Changes in stand structure, tree species, and biomass." *Environmental Management* (co-author, 2013); "Impacts of timber extraction on above-ground forest biomass on Monts de Cristal in Gabon." *Forest Ecology and Management* (co-author, 2011); "Tropical forest management for carbon retention," *PLOS Biology* (co-author, 2008); "Reduced-impact logging: challenges and opportunities." *Forest Ecology and Management* (co-author, 2008); "Climate change in Sub-Saharan Africa: Assumptions, realities and future investments," in Low (ed.) *Climate Change and Africa* (co-author, 2005); "Reducing the Impacts of Tropical Forestry on Wildlife," in Fimbel et al. (eds.) *The Cutting Edge: Conserving Wildlife in Managed Tropical Forests* (co-authored, 2001); "Why poor logging practices persist in the tropics," *Conservation Biology* (co-author, 2000); "Carbon Offsetting through Forest Protection and Improved Management: Capturing the Carbon Market in Zimbabwe's Forests?" *Greenline* (1999)

**Honors/Grants:** Fulbright Senior Fellow: South Africa (2011); USAID/HED grant: *Climate Change Mitigation and Adaptation Capacities of Vulnerable Communities in southern Africa* (co-PI, 2009-10); NSF IGERT grant: *Working Forests in the Tropics* (co-PI, 2002-07)

**Other African Experience:** Visiting Professor: Rhodes University (2009); Visiting Researcher: University of Zimbabwe (1998-1999)

### JAMES L. SEALE, JR.

**Title/Department:** Professor, Department of Food and Resource Economics

**Education:** Ph.D. Michigan State University (1985); A.M. University of Chicago (1979); B.A. University of Mississippi (1972)

**Teaching/Research Specializations:** Agricultural economics, international trade/development, econometrics, production economics

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Lingala (4), Arabic (2), French (2)

**Field Experience:** DRC, Egypt, Namibia, Sudan

**Graduate students supervised since 2005:** 4 PhD

**Select Publications:** "Modeling International Consumption Patterns," *Review of Income and Wealth* (co-author, 2006); "Income Inequality, Human Capital, and Convergence: A Latent Variable Approach," *Journal of Agricultural and Applied Economics* (co-authored, 2003); "Cross-country Analysis of Food Consumption," in Ragmi (ed.) *Changing Structure of Global Food Consumption and Trade* (co-authored, 2001); "Changes in the Structure of Global Food Demand," *American Journal of Agricultural Economics* (1998); "Macroeconomic Linkages among Import Demand, Food Demand, and Foreign Debt for Selected Southern African Economies: An Exploratory Analysis," in Csaki et al. (eds.) *Agricultural Restructuring in Southern Africa* (co-authored, 1992)

**Honors/Grants:** USDA grant: *Structural Changes in Food Demand in Developing Countries and Its Implications for Trade and Global Food Security* (2002-06)

**Other Experience:** Editor: *Journal of Agricultural and Applied Economics* (1998-2002); VOCA Volunteer: Namibia Farmers Association (1994); Research Fellow: Cairo University (1980-83); Agricultural Consultant: Assistant Minister of Agriculture, Sudan (1978); Agricultural Extension: US Peace Corps/Zaire (1973-75)

### SCOT E. SMITH

**Title/Department:** Professor, School of Forest Resources and Conservation

**Education:** Ph.D. University of Michigan (1982); M.S. University of Michigan (1978); B.S. Michigan State University (1975)

**Teaching/Research Specializations:** Environmental sciences, natural resources, mapping land and water management, project management

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Egypt, Ethiopia, Kenya, Tanzania

**Select Publications:** "Geographic Assessment of Public Libraries in Egypt." *World Applied Sciences Journal* (co-author, 2009); "Site Selection for Mangrove Plantations along the Egyptian Red Sea Coast," *World Applied Sciences Journal* (co-author, 2008); "Vegetation Indices as Indicators of Damage by the Sunn Pest (*Hemiptera scutelleridae*) to field-grown Wheat," *African Journal of Biotechnology* (co-author, 2008); "The Aswan High Dam at 30," in Crisman et al. (eds.) *Conservation, Ecology and Management of African Freshwater Ecosystems* (2003); "Locating Regions of High Probability for Groundwater in Wadi El Arish Basin, Egypt," *Journal of African Earth Sciences* (co-author, 1997); "A Hydrologic Regression Sediment-Yield Model for Two-Ungauged Watershed Outlet Stations in Africa," *Journal of Environmental Geology and Water Resources* (co-authored, 1991); "The Blue Nile: Potential for Conflict and Alternatives for Meeting Future Demands," *Journal of Water Resources International* (co-authored, 1990)

**Honors/Grants:** USAID grant: Egypt (1997-1999)

**Other African Experience:** Consultant: NATO/Egypt (2001); Guest Faculty: Ara Minch Water Technology Institute, Ethiopia (1997); Guest Faculty: University of Dar es Salaam (1994, 1996)

### LYNN E. SOLLENBERGER

**Title/Department:** Professor, Department of Agronomy

**Education:** Ph.D. University of Florida (1985); M.S. Pennsylvania State University (1981); B.A. Messiah College (1979)

**Teaching/Research Specializations:** Grassland ecology and management, soil science, animal science, forage management and nutrition, smallholder farming, farming systems, legume intercrops, grassland agroecosystems, nutrient dynamics in crop-livestock systems, soil management, food security

**Area Studies courses taught:** Tropical Pasture and Forage Science

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Kenya

**Graduate students supervised since 2009:** 3 MS, 6 PhD

**Select Publications:** "Phosphorus management and water quality problems in grazingland ecosystems." *Int. J. Agron* (co-author, 2010); "On-farm productivity of relay-cropped mucuna and lablab in smallholder crop-livestock systems in northwestern Kenya." *Journal of Sustainable Agriculture* (co-author, 2006); "The value of *Acacia brevispica* and *Leucaena leucocephala* seedpods as a dry season supplement for calves in arid areas of Kenya." *African Journal of Agricultural Research* (co-author, 2006); "Nutritive value of top-canopy herbage of *Mucuna* and *Lablab* relay cropped in maize in the sub-humid highlands of northwestern Kenya." *Tropical & Subtropical Agroecosystems* (co-authored, 2003); "Grazing Behavior of Ruminants and Daily Performance from Warm-season Grasses." *Crop Science* (co-author, 2002)

**Honors/Grants:** Rockefeller Foundation/Kenyan Agricultural Research Institute grant: *Soil and Fodder Constraints to Maize and Livestock Production in Mixed Crop-Livestock Smallholder Systems* (PI, 2002)

## ANTHROPOLOGY

### SHARON ABRAMOWITZ

**Title/Department:** Assistant Professor, Department of Anthropology and Center for African Studies

**Education:** Ph.D. Harvard University (2009); M.A. Rutgers University (2004); B.A. Brandeis University (1998)

**Teaching/Research Specializations:** women in Africa; anthropology of humanitarian intervention; critical medical anthropology; health in Africa

**Percentage of teaching/research on Africa:** 75-100%

**Foreign Languages:** French (2)

**Field Experience:** Cote d'Ivoire, Guinea, Liberia

**Graduate students supervised since 2009:** 3 MA

**Select Publications:** *Searching for Normal in the Wake of the Liberian War* (2014); "International Human Rights, Gender-Based Violence, and Discourses of Abuse in Post-Conflict Liberia: A Problem of 'Culture?'" *African Studies Review* (co-author, 2012); "Trauma in Liberia: The Tale of Open Mole." *Culture, Medicine, and Psychiatry* (2011); "Healing in Peril? The Debate between Anthropology and Humanitarian Agencies over Ex-Combatant Rehabilitation." *Anthropology News* (2009); "The poor have become rich and the rich have become poor: Collective trauma on the Guinean Languette." *Social Science and Medicine* (2005)

**Honors/Grants:** NIMH Postdoctoral Fellowship in Psychiatric Epidemiology (2010-11)

**Other African Experience:** Research Consultant: Center for Victims of Torture/Liberia (2005); Research Consultant: WHO & Center for Victims of Torture/Guinea (2003); Peace Corps Volunteer (Cote d'Ivoire, 2000-02)

### STEVEN BRANDT

**Title/department:** Associate Professor, Department of Anthropology

**Education:** Ph.D. UC - Berkeley (1982); M.A. UC-Berkeley (1975); B.A. UC-Berkeley (1973)

**Teaching/research specializations:** African archaeology and ethnoarchaeology, cultural heritage management, historical ecology

**Area studies courses taught:** Principles of Archaeology, Cultural Heritage Management, African Archaeology & Lithic Technology, Development of World Civilizations

**Percentage of Teaching/Research devoted to Africa:** 100%

**Graduate students supervised since 2009:** 4 PhD, 2 MA

**Foreign languages:** French (2), Amharic (1)

**Field Experience:** Djibouti, Ethiopia, Eritrea, Kenya, Somalia, Tanzania

**Select publications:** "The Holocene Archaeology of Southwest Ethiopia: New Insights from the Kafa Archaeological Project." *African Archaeological Review* (co-author, 2010); "Linking the Highlands and Lowlands: Implications of a Test Excavation at Kokan Rockshelter, Agordat, Eritrea," in Schmidt, Curtis & Teka (eds) *The Archaeology of Ancient Eritrea* (co-author, 2008); "Toward an Archaeology of the Other African Diaspora: The Slave Trade and Dispersed Africans in the Western Indian Ocean," in Haviser & MacDonald (eds.) *African Re-Genesis: Confronting Social Issues in the Diaspora* (co-author, 2006); "Woman the Toolmaker: The Ethnoarchaeology of Hide Working and Stone Tool Use in Ethiopia," *Archaeology* (co-authored, 2002); "The Past, Present and Future Management of Somalia's Cultural Heritage," in Schmidt & McIntosh (eds.) *Africa's Disappearing Past* (co-authored, 1996); "Late Quaternary Archaeological Research in the Horn of Africa," in Robertshaw (ed.) *A History of African Archaeology*, Heinemann (co-authored, 1990)

**Honors/Grants:** German Science Foundation grant: *Our Way to Europe: Culture-Environment Interaction and Human Mobility in the Late Quaternary* (co-PI, 2009-13); NSF grant: *Evaluating SW Ethiopia as a Late Pleistocene Refugium* (co-PI, 2006-09); Fulbright Senior Specialist: Addis Ababa University (2004-05); President: Society of Africanist Archaeologists (1996-1998)

**Other African Experience:** Consultant: World Bank/Ethiopia (2002-06); USIA Academic Specialist (1994); Advisory Board: *African Archaeological Review* (1994-present)

### BRENDA CHALFIN

**Title/Department:** Professor, Department of Anthropology

**Education:** Ph.D. University of Pennsylvania (1998); B.A. (honors) Amherst College (1986)

**Teaching/Research Specializations:** anthropology of the state, political economy, development, commodities, globalization, bureaucracy, borders

**Area Studies courses taught:** Peoples of Africa, Anthropology of Modern Africa, Political Economy of Africa, Anthropology of the State

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Hausa (2), Kusaal (2), French (2), Swahili (1)

**Field Experience:** Ghana, Kenya, Sierra Leone, South Africa

**Graduate students supervised since 2009:** 9 PhD

**Select Publications:** "Public Things, Excremental Politics, and the Infrastructure of Bare Life in Ghana's city of Tema." *American Ethnologist* (2014); *Neoliberal Frontiers: An Ethnography of Sovereignty in West Africa* (2010); "Sovereigns and Citizens in Close Encounter: Airport Anthropology and Customs Regimes in Neoliberal Ghana," *American Ethnologist* (2008); "Cars, the Customs Service and Sumptuary Rule in Contemporary Ghana," *Comparative Studies in Society & History* (2008); *Shea Butter Republic: State Power and Global Markets and the Making of an Indigenous Commodity* (2004); "Border Scans: Sovereignty, Surveillance and the Customs Service in Ghana," *Identities: Global Studies in Culture and Power* (2004); "Border Zone Trade and the Economic Boundaries of the State in North-east Ghana," *Africa* (2001); "Risky Business: Economic Uncertainty, Market Reforms and Female Livelihoods in Northeast Ghana," *Development and Change* (2000)

**Honors/Grants:** Fulbright-Hays Faculty Research Abroad grant: *Socializing the City: Middle Class Lives and High-Modernist Urban Planning in Ghana's Port City of Tema* (2011); Fellow: Woodrow Wilson Center (2005-06); Fellow: Institute for Advanced Study (2002-03); Wenner-Gren Post-Doctoral grant: Ghana (2001-2002); National Science Foundation grant: Ghana (2000-2001); National Science Foundation Fellowship: University of California-Irvine (1997); Fulbright Award: Ghana (1994-1995)

**Other African Experience:** Research Affiliate: University of Ghana (2000-01, 1994-95, 1990)

### ABDOULAYE KANE

**Title/Department:** Associate Professor, Center for African Studies and Department of Anthropology

**Education:** Ph.D. University of Amsterdam (2001); M.A. Université Gaston Berger (1995); B.A. Université Gaston Berger (1993)

**Teaching/Research specializations:** transnational migration, migrant social networks, informal finance, diaspora studies, gender and development

**Area Studies courses taught:** Africans Abroad, Anthropology of Modern Africa, Diasporas of Africa, African Experience

**Percentage of time devoted to teaching/research on Africa:** 100%

**Foreign Languages:** Fulani (4), Wolof (4), French (4), Dutch (2)

**Field Experience:** Gambia, Senegal, Mali, Mauritania, Morocco

**Graduate students supervised since 2009:** 4 PhD

**Select Publications:** *Medicine, Mobility, and Power in Global Africa: Transnational Health and Healing* (co-edited, 2012); *Tontines, Money-holders and Mobile Bankers. The Universe of Informal Financial Practices in Senegal and in the Diaspora* (2010); "Charity and Self-Help. Migrants' Social Networks and Health Care in the Homeland." *Anthropology Today* (2010); "Senegalese Sufi Orders in the Transnational Space: Moving Religious Activities from Home to Host Countries and Creating Diasporic Identities," in Falola, Afolabi & Adesanya (eds.) *Migrations and Creative Expressions in Africa and the African Diaspora* (2008); "Les diasporas africaines et la mondialisation," *Horizons Maghrébins* (2005); "Senegal's Village Diaspora and the People Left Behind," in Bryceson & Vuorela (eds.) *The Transnational Family: New European Frontiers and Global Networks* (2002); "Trust in the Senegalese Informal Financial Arrangements," *Revue Sénégalaise de Sociologie* (2002); "Financial Arrangements Across Borders: Women's Predominant Participation in Popular Finance from Thilogne and Dakar to Paris. A Senegalese Case Study," in Lemire (ed.) *Women and Credit* (2001)

**Honors/Grants:** CODESRIA grant: *Multi-national Working Group on the African Diaspora* (2006)

**Other African experience:** Assistant Professor, Université Gaston Berger, Senegal (2002-03)

### CONNIE J. MULLIGAN

**Title/Department:** Professor, Department of Anthropology

**Education:** Ph.D. Yale University (1990); M.Phil. Yale University (1985); B.S. University of Illinois (1983)

**Teaching/Research specializations:** Biological Anthropology, Molecular Anthropology, Molecular Genetics and Evolution

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** DRC, Eritrea, Ethiopia

**Graduate students supervised since 2009:** 5 PhD, 2 MA

**Select Publications:** "An early back-to-Africa migration into the Horn of Africa." *PLoS Genetics* (co-author, 2014); "Migration of Chadic speaking pastoralists within Africa based on population structure of Chad Basin and phylogeography of mitochondrial L3f haplogroup, *BMC Evol Biol* (co-author, 2009); "Regional differences in the distribution of the sub-Saharan, West Eurasian, and South Asian mtDNA lineages in Yemen," *Amer J Phys Anthropology* (co-author, 2008); "Unusual Pattern of Ancient DNA mitochondrial DNA haplogroups in northern African Cattle," *Zoological Studies* (co-author, 2007); "Anthropological applications of ancient DNA: Problems and prospects," *American Antiquity* (2006); "Isolation and analysis of DNA from archaeological, clinical, and natural history specimens," in Zimmer & Roalson (eds.) *Methods in Enzymology, Molecular Evolution: Producing the Biochemical Data* (2005); "Ancient DNA analysis of human populations," *American Journal of Physical Anthropology* (co-authored, 2000); "Molecular Anthropology: Progress and Perspectives on Ancient DNA Technology," in Papiha & Deka (eds.) *Genomic Diversity: Applications in Human Population Genetics* (1999)

**Honors/Grants:** NSF grant: *Epigenetic alterations and stress among new mothers and neonates in the Democratic Republic of Congo: A biocultural investigation of the intergenerational effects of war* (PI, 2012-14); NSF grant: *Human Dispersals Out of Africa: Mitochondrial and Y chromosomal Genetic Analysis of Eritrean and Omani Populations* (PI, 2005-08); NSF grant: *Domestication of the Donkey: Aridity, Mobility, and the Development of African Pastoral Societies* (contractee, 2005-07); Smithsonian Institution Molecular Evolution Postdoctoral Fellowship (1994)

### MARIT OSTEBO

**Title/Department:** Lecturer, Department of Anthropology

**Education:** Ph.D. University of Bergen (2013), M.P.H. University of Bergen (2007), B.A. Menighetssøsterhjemmet College (1997)

**Teaching/Research Specializations:** gender and development, development policy and practice, anthropology of religion, ethnography of aid

**Area Studies courses taught:** Gender & International Development

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** Oromo (3), Amharic (2)

**Field Experience:** Ethiopia

**Graduate students supervised since 2009:** N/A

**Select Publications:** "Are Religious Leaders a Magic Bullet for Social Change? A critical look at anti-FGM interventions in Ethiopia." *Africa Today* (2014); "Strong State Policies on Gender and Aid: Threats and Opportunities for Norwegian Faith-based Organizations" *Forum for Development Studies* (co-author, 2013); "Gender Equality in International Aid: What has Norwegian Gender Politics Got to Do with It?" *Gender, Technology and Development* (co-author, 2013)

**Other African Experience:** Advisor: Community Health Project, Ethiopian Evangelical Church (2005-06); Community Development Planner: Ethiopian Evangelical Church (2000-03); Relief Coordinator: Norwegian Church Aid/Ethiopia (2000)

### PETER R. SCHMIDT

**Title/Department:** Professor, Department of Anthropology

**Education:** Ph.D. Northwestern University (1974); M.A. University of California–Los Angeles (1967); A.B. Stanford University (1965)

**Teaching/Research Specializations:** African iron production, African archaeology and prehistory, environmental archaeology, ethnoarchaeology, ideology and symbolism in archaeology, oral tradition

**Area Studies courses taught:** African Archaeology, Development of World Civilizations, Experimental Archaeology, Ideology & Symbolism in Archaeology, Anthropology of Film

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Swahili (3), French (2)

**Field Experience:** Cameroon, Eritrea, Gabon, Tanzania, Uganda

**Graduate students supervised since 2009:** 7 PhD, 4 MA

**Select Publications:** "Postcolonial Archaeologies in Africa: Breaking the Silence. *African Archaeological Review* (co-author, 2010); *Postcolonial Archaeologies in Africa* (edited, 2009); *The Archaeology of Ancient Eritrea* (co-edited, 2008); "Historical Archaeology in Africa: Noble Claims, Revisionist Perspectives, and African Voices?" *Journal of African History* (co-authored, 2005); "Urban Precursors in the Horn: Early 1<sup>st</sup> Millennium Communities in Eritrea," *Antiquity* (2001); *Iron Technology in East Africa: Symbolism, Science, and Archaeology* (1997); *The Plundering of Africa's Past* (co-edited, 1996); *Making Alternative Histories: The Practice of History and Archaeology in Non-Western Settings* (co-edited, 1995)

**Honors/Grants:** Fulbright-Hays Senior Fellow: Tanzania (2009-10); Fulbright Fellow: University of Asmara (1998-1999); Fulbright Scholar: University of Dar es Salaam (1985-1987); Fulbright Scholar: Omar Bongo University (1986)

**Other African Experience:** Dean: College of Arts and Social Science, University of Asmara (2001-2002); Director: Sub-Saharan Africa Program, AAAS (1997-1998); Director: Center for African Studies, University of Florida (1988-1994); President: Society of Africanist Archaeologists (1988-1990)

### ALYSON YOUNG

**Title/Department:** Assistant Professor, Department of Anthropology

**Education:** Ph.D. University of Arizona (2008); M.A. Ohio State University (1999); B.A. Ohio State University (1997)

**Teaching/Research Specializations:** maternal and child health and interaction, child survival, health and human rights among nomadic populations

**Area Studies courses taught:** Anthropology of Modern Africa, Peoples of Africa, Pastoralism in Africa

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Swahili (4), French (1)

**Field Experience:** Madagascar, Senegal, Tanzania

**Graduate students supervised since 2009:** 2 PhD, 4 MA

**Select Publications:** "A biocultural framework for examining maternal cravings and aversions among pastoral women in East Africa." *Ecology of Food and Nutrition* (co-author, 2012); "Current research on health and veterinary care among pastoralists in Tanzania," *East African Journal of Research* (2009); "Perceived vulnerability associated with anemia among Datoga infants," *American Journal of Human Biology* (2007); "Growing up Mikea: Children's time allocation and tuber foraging in southwestern Madagascar," in Hewlett & Lamb (eds.) *Hunter-Gatherer Childhoods: Evolutionary, Developmental, and Cultural Perspectives* (co-author, 2005); "Examining women's psychosocial stress among three subsistence populations of East Africa," *American Journal of Human Biology* (co-author, 2003)

**Honors/Grants:** USAID grant: *Understanding parasitic disease transmission and control strategies to improve animal and human health under different environmental conditions in Senegal* (Co-PI, 2014-15); NSF grant: *Epigenetic alterations and stress among new mothers and neonates in the Democratic Republic of Congo: A biocultural investigation of the intergenerational effects of war* (Co-PI, 2012-14); USAID grant: *Risk, perception, resilience, and adaptation to climate change in Niger and Tanzania* (Co-PI, 2010-12); NSF Doctoral Dissertation Improvement grant (2005); Fulbright-Hays DDRA grant (2004)

**Other African Experience:** Associate Editor, *East African Journal of Research*

## FINE ARTS

### PAUL BASLER

**Title/Department:** Associate Professor, Department of Music

**Education:** D.M.A. SUNY-Stony Brook (1989); M.Mus. SUNY-Stony Brook (1987); M.A. SUNY-Stony Brook (1987); B.Mus. (honors) Florida State University (1985)

**Teaching/Research Specializations:** horn theory and composition

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Swahili (1)

**Field Experience:** Kenya

**Select Published Compositions:** *Jambo for Marching Band* (2005); *Missa Kenya (revised)* (2002); *Harambee for Horn Ensemble* (1998); *Missa Kenya* (1996)

**Honors/Grants:** Artist-in-Residence: American Embassy/Kenya (2002); National Endowment for the Arts Grant (2000, 1993); Fulbright Senior Scholar/Lecturer in Music: Kenyatta University (1993-94)

**Other African Experience:** Visiting Lecturer: Kenyatta University (1996); Concerto Appearance: Nairobi Orchestra (1996, 1994); Composer: National Theatre of Kenya (1994); Composer: Nairobi Orchestra (1994); Consultant: Kenyan Ministry of Education (1994); Consultant: Kenyan Office of the President/Permanent Music Commission (1994); Conductor and Music Director: Nairobi Orchestra (1993-94)

### SUSAN COOKSEY

**Title/Department:** Curator of African Art, Samuel P. Harn Museum of Art

**Education:** Ph.D. University of Iowa (2004); M.A. University of Florida (1996); M.F.A. University of South Florida (1985); B.A. University of Florida (1978)

**Teaching/Research Specializations:** African art history, arts of divination and ritual specialists, Mande and Voltaic arts

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Foreign Languages:** French (3), Jula (1)

**Field Experience:** Burkina Faso, Egypt, Ghana, Mali

**Exhibitions/Installations:** *Kongo Across the Waters* (Harn Museum, 2013); *A Sense of Place: African Interiors* (Harn Museum, 2009); *Between the Beads: Reading African Beadwork* (Harn Museum, 2008); *African Arts of Healing and Divination* (Harn Museum, 2007); *Sense, Style Presence: African Arts of Personal Adornment* (Harn Museum, 2004); *African Textiles: Fabrics of Culture* (Santa Fe Community College, 2004); *Antoine Tempé: Photographs of Contemporary African Dancers* (Harn Museum, 2004); *Personal Power, Public Pride: Monumental Sculpture of the Igbo People of Nigeria* (Harn Museum, 2003); *Lasting Tributes: Images of African Ancestors* (UF Grinter Gallery, 2002); *Balance and Abundance: Concepts of Gender in African Art* (Harn Museum, 2001-2004); *Patterns of Purpose: African Textiles* (Harn Museum, 2001); *Ancestors, Djinns, and Orishas: Spirit Beings in Africa* (University of Iowa Museum of Art, 1998); *Permutations of Power* (Harn Museum, 1997); *Spirit Eyes Human Hands: African Art from the Harn Museum of Art* (1995-97)

**Select publications:** *Kongo Across the Waters* (co-editor, 2013); *Africa Interweave: Textile Diasporas* (2011); "Collection at the Crossroads: New Directions in the Harn Museum's African Collection." *Collections: A Journal for Museum Professionals* (2008)

**Honors/Awards:** Seashore Dissertation grant, 2000-01

**Other African Experience:** Board member: Arts Council of the African Studies Association (ACASA); Advisory Board: *African Studies Quarterly*; Founding editor: *Baobab: Journal of African Expressive Culture*

### LARRY CROOK

**Title/Department:** Professor, School of Music

**Education:** Ph.D. University of Texas at Austin (1991); M.Mus. University of Texas at Austin (1980); B.Mus. University of Texas at Austin (1975)

**Teaching/Research Specializations:** music of Africa and the African Diaspora, Latin and African percussion, ethnomusicology, music of Brazil and the Caribbean, transnational popular music, music and social movements, musical transcription and style analysis, music and social identity

**Area Studies courses taught:** Popular & Traditional Music of Africa, World Music Ensemble, Intro to World Musics, Intro to Ethnomusicology

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** Portuguese (4), French (1)

**Field Experience:** Nigeria

**Graduate students supervised since 2009:** 6 PhD, 4 MMus

**Select Publications:** *Brazilian Music: Northeastern Traditions and the Heartbeat of a Modern Nation* (2005); *Black Brazil: Culture, Identity, and Social Mobilization* (co-edited, 1999); "Black Consciousness, Samba Reggae, and the Reaficanization of Bahian Carnival Music in Brazil," *The World of Music* (1993); "The Form and Formation of the Rumba in Cuba," in Boggs (ed.) *Salsiology: Afro-Cuban Music and the Evolution of Salsa in New York City* (1992)

**Honors/Grants:** Fulbright-Hays Doctoral Dissertation Award, 1986-1987

**Other African Experience:** Co-founder and organizer: UF "African Artist-in-Residence" Program (1995-present); Co-Director: UF Center for World Arts (1996-present)

### MOHAMED DACOSTA

**Title/Department:** Lecturer, Center for African Studies and School of Theater & Dance

**Teaching/Research specializations:** traditional and contemporary African music & dance; *djembe*, *djun-djun*, *songbon*, and *kenkeni* performance

**Area Studies courses taught:** West African Dance, World Dance & Intercultural Performance, World Music Ensemble

**Percentage of time devoted to teaching/research on Africa:** 100%

**Foreign Languages:** Susu (4), Mandinka (4), French (3), Wolof (2), Arabic (1)

**Field Experience:** Gambia, Guinea, Senegal

**Other African experience:** Director: *Agbedidi Africa* performance ensemble (2004-present); African Artist-in-Residence: University of Florida (1997, 2001, 2002); Drummer: *Culture Movement*, U.S. Department of Defense (1996); Choreographer: African Ballet of the Gambia (1980-85)

### JOAN D. FROSCH

**Title/Department:** Professor, School of Theatre and Dance; Director, Center for World Arts  
**Education:** C.M.A. University of Maryland (1995); M.A. Columbia University (1976); B.F.A. California Institute of the Arts (1973)

**Teaching/Research Specializations:** African dance, modern/jazz dance, dance in world cultures

**Area Studies courses taught:** World Dance, Dance Appreciation for the 21st Century

**Percentage of Teaching/Research devoted to Africa:** 50-75%

**Foreign Languages:** French (3), Dutch (2), German (2)

**Field Experience:** Benin, Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Mozambique, Nigeria, Senegal, Togo

**Films:** *Nora* (producer, 2008); *Movement (R)Evolution Africa: The Story of an Art Form in Four Acts* (producer & director, 2007)

**Select Publications:** "African Contemporary Dance in Global/US Markets: Expanding the Contemporary Community," *Dance and Community* (2006); "Dance and Wellness in Cultural Context," in O'Connor (ed.) *Health Problems in the Arts* (2000); "Dance Ethnography: Tracing the Weave of Dance in the Fabric of Culture," in Horton and Hanstein (eds.) *The Art of Research: Systematic Inquiry in Dance* (1999); "Re-creating Cultural Memory: the Notion of Tradition in Ghanaian-American Performance," *UCLA Journal of Dance Ethnology* (1993); "Things of Significance Do Not Vanish: Dance and the Transmission of Culture in the Ghanaian Community of Greater Washington, DC," *UCLA Journal of Dance Ethnology* (1991)

**Honors/Grants:** Southern Arts Federation/National Endowment for the Arts grant: *Diversity Artists Project* (2002-03); US Department of State grant: *African Artist-in-Residence Project* (2001-02, 1999-2000, 1998-99); Doris Duke Fund and National Endowment for the Arts grant (2000-2001, 1999-2000); Southern Arts Federation/National Endowment for the Arts grant (1998-1999); National Consortium for Study in Africa grant: *UF/University of Ghana Linkage in the Arts* (1996)

**Other African Experience:** Research Affiliate: Institute of African Studies, University of Ghana (1996, 1995, 1991, 1990, 1989, 1974); Director: Performing Arts in Ghana Program (1990-95)

### REBECCA M. NAGY

**Title/Department:** Director, Samuel P. Harn Museum of Art

**Education:** Ph.D. University of North Carolina – Chapel Hill (1983); B.A. (honors) Georgia Southern University (1975)

**Teaching/Research Specializations:** African art, art history/appreciation, visual arts, modern art

**Percentage of Teaching/Research devoted to Africa:** 50-75%

**Foreign Languages:** German (4), French (2)

**Field Experience:** Ethiopia, Ghana, Mali, Nigeria, Senegal

**Exhibitions/Installations:** *Continuity and Change: Three Generations of Ethiopian Artists* (Harn Museum, 2007); *Art of the Ethiopian Highlands from the Harn Museum Collection* (Harn Museum, 2007); *Accent on Africa: Recent Acquisitions of African Art* (North Carolina Museum of Art, 2003); *Designing in Raffia: Kuba Embroideries from the DRC* (North Carolina Museum of Art, 2000-01); *Yoruba Art: A Living Tradition* (North Carolina Museum of Art, 1993-94)

**Select publications:** "Exhibition Preview: Continuity and Change: Three Generations of Ethiopian Artists," *African Arts* (2007); "Adbar and Angel: Evocations of Spiritual Forces in Contemporary Ethiopian Art," *Proceedings of the Sixth International Conference on the History of Ethiopian Art* (co-author, 2004)

**Honors/Grants:** NEH Consultation grant: *Continuity and Change: Three Generations of Ethiopian Artists* (PI, 2005); Fulbright-Hays GPA grant: Ghana (2000); Fulbright/Deutscher Akademischer Austauschdienst Fellowship (1980-81)

**Other Africa experience:** Board of Directors: Arts Council of the African Studies Association (2003-05); Curator of African Art: North Carolina Museum of Art (1997- 2002)

### ROBIN E. POYNOR

**Title/Department:** Professor, School of Art/Art History

**Education:** Ph.D. Indiana University (1978); M.A. Indiana University (1970); B.F.A. San Francisco Art Institute (1966); B.A. Southeastern Louisiana University (1965)

**Teaching/Research Specializations:** African art, modern art, Oceanic art, museum studies

**Area Studies courses taught:** Arts of West Africa, Arts of Central Africa, Art of the Yoruba Peoples, Seminar in African Art

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Foreign Languages:** Yoruba (2), French (2), German (2)

**Field Experience:** Nigeria, Sierra Leone

**Graduate students supervised since 2009:** 3 PhD, 1 MA

**Exhibitions/Installations:** *Kongo Across the Waters* (Harn Museum of Art, 2013-14); *Power Revealed: African Art from the collection of the Museum of Art* (Nova Southeastern University, 2009); *From Ogun's Forge: Metal Art for the Orisha: The Sculpture of Yaw Owusu Shangofemi and Vassa Neimark* (Thomas Center Gallery, 2007); *From the face of the Gods: Art from African Altars* (UF Reitz Gallery, 1997-98)

**Select Publications:** *Africa in Florida: 500 Years of African Presence in the Sunshine State* (co-edited, 2014); *Kongo Across the Waters* (co-edited, 2013); *A History of Art in Africa, 2<sup>nd</sup> ed.* (co-authored, 2008); "Beadwork: The Embroidery of Kings," in Cooksey (ed.) *Sense, Style, Presence: African Arts of Personal Adornment* (2003); "The Arts of Personal Devotion in African Religion," in Perkins (ed.) *Intimate Rituals and Personal Devotions: Spiritual Art Through the Ages* (2000); "If the Chiefs are Like This, What Must the King Be Like?" in Engelbrecht & Gardi (eds.) *Man Does Not Go Naked* (1989); "Second Burial Effigies," *African Arts* (1987); "Naturalism and Abstraction in Owo Masks," *African Arts* (1987); "Traditional Textiles in Owo, Nigeria," *African Arts* (1980)

**Honors/Grants:** Co-Chair: 14<sup>th</sup> Triennial Symposium on African Art (2005-07); Board of Directors: Arts Council of the African Studies Association (2002-05; president, 2003); NEH University faculty Fellowship (1994-1995)

## GEOGRAPHY

### MICHAEL BINFORD

**Title/Department:** Professor and Chair, Department of Geography

**Education:** Ph.D. Indiana University (1980); M.S. Louisiana State University (1975); B.S. Kansas State University (1973)

**Teaching/Research specializations:** limnology, geomorphology, hydrology

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Botswana, Tanzania, Uganda

**Select Publications:** "Elephant herbivory in Majete Wildlife Reserve, Malawi." *African Journal of Ecology* (co-author, 2013); "Linking vegetation response to seasonal precipitation in the Okavango–Kwando–Zambezi catchment of southern Africa." *International Journal of Remote Sensing* (co-author, 2012); "A spatio-temporal analysis of fire recurrence and extent for semi-arid savanna ecosystems in Southern Africa using moderate resolution satellite imagery." *Journal of Environmental Management*. (co-author, 2012); "Parks, people and pixels: evaluating landscape effects of an East African national park on its surroundings." *Tropical Conservation Science* (co-author, 2010); "Parks as a Mechanism to Maintain and Facilitate Recovery of Forest Cover: Examining Reforestation, Forest Maintenance and Productivity in Uganda," in Nagrenda & Southworth (eds.) *Reforested Landscapes* (co-author, 2010); "Studying the Human Landscape around Kibale National Park," in Wrangham & Ross (eds.) *Science and Conservation in African Forests: The Benefits of Longterm Research* (co-author, 2008)

**Honors/Grants:** NASA grant: *Understanding and Predicting the Impact of Climate Variability and Climate Change on Land Use and Land Cover Change via Socio-Economic Institutions in southern Africa* (co-PI, 2009-12); NSF grant: *Parks as Agents of Social and Environmental Change in eastern and southern Africa* (co-PI, 2006-13); NSF grant: *Consequences of Parks for Land Use, Livelihood Diversification, and Biodiversity in East Africa* (co-PI, 2004-07); NSF IGERT Grant: *Working Forests of the Tropics* (co-PI, 2002-07)

### BRIAN CHILD

**Title/Department:** Associate Professor, Center for African Studies and Department of Geography

**Education:** D.Phil. University of Oxford (1988); B.Sc. University of Zimbabwe (1983)

**Teaching/Research specializations:** community-based conservation, parks management, environmental/resource economics

**Area Studies courses taught:** Community Conservation & Rural Development in Africa, Management of Protected Areas in Africa & Americas, Political Economy of Conservation in Africa

**Percentage of time devoted to teaching/research on Africa:** 100%

**Field Experience:** Botswana, Kenya, Mozambique, Namibia, South Africa, Zambia, Zimbabwe

**Graduate students supervised since 2009:** 10 PhD, 5 MA

**Select Publications:** "Local Perception of Risk to Livelihoods in the Semi-Arid Landscape of Southern Africa." *Land* (co-author, 2013); "The economics and institutional economics of wildlife on private land in Africa." *Pastoralism Journal* (co-author, 2012); *Evolution and Innovation in Wildlife Conservation* (co-author, 2009); "Community conservation and participatory policy processes in southern Africa," *Participatory Learning and Action* (co-author, 2006); *Natural Resources as Community Assets: Lessons from Two Continents* (co-edited, 2005); "Park Agencies, Performance and Society in Southern Africa," in Child (ed.) *Parks In Transition: Biodiversity, Rural Development and the Bottom Line* (2004); "Origins and Efficacy of Modern CBNRM Practices in the Southern African Region," in Whande et al. (eds) *Local Communities, Equity and Conservation in Southern Africa* (2003);

**Honors/Grants:** MacArthur Foundation grant: *Master's Degree in Sustainable Development Practice* (co-PI, 2009-2013); USAID/HED grant: *Transforming CBNRM Education in Southern Africa* (co-PI, 2009-12); NASA grant: *Understanding and predicting the impact of climate variability and climate change on land use and land cover change via socio-economic institutions in Southern Africa* (co-PI, 2009-12)

**Other African experience:** Chair: IUCN Southern Africa Sustainable Use Group (2002-08); Consultant: Zambia Wildlife Authority (2002-04); Technical Advisor: Luangwa National Park, NORAD/Zambia (1996-2002); Ecologist & CAMPFIRE Coordinator: Zimbabwe Department of National Parks & Wildlife Management (1984-95)

### GREGORY GLASS

**Title/Department:** Professor, Department of Geography

**Education:** Ph.D. University of Kansas (1983), M.A. University of Kansas (1979), B.A. University of Kansas (1974)

**Teaching/Research Specializations:** infectious disease epidemiology; geographic information systems and remote sensing; quantitative methods; host-parasite interactions; behavioral and evolutionary ecology; population biology

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** Egypt, Eritrea, Kenya, Zambia

**Graduate students supervised since 2009:** 6 PhD

**Select Publications:** "The changing burden of malaria and association with vector control interventions in Zambia using district level surveillance data, 2006-2011." *Malaria Journal* (co-author, 2013); "Challenges and prospects for malaria elimination in the Southern Africa Region." *Acta Tropica* (co-author, 2012); "Anticipating the species jump: Surveillance for emerging viral threats." *Zoonoses and Public Health* (co-author, 2012); "Identifying malaria vector breeding habitats with remote sensing data and terrain-based landscape indices in Zambia." *International Journal of Health Geography* (co-author, 2010);

**Honors/Grants:** NIH grant: *Malaria Transmission and the Impact of Control Efforts in Southern Africa* (PI, 2010-16); NIH grant: *Malaria Training and Research Capacity Building in Southern Africa* (Co-PI, 2008-12)

**Other African Experience:** Consultant: Development of GIS for Schistosomiasis Research Program, USAID/Egypt (1993-96); Consultant: Application of GIS to infectious disease epidemiology in Africa, USAID (1992-93); Consultant: Malaria Control Program, WHO/Kenya (1991-93)

### CORENE MATYAS

**Title/Department:** Associate Professor, Department of Geography

**Education:** Ph.D. Pennsylvania State University (2005); M.A. Arizona State University (2001); B.S. Clarion University (1999)

**Teaching/Research Specializations:** climatology, extreme weather, atmospheric data analysis

**Percentage of teaching/research on Africa:** < 25%

**Graduate students supervised since 2009:** 6 PhD, 3MS

**Select Publications:** "Tropical cyclone formation and motion in the Mozambique Channel." *International Journal of Climatology* (2014); "Relating rainfall patterns to agricultural income: Implications for rural development in Mozambique." *Weather, Climate and Society* (co-author, 2014); "Extreme weather and economic well-being in rural Mozambique." *Natural Hazards* (co-author, 2013); "The influences of ENSO and the Subtropical Indian Ocean Dipole on tropical cyclone trajectories in the South Indian Ocean." *International Journal of Climatology* (co-author, 2012)

### BARBARA McDADE-GORDON

**Title/Department:** Associate Professor, Department of Geography

**Education:** Ph.D. University of Texas (1993), M.S. University of Texas (1989), B.A. Texas Southern University (1969)

**Teaching/Research Specializations:** economic development and entrepreneurship in Africa, indigenous technology in Africa, global and regional economies

**Area Studies courses taught:** Geography of Africa, Economic Development in Africa, Global and Regional Economies, Regional Development, World Regional Geographies

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Field Experience:** Botswana, Ghana, Kenya, Senegal, South Africa, Uganda

**Graduate students supervised since 2009:** 1 PhD

**Select Publications:** "Spatial Organization and Distribution of Economic Activity: Industry, Business and Entrepreneurship in Africa," in Aryeetey (ed.) *Geography of Sub-Saharan Africa* (2009); "The New Generation of African Entrepreneurs: Networking to change the climate for business and private sector-led development," *Entrepreneurship & Regional Development* (co-authored, 2005); *African Entrepreneurship: Theory and Reality* (co-edited, 1998); "Technologietransfer und Kleinindustrie in Ghana," *Geographische Rundschau* (1998); "Industry, Business Enterprises, and Entrepreneurship in the Development Process," in Aryeetey-Attoh (ed.) *Geography of Africa* (1997); "Entrepreneurial Networking: Industrial Estates in Ghana," *Tijdschrift voor Economische en Sociale Geografie* (co-authored, 1997)

**Honors/Grants:** Chair: Advisory Board, Florida-West Africa Linkage Institute (FLAWI); Chair: Africa Specialty Group, Association of American Geographers (1993-1999)

**Other African experience:** Visiting professor: University of Ghana (2013-14); Member: Enterprise Florida Trade Mission to South Africa (2001); Program Training Consultant: AFRICARE (2000-02); Delegate: National Summit on Africa (2000); Consultant: Ghana National Trading Corporation (1988)

### SADIE J. RYAN

**Title/Department:** Assistant Professor, Department of Geography

**Education:** Ph.D. University of California – Berkeley (2006); B.A. Princeton University (1998)

**Teaching/Research Specializations:** emerging infectious diseases of humans and wildlife; epidemiology; population biology; vertebrate conservation

**Percentage of teaching/research on Africa:** 50-75%

**Foreign Languages:** French (2), Afrikaans (2)

**Field Experience:** Ghana, Kenya, South Africa, Uganda

**Graduate students supervised since 2009:** 6 MA, 3 PhD

**Select Publications:** "A survey of gastrointestinal parasites of olive baboons (*Papio anubis*) in human settlement areas of Mole National Park, Ghana." *J. Parasitology* (co-author, 2012); "Consequences of non-intervention for infectious disease in African great apes." *PLoS ONE* (co-author, 2011); Top-down or bottom-up? Decentralization, natural resource management and usufruct rights in the forests and wetlands of Western Uganda." *Land Use Policy* (co-author, 2010); "Methods for assessing movement path recursion with application to African buffalo in South Africa." *Ecology* (co-author, 2009); "Incongruent HIV and tuberculosis co-dynamics in Kenya: Interacting epidemics monitor each other." *Epidemics* (co-author, 2009)

**Honors/Grants:** NSF grant: *Hotter Hotspots: Land-Use Intensification and Protected-Area Vulnerability in Africa's Albertine Rift* (Co-PI, 2011-14); National Geographic grant: *Parks, People, and Climate Change: Assessing Household Vulnerability in Equatorial Africa* (Co-PI, 2012)

**Other African Experience:** Honorary Senior Lecturer, University of KwaZulu-Natal (2013-present)

### JANE SOUTHWORTH

**Title/Department:** Professor, Department of Geography

**Education:** Ph.D. Indiana University (2000); M.A. Indiana University (1996); B.Sc. Leicester University (1992)

**Teaching/Research specializations:** remote sensing of land use, land cover change and land change modeling, impacts of climate change on agricultural and forest ecosystems

**Area Studies courses taught:** Seminar in Current Climatic Change, Environmental Remote Sensing, Geographic Information Systems (GIS) in Research

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** Botswana, Namibia, Tanzania, Uganda, Zambia

**Graduate students supervised since 2009:** 16 PhD, 2 MA

**Select Publications:** "Local Perception of Risk to Livelihoods in the Semi-Arid Landscape of Southern Africa." *LAND* (co-author, 2013); "Combined spatial and temporal effects of environmental controls on monthly NDVI in southern Africa savannas." *Remote Sensing* (co-author, 2013); "Landscapes as continuous entities: forest disturbance and recovery in the Albertine Rift landscape." *Landscape Ecology* (co-author, 2012); "Landscape effects of an East African national park on the protected tropical forest and its surrounding area." *Tropical Conservation Science* (co-author, 2010); "Dwindling resources and fragmentation of landscapes around parks: wetlands and forest fragments around Kibale National Park, Uganda," *Landscape Ecology* (co-author, 2009); "Application of a multi-scale spatial and spectral analysis to predict primate occurrence and habitat associations in Kibale National Park, Uganda," *Remote Sensing of Environment* (co-author, 2008)

**Honors/Grants:** NASA grant: *Understanding and predicting the impact of climate variability and climate change on land use and land cover change via socio-economic institutions in Southern Africa* (PI, 2009-12); NSF grant: *Consequences of Parks for Land Use, Livelihood Diversification, and Biodiversity in East Africa* (co-PI, 2004-06)

## PETER R. WAYLEN

**Title/Department:** Professor, Department of Geography

**Education:** Ph.D. McMaster University (1982); M.A. McMaster University (1976); B.Sc. London School of Economics (1975)

**Teaching/Research Specializations:** hydrology

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Ghana

**Graduate students supervised since 2009:** 4 PhD, 3 MS

**Select Publications:** "Climate variability as a dominant driver of post-disturbance savanna degradation or recovery." *Applied Geography* (co-author, 2014); "Changes in expectations and extremes in the rainfall climatology of Accra, Ghana, 1895-2005." *Applied Geography* (co-author, 2014); "Combined spatial and temporal effects of environmental controls on long-term monthly NDVI in the southern Africa savanna." *Remote Sensing* (co-author, 2013); "Integrating dendrochronology, climate and satellite remote sensing to better understand savanna landscape dynamics in the Okavango Delta, Botswana." *Land* (co-author, 2013); "The Changing Rainy Season Climatology of Mid-Ghana." *Theoretical and Applied Climatology* (co-author, 2013); "Spatial and temporal precipitation variability in the Okavango-Kwando-Zambezi catchment, southern Africa." *Journal of Arid Environments* (co-author, 2012); "Changing Rainfall Inputs in the Volta Basin: Implications for Water Sharing in Ghana." *GeoJournal* (co-author, 2008)

**Other Africa experience:** Contract researcher: USAID South African Regional Environmental Program (2011)

## GEOLOGICAL SCIENCES

### DAVID A. FOSTER

**Title/Department:** Professor and Chair, Department of Geological Sciences

**Education:** Ph.D. State University of New York – Albany (1989); M.S. University of Montana (1986); B.A. State University of New York – Potsdam (1984)

**Teaching/Research Specializations:** tectonic evolution of East Africa, geotectonics, geochronology, geothermochronology, landscape evolution, physical geology, tectonic geomorphology, isotope geochronology

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** Kenya, Namibia, Tanzania

**Graduate students supervised since 2009:** 6 PhD, 5 MS

**Select Publications:** "Equatorial paleomagnetic time-averaged field results from 0-5 Ma lavas from Kenya and the latitudinal variation of angular dispersion: *Geochemistry, Geophysics and Geosystems* (co-author, 2010); "Rapid Exhumation of Deep Crust in an Obliquely Convergent Orogen: the Kaoko Belt of the Damara Orogen," *Tectonics* (co-author, 2009); "A Damara Orogen Perspective on the Assembly of southwestern Gondwana," in Pankhurst et al. (eds.) *West Gondwana: Pre-Cenozoic Correlations across south Atlantic Region* (co-author, 2008); "Event geochronology of the Pan-African Kaoko Belt, Namibia," *Precambrian Research* (co-authored, 2005); "The Post Pan African Thermal and Extensional History of Crystalline Basement Rocks in Eastern Tanzania," *Tectonophysics* (co-authored, 1997); "Structural Framework and Denudation History of the Flanks of the Kenya and Anza Rifts, East Africa," *Tectonics* (co-authored, 1996)

**Honors/Grants:** Australian Research Council grant: *Geodynamics and continental extension in the East African Rift System: origin and evolution of the Turkana Depression in northern Kenya* (co-PI, 2013-15); NSF grant: *Significance of the Damara Orogen in Gondwana Assembly: an Evaluation of Detrital Zircon Ages and Isotopic Compositions of Neoproterozoic Metasedimentary Rocks* (PI, 2008-10); NSF grant: *Tectono-thermal evolution and exhumation in transpressional orogens: the deep crust of the Damara Orogen, Namibia* (PI, 2005-07); Australian Research Council grant: *Turbidite-dominated orogens: Geometrical constraints, geochronology and metamorphism of the coastal branch of the Damara Orogen, Namibia and implications for the Tasman Orogen, eastern Australia* (PI, 2001-03)

## JOSEPH G. MEERT

**Title/Department:** Professor, Department of Geological Sciences

**Education:** Ph.D. University of Michigan (1993); M.S. University of Florida (1988); B.S. University of Florida (1986)

**Teaching/Research Specializations:** paleogeography, tectonic evolution of Africa

**Percentage of teaching/research on Africa:** 25-50%

**Foreign Languages:** French (1)

**Field Experience:** Burundi, Kenya, Madagascar, Namibia, Tanzania

**Graduate students supervised since 2009:** 4 PhD, 6 MS

**Select Publications:** "The Mesoproterozoic 'Kibaran Event' in Central Africa: A 1375 intracratonic emplacement of a Large Igneous Province (LIP)," *Precambrian Research* (co-author, 2010); "The stratoid granites of central Madagascar: Paleomagnetism and further age constraints on Neoproterozoic deformation," *Precambrian Research* (co-authored, 2003); "Paleomagnetism, Geochronology, and Tectonic Implications of the Carion Granite, Central Madagascar," *Tectonophysics* (co-authored, 2001); "Paleomagnetic and  $^{40}\text{Ar}/^{39}\text{Ar}$  Investigation of the Sinyai Metadolerite, Kenya: Implications for Gondwana Assembly," *Journal of Geology* (co-authored, 1996); "Paleomagnetism of the late Archean-age Nyanzian System, western Kenya," *Precambrian Research* (co-authored, 1994); "Paleomagnetic and  $^{40}\text{Ar}/^{39}\text{Ar}$  Studies of Late Kibaran Intrusives in Burundi, East Africa: Implications for late Proterozoic Supercontinents," *Journal of Geology* (1994)

**Honors/Grants:** National Science Foundation grant: *Proterozoic paleomagnetism, geochronology and tectonic assembly of Madagascar* (PI, 1998-2000); Norges Geologiske Undersokelse grant: *The Proterozoic Sequences in Namibia: A Paleomagnetic and Geochronologic study* (co-PI, 1995); National Science Foundation grant: *Paleomagnetic Studies in East Africa* (co-PI, 1992-94)

## HEALTH & MEDICINE

### ELIZABETH DeVOS

**Title/Department:** Assistant Professor, Department of Emergency Medicine; Director, International Emergency Medicine Education

**Education:** M.P.H. George Washington University (2008); M.D. Northeastern Ohio Universities College of Medicine (2003); B.A. University of Akron (1999)

**Teaching/Research Specializations:** emergency medicine policy and practice

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Field Experience:** Ethiopia, Ghana, Rwanda

**Select Publications:** "Risk Assessment in Suicidal, Homicidal and Violent Patients." In Wallis and Reynolds (eds), *African Federation of Emergency Medicine Handbook of Acute and Emergency Care* (co-author, 2013); "The Curriculum Development Process for an International Emergency Medicine Rotation." *Teaching and Learning in Medicine* (co-author, 2013); "Global Health and Emergency Care: An Undergraduate Medical Education Consensus-based Research Agenda." *Academic Emergency Medicine* (co-author, 2013); *International Emergency Medicine: A Guide for Clinicians in Resource Limited Settings* (section editor, 2012); "Introduction to International Emergency Medicine," *EM Pulse* (2010); "Efficacy of a Didactic First Aid Course for Orphanage Teachers in Addis Ababa, Ethiopia," *Annals of Emergency Medicine* (co-author, 2008)

**Honors/Grants:** AIHA grant: *Developing an Emergency Medicine Program at Tikkur Anbessa Specialty Hospital, Addis Ababa* (contractee, 2009); UF Emergency Medicine Outstanding Resident Award (2005-06); NEOUCOM/SAEM Excellence in Emergency Medicine Award (2003)

**Other African experience:** Associate Research Officer/Clinical Director: sidHARTe Rwanda (2014-present); International Emergency Medicine Fellow, George Washington University: Coordinator of Emergency Medicine Policy and Practice International Forum for Africa and Internet Network for Emergency Medicine in Africa (2008)

### KEVIN FENNELLY

**Title/Department:** Associate Professor, Department of Medicine

**Education:** M.P.H. University of California – Berkeley (1992), M.D. University of Vermont (1987), A.B. University of California – Berkeley (1975)

**Teaching/Research Specializations:** infectiousness and transmission of tuberculosis

**Percentage of teaching/research on Africa:** <25%

**Field Experience:** South Africa, Uganda

**Graduate students supervised since 2009:** 1 MPH, 1 MD

**Select Publications:** “Cough aerosols of Mycobacterium tuberculosis predict new infection: a household contact study.” *Am J Respir Crit Care Med.* (co-author, 2013); “Variability of infectious aerosols produced during coughing by patients with pulmonary tuberculosis.” *Am J Respir Crit Care Med.* (co-author, 2012); “Effectiveness of the Standard WHO Recommended Retreatment Regimen (Category II) for Tuberculosis in Kampala, Uganda: A Prospective Cohort Study.” *Plos Med* (co-author, 2011)

**Honors/Grants:** Wellcome Trust grant: *Strategies for the Management of Multidrug-Resistant Tuberculosis in Kampala, Uganda* (Co-PI, 2000-07)

### GREGORY GRAY

**Title/Department:** Professor and Chair, Department of Global and Environmental Health

**Education:** M.P.H. Johns Hopkins (1987); M.D. University of Alabama-Birmingham (1983); B.S. United States Naval Academy (1977)

**Teaching/Research Specializations:** epidemiology of acute respiratory infections, emerging infectious diseases, adenovirus, influenza

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Field Experience:** Djibouti, Egypt, Kenya, Nigeria

**Graduate students supervised since 2009:** 4 PhD, 18 MPH, 2 MS

**Select Publications:** “Serologic Evidence for Avian Influenza Virus Infections among Nigerian Agricultural Workers.” *J Med Virol* (co-author, 2013); “PCR analysis of Egyptian respiratory adenovirus isolates: Species, serotypes, and coinfections,” *Journal of Clinical Microbiology* (co-author, 2005); “Serologic evidence of respiratory and rickettsial infections among Somali refugees,” *American Journal of Tropical Medicine & Hygiene* (co-author, 1995); “Serologic evidence of respiratory infections among Egyptian military recruits,” *Journal of Tropical Medicine* (co-author, 1994); “Trends of human immunodeficiency virus type-1 infection in female prostitutes and males diagnosed with a sexually transmitted disease in Djibouti, East Africa,” *American Journal of Tropical Medicine & Hygiene* (co-author, 1993); “Endemic infectious diseases of Somalia,” *Clinical Infectious Diseases* (co-author, 1993); “The epidemiology of hepatitis in Eastern Kenya,” *Journal of Medical Virology* (co-author, 1989)

**Honors/Grants:** Dept. of Homeland Security grant: *Epidemiological Study of Persons with Intense Exposure to Ruminants for Rift Valley Fever Virus Infection* (PI, 2010-13); US DoD GEIS grant: *Identifying Risk Factors for Zoonotic Influenza Transmission to Man - Nigeria, Mongolia, Romania* (PI, 2007-11); Naval Medical Research & Development Command grant: *Epidemiology and Threat Assessment of Infectious Disease of Military Importance in Western Asia and Eastern Africa* (PI, 1991-92)

### SONG LIANG

**Title/Department:** Associate Professor, Department of Environmental and Global Health

**Education:** Ph.D. University of California – Berkeley (2003); M.S. University of California – Berkeley (1999); B.S. Southwest China Normal University (1989)

**Teaching/Research Specializations:** environmental epidemiology, risk assessment, and dynamic modeling water- and vector-borne infectious diseases; environmental determinants and control of neglected parasitic diseases; health impact of water quality, sanitation, and food safety

**Area Studies courses taught:** Current Topics Global Environmental Health; Public Health in Developing Countries

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Chad, Mozambique

**Select Publications:** “Toxin-producing cyanobacteria in freshwater: a review of the problems, impact on drinking water safety, and efforts for protecting public health,” *Journal of Microbiology* (co-author, 2013); “Global distribution of outbreaks of water-associated infectious diseases,” *PLoS NTDs* (co-author, 2012); “Cautioning the use of degree-day models for climate change projections: predicting the future distribution of parasite hosts in the presence of parametric uncertainty,” *Ecological Applications* (co-author, 2012)

**Honors/Grants:** NSF grant: *Livestock movements and disease epidemiology in the Chad Basin: modeling risks for animals and humans* (subaward PI, 2010-15); USAID grant: *Population density, neighborhood-level sanitation access, and health in urban Maputo* (co-PI, 2014)

### CHRISTOPHER MCCARTY

**Title/Department:** Associate Professor, Department of Health Services Research, Management and Policy; Director, UF Survey Research Center

**Education:** Ph.D. University of Florida (1992); M.A. University of Florida (1985); B.A. University of West Virginia (1980)

**Teaching/Research Specializations:** survey/sampling design, data collection systems, data base management and statistical analysis, social networks

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (1)

**Field Experience:** Cameroon, Ghana, Mali

**Select Publications:** “Non-experts' Recognition of Structure in Personal Network Data.” *Field Methods* (co-author, 2011); “Counting hard-to-count populations: the network scale-up method for public health.” *Sexually Transmitted Infections* (co-author, 2010); “A comparison of social network mapping and personal network visualization.” *Field Methods* (co-author, 2007); “Are Survey-based Economic Indicators for Africa Valid? The Case of Consumer Confidence in Ghana.” *Social Indicators Research* (co-authored, 2004); “Measuring Structure in Personal Networks,” *Journal of Social Structure* (2002); “Who Knows Your HIV Status? What HIV+ Patients and Their Network Members Know About Each Other.” *Social Networks* (1995)

**Other African experience:** Project Evaluator: Africare/Mali (2001); Consultant: USAID/Ghana (1997); Consultant: USAID/Cameroon (1991)

### SARAH MCKUNE

**Title/Department:** Assistant Professor, Department of Epidemiology

**Education:** Ph.D. University of Florida (2012); M.P.H. Emory University (2002); B.A. Wofford College (1999)

**Teaching/Research Specializations:** global public health; public health concepts; infectious disease epidemiology

**Percentage of teaching/research on Africa:** 25-50%

**Foreign Languages:** French (3); Arabic (2); Hausa (1)

**Field Experience:** Cote d'Ivoire, Guinea-Bissau, Niger, Senegal, Sudan, Tanzania

**Graduate students supervised since 2009:** 3 MA

**Select Publications:** "Pastoralists under pressure: Double exposure to economic and environmental change in Niger." *Journal of Development Studies* (2013)

**Honors/Grants:** USAID grant: *Adapting Livestock Systems to Climate Change: Climate Change, Pastoral Resources and Livestock in the Sahel: Developing a Community-Relevant Pastoral Prediction System* (sub-award, 2012-15); USAID grant: *Risk, perception, resilience and adaptation to climate change in Niger and Tanzania* (co-PI, 2010-12)

**Other African Experience:** Health Evaluation Consultant: CAFOD/Sudan (2007); Nutrition Evaluation Consultant: CAFOD, Niger (2007); M & E Project Manager: British Red Cross/Niger (2005-06); HIV/AIDS Research Coordinator: PSI/Guinea-Bissau (2002-03)

### GLENN MORRIS

**Title/Department:** Professor, Department of Medicine; Director, Emerging Pathogens Institute

**Education:** M.D. & M.P.H. Tulane University (1977), B.A. Rice University (1973)

**Teaching/Research Specializations:** Molecular epidemiology; pathogenesis of emerging pathogens

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Cameroon, Morocco, Zimbabwe

**Graduate students supervised since 2009:** 3 PhD, 6 MPH

**Select Publications:** "Estimating the reproductive numbers for the 2008-2009 cholera outbreaks in Zimbabwe." *Proc. Natl. Acad. Sci.* (co-author, 2011); "Cholera: A modern pandemic disease of ancient lineage." *Emerg. Infect. Dis.* (2011); "Non-cholera Vibrios." In: Guerrant, R.L. (ed.). *Tropical Infectious Diseases: Principles, Pathogens, and Practice, 2nd edition* (co-author, 2006)

**Honors/Grants:** Gates Foundation grant: *Metagenomic based discovery of new viral and eukaryotic pathogens causing diarrheal disease* (PI, 2012-13); NIH grant: *Multidisciplinary approaches to emerging global health issues* (PI, 2005-08); NIH grant: *International Training and Research in emerging Infectious Diseases* (co-PI, 1997-2002)

### FOLAKEMI ODEDINA

**Title/Department:** Professor, Department of Pharmaceutical Outcomes and Policy  
**Education:** Ph.D. University of Florida (1994); B.S. Obafemi Awolowo University (1986)  
**Teaching/Research Specializations:** pharmaceutical economics, cancer prevention and childhood immunization, respiratory care. pharmaceutical care in community settings  
**Percentage of teaching/research on Africa:** < 25%  
**Foreign Languages:** Yoruba (4)  
**Field Experience:** Nigeria  
**Graduate Students supervised since 2009:** 3 MS  
**Select Publications:** “Does the prostate cancer disparities seen in US Black men follow the path of the Transatlantic Slave Trade?” *Infectious Agents and Cancer* (co-author, 2009); “Comparing Dietary and other Lifestyle Factors among immigrant Nigerian Men living in the US and Indigenous Men from Nigeria: Potential Implications for Prostate Cancer Risk Reduction,” *Journal of Immigrant and Minority Health* (co-author, 2009); “Prostate Cancer Cognitive-Behavioral Factors in a West African Population,” *Journal of Immigrant and Minority Health* (co-author, 2008); “Comparability of the Prostate Cancer Burden in Nigeria to other Countries: An Investigation of the Cancer Registration System Used For Assessment,” *European Journal of Cancer Prevention* (co-author, 2008)  
**Honors/Grants:** National Cancer Institute grant: *The Science of Global Prostate Cancer Disparities in Black Men* (PI, 2010); Fulbright African Regional Research grant: Nigeria (2006)  
**Other Africa experience:** Chair, Board of Directors: Nigerian Royal Cancer Foundation (2006-08); Pharmacist: Ikeja General Hospital, Lagos (1987-88)

### BERNARD OKECH

**Title/Department:** Research Assistant Professor, Department of Environmental & Global Health  
**Education:** Ph.D. Kenyatta University (2004); M.A. University of Nairobi (1998); B.A. Kenyatta University (1995)  
**Teaching/Research Specializations:** physiology of disease vector mosquitoes, malaria transmission dynamics  
**Percentage of Teaching/Research devoted to Africa:** 50-75%  
**Foreign Languages:** Luo (4), Swahili (4)  
**Field Experience:** Burkina Faso, Kenya  
**Graduate students supervised since 2009:** 4 PhD, 4 MS  
**Select Publications:** “Environmental Determinants of Malaria, Bilharzia, and Geo-helminth Transmission in Kenya,” *Encyclopedia of Environmental Health* (co-author, 2009); “Use of integrated malaria management reduces malaria in Kenya,” *PLoS ONE* (co-author, 2008); “Catatonic Pathway of pH Regulation in *Anopheles gambiae* Larva,” *Journal of Experimental Biology* (co-author, 2008); “Helminthiasis of Free-ranging Indigenous Domestic Poultry (*Gallus domesticus*) in Kenya,” *Bulletin of Animal Health Production in Africa* (co-author, 2006); “The Development of *Plasmodium falciparum* Malaria in Experimentally Infected *Anopheles gambiae* under Ambient Microhabitat temperature in western Kenya,” *Acta Tropica* (co-author, 2004); “*Plasmodium falciparum* gametocyte carriage in asymptomatic children in western Kenya.” *Malaria J.* (co-author, 2004)  
**Honors/Grants:** WHO/TDR grant: *Role of salivary gland excretions in Anopheles midgut on Plasmodium development* (PI, 2005-09)  
**Other African Experience:** Research Officer: Centre for Biotechnology Research and Development – Kenya Medical Research Institute (1999-2005)

### PAUL PSYCHAS

**Title/Department:** Assistant Professor, Department of Community Health & Family Medicine

**Education:** M.D. University of Florida (1996); B.A. Harvard University (1986)

**Teaching/Research Specializations:**

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (2)

**Field Experience:** Benin, Cameroon, Chad, Cote d'Ivoire, Gabon, Ghana, Niger, Nigeria, Togo

**Graduate students supervised since 2009:** 1 PhD, 1 MPH

**Other African Experience:** Resident Advisor: President's Malaria Initiative, USAID/CDC Ghana (2008-13); Infectious Disease Advisor: USAID Ghana (2007-08); Area Medical Officer: Peace Corps West Africa (2001-04)

### RICHARD RHEINGANS

**Title/Department:** Associate Professor, Center for African Studies and Department of Global and Environmental Health

**Education:** Ph.D. Yale University (1996); M.A. Yale University (1992); B.A. Yale University (1987)

**Teaching/Research Specializations:** economics of infectious diseases and environmental health hazards in developing countries, diarrheal disease prevention, water and sanitation

**Area Studies courses taught:** Health and Development Seminar, Public Health Issues in Africa & Latin America, Health and Society in Africa, Seminar in Environmental and Global Health

**Percentage of Teaching/Research devoted to Africa:** 50-75%

**Foreign Languages:** Portuguese (2)

**Field Experience:** Ethiopia, Kenya, Madagascar, Mozambique, Tanzania

**Graduate students supervised since 2009:** 3 PhD, 11 MA

**Select Publications:** "The impact of a school-based hygiene, water treatment, and sanitation intervention on reinfection with soil transmitted helminths in western Kenya: a cluster-randomized trial." *American Journal of Tropical Medicine and Hygiene* (co-author, 2013); "Public finance of rotavirus vaccination in India and Ethiopia: an extended cost-effectiveness analysis." *Vaccine* (co-author, 2013); "Exploring household economic impacts of childhood diarrheal illnesses in three African settings." *Clinical Infectious Diseases* (co-author, 2012); "Water insecurity in 3 dimensions: An anthropological perspective on water and women's psychosocial distress in Ethiopia." *Social Science & Medicine* (co-author, 2012); "Increasing equity of access to point-of-use water treatment products through social marketing and entrepreneurship: A case study in Western Kenya," *Journal of Water and Health* (co-author, 2010); "Rotavirus Disease Burden and Impact and Cost-Effectiveness of a Rotavirus Vaccination Program in Kenya," *Journal of Infectious Diseases* (co-author, 2009); "Global challenges in water, sanitation and health," *Journal of Water and Health* (co-author, 2006)

**Honors/Grants:** UK DfID grant: *Sanitation and Hygiene Applied Research for Equity* (2010-15); Gates Foundation grant: *Disparities in Water, Sanitation and Hygiene in Peri-Urban Areas of Madagascar and Mozambique* (PI, 2009-11); Global Water Challenge grant: *Monitoring and Evaluating School Water, Sanitation and Hygiene Interventions* (PI, 2008-10); USAID grant: *Disparities in Access to Household Water Treatment in Madagascar* (PI, 2007)

**Other Africa experience:** Consultant: CARE Mozambique (2006)

### MARCO SALEMI

**Title/Department:** Associate Professor, Department of Pathology, Immunology and Laboratory Medicine

**Education:** Ph.D. Katholieke Universiteit Leuven (1999); B.Sc. University of Pavia (1991)

**Teaching/Research Specializations:** molecular evolution of pathogenic viruses, phylogenetic and population genetic methods

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** Portuguese (2), French (1)

**Field Experience:** Morocco, South Africa

**Select Publications:** "HIV-1 subtype distribution in Morocco based on national sentinel surveillance data 2004-2005." *AIDS Research and Therapy* (co-author, 2012); "Integrative molecular phylogeography in the context of infectious diseases on the human-animal interface." *Parasitology* (co-author, 2012); "Molecular Epidemiology of HIV-1 CRF02\_AG in Cameroon and African Patients Living in Italy," *AIDS Res Hum Retroviruses* (co-author, 2011); "Spatial phylodynamics of HIV-1 epidemic emergence in east Africa," *AIDS* (co-author, 2009); "Tracing the origin and history of HIV-2 epidemics," *Proceedings of the National Academy of Science* (co-author, 2003); "Dating the origin of the African Human T-cell lymphotropic virus type I (HTLV-I) subtypes," *Molecular Biology and Evolution* (co-author, 2001); "Two new Human T-lymphotropic virus type I subtypes in sero-indeterminates, a Mbuti pygmy and a Gabonese, have closest relatives among African STLV-I strains," *Virology* (co-author, 1998)

**Honors/Grants:** NIH research grant: *Viral evolution in peripheral macrophages and brain during progression to AIDS* (PI, 2009-14); Florida CFAR grant: *Molecular epidemiology and anthropological determinants of HIV-1 emerging epidemic in Southern Morocco* (PI, 2008-09)

**Other Africa experience:** Instructor: Nelson Mandela School of Medicine (2003)

### JILL SONKE

**Title/Department:** Director, Center for the Arts in Medicine

**Education:** M.A. University of Illinois (2009), B.A. Union Institute (2005)

**Teaching/Research Specializations:** visual and performing arts therapy

**Area Studies courses taught:** Culture, Health and the Arts in Sub-Saharan Africa;  
The Arts and Health in Europe and North Africa

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Field Experience:** Gambia, Kenya, Morocco, Rwanda, Uganda

**Select Publications:** "Arts in Healthcare in Uganda: An Historical, Political and Practical Case Study. *Oxford Textbook of Creative Arts, Health and Wellbeing: International Perspectives on Practice, Policy and Research* (co-author, 2014); "State of the Arts in Healthcare in the United States," *The Arts and Health* (co-author, 2009)

**Honors/Grants:** Johnson & Johnson Foundation grant: *East-Central Africa Arts & Health Forum* (PI, 2010-11); Arizona Foundation grant: *AIM for Africa* (PI, 2009-10); U.S. Department of Defense grant: *Design of effective therapeutic interventions for mild TBI/PTSD using interactive virtual world environments* (co-PI, 2008-09); UF Outstanding Service Learning Faculty Award (2008); Florida Division of Cultural Affairs International Cultural Exchange grant: *AIM for Africa* (PI, 2006-08); US Department of Commerce Technology Opportunity Program grant (PI, 2003-04)

## HISTORY

### SUSAN M. O'BRIEN

**Title/Department:** Assistant Professor, Center for African Studies and Department of History

**Education:** Ph.D. University of Wisconsin (2000); M.A. University of Wisconsin (1993); B.A. Williams College (1986)

**Teaching/Research specializations:** West Africa, Islam in Africa, spirit possession, religion and gender

**Area Studies courses taught:** Islam in African History, History of West Africa, Religion & Gender in Africa, African to 1800, 20<sup>th</sup> Century African Women, History of Islam in Africa

**Percentage of time devoted to teaching/research on Africa:** 100%

**Foreign Languages:** French (3), Hausa (3)

**Field Experience:** Benin, Egypt, Nigeria, Niger

**Graduate students supervised since 2009:** 1 PhD, 1 MA

**Select Publications:** "Schoolgirl Possession, Islamic Exorcism, and Hausa Constructions of Islam and Gender in Contemporary Kano," in Hanson & van Dijk (eds.) *Religious Modernities in West Africa* (2010); "La Charia Contestée: Démocratie, Débat, et Diversité Musulmane Dans Les 'États Charia' du Nigeria," *Politique Africaine* (2007); "Spirit Discipline: Gender, Islam, and Hierarchies of Treatment in Post-Colonial Northern Nigeria," in Pierce & Rao (eds.) *Discipline and the Other Body: Correction, Corporeality, Colonialism* (2006); "Pilgrimage, Power, and Identity: the Role of the Hajj in the Lives of Nigerian Hausa Bori Adepts," *Africa Today* (1999)

**Honors/Grants:** SSRC grant: *Bringing Africa In: Enhancing Outreach on Islam in sub-Saharan Africa* (co-PI, 2009-10); Fulbright-Hays Faculty Research Abroad Fellowship: *Mujahidah: the Making of the Modern Muslim Woman in Nigerian Islam* (PI, 2007); Fulbright-Hays DDRA, Nigeria (1995-96)

**Other African experience:** U.S. Peace Corps/Benin (1987-89)

### LUISE WHITE

**Title/Department:** Professor, Department of History

**Education:** Ph.D. Cambridge University (1986)

**Teaching/Research Specializations:** history of warfare and violence, Zimbabwe liberation war, decolonization, historical methods

**Area Studies courses taught:** Politics and Violence in Africa, Africa in World History, Africa since 1800, History of East Africa, Modern Africa, Decolonization and the Cold War in Africa

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** French (2), Swahili (2), Shona (1)

**Field Experience:** DRC, Kenya, South Africa, Tanzania, Uganda, Zambia, Zimbabwe

**Graduate students supervised since 2009:** 4 PhD, 4 MA

**Select Publications:** "Normal Political Activities: Rhodesia, the Pearce Commission, and the African National Council." *Journal of African History* (2011); *The State of Sovereignty: Territories, Laws, Populations* (co-edited, 2009); "Heading for the Gun: Guns and Shooting in Zimbabwe's Liberation War," *Comparative Studies in Society & History* (2009); "Whoever Saw a Country with Four Armies? The Battle of Bulawayo Revisited," *Journal of Southern African Studies* (2007); "Civic Virtue, National Service, and the Family: The State and Conscription in Rhodesia," *International Journal of African Historical Studies* (2004); "Precarious Conditions: A Note on Counter-Insurgency in Africa after 1945," *Gender and History* (2004); *The Assassination of Herbert Chitepo: Texts and Politics in Zimbabwe* (2003); *African Words, African Voices: Critical Practices in the Oral History of Africa* (co-edited, 2001); *Speaking With Vampires* (2000); *The Comforts of Home: Prostitution in Colonial Nairobi* (1990)

**Honors/Grants:** NEH Fellowship (2000); Rockefeller Foundation grant (1996); Wenner-Gren Foundation grant (1996); SSRC Postdoctoral Fellow (1995); Zora Hurston Neale Fellow: Northwestern University (1992); African Studies Association Herskovits Award (1991)

## INTERNATIONAL CENTER

### SANDRA RUSSO

**Title/Department:** Director, Program Development and Federal Relations

**Education:** Ph.D. University of Florida (1981); M.S. Pennsylvania State University (1976); B.S. Purdue University (1971)

**Teaching/Research Specializations:** animal science, agronomy, development, gender, environment, tropical research, small ruminants, women's studies, ecofeminism, agroforestry

**Area Studies courses taught:** Food and Agriculture in Africa; Gender and Development

**Percentage of teaching/research on Africa:** 50-75%

**Foreign Languages:** French (1), Swahili (1)

**Field Experience:** Botswana, Egypt, Ethiopia, Gambia, Ghana, Kenya, Madagascar, Malawi, Mozambique, Namibia, Senegal, South Africa, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe

**Graduate students supervised since 2009:** 2 PhD, 1 MS

**Honors/Grants:** USAID/HED grant: *Transforming Community-Based Natural Resources Management in Southern Africa* (co-PI, 2009-12); USAID/HED grant: *Partnership to Strengthen Teaching, Research, Service and Faculty Development in Tourism Management with Tshwane University of Technology* (co-PI, 2009-11); NSF grant: *Adaptive Management: Water, Wetlands, and Watersheds* (co-PI, 2005-10)

**Other African Experience:** Consultant: International Livestock Research Institute, Kenya (2009); Project evaluation: USAID/South Africa Tertiary Education Linkages Program (2004); Scientific Liaison Officer: ICRAF, USAID & USDA Kenya (1998-2001); Trainer: ODA/Makerere University (1996); Gender Analyst and Trainer: USAID/Uganda (1993-1995); Policy Analyst: USAID (1994); Forage Agronomist: USAID/Gambia (1983-1986); Agronomist: USAID/Kenya Small Ruminant Collaborative Research Support Program (1981-83)

## LANGUAGES, LINGUISTICS, LITERATURES

### AKINTUNDE AKINYEMI

**Title/Department:** Associate Professor, Department of Languages, Literatures and Cultures

**Education:** Ph.D. Obafemi Awolowo University (1991); M.A. University of Ife (1987); B.A. University of Ife (1983)

**Teaching/Research Specializations:** Yoruba language, African literature, African pop culture

**Area Studies courses taught:** African Oral Literature, Yoruba Oral Literature, Yoruba Diaspora in the New World, African Cultures and Literatures, Yoruba language

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Yoruba (4), Igbo (2), French (2), German (2)

**Field Experience:** Benin, Cote d'Ivoire, Nigeria

**Graduate students supervised since 2009:** 3 PhD

**Select Publications:** *African Creative Expressions: Mother Tongue and Other Tongues* (editor, 2011); "African Oral Tradition Then and Now: A Culture in Transition." *Centre-point* (2011); *Sango in Africa and the African Diaspora* (co-edited, 2009); "Oral Literature, Aesthetic Transfer and Social Vision in two Yoruba Video Films," *Research in African Literatures* (2007); "African Health on Sale: Marketing Strategies in the Practice of Traditional Medicine in southwestern Nigeria," in Falola & Heaton (eds.) *Traditional and Modern Health Systems in Nigeria* (2006); "Integrating Culture and Second Language Teaching Through Yoruba Personal Names," *The Modern Language Journal* (2005); *Yoruba Royal Poetry: A Socio-historical Exposition and Annotated Translation* (2004); "Olu Owólabí's *Òtè Nibò*: A Documentary on Nigeria's Political Instability," in Bodunde (ed.) *African Languages Literature in Political Context of the 1990s* (2001);

**Honors/Grants:** IIE grant: *African Languages Initiative Domestic Summer Intensive Program* (PI, 2011-14); Fulbright-Hays Group Projects Abroad Grant: Yoruba Language Training (PI, 2005-07, 2008-10, 2012-15); Research Fellowship: Alexander von Humboldt Foundation (2009 and 1999-2001); French Government Fellowship: Institut National des Langues et Civilisations Orientales (1994-1995)

**Other experience:** Participant: NALRC Standard-Based Measurement of Proficiency (STAMP) Workshop (2005); Participant: American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) Workshop (2005); Member: Scientific Advisory Board, *Journal of Nigerian Languages and Literatures* (1992-present)

### ESAMEDDIN ALHADI

**Title/Department:** Lecturer, Department of Languages, Literatures and Cultures  
**Education:** Ph.D. Ohio University (2008); M.A. Yarmouk University (1989); B.A. Cairo University (1982)  
**Teaching/Research specializations:** Arabic language instruction, cultural studies  
**Area Studies courses taught:** Arabic language  
**Percentage of time devoted to teaching/research on Africa:** 100%  
**Foreign Languages:** Arabic (4), Swahili (1), French (1)  
**Field Experience:** Sudan, Egypt  
**Select Publications:** "Development of Traditional Architecture in the Kerma Region (North Sudan)," in C. Bonnet (ed.) *Kerma* (1994)  
**Honors/Grants:** University of Florida Anderson Scholars' Outstanding Teacher Award 2007  
**Other experience:** Instructor: Arabic (Modern Standard), Summer Cooperative African Language Institute (2004-05); Instructor: Arabic (Sudanese), Ohio University (2003-05); NALRC Professional Development Institute for African Language Instructors (2004); Instructor: Archaeology & Museum Studies, Shendi University (1992-98); Curator: Sudan National Museum (1982-86)

### APOLLO O. AMOKO

**Title/Department:** Associate Professor, Department of English  
**Education:** Ph.D. University of Michigan (2002); M.A. University of Michigan (1999); M.A. University of Alberta (1996); B.A. Kenyatta University (1992)  
**Teaching/Research Specializations:** African literature, postcolonial theory and literatures, critical theory, modern drama  
**Area Studies courses taught:** African Literature in English, Gender & Sexuality in African Literature, African Popular Literature & Culture, Literary Pedagogy of Africa, Theater for Development in Africa  
**Percentage of Teaching/Research devoted to Africa:** 75-100%  
**Foreign Languages:** Luo (4), Swahili (4)  
**Field Experience:** Kenya, Senegal, Tanzania, Uganda  
**Graduate students supervised since 2009:** 2 PhD, 5 MA  
**Select Publications:** *In the Wake of the Nairobi Revolution: Ngugi wa Thiong'o and the Idea of African Literature* (2010); "In the Time of Future Anterior: Autobiography and *Bildungsroman* in African Literature," in Irele (ed.) *The Cambridge Companion for African Literature* (2009); "Postcolonialism and Race," in Malpas & Wake (eds.) *The Routledge Companion to Critical Theory* (2006); "The Resemblance of Colonial Mimicry: A Revisionary Reading of Ngugi wa Thiong'o's *The River Between*," *Research in African Literatures* (2005); "The Problem with English Literature: Canonicity, Citizenship and the Idea of Africa," *Research in African Literatures* (2001); "The Missionary Position and the Postcolonial Polity: Sexual Difference in the Field of Kenya Colonial Knowledge," *Callaloo* (2001); "The Missionary Gene in the Kenyan Polity: Contemporary Representations of Kenya in the British Press," *Callaloo* (1999); "Casting Aside Colonial Occupation: Intersections of Race, Gender and Sexuality in *Cloud Nine* and *Cloud Nine* Criticism," *Modern Drama* (1999)

### SORAYA BOUGUETTAYA

**Title/Department:** Lecturer, Department of Languages, Literatures and Cultures  
**Education:** M.A. University of Tlemcen (2000); B.A. University of Tlemcen (1987)  
**Teaching/Research specializations:** Arabic language instruction, second language acquisition methods, Algerian and Maghrebien literature  
**Area Studies courses taught:** Arabic language, Arabic Culture through Cinema  
**Percentage of time devoted to teaching/research on Africa:** 100%  
**Foreign Languages:** Arabic (4), French (4)  
**Field Experience:** Algeria, Morocco  
**Honors/awards:** Certificate in Arabic Language Instruction: Ministry of Education, Algeria (1990)  
**Other experience:** Coordinator: UF Intensive Arabic Program (Morocco, 2011-14); Teaching Methodology Workshops, Algerian Ministry of Education (2000, 1998, 1996, 1994, 1993, 1991); Teacher: Lycée Okbi Ali Sidi Bel-Abbes (1995-2000); Teacher: Nouveau Lycée Telagh (1988-95)

### CHARLES BWENGE

**Title/Department:** Senior Lecturer, Center for African Studies and Department of Languages, Literatures and Cultures; Coordinator, Program in African Languages  
**Education:** Ph.D. University of Virginia (2002); M.Phil University Exeter (1988); B.A. University of Dar es Salaam (1984)  
**Teaching/Research specializations:** sociolinguistics, language policy and development, discourse analysis, language contact phenomena  
**Area Studies courses taught:** World of the Swahili, Language in African Societies, Pedagogy of African Languages, African Business Cultures  
**Percentage of time devoted to teaching/research on Africa:** 100%  
**Foreign Languages:** KiHaya (4), KiSwahili (4)  
**Field Experience:** Botswana, Tanzania, South Africa  
**Select Publications:** "English in Tanzania: a linguistic cultural perspective." *International Journal of Language, Translation and Intercultural Communication* (2013); "Clothing and linguistic identity in political discourse: the case of Tanzanian Presidential Portraiture." *Issues in Political Discourse Analysis* (2011); "Language choice in Dar-es-Salaam's billboards," in McLaughlin (ed.) *The Languages of Urban Africa* (2009); "Codeswitching in Tanzanian parliamentary discourse: A communicative innovation," *Issues in Political Discourse Analysis* (2008); "Bringing Codeswitching into an L2 Communicative Classroom: the African experience," *Journal of African Language Teachers Association* (2007); "The Role of Indigenous Education in Development: The Tanzanian Case," in James (ed.) *Capacity Building in Developing Countries: Human and Environmental Dimensions* (1998);  
**Honors/Grants:** IIE grant: *African Languages Initiative Domestic Summer Intensive Program* (Co-PI, 2011-14); NSF grant: *Linking Local Knowledge and Local Institutions for the Study of Adaptive Capacity to Climate Change: Participatory GIS in Northern Tanzania* (subaward, 2010-12)  
**Other experience:** Participant: NALRC Standard-Based Measurement of Proficiency (STAMP) Workshop (2005); Participant: American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview Workshop (2005); Participant: NALRC Professional Development Institute (2003 & 2002); Lecturer: Swahili, Princeton University (2002-04); Instructor: Swahili Language and Culture, University of Virginia (1995-2000)

### JAMES ESSEGBEY

**Title/Department:** Associate Professor, Department of Languages, Literatures and Cultures  
**Education:** Ph.D. Leiden University (1999); Cand Phil. University of Trondheim (1994); B.A. University of Ghana (1988)  
**Teaching/Research specializations:** syntax, semantics, pragmatics, contact linguistics, urban languages  
**Area Studies courses taught:** Africanisms in the Americas, Language in African Societies, Akan language  
**Percentage of time devoted to teaching/research on Africa:** 75-100%  
**Foreign Languages:** Ewe (4), Akan (4), French (3), Dutch (3), Swahili (2), Nyangbo (2)  
**Field Experience:** Ghana, Togo  
**Graduate students supervised since 2009:** 1 PhD, 2 MA  
**Select Publications:** *Studies in Kwa Syntax* (co-edited, 2010); "Documenting endangered languages in Africa: an introduction." *Journal of West African Languages* (co-author, 2010); "On assessing the ethnolinguistic vitality of Ga in Accra," in McLaughlin (ed.) *The Languages of Urban Africa* (2009); "Intransitive Verbs in Ewe and the Unaccusativity Hypothesis," in Bowerman & Brown (eds.) *Cross-linguistic Perspectives on Argument Structure* (2008); "'Cut' and 'Break' verbs in Ewe and the Causative Alternation Construction," *Cognitive Linguistics* (co-author, 2007); "Iconicity and Motion Verbs," in Dakubu (ed.) *Studies in the Languages of the Volta Basin* (2004); "Demystifying Inherent Complement Verbs in Ewe," in Zribi-Hetz & Souzet (eds) *Typologie des langues d'Afrique et universaux de la grammaire* (2003); "The syntax of inherent complement verbs in Ewe," in Ameka & Osam (eds.) *New Directions in Ghanaian Linguistics* (2002)  
**Honors/Grants:** NSF/NEH grant: *Documentation of Fishing Practices among the Dwang* (PI, 2013); NSF grant: *Documentation of Nyangbo* (PI, 2007-09); Vice-President: West African Research Association (2005-10)  
**Other experience:** Co-organizer: Inter-European Universities Summer Course for African Languages on the Internet (ALI), Intermediate Akan (2001); Coordinator: Ewe Summer Language Field Course (Ghana, Leiden University (1999)

### YOUSSEF HADDAD

**Title/Department:** Assistant Professor, Department of Languages, Literatures and Cultures  
**Education:** Ph.D. University of Florida (2007), Diplôme D'Études Supérieures - Lebanese University (2001), Licence D'Enseignement - Lebanese University (1997)  
**Teaching/Research Specializations:** cross-linguistic behavior of control and raising constructions, syntax of information structure and resumption in Arabic, Arabic prosodic morphology  
**Area Studies courses taught:** Modern Standard Arabic (beginning-advanced), Structure of Standard Arabic, Arabic Sociolinguistics, Arabic Culture  
**Percentage of Teaching/Research devoted to Africa:** < 25%  
**Foreign Languages:** Arabic (4), French (2)  
**Graduate students supervised since 2009:** 1 PhD  
**Select Publications:** "Raising in Standard Arabic: Forward, Backward, and None." In Bassiouney and Katz (eds.), *Arabic Language and Linguistics* (2012); Pseudo-Metathesis in Three Arabic Broken Plural templates." *Word Structure* (2008); "Subject Anaphors: Exempt or Not Exempt." *Linguistic Inquiry* (2007)  
**Honors/Grants:** US Dept of State Fulbright Alumni Development grant (2008); Fulbright Scholarship (2000-01)

### BRENT HENDERSON

**Title/Department:** Associate Professor, Department of Linguistics

**Education:** Ph.D. University of Illinois (2006); B.A. University of Florida (1999)

**Teaching/Research Specializations:** microvariation and typology, morphology and syntax of Bantu and Afro-Semitic languages

**Area Studies courses taught:** Intro to Morphology; Issues in Phonology; Language Documentation Methods

**Percentage of Teaching/Research devoted to Africa:** 50-75%

**Foreign Languages:** Swahili (3), Lingala (2), Zulu (1)

**Field Experience:** Kenya, Tanzania

**Graduate students supervised since 2009:** 2 PhD

**Select Publications:** "Agreement, Locality, and OVS in Bantu. *Lingua* (2011); "Anti-Agreement and [Person] in Bantu," in Matondo, McLaughlin & Potsdam (eds.) *Selected Proceedings of the 38th Annual Conference on African Linguistics: Linguistic Theory and African Language Documentation* (2009); "Symmetry in Visual and Linguistic Perception," *Biolinguistics* (2009); "Multiple Agreement and Inversion in Bantu," *Syntax* (2007); Multiple Agreement, Concord, and Case Checking in Bantu," *Proceedings of the Annual Conference on African Linguistics* (2005)

**Honors/Grants:** NSF/NEH Documenting Endangered Languages grant: *Documenting Chimiini – a Bantu Language of Somalia* (PI, 2009-12); FLAS fellowship: Lingala (2000-02); Rotary Ambassadorial Scholarship: Tanzania (1999-2000)

### ROSE S. LUGANO

**Title/Department:** Senior Lecturer, Department of Languages, Literatures and Cultures

**Education:** Ph.D. Pennsylvania State University (2005); M.A. University of Nairobi (1989); B.A. University of Nairobi (1981)

**Teaching/Research specializations:** Swahili language and literature, youth and gender in African literature

**Area Studies courses taught:** African Women Writers, African Cultures & Literatures, Swahili Oral Literature, Swahili language (beginning-advanced)

**Percentage of time devoted to teaching/research on Africa:** 100%

**Foreign Languages:** Kitaita (4), Kiswahili (4), French (1)

**Field Experience:** Kenya

**Select Publications:** *Beginning Swahili Workbook* (2013); "Translation of Alamin Mazrui's Swahili poems in *Chembe cha Moyo*," *Metamorphoses* (2002); Translation: "Ukomesaji wa Hali zote za Ubaguzi Dhidi ya Wanawake (Eradication of all Forms of Discrimination Against Women)," UNDP/Nairobi (1998); "Hakuna vya Bure (Nothing for Free)," in *Pendo la Heba* (1996);

**Other Africa experience:** Consultant: National Foreign Language Center - University of Maryland (2008); Instructor: Swahili Language, Pennsylvania State University (1999-2004); Lecturer: Swahili Language & Literature, Kenyatta University (1989-99); Teacher: Swahili Language & Literature, Pangani High School, Nairobi (1981-87)

### FIONA McLAUGHLIN

**Title/Department:** Associate Professor and Chair, Department of Linguistics

**Education:** Ph.D. University of Texas (1992); M.A. George Washington University (1984); B.A. Louisiana State University (1979)

**Teaching/Research Specializations:** Atlantic (Niger-Congo) languages, morphological theory, sociolinguistics, Francophone literature, phonology

**Area Studies courses taught:** Introduction to Languages of Africa, Language and Society in Africa, African Popular Culture, Field Methods in Linguistics: Bamanankan/Wolof/Pulaar; Islam and African Literature

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Foreign Languages:** French (4), Wolof (4), German (2), Pulaar (2), Arabic (1), Seereer (1)

**Field Experience:** Burkina Faso, Guinea, Mali, Morocco, Niger, Senegal

**Graduate students supervised since 2009:** 4 PhD, 1 MA

**Select Publications:** . "Youssou N'Dour's *Sant Yàlla/Egypt*: A musical experiment in Sufi modernity." *Popular Music* (2011); "Mediation and the performance of religious authority in Senegal."

*Islamic Africa* (co-author, 2010); *The Languages of Urban Africa* (edited, 2009); "Senegal: the Emergence of a National Lingua Franca," in Simpson (ed.) *Language and National Identity in Africa* (2008); "On the origins of urban Wolof: evidence from Louis Descemet's 1864 phrase book." *Language in Society* (2008); "Voiceless Implosives in Seereer-Siin," *Journal of the Int'l Phonetic Association* (2005); "Is there an adjective class in Wolof?" in Dixon & Aikhenvald (eds.) *Adjective classes: A cross-linguistic typology* (2004); "Dakar Wolof and the Configuration of an Urban Identity," *Journal of African Cultural Studies* (2001); "Islam and Popular Music in Senegal: the Emergence of a 'New' Tradition," *Africa* (1997); "Noun Classification in Wolof: When Affixes are not Renewed," *Studies in African Linguistics* (1997)

**Honors/Grants:** Fulbright African Regional Research award: Senegal/Mali, Niger (2013);

ACLS/SSRC/NEH International and Area Studies Fellow (2008-09); NEH Fellow (2003-04); Wenner-Gren grant: Senegal (1988-1989); Fulbright Scholar (1980-1981)

**Other African Experience:** Associate Director: African Studies Resource Center, University of Kansas (2000-2002); Visiting Professor: Université Gaston Berger de Saint-Louis (2000); Director: West African Research Center (1999); Fulbright Professor: Université Abdou Moumouni Dioffo, Niger (1992-1993)

### KOLE ODUTOLA

**Title/Department:** Senior Lecturer, Department of Languages, Literatures and Cultures

**Education:** Ph.D. Rutgers University (2010); M.A. University of Reading (1998); B.S. University of Benin (1984)

**Teaching/Research Specializations:** Language teaching and production of pedagogical materials, story telling performance and theory

**Area Studies courses taught:** Yoruba language (beginning-advanced), African Folktales

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Yoruba (4), Hausa (2)

**Field Experience:** Ghana, Kenya, Nigeria, Sierra Leone, South Africa, Zambia, Zimbabwe

**Select Publications:** "The Media and Public Participation by Diasporic Nigerians." *Journal of Transatlantic Studies* (2013); *Diaspora and Imagined Nationality: USA-Africa Dialogue and Cyberframing Nigerian Nationhood* (2012); "Participatory Use of Video: A Case Study of Community Involvement in Story Construction," *Global Media Journal* (2003); *People, Politics and Profit: Managing the tension between the philosophy of NGO mission and the reality of NGO operations* (co-author, 1999); *The Poet Bled: A Collection of Poetry* (1996); *The Poets Fleed: A Collection of Poetry, Prose and Photographs* (1992)

**Other Africa Experience:** Service Director: NGOserve – Nigeria (1993-97); Senior Administrative Secretary: Nigerian Environmental Study and Action Team (1990-93)

### ERIC H. POTSDAM

**Title/Department:** Professor, Department of Linguistics

**Education:** Ph.D. UC Santa Cruz (1996); M.Sc. Stanford University (1987); B.Sc. Tufts University (1986)

**Teaching/Research specializations:** syntactic theory, clause structure, raising and control cross-linguistically

**Area Studies courses taught:** Field Methods in Linguistics, Structure of Human Language

**Percentage of teaching/research on Africa:** 25-50%

**Foreign Languages:** French (3), Malagasy (1)

**Field Experience:** Madagascar

**Graduate students supervised since 2009:** 6 PhD, 2 MA

**Select Publications:** "A direct analysis of Malagasy phrasal comparatives." in *Proceedings of the 18th Meeting of the Austronesian Formal Linguistics Association* (2012); *Selected Proceedings of the 38th Annual Conference of African Linguistics* (co-edited, 2009); "Malagasy Backward Object Control," *Language* (2009); "Malagasy Sluicing and Its Consequences for the Identity Requirement on Ellipsis," *Natural Language and Linguistic Theory* (2007); "Missing Complement Clause Subjects in Malagasy," *Oceanic Linguistics* (co-author, 2007); "More Concealed Pseudoclefts in Malagasy and the Clausal Typing Hypothesis," *Lingua* (2006); "Malagasy Sluicing and its Consequences for Identity Requirement on Ellipsis," *Natural Language and Linguistic Theory* (2006); "The Long-Distance Anaphor in Fula," in Akinlabi (ed.) *Theoretical Approaches to African Linguistics* (1995)

**Honors/Grants:** Director: NSF Linguistics Program (2008-10); NSF research grant: *Variation in Control Structures* (2002-06)

### MARK A. REID

**Title/Department:** Professor, Department of English

**Education:** Ph.D. University of Iowa (1988); M.A. University of Iowa (1985); M.A. University of Illinois – Chicago (1979); B.A. Columbia University (1977)

**Teaching/Research Specializations:** West African literature, African and Arab cinema, African diasporic studies, Afro-American history, American film and literature, black literature and film studies, cultural studies, black feminism, gender studies

**Area Studies courses taught:** African Cinema, African Literature in English, Black Women Writers, Afro-European Literature & Visual Culture

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** French (3)

**Field Experience:** Burkina Faso

**Graduate students supervised since 2009:** 2 PhD

**Select Publications:** "Haile Gerima: Sacred Shield of Culture," in Holmlund & Wyatt (eds.) *Contemporary American Independent Film: From the Mainstream to the Margins* (2004); "Dialogic Modes of Representing Africa(s): Womanist Film," In Phillips (ed.) *The Womanist Reader: The First Quarter Century of Womanist Thought*. (2006); "PostNegritude Reappropriation and the Black Male Nude: The Photography of Rotimi Fani-Kayode," in Bright (ed.) *The Passionate Camera: Photography and Bodies of Desire* (1998); "Race, Working-Class Conscious and Dreaming in African: Song of Freedom and Jericho," in Stewart (ed.) *Paul Robeson: Artist and Citizen* (1998); *PostNegritude Visual and Literary Culture* (1997); "Producing African Cinema in Paris," in Martin (ed.) *Cinemas of the Black Diaspora* (1995); *Redefining Black Film* (1993)

**Honors/Awards:** Co-Director and Faculty: NEH Summer Institute (1999); Fulbright Scholar: University of Ouagadougou (1985)

### ALIOUNE SOW

**Title/Department:** Associate Professor, Center for African Studies and Department of Languages, Literatures and Cultures

**Education:** Ph.D. Université Paris IV - Sorbonne (2003); M.A. Université F. Rabelais (1991); B.A. Université F. Rabelais (1990)

**Teaching/Research specializations:** Francophone African literature and film, children and childhood in African cultural production

**Area Studies courses taught:** African Literatures in French, Comedy in African Cinema, African Experience, African Humanities, Life Narratives in African Literatures, The Child Soldier in African Literature

**Percentage of time devoted to teaching/research on Africa:** 75-100%

**Foreign Languages:** French (4), Italian (3), Bamana (2)

**Field Experience:** Mali

**Graduate students supervised since 2009:** 4 PhD, 2 MA

**Select Publications:** *Vestiges et vertiges: Les récits d'enfance dans les littératures africaines* (2011); "Malian cinema and the question of military power." *Critical Interventions: Journal of African Art History and Visual Culture* (2011); "Political intuition and African autobiographies of childhood." *Biography* (2010); "Nervous Confessions: Military Memoirs and National Reconciliation in Mali," *Cahiers d'Études Africaines* (2010); "Alternating views: Malian cinema, television serials and democratic experience," *Africa Today* (2009); "Forbidden Bodies: Relocation and Empowerment in Williams Sassine's Novels," in Veit-Wild & Naguschewski (eds.) *Body, Gender, Sexuality: Versions and Subversions in African Literature* (2005); "Biographies de la résistance et discours colonial: Ahmadou sultan de Ségou," in *Faits religieux et résistances dans les littératures de l'ère coloniale* (2005); "Biography and Colonial Discourse in French West Africa," *Social Dynamics* (2004); "The Curse of the Sons or the Betrayal of the Fathers? Rethinking the Family in Contemporary Malian Literature," *Mande Studies* (2002)

**Honors/Grants:** University of Florida Teaching Award (2008)

**Other Africa experience:** Co-convenor: *The Power of the Word - La puissance du Verbe: a Millennium Colloquium of Francophone and Anglophone Writers from West Africa and the Caribbean* (Cambridge University, 2000)

### SARRA TLILI

**Title/Department:** Assistant Professor, Department of Languages, Literatures and Cultures

**Education:** Ph.D. University of Pennsylvania (2009), M.A. University of Pennsylvania (2006), Maitrise Combinee de Langues – University of Tunis (1988)

**Teaching/Research Specializations:** Arabic literature (classical and modern), Sufism, Arab and Islamic culture/civilization, History of the Western Muslim World

**Area Studies courses taught:** Modern Standard Arabic (beginning-advanced), Arabic Literary Heritage, Arabic through the Texts, The Qur'an - A Literary Approach

**Percentage of Teaching/Research devoted to Africa:** 50-75%%

**Foreign Languages:** Arabic (4), French (4), Italian (3)

**Field Experience:** Tunisia

**Select Publications:** "Faith-Based Perspectives on the Use of Chimeric Organisms for Medical research." *Transgenic Research* (co-author, 2013); *Animals in the Qur'an* (2012); "Innocence, Maturation, and Liberation: The Maturation Process in al-Mīdānī b. Šālih's Work." *Arabica* (2012); "Retelling al-Maqāma al-Maīriyya: Intertextuality between a Modern Short Story and a Classical Maqāma," *Journal of Arabic Literature* (2009)

**Honors/Grants:** US Dept. of State Meritorious Honor Award (1997)

**Other African Experience:** Lecturer: US Dept. of State Arabic Field School (Tunisia, 1991-97); Administrative Assistant: US Embassy – Tunisia (1989-90)

### BRIGITTE WELTMAN-ARON

**Title/Department:** Associate Professor, Dept. of Languages, Literatures, and Cultures

**Education:** Ph.D. University of Southern California (1991); Doctorat de 3ème cycle - Université Paris III (1987)

**Teaching/Research Specializations:** postcolonial studies, literary theory, film studies

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** French (4)

**Field Experience:** Algeria

**Graduate students supervised since 2009:** 2 PhD, 2 MA

**Select Publications:** "Le sang et les oranges: L'espace du religieux chez Assia Djébar," In Redouane (ed.) *Les Ecrivains maghrébins francophones et l'Islam. Constance dans la diversité* (2013); "The Figure of the Jew in North Africa," in Gafaïti, Lorcin & Troyansky (eds.) *Transnational Spaces and Identities in the Francophone World* (2009); "The Pedagogy of Colonial Algeria: Djébar, Cixous, Derrida," *Yale French Studies* (2008); "Assia Djébar's *qalam*: The Poetics of the Trace in Postcolonial Algeria," *Patterns of Prejudice* (2008); "The Politics of Irony in Fanon and Kristeva," *The Southern Journal of Philosophy* (2004)

## LIBRARIES

### DANIEL REBOUSSIN

**Title/Department:** African Studies Librarian, George A. Smathers Libraries

**Education:** Ph.D. University of Florida (1995); M.A. University of Florida (1986); B.A. Grinnell College (1983)

**Teaching/Research Specializations:** economic development in West Africa, information exchange between the US and African institutions, cultural anthropology, migration and gender issues

**Area Studies courses taught:** Africana Bibliography

**Percentage of Teaching/Research devoted to Africa:** 75-100%

**Foreign Languages:** French (4), Wolof (2), Diola (1), Arabic (1)

**Field Experience:** Senegal

**Select Publications:** "Improving Digital Collection Access with Simple Search Engine Optimization Strategies." In Barringer and Wallace (eds.) *African Studies in the Digital Age. DisConnects?* (co-authored, 2014); "Information literacy: 21st century library research methods for African Studies." *Africa Bibliography* (2010); "Migrant Labour: Africa" in Stearns (ed.) *Oxford Encyclopedia of the Modern World* (2008)

**Honors/Grants:** FLAS Fellow: Arabic (1987-88) and Wolof (summer 1988); Fulbright IIE Fellowship: Senegal (1989-90)

**Other African Experience:** Editorial Committee: *African Studies Quarterly* (2004-present)

## POLITICAL SCIENCE

### BADREDINE ARFI

**Title/Department:** Professor, Department of Political Science

**Education:** Ph.D. University of Illinois (1996), M.A. University of Illinois (1994), B.S. University of Sciences and Technology, Algiers (1981)

**Teaching/Research Specializations:** theories of international relations, international security, Islam and politics

**Area Studies courses taught:** Islam and European Politics, Survey of International Security

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** French (4), Arabic (4)

**Field Experience:** Algeria, Morocco, Tunisia

**Graduate students supervised since 2009:** 4 PhD, 2 MA

**Select Publications:** "Pluralism to-come and the Debates on Islam and Secularism. *Philosophy & Social Criticism* (2014); *Re-thinking International Relations Theory via Deconstruction* (2012); "Euro-Islam: Going beyond the Aporiatic Politics of Othering." *Journal of International Political Sociology* (2010); "Probing the Democratic Peace Argument Using Linguistic Fuzzy Logic," *International Interactions* (2009); *International Change and the Stability of Multi-ethnic States* (2005); "North Africa," in Kolodziej (ed.) *A Force Profonde: The Power, Politics, and Promise of Human Rights* (2003); "'Spontaneous' Interethnic Order: The Emergence of Collective, Path Dependent Cooperation," *International Studies Quarterly* (2000); Ethnic Fear: The Social Construction of Insecurity," *Security Studies* (1998); "Democratization and Communal Politics," *Democratization* (1998)

### SEBASTIAN ELISCHER

**Title/Department:** Assistant Professor, Department of Political Science

**Education:** Ph.D. Jacobs University Bremen (2010); M.A. George Washington University (2006); B.A. University of Wales (2004)

**Teaching/Research Specializations:** comparative politics, electoral systems, democratization, international relations

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** German (4), French (3)

**Field Experience:** Algeria, Cameroon, Kenya, Mali, Namibia, Niger, Nigeria, Sierra Leone, Togo

**Graduate students supervised since 2009:**

**Select Publications:** *Political Parties in Africa: Ethnicity and Party Formation* (2013); "Return to the Barracks? The Military and Authoritarian Rule in Sub-Saharan Africa." *Politische Vierteljahresschrift Sonderheft* (co-author, 2013); "After Mali Comes Niger. West Africa's Problems Migrate East." *Foreign Affairs* (2013); "Measuring and Comparing Party Ideology in Nonindustrialized Societies: Taking Party Manifesto Research to Africa." *Democratization* (2012); "Do African Parties Contribute to Democracy? Some Findings from Kenya, Ghana and Nigeria." *Africa Spectrum* (2008)

**Other Africa experience:** Consultant: International Foundation of Electoral Systems, Sierra Leone (2008); Consultant: International Foundation of Electoral Systems, Nigeria (2007)

### DANIEL A. SMITH

**Title/Department:** Professor, Department of Political Science

**Education:** Ph.D. University of Wisconsin (1994); M.A. University of Wisconsin (1989); B.A. Pennsylvania State University (1988)

**Teaching/Research specializations:** electoral politics and behavior, democratization

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (2)

**Field Experience:** Ghana

**Graduate students supervised since 2009:** 9 PhD, 15 MA

**Select Publications:** "The Re-demarcation and Reapportionment of Parliamentary Constituencies in Ghana" *CDD-GHANA* (2011); "Consolidating Democracy? The Structural Underpinnings of Ghana's 2000 Elections," *Journal of Modern African Studies* (2002); "Ghana's 2000 Elections: Consolidating Multi-Party Democracy," *Electoral Studies* (2002); "Media Matters: Evaluating the Role of the Media in Ghana's 2000 Elections," *African Affairs* (co-authored, 2002); "The Politics of the Upper East and the 2000 Ghanaian Elections," in Ayele (ed.) *Deepening Democracy in Ghana: Politics of the 2000 Elections* (2001)

**Honors/Grants:** IIE Senior Fulbright Fellowship, University of Ghana (2000-01)

**Other African experience:** US Dept. of State grant: *Trans-Saharan Elections Project* (Co-PI, 2010-12); Research Associate: Ghana Center for Democratic Development (2011); Coordinator: APSA Workshop on Elections and Democracy, Ghana (2009); Consultant: Coalition of Domestic Elections Observers, Ghana (2000)

### LEONARDO A. VILLALÓN

**Title/Department:** Professor, Department of Political Science; Dean, International Center

**Education:** Ph.D. University of Texas (1992); D.E.A. L'Institut d'Etudes Politiques de la Fondation Nationale des Sciences Politiques (1985); M.A. Johns Hopkins University (1983); B.A. (hons) Louisiana State University (1979)

**Teaching/Research Specializations:** Islam and politics in Africa, state formation and state capacity, democratization & governance

**Area Studies courses taught:** Islam & Politics in Africa, Islam in Contemporary Africa, African Politics, Democratization and Regime Transitions, African Experience

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** French (4), Wolof (4), Arabic (1)

**Field experience:** Benin, Botswana, Burkina Faso, Chad, Côte d'Ivoire, Kenya, Mali, Morocco, Niger, Senegal, South Africa, Tanzania, Uganda

**Graduate students supervised since 2009:** 11 PhD

**Select Publications:** "Between Democracy and Militancy: Islam in Africa." *Current History* (2012); "From Argument to Negotiation: Constructing Democracies in Muslim West Africa." *Comparative Politics* (2010); "Local Constraints and Global Resources: Sub-Saharan Islam between Moral Economies and Market Economy," *Afrique Contemporaine* (co-author, 2009); "Senegal: Shades of Islamism on a Sufi landscape?" in Miles (ed.) *Political Islam in West Africa: State-Society Relations Transformed* (2007); "Islam in Sub-Saharan Africa: Local Dynamics in a Globalized Context," *Africa Contemporary Record* (2006); *The Fate of Africa's Democratic Experiments: Elites and Institutions* (co-edited, 2005); *Islamic Society and State Power in Senegal: Disciples and Citizens in Fatick* (1995)

**Honors/Grants:** U.S. Department of Education Title VI National Resource Center and Foreign Language and Area Studies (FLAS) Fellowship grants (PI, 2006-10 & 2003-06); Social Science Research Council grant: *Bringing Africa In: Enhancing Outreach on Islam in sub-Saharan Africa* (co-PI, 2009-10); Carnegie Corporation grant: *Negotiating Democracy in Muslim Contexts: Political Liberalization and Religious Mobilization in the West African Sahel* (PI, 2007-09);

**Other African Experience:** Co-editor: *Journal of Modern African Studies* (2012-present); Lecturer: *Regional Security Education Program* (Naval Postgraduate School, 2007); Lecturer: *Diversity and Unity in Muslim Thought and Practice* (US Army Command and General Staff College, 2006); Lecturer: *Changing Dynamics of Political Islam in the Western Sahel: The Senegalese Case in Regional Context* (US Dept. of State, 2003); Fulbright Professor: Université Cheikh Anta Diop de Dakar, Senegal (1997-1998, 1999)

## PROFESSIONAL SCHOOLS

### STEVEN ASARE

**Title/Department:** KPMG Term Professor, Fisher School of Accounting

**Education:** J.D. University of Florida (2006); Ph.D. University of Arizona (1989); M.B.A. Baylor University (1985); B.A. University of Ghana (1982)

**Teaching/Research Specializations:** attestation, financial reporting, corporate governance and corporate law

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** Akan (4)

**Field Experience:** Botswana, Ghana

**Select Publications:** "Amending the Constitution of Ghana: Is the Imperial President Trespassing?" *African Journal of International and Comparative Law* (2010); "Accounting for Judiciary Performance in an Emerging Democracy – Lessons from Ghana," *University of Botswana Law Journal* (2006); "Plain Meaning v Purposive Interpretation: Ghana's Jurisprudence at a Crossroad," *University of Botswana Law Journal* (2006); "The Public Officer as a Fiduciary and the Law on Causing Financial Loss to the Ghanaian State," *Critical Perspectives* (2003)

### ANTHONY F. BARBET

**Title/Department:** Professor, College of Veterinary Medicine

**Education:** Ph.D. University of Cambridge (1977); B.Sc. University of London (1972)

**Teaching/Research Specializations:** defining molecular mechanisms of pathogenesis in emerging infectious diseases, development of recombinant vaccines and improved molecular diagnostics

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Field Experience:** Kenya, South Africa, Zimbabwe

**Select Publications:** "Persistence mechanisms in tick-borne diseases." *Onderstepoort Journal of Veterinary Research* (2009); "Development of improved vaccines for heartwater." *Developmental Biology* "Reduction in mortality from heartwater in cattle, sheep and goats exposed to field challenge using an inactivated vaccine," *Veterinary Parasitology* (co-author, 2001); "Comparison of efficacy of American and African *Amblyomma* ticks as vectors of heartwater (*Cowdria ruminantium*) infection by molecular analyses and transmission trials," *Journal of Parasitology* (co-author, 2000)

**Honors/Grants:** Pfizer Award for research excellence (2000); SmithKline-Beecham award for research excellence (1993)

**Other African Experience:** USAID grant: *Development of a synthetic peptide vaccine against bovine anaplasmosis in Zimbabwe* (1987-90); USAID grant: *Improvement of goat production in Kenya by reduction of disease* (1982-88); Assistant Scientist, International Laboratory for Research on Animal Diseases (ILRAD)-Nairobi (1978-1980); Post-Doctoral Fellow, ILRAD-Nairobi (1976-77)

### JEAN-CLAUDE BONZONGO

**Title/Department:** Associate Professor, Department of Environmental Engineering Sciences  
**Education:** Ph.D. University of Rennes I (1990); M.S. University of Rennes I (1984); B.S. University of Brazzaville (1982)  
**Teaching/Research Specializations:** Environmental science, ecology, trace metal dynamics and speciation, geochemistry of streams/rivers and lacustrine systems, sedimentary biogeochemistry, analytical geochemistry  
**Percentage of teaching/research on Africa:** < 25%  
**Foreign Languages:** French (4)  
**Field Experience:** Congo, Ghana, Kenya  
**Graduate students supervised since 2005:** 3 PhD, 3 MS  
**Select Publications:** "Acute toxicity of metallic nanoparticles to multiple aquatic species," *Environmental Toxicology and Chemistry* (co-author, 2008); "Mercury in different environmental compartments of the Pra River basin, Ghana," *Science of the Total Environment* (co-author, 2006); "Heavy metals in sediments of the gold mining impacted Pra River basin, Ghana, West Africa," *International Journal of Soil and Sediment Contamination* (co-authored, 2005); "Small-Scale Gold Mining and Mercury Pollution in Subtropical Africa," in Lacerda and Santelli (eds.) *Facets of Environmental Geochemistry in Tropical and Sub-tropical Environments* (co-authored, 2004); "Mercury Concentrations in Waters of Lake Naivasha Watershed, Kenya," *Geophysical Research Letters* (co-authored, 1996)  
**Honors/Grants:** EPA Water and Watersheds grant (1998-2001); NSF International Division Grant (1998-2000, 1996-1999)

### MARK T. BROWN

**Title/Department:** Professor, Department of Environmental Engineering Sciences  
**Education:** Ph.D. University of Florida (1980); M.A. University of Florida (1973); B.A. University of Florida (1971)  
**Teaching/Research specializations:** wetlands ecology, ecological economics, environmental planning, watershed protection  
**Percentage of teaching/research on Africa:** < 25%  
**Field Experience:** Botswana, Kenya  
**Graduate students supervised since 2005:** 8 PhD, 1 MS  
**Select Publications:** "The Ecohydrology of a pioneer wetland species and a drastically altered landscape." *Ecohydrology* (co-author, 2011); "Evaluation of Soil Erosion Costs at Multiple Scales in Kenya using Emergy Synthesis," *Agriculture Ecosystems and Environment* (co-author, 2006); "Emergy Synthesis as a Tool for Evaluating Management Options for Fresh Water in Africa," in Crisman et al. (eds.) *Aquatic Conservation and Management in Africa* (2002); "Comparative estimates of sustainability: economic resource base, ecological footprint and emergy," in Hall (ed.) *Quantifying Sustainable Development: The Future of Tropical Economies* (co-authored, 2000)  
**Honors/Grants:** UNEP grant: *Environmental Accounting & Systems Synthesis of Land Management Interventions at Multiple Scales in the Sahel region of West Africa* (co-PI, 2005-07); NSF Integrative Graduate Education & Research Traineeship (IGERT) grant: *Adaptive Management: Water, Wetlands, and Watersheds* (co-PI, 2005-09)  
**Other African experience:** Administrative Consultant: Harry Oppenheimer Okavango Research Center, University of Botswana (2001-02)

### DONNA L. COHEN

**Title/Department:** Associate Professor, School of Architecture

**Education:** M.Arch. University of Florida (1999); B.Arch. The Cooper Union (1990); B.A. Smith College (1982)

**Teaching/Research specializations:** contemporary architecture, cultural heritage, interaction of culture and the built environment

**Area Studies courses taught:** African Architecture

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (3)

**Field Experience:** Djibouti, Ethiopia, Tanzania

**Graduate students supervised since 2009:** 16 MArch

**Select Publications:** "TunaHaki Theater and Integrated Orphanage." *Holcim Sustainable Construction* (2010); "TunaHaki Theater." *Florida Caribbean Architect* (2009); "Contemporary Architecture in Cultural Heritage Sites," *Society of Applied Anthropology, Heritage, Environment, and Tourism Abstracts* (2005); "The Roofed Letters: Sukkah Text as Architecture" *Interfaces* (2005); "A Culture Unveiled by Architectural Exploration: The Zuni Experience," *Architrave* (2001)

**Exhibitions:** *Resource: Design in East Africa*, Florida International University (2010); *Diversity in the Built Environment*, University of Florida (2004); *Equal Partners: Men & Women in Contemporary Architectural Practice*, Smith College (1998)

**Honors/Grants:** American Institute of Architects (Florida Association) Design Excellence Merit Award (2009); Holcim Award for Sustainable Construction (2008)

**Other African experience:** Contracted Architect: Debre Birhan High Altitude Sporting Center, Ethiopia (2009-); Contracted Architect: Ntulya Community Center/Clinic, Tanzania (2009-); Contracted Architect: Moshi tunaHAKI Children's Home and Cultural Center, Tanzania (2008-10)

### STUART R. COHN

**Title/Department:** Professor, Levin College of Law

**Education:** LL.B Yale University (1966); B.A. Oxford University (1964); B.A. University of Illinois (1962)

**Teaching/Research specializations:** corporate finance, securities regulation, franchise enterprise

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Ghana, Namibia, Swaziland, Uganda, Zimbabwe

**Select Publications:** "Good Corporate Governance in Developing Nations: Idealism and Realism," United Nations Institute for Training and Research (UNITAR) *Best Practice Series* (2006); "The Development of Micro-Cap Securities Markets in Sub-Saharan Africa: New Approaches to Fostering Enterprise Growth," *UN Programs in the Legal Aspects of Debt & Financial Management* (2002); "Confidence Building in Sub-Saharan Stock Markets: Capital Market Development - the Road Ahead," *UN Programs in the Legal Aspects of Debt & Financial Management* (2000); *Capital Market Development in Uganda* (co-author, 1999); Teaching in a Developing Country: Mistakes Made and Lessons Learned in Uganda," *Journal of Legal Education* (1998)

**Other African experience:** Director: *Joint Seminar on Financial Sector Reform*, UNITAR/MEFMI Swaziland (2006); Director: *Financial & Capital Markets Workshop*, UNITAR/MEFMI Namibia (2004); Director: *Development & Regulation of Capital Markets Workshop*, UNITAR/MEFMI Zimbabwe (2002); Director: *Capital Market Development Workshop*, International Law Institute Kampala (2001, 1999, 1997); Director: *Capital Market Development in West Africa Workshop*, UNITAR Accra (2000)

### MARK A. JAMISON

**Title/Department:** Senior Lecturer, Department of Economics; Director, Public Utility Research Center

**Education:** Ph.D. University of Florida (2001); M.S. Kansas State University (1980); B.S. Kansas State University (1978)

**Teaching/Research Specializations:** Information and communications technology regulation in Africa, government regulation of business, nexus between business strategy and government policies, formation and restructuring of U.S. telecommunications, international alliance choices by media and telecom firms, predatory activities in network industries, choices of market structure

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Botswana, Nigeria, Rwanda, South Africa, Tanzania, Uganda, Zambia

**Select Publications:** "Towards New Regulatory Regimes in Globalized Infrastructure," in Auger, Bouma, and Künneke (eds.) *Internationalization of Infrastructures* (2009); "Competition in Wireless: Spectrum, Service and Technology Wars," *Telecommunications Policy* (co-authored, 2003); "Rivalry Through Alliances: Competitive Strategy in the Global Telecommunications Market," *European Management Journal* (2001); *Industry Structure and Pricing: The New Rivalry in Infrastructure* (1999)

**Other African Experience:** Workshop facilitator: *Competitive Analysis in Telecoms: Current and Future Markets*, Uganda (2010); Workshop facilitator: *Regulatory Foundations Training*, RURA Rwanda (2009); Workshop facilitator: *Regulatory & Telecommunications Economics*, Nigerian Communications Commission (2004); Workshop facilitator: *Telecommunications Pricing & Interconnection*, Uganda Communications Commission (2004); Curriculum Development Consultant: NetTel@Africa (2001-2004); Advisor: Telecommunications Regulatory Association of Southern Africa (2001-2002); Advisor: Telecommunications Reform in Africa, World Bank (1999-2001); Communications Forum Conductor: World Bank/USAID (2000); Telecom Policy and Regulation Forum Conductor: USAID (1999); Co-Director: PURC/World Bank International Training Program on Utility Regulation and Strategy (1997-present)

### LINDA JONES

**Title/Department:** Associate Professor, School of Teaching and Learning

**Education:** Ph.D. University of Georgia (1986); M.A. University of South Florida (1980); B.A. University of Florida (1977)

**Teaching/Research specializations:** science education; environmental education

**Area Studies courses taught:** Global Issues in K-12 Education, Global Studies Methods in Science, Integrated Global Studies Methods

**Percentage of teaching/research on Africa:** < 25%

**Field Experience:** Botswana, Ethiopia, Ghana, South Africa, Uganda

**Graduate students supervised since 2005:** 2 PhD

**Select Publications:** *Environmental Science* (co-author, 2005); *Schoolyard Workshop Facilitator Training Manual* (co-author, 2003); "The effectiveness of schoolyards as sites for elementary science instruction," *School Science and Mathematics* (2000); "Interpretive research methods as a tool for educating science teachers," in Gallagher (ed.) *Interpretive Research in Science Education* (1991); "Science teacher beliefs and their influence on curriculum implementation: Two case studies," *Journal of Research in Science Teaching* (1991); "Wildlife Inquiry Through Zoo Education: Curriculum review," *Science and Children* (1986)

**Other African experience:** Science & Environmental Education Consultant: Association of International Schools in Africa (2002); Environmental Education Consultant: Uganda Wildlife Authority (2001)

### MICHAEL LESLIE

**Title/Department:** Associate Professor, Department of Telecommunications

**Education:** Ph.D. University of Washington (1983); M.S. Columbia University (1974); B.A. University of California – Berkeley (1973)

**Teaching/Research Specializations:** Communications and democratization in Africa, international communications, mass communication and society, new communications technologies

**Percentage of Teaching/Research devoted to Africa:** 25-50%

**Foreign Languages:** French (3), Spanish (3), Portuguese (2)

**Field Experience:** Angola, Botswana, Cameroon, Egypt, Ghana, Mozambique, South Africa, Zambia

**Graduate students supervised since 2005:** 1 PhD, 5 MA

**Select Publications:** "The Internet and Democratization in Africa: the Case of Zambia," in Hyden, et al. (eds.) *Media and Democracy in Africa* (co-authored, 2002); "U.S. and South African Images of Black Success: A Pilot Study in Transnationalization and Hegemony," *Safundi: The Journal of South African and American Comparative Studies* (2000); "Television and Cultural Hegemony in the 'New' South Africa," *Howard Journal of Communications* (1995); "Mass Communication and Development: A Critical View," in Pillai & Shannon (eds.) *Developing Areas: A Book of Readings* (1995); "The Vernacular Press in Zambia: A Pilot Study of a Provincial Newspaper," *Africa Media Review* (co-authored, 1990)

**Honors/Grants:** International Radio and Television Foundation: *Stephen H. Coltrin Award for Excellence in Communications Education* (1997)

**Other African Experience:** Project Evaluator: USAID/ALO Egypt (2005); Evaluator: Academy for Education Development/Ghana (2000); Trainer: World Learning/Angola (1998); Lecturer: University of Zambia (1996, 1984-87); Trainer: Peace Corps/Cameroon (1989); Senior Fulbright Lecturer: University of Yaounde, Cameroon (1987-89)

### WINSTON P. NAGAN

**Title/Department:** Professor, Levin College of Law

**Education:** J.S.D. Yale Law School (1977), M.C.L. Duke Law School (1970), LL.M. Duke Law School (1970), M.A. Oxford University (1970), B.A. (with honors) Oxford University (1966), B.A. University of South Africa (1965)

**Teaching/Research Specializations:** International law, law and colonial rule, comparative constitutional law, human rights, private international law, international commercial law, legal theory, administrative law

**Area Studies courses taught:** Human Rights Law, Comparative Constitutional Development in Africa, International Law, Human Rights in South Africa, South African Commercial Law

**Percentage of Teaching/Research devoted to Africa:** 50-75%

**Field Experience:** Botswana, Eritrea, Lesotho, South Africa, Uganda, Zimbabwe

**Select Publications:** "Globalism from an African Perspective: The Training of Lawyers for a New and Challenging Reality" *Transnational Law and Contemporary Problems* (co-author, 2008); "Post-Conflict Governance: Preventing Future Conflict and Ensuring Development," in Gibb et al. (eds.) *Charting a New Course: Globalization, African Recovery and the New Africa Initiative* (2002); "Intellectual Property, Access to Health Care, and Human Rights: South Africa v. United States," *Florida J.P.L.* (2001); *Human Rights and Governance in Africa* (co-edited, 1993); "Africa's Value Debate," *East African Journal of Peace & Human Rights* (1993); "Resource Allocation, Land and Human Rights in a New South Africa," in Vinter & Anderson (eds.) *Land, Property Rights and the New Constitution* (1993)

**Honors/Grants:** Founder and Director: Institute for Human Rights and Peace Development (1994-present); Senior Fulbright Law Scholar: University of Cape Town (1993); NEH Grant (1977-78)

**Other African Experience:** Honorary Professor: University of Cape Town (2002); Visiting Professor: University of Stellenbosch (1999); Visiting Professor of Law: University of Western Cape (1997); Visiting Professor of Law: Makerere University (1992); Board of Directors: Amnesty International USA (1986-92)

### KENNETH B. NUNN

**Title/Department:** Professor, Levin College of Law

**Education:** J.D. University of California School of Law – Berkeley (1984); A.B. Stanford University (1980)

**Teaching/Research Specializations:** human rights law, criminal law and procedure, public interest law, legal semiotics, sociology of law, law and cultural studies

**Area Studies courses taught:** Traditional African Law; Law and Cultural Studies

**Percentage of teaching/research on Africa:** < 25%

**Foreign Languages:** French (2)

**Field Experience:** Namibia, South Africa, Uganda

**Select Publications:** “Diversity As a Dead End,” *Pepperdine Law Review* (2008); “Diversity Matters: Race, Gender & Ethnicity in Legal Education,” *Florida Journal of Law and Public Policy* (2003); “Rights Held Hostage: Race, Ideology and the Peremptory Challenge,” in Davis, et al. (eds.) *A Reader on Race, Civil Rights and American Law: a Multiracial Approach* (2001); “Law as a Eurocentric Enterprise,” in Delgado and Stefancic (eds.) *Critical Race Theory: the Cutting Edge* (2000); “Rosewood,” in Brooks (ed.) *When Sorry Isn’t Enough: The Controversy Over Apologies and Reparations for Human Injustices* (1999); “Law, Culture, and the Morality of Judicial Choice,” *Cumberland Law Review* (1998)

**Other Africa Experience:** Director: UF-UCT Summer Law Program, South Africa (2009-11); Visiting Professor: University of Cape Town (2000-2001); Visiting Professor, Makerere University (1997); Staff Attorney: Southern Africa Project, Lawyer’s Committee for Civil Rights Under Law (1986-87)

### ESTHER OBONYO

**Title/Department:** Associate Professor, School of Building Construction

**Education:** Ph.D. Loughborough University (2004); M.A. University of Nottingham (2000); B.A. University of Nairobi (1998)

**Teaching/Research Specializations:** Low cost-housing technology, sustainability, development economics, project management

**Area Studies courses taught:** International Sustainable Development, Sustainable Construction

**Percentage of Teaching/Research devoted to Africa:** 25-50%

**Foreign Languages:** Luo (4), Swahili (4)

**Field Experience:** Kenya, Tanzania

**Graduate students supervised since 2005:** 3 PhD, 5 MS

**Select Publications:** “Enhancing Performance: A Case Study of the Effects of Employee Coaching in Construction Practice,” *Journal of Construction Management and Economics* (in press, 2010); “Towards a Multi-agent approach for knowledge-based virtual construction,” in Shen, Brandon, & Baldwin (eds.) *Collaborative Construction Information Management* (co-author, 2009); “Using web-based knowledge forums to internationalize construction education,” *ITcon* (co-author, 2008); “APRON: an agent-based specification and procurement system for construction products,” *Engineering, Construction and Architectural Management* (co-author, 2005)

**Honors/Grants:** NSF/IRES grant: *A Global Perspective on Engineering Sustainable Building Systems* (co-PI, 2008-11); NSF/SGER grant: *Optimizing the Performance of Earth Bricks in Hot & Humid Climates* (co-PI, 2009-10)

**Other African experience:** Project Manager/Cost Engineer: Dillingham Construction International, Nairobi (1998-99)

## BRIJESH THAPA

**Title/Department:** Professor, Department of Tourism, Recreation, and Sports Management; Director, Friedheim Tourism Institute

**Education:** Ph.D. Pennsylvania State University (2000); M.Sc. Pennsylvania State University (1996); B.Sc. West Liberty College (1994)

**Teaching/Research specializations:** park management, heritage tourism, ecotourism, tourism crisis management

**Area Studies courses taught:** Ecotourism, Heritage Tourism

**Percentage of teaching/research on Africa:** 25-50%

**Field Experience:** Botswana, Ethiopia, Kenya, South Africa

**Graduate students supervised since 2009:** 4 PhD, 6 MA

**Select Publications:** "Visitor segments and attitudes towards sustainable tourism in protected areas: A case study in Zambia." *Journal of Park and Recreation Administration* (2013); "Why did they not visit? Examining structural constraints to visit Kafue National Park, Zambia." *Journal of Ecotourism* (2012); "Village-based tourism and community participation: A case study of the Matsheng Villages in southwest Botswana," in Saarinen, Becker, Manwa & Wilson (eds.) *Sustainable Tourism in Southern Africa: Local Communities & Natural Resources in Transition* (co-author, 2009); "Exploring a typology of recreation conflict in outdoor environments," *World Leisure Journal* (co-authored, 2005); "Conflict in natural resource-based recreation," in Manfredo, et al. (eds.) *Society and Natural Resources: A Summary of Knowledge* (co-authored, 2004); "Do U.S. Tour Operators' Brochures Educate the Tourist on Culturally Responsible Behaviors? A Case Study for Kenya," *Journal of Vacation Marketing* (2005); "Debt for-nature Swaps: An Overview," *International Journal of Sustainable Development and World Ecology* (1998)

**Honors/Grants:** HED/USAID grant: *Partnership to Strengthen Teaching, Research, Service and Faculty Development in Tourism Management at Tshwane University of Technology, South Africa* (PI, 2009-12); HED/USAID grant: *Transforming Community Based Natural Resources Management Education in Southern Africa* (co-PI, 2009-12)

**Other African experience:** Consultant: Ethiopian Tourism Commission and South African Ministry of Tourism

## RELIGION

### TERJE OSTEBØ

**Title/Department:** Assistant Professor, Center for African Studies and Department of Religion

**Education:** Ph.D. University of Stockholm (2009); M.A. Norwegian School of Theology (1998); Candidatus Magisterii, University of Bergen (1994)

**Teaching/Research Specializations:** Islamic reform, Salafism, public representations of religious identity

**Area Studies courses taught:** Islam in Contemporary Africa, Sufism and Islamic Reform in Africa, Christian-Muslim Relations in East Africa, Introduction to Islam

**Percentage of Teaching/Research devoted to Africa:** 100%

**Foreign Languages:** Oromo (4), Amharic (3)

**Field Experience:** Ethiopia, Kenya, Tanzania

**Graduate students supervised since 2005:** 3 MA

**Select Publications:** "The Power of Muslim Institutions in Consolidating Democracy: a Perspective from Bale," in Tronvoll & Hagmann (eds.) *Contested Power: Traditional Authority and Elections in Ethiopia* (2010); "Growth and Fragmentation: the Salafi Movement in Contemporary Bale, Ethiopia," in Meijer (ed.) *Global Salafism: Islam's New Religious Movement* (2009); "The Question of Becoming: Islamic Reform Movements in Contemporary Ethiopia," *Journal of Religion in Africa* (2008); "Christian-Muslim Relations in Ethiopia," in Kubai & Adebo (eds.) *Striving in Faith: Christians and Muslims in Africa* (2008)

**Other African experience:** Advisor: Raytu Community Development Project, Ethiopian Evangelical Church (2005-06); Relief Administrator: Norwegian Church Aid/Ethiopia (2003); Coordinator: Raytu Literacy Project, Ethiopian Evangelical Church (2000-03)

### ZOHARAH SIMMONS

**Title/Department:** Assistant Professor, Department of Religion

**Education:** Ph.D. Temple University (2002); M.A. Temple University (1996); B.A. Antioch College (1989)

**Teaching/Research specializations:** Islamic thought, gender and feminist theory,

**Area Studies courses taught:** Introduction to Islam, Women in Islam, Modern Islamic Thought, Women in Religion and Society

**Percentage of teaching/research on Africa:** < 25%

**Theses/Dissertations directed:** 1 MA

**Foreign Languages:** Arabic (2)

**Field Experience:** Senegal, Morocco

**Select Publications:** "Are We Up To The Challenge? The Need for a Radical Re-Ordering of the Islamic Discourse on Women," in Safi (ed.) *Progressive Muslims* (2003); "Racism in Higher Education," *University of Florida Journal Of Law And Public Policy* (2002); "Muslim Women's Human Rights In Beijing & Beyond," in Webb (ed.) *Windows of Faith: Muslim Women's Scholarship/Activism in the U.S.* (2000)

**Honors/Grants:** Fulbright IIE Dissertation Research Award: Jordan (1996); USIA/ACOR Dissertation Research grant: Jordan (1996)

**Other African experience:** West Africa Research Association Workshop: *Islam in West Africa: Senegal in Perspective* (2003)

### BRON TAYLOR

**Title/Department:** Professor, Department of Religion

**Education:** Ph.D. University of Southern California (1988); M.A. Fuller Theological Seminary (1980); B.A. California State University – Chico (1977)

**Teaching/Research Specializations:** religion and nature, culture and environmental sustainability

**Area Studies courses taught:** Religion, Ethics, and Nature; Environmental Ethics

**Percentage of Teaching/Research devoted to Africa:** < 25%

**Foreign Languages:** German (2)

**Field Experience:** Kenya, South Africa

**Graduate students supervised since 2005:** 6 PhD, 4 MA

**Select Publications:** "Dangerous Territory: The Contested Perceptual Spaces between Imperial Conservation and Environmental Justice." *RCC Perspectives* (2014); "Kenya's Green Belt Movement: Contributions, Conflict, Contradictions, and Complications in a Prominent ENGO" in Witoszek et al. (eds.) *Civil Society in the Age of Monitory Democracy* (2013); *Dark Green Religion: Nature Spirituality and the Planetary Future* (2010); "Back to Religion and Nature," *Journal of the American Academy of Religion* (2009); "A Green Future for Religion?" *Futures Journal* (2004); "Earth and Nature-Based Spirituality: From Deep Ecology to Radical Environmentalism," *Religion* (2001); *Ecological Resistance Movements: the Global Emergence of Radical and Popular Environmentalism* (1995)

**Honors/Grants:** President: International Society for the Study of Religion, Nature and Culture (2005-)

## ADDITIONAL INSTRUCTIONAL STAFF

### OUMAR BA

**Title/Department:** Graduate Teaching Assistant, Center for African Studies and Department of Languages, Literatures and Cultures; Doctoral student, Dept. of Political Science

**Education:** M.A. Ohio University (2011); B.A. Ohio University (2009)

**Teaching/Research Specializations:** international relations

**Area Studies courses taught:** Wolof language (beginning – advanced)

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** Wolof (4), Pulaar (4), French (4), Arabic (2)

**Field Experience:** Morocco, Senegal

**Select Publications:** “(Re)Drawing the African Map: A critique of Africa’s Secessionist Deficit Argument.” *Air and Space Power Journal – Africa & Francophonie* (2013)

**Honors/Grants:** Summer FLAS Fellowship (Arabic, 2011)

**Other Africa experience:** NALRC Summer Institute (2011)

### WEREDE HAGOS

**Title/Department:** Graduate Teaching Assistant, Center for African Studies and Department of Languages, Literatures and Cultures; MA/PhD student, Dept. of Anthropology

**Education:** B.A. Addis Ababa University (2001)

**Teaching/Research Specializations:** archaeology

**Area Studies courses taught:** Amharic language (beginning – advanced)

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** Amharic (4), Tigrinya (4)

**Field Experience:** Eritrea, Ethiopia, Uganda

**Select Publications:** “The Impact of the Ona Civilization on the Development of Eritrean Tourism Industry: An Insider’s Perspective.” In Schmidt, Curtis & Teka (eds), *The Archaeology of Ancient Eritrea* (2007)

**Other Africa experience:** Liaison Officer: Eritrean Ministry of Tourism (2002-09)

### **BUYISWA MINI**

**Title/Department:** Graduate Teaching Assistant, Center for African Studies and Department of Languages, Literatures and Cultures; Doctoral candidate, School of Teaching & Learning  
**Education:** M.A. University of Reading (1979); B.A. University of Fort Hare (1976)  
**Teaching/Research Specializations:** second language acquisition, bi-lingual education, socio-linguistics  
**Area Studies courses taught:** Zulu language (beginning – advanced)  
**Percentage of teaching/research on Africa:** 100%  
**Foreign Languages:** Xhosa (4), Zulu (4) Sesotho (4)  
**Field Experience:** South Africa  
**Select Publications:** *Ubhalo LwesiXhosa: Imigaqo Ehlaziyiweyo Neendlela Zokuhlela* (2006); *The Greater Dictionary of isiXhosa, Vol 2* (editor, 2004)  
**Honors/Grants:** Eastern Cape Premier's Arts & Culture Award (2002)  
**Other Africa experience:** NALRC Summer Institute (2009); Director and Editor-in-Chief: Xhosa Dictionary Project, University of Fort Hare (1988-2002); Junior/Senior Lecturer: University of Fort Hare (1976-1988)

### **EMMANUEL OFORI**

**Title/Department:** Graduate Teaching Assistant, Center for African Studies and Department of Languages, Literatures and Cultures; Doctoral Candidate, Dept. of Linguistics  
**Education:** M.Phil. Norwegian University of Science & Technology (2008); B.A. University of Ghana (2005)  
**Teaching/Research Specializations:** critical discourse analysis, pragmatics, syntax  
**Area Studies courses taught:** Akan language (beginning – advanced)  
**Percentage of teaching/research on Africa:** 100%  
**Foreign Languages:** Akan (4), Ga (2), Ewe (1)  
**Field Experience:** Ghana  
**Other Africa experience:** NALRC Summer Institute (2012)

## PROJECT STAFF

### IKEADE AKINYEMI

**Title/Department:** Coordinator of Administrative Services, Center for African Studies

**Responsibilities:** Develop and manage annual budgets; Supervise personnel appointments; provide support for faculty job searches; Supervise logistics for all of the Center's programmatic activities including conferences, workshops, and special events; Design, implement, and oversee management of databases, and other electronic forms for the collection and management of information; Coordinate advertising and publicity efforts for academic programs and events; Provide technical support for staff and faculty

**Education:** M.P.A. Obafemi Awolowo University (1995); B.A. Obafemi Awolowo University (1988)

**Other experience:** Administrative Officer: Ore-Oluwa Hospital, Nigeria (1996-98); Teacher: Adeola Odutola High School, Nigeria (1988-89)

### KUSSE BEKELE

**Title/Department:** Graduate Assistant, Center for African Studies; MA student, Sustainable Development Practice

**Education:** B.A. University of Florida (2009)

**Responsibilities:** Book review editor, *African Studies Quarterly*; Coordinator, CAS research report

**Teaching/Research Specializations:** sustainable development practice

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** Amharic (4)

**Field Experience:** Ethiopia

### RAJEEB DAS

**Title/Department:** Senior Program Evaluator and Assessment Specialist, Office of Institutional Planning and Research

**Education:** Ph.D. Candidate (Research and Evaluation Methodology), University of Florida (2014); M.P.H. University of South Florida (2000); B.S. University of Michigan (1998)

**Languages:** Spanish (S-2)

**Research/Teaching Interests:** Specialization in quantitative & qualitative data analysis and data mining to link financial, enrollment, and student semester data; Evaluation employing surveys, focus groups, interviews, and data analysis for quality improvement and to guide future evaluation efforts

**Selected Publications:** "Use of a prenatal risk screen to predict maternal traumatic pregnancy associated death: program and policy implications." *Women's Health Issues* (co-author, 2013); "Neighborhood level hot spot maps to inform delivery of primary care and allocation of resources." *The Permanente Journal* (co-author, 2013)

**Honors/grants:** E. T. York Work of Heart Award for Community Service (2013); University of Florida Superior Accomplishment Award for Community Service (2012); University of Florida Health Science Center Community Service Award (2012)

### R. HUNT DAVIS, JR.

**Title/Department:** Professor Emeritus, Department of History; Editor-in-Chief, *African Studies Quarterly*

**Education:** Ph.D. University of Wisconsin (1969); M.A. University of Wisconsin (1965); B.A. Grinnell College (1961)

**Teaching/Research Specializations:** African history, southern Africa, African education, links between African and African-American history, African agricultural and environmental history

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** Xhosa (1), French (1)

**Field Experience:** Botswana, Cameroon, Ethiopia, Kenya, Liberia, Malawi, Nigeria, South Africa, Zambia

**Select Publications:** *Mandela, Tambo, and the African National Congress: The Struggle Against Apartheid, 1948-1990: A Documentary Survey* (co-edited, 1991); *Apartheid Unravels* (editor, 1991); *Bantu Education and the Education of Africans in South Africa* (1972)

**Honors/Grants:** Senior Fulbright Scholar/Visiting Professor: University of Cape Town (1999)

**Other African Experience:** Editor-in-Chief: *African Studies Quarterly* (2008-present); Editor: *Encyclopedia of African History and Culture* (2005); Member: South Africa Review Committee, Fulbright Senior Program, 2001-present. Editor-in-Chief: *Encyclopedia of South Africa* (2001); Member: Africa Area Advisory Committee, Fulbright Senior Scholars Program (1990-1993); Editor: *African Studies Review* (1980-1988); Director: Center for African Studies, University of Florida (1979-88)

**ANNA MWABA**

**Title/Department:** Graduate Assistant, Center for African Studies; Doctoral candidate, Dept. of Political Science

**Education:** M.A. University of Florida (2013); B.A. Smith College (2010)

**Responsibilities:** Managing Editor, *African Studies Quarterly*

**Teaching/Research Specializations:** comparative politics, elections, international organizations

**Percentage of teaching/research on Africa:** 100%

**Foreign Languages:** French (4)

**Field Experience:** Cote d'Ivoire, Malawi, Zambia

**Other Africa experience:** Intern: UNDP Electoral Assistance Project (Malawi, 2013); Intern: AU Southern Africa Regional Office (Malawi, 2011)

**Center for African Studies  
University of Florida**

**Appendix 3**

**Course Offerings**

**Courses listed by department/unit in alphabetical order**

**Course numbering**

**1000-4000 = undergraduate levels**

**5000-6000 = graduate levels**

**Key**

**G = course partially supported by NRC grant funds**

**I = interdisciplinary course**

**N = new course since 2010**

**H = honors section taught under departmental prefix**

**Cross-listed courses noted in blue and appear only under primary unit**



Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
ABT 3500	Arabic Culture	Haddad	3	SU	23					
AFS 4905	Beginning Hausa 1	Idris	5	SU		1	SU			SU
AFS 4905	Beginning Hausa 2	Idris	5	SU		1	SU			SU
AFS 4905	Intermediate Hausa	Idris	6	SU		1	SU			SU
AKA 1130	Beginning Akan 1 <b>G</b>	Essegbey Ofori Ofori	5	F	5		F	8		F SU
AKA 1131	Beginning Akan 2 <b>G</b>	Ofori Essegbey Ofori	5	S	6		S	8		S SU
AKA 2200	Intermediate Akan 1 <b>G</b>	Ofori	3	F	2					F
AKA 2201	Intermediate Akan 2 <b>G</b>	Ofori	3	S	1					S
AKA 3410	Advanced Akan 1 <b>G</b>	Ofori	3				F	1		F
AKA 3411	Advanced Akan 2 <b>G</b>	Ofori					S	1		S
SSA 4905	4th Year Akan	Essegbey		F	1					
				S	1					
AHM 1130	Beginning Amharic 1 <b>G</b>	Seifu Hagos	5	F	4		F	3		F
AHM 1131	Beginning Amharic 2 <b>G</b>	Seifu Gobezie Hagos	5	S	2		S	3		S

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
AHM 2200	Intermediate Amharic 1	Seifu Hagos	3	F	2		F	2		F
AHM 2201	Intermediate Amharic 2	Seifu Gobezie Hagos	3	S	1		S	3		S
AHM 3410	Advanced Amharic 1	Hagos	3							F
AHM 3411	Advanced Amharic 2	Hagos	3							S
ARA 1130	Beginning Arabic 1	Bourgettaya Bourgettaya Alramadan Alramadan Zanaty Alhadi Alhadi Alramadan	5	F	15		F	13		F
				F	23		F	17		F
				F	19		F	19		F
				SU	11		SU	24		F
				S	16		S			SU
				S	7		S			S
				S	13		S	16		S
				S	20		S	5		S
				S			S	18		S
				SU	12		SU	19		S
										SU
ARA 2200	Intermediate Arabic 1	Alramadan Bouguettaya Bouguettaya Alhadi Alhadi	3	F	7		F	8		F
				F	6		F	24		F
				F	14		F			F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
							X			
ARA 2201	Intermediate Arabic 2	Bouguettaya Bouguettaya Alramadan	3	S	14 5		S	20		S
ARA 3410	Advanced Arabic 1	Haddad	3	F	16		F	14		F
ARA 3411	Advanced Arabic 2	Alhadi Haddad	3	S	11		S	14		S
ARA 4400	Fourth Year Arabic 1	Haddad Tlili		F	9		F	6		F
ARA 4400	Arabic Advanced Conversation & Composition 1	Choudar Tlili	3							F
ARA 4401	Arabic Advanced Conversation & Composition 2	Choudar Tlili		S			S			S
ARA 4420	Arabic Through Texts	Tlili	3	S	5		S	17		S
ARA 4905	Arabic Business Culture	Alhadi	1	S	5					
ARA 4850	Structure of Standard Arabic	Haddad	3				S	16		
ARA 4822	Arabic Sociolinguistics	Haddad	3	F	13					F
ARA 4930	The Qur'an as Literature	Tlili	3				S	16		
ARA 4930	Humor in Arabic Literature	Tlili	3	S	8					
ARA 4956	Arabic Film	Bouguettaya	3	SU	10					
HUM 2420	African Humanities I	Bwenge Rovine	3	F	27 9		F	26		F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
HUM 2424	African Cultures & Literatures I	Akinyemi Odotola	3	F	17		F	12		F
FRE 3502	Francophone Cultures <i>CAS core faculty, 50% reading on African topics</i>	Sow	3							F
FRE 4770	African Literature in French	Sow	3							S
SSA 4930	Africa Through Film N	Akinyemi		S	6					
SWA 1130	Beginning Swahili 1	Mwalongo Lugano Lugano Lugano Kyeu Nkurlu Nkurlu	5	F F SU SU SU	23 25 1 7 6		F F F	10 25 22		F F SU
SWA 1131	Beginning Swahili 2	Lugano Lugano Mwalongo Kyeu Nkurlu Nkurlu Lugano	5	S S SU SU SU	20 24 1 7 6		S S	21 6		S S
SWA 2200	Intermediate Swahili 1	Bwenge Wawire Wawire	3	F SU SU	8 2 2		F SU SU	7		F SU
SWA 2201	Intermediate Swahili 2	Bwenge Wawire Wawire	3	S SU SU	4 2 2		S SU SU	7		S SU
SWA 3410	Advanced Swahili 1	Lugano	3	F	5		F	7		F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014 <sup>x</sup>			2014-15
				Sem	UG	G	Sem	UG	G	Sem
SWA 3411	Advanced Swahili 2	Lugano Bwenge	3	S	5		S	5		S
SWA 4905	Individual Instruction for Advanced Swahili Learners	Bwenge	VAR							F/S
AFS 6905	Swahili Special Topics	Lugano	3				F		2	
AFS 6905	Advance Readings in Swahili	Lugano Lugano	3 3	F S		1 1	S S		2	
WOL 1130	Beginning Wolof 1 G	Ba	5	F SU	2 5		F SU	1		F SU
WOL 1131	Beginning Wolof 2 G	Ba Ba	5	S SU	2 5		S SU	1		S SU
WOL 2200	Intermediate Wolof 1 G	Ba Ba	3	F SU	1		F SU			F SU
WOL 2201	Intermediate Wolof 2 G	Ba Ba	3	S SU	1		S SU			S
WOL 3410	Advanced Wolof 1 G	Ba	3	F	1		F	1		F
WOL 3411	Advanced Wolof 2 G	Ba	3	S	1		S	1		S
XHO1130	Beginning Xhosa 1 G	Mini	5	F	2		F			
XHO 1131	Beginning Xhosa 2 G	Mini	5	S	2		S			
YOR 1120	Beginning Yoruba 1	Akinyemi Odutola Odutola Odutola Sanuth	5 5	F F SU SU	4 13 7 4		F	13		F SU

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
YOR 1131	Beginning Yoruba 2	Odutola	5	S	3					S
		Odutola	5	S	12					SU
		Odutola		SU	7					SU
		Akinyemi								
		Sanuth		SU	4					
YOR 2200	Intermediate Yoruba 1	Akinyemi	3							
		Odutola		F	2					F
		Ayoola		SU	1					SU
YOR 2201	Intermediate Yoruba 2	Odutola	3	S	3					S
		Akinyemi								
		Ayoola		SU	1					SU
YOR 3410	Advanced Yoruba 1	Akinyemi	3							F
YOR 3411	Advanced Yoruba 2	Akinyemi	3	S						S
YOR 3500	Yoruba Diaspora in the New World	Akinyemi	3							S
YOR 4502	Yoruba Oral Lit	Akinyemi								F
YOR 4905	Individual Instruction For Advanced Yoruba Learners	Akinyemi	VAR							F/S
AFS 4905	Beginning Zulu 1	Mini	5							F
		Mbatha	4	SU	2					SU
AFS 4905	Beginning Zulu 2	Mbatha	5	SU	2					SU
		Mini								S
AFS 4905	Intermediate Zulu 1 & 2	Mbatha	6	SU	1					SU

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
AFS 2002	The African Experience I	Kane Sow	3				F	42		F
		Serra Abramowitz Odera Marten Knowlton		S SU F	34 15 21		S	18		S
AFS 3300	Poverty & Development in Africa <i>cross-listed with economics</i>	Serra Odera	3	S	12		F	21		S
AFS 3352	Culture, Healthcare and the Arts in Africa <b>NI</b>	Sonke	3							S
AFS 3500	History of Islam in Africa <i>cross-listed with history</i>	O'Brien	3							S
AFS 3800	Childhood in African Literature & Cinema <i>cross-listed with english</i>	Sow	3							S
AFS 4240	The African Family I <i>cross-listed with anthropology</i>	Serra	3							S
AFS 4260	Africans Abroad I	Kane	3							S
AFS 6905	<i>cross-listed with anthropology</i>									
AFS 4315	Critical Issues in Contemporary Africa I <i>cross-listed with honors program</i>	Leedy	3							S H
AFS 4330	Women & Politics in Africa <i>cross-listed with political science</i>	Leslie	3				F	16		F
AFS 4340	Community Conservation & Rural Dev in Africa I	Child	3	S	3	1				S
AFS 6905	<i>cross-listed with geography</i>									

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
AFS 4345	Political Economy of Conservation in Africa I <i>cross-listed with geography</i>	Child	3							
AFS 4350	HIV/AIDS in Africa <i>cross-listed with anthropology</i>	Marten	3	S	23					S
AFS 4365	Urban Africa Today I/N <i>cross-listed with honors program</i>	Leedy	3							F H
AFS 4905	Mental Health in Africa N <i>cross-listed with anthropology</i>	Abramowitz	3	S	3					
AFS 4935	Health & Society in Africa N	Rheingans	3				S	18		
AFS 4935	African Environmental Issues N <i>cross-listed with geography</i>	Noss	3				S	15		
AFS 4935	Islam in the West <i>cross-listed with anthropology</i>	Kane	3				S	4		
AFS 4935 AFS 6905	African Development and Gender Equality	Serra	3	F	15	1	F	9	3	
AFS 4935	Bible Translations in Swahili	Lugano	3	S	1					
AFS 4935	War Artists of Africa N	Sow	3	S	4					
AFS 4935	African Comedies N	Sow	3	F	13					
AFS 4935	Religious Reform in Africa N	Ostebo	3	F	2					
AFS 4935	African Folktales <i>cross-listed with LLC</i>	Odutola	3	F						

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
AFS 4935	Economics for Conservation	Child	3						F	
AFS 6905	CAS core faculty, 50-75% readings on African cases cross-listed with geography									
AFS 4935	Human Rights in Africa cross-listed with political science	Leslie	3						S	
AFS 4935	African Life Narratives <b>IN</b>	Sow	3							
AFS 4935	African Business Culture	Bwenge	3				S	5		
AFS 4935	Islam and African Literature <b>N</b> cross-listed with LLC	McLaughlin	3							
AFS 4935	Children in Africa & Developing World <b>I</b> cross-listed with anthropology	Serra	3	S	12				F	
AFS 4935	Pan-Africanism cross-listed with anthropology	Dunnivant	3				F	7		
AFS 5061	Africana Bibliography	Reboussin	1	F		5	F	2	F	
AFS 6060	Research Problems in African Studies <b>I</b>	Leedy	3						S	
AFS 6357	Anthropology of Humanitarian Intervention cross listed with anthropology	Abramowitz	3				F	8		
AFS 6905	African Studies Colloquium	Goldman	1				F	1	F	
AFS 6905	Sahel Seminar	Villalon	1	S	3		F	4	S	
AFS 6905	International Development - Mozambique	Russo	3				S	2	S	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014 <sup>x</sup>			2014-15	
				Sem	UG	G	Sem	UG	G	Sem	G
<b>AGRICULTURAL EDUCATION &amp; COMMUNICATION</b>											
AEC 3073	Intercultural Communication <i>CAS affiliate faculty; 25% readings on culturally coded communication behaviors in Africa</i>	Hartman	3	F	37		F	35		F	
AEC 4905	Gender, Environment & Agriculture <i>CAS affiliate faculty; 25% readings &amp; case studies on Africa</i>	Hartman	3	S	40					S	
<b>AGRICULTURAL &amp; BIOLOGICAL ENGINEERING</b>											
AOM 4643	Principles & Issues in Environmental Hydrology <i>CAS core faculty; 25% readings on African water issues</i>	Kiker	3							S	
<b>AGRONOMY</b>											
AGG 3501	Environment, Food & Society <i>25% readings on impact of population growth, natural resource use, and climate change on agriculture in Africa</i>	Koenig	3	S	66		S	53		S	
AGR 4212	Alternative Crop Systems <i>25% readings &amp; comparative studies of African farming methods and smallholder strategies</i>	Koenig	3	S	22		S	19		S	
AGR 6233	Tropical Grass Ecosystems <i>CAS affiliate faculty; 25% readings &amp; case studies on development of improved pasture, forage utilization for livestock production in Africa</i>	Sollenberger	3				F				8
PLS 2003	Plants that Feed the World <i>25% readings on Africa's most important food crop plants with emphasis on soil &amp; climatic adaptations, producers &amp; consumers, nutritional attributes, and processing needs</i>	Koenig	3	F	31		F	24		F	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014 <sup>x</sup>			2014-15
				Sem	UG	G	Sem	UG	G	Sem
ANT 2000	General Anthropology <i>25% readings on cultural, social, and biological dimensions of human variation in Africa</i>	McFadden	3	S	98		S	139		
		Vadala		S	119		S	99		
		Anderson		S	46		S	44		S
		Anderson		F	116		F	83		
		McFadden		F	109		F	136		F
		Underwood					F	122		S
		Underwood		SU	64					
		O'Donoghue		F	133					
		Gilmore		SU						
		Burgen								
ANT 2410	Cultural Anthropology <i>25% readings on languages, subsistence, economic structures, art &amp; religion in African societies</i>	Morini	3				SU			
		Schultz					S	135		F
		Jusionyte		S			S	164		S
		Marten					F	142		
		Fiers		SU	121		F	139		
		Robinson		S	140					
		Kernaghan		S	154					
		Hames		F	138					F
		Robinson		F	139					S
		Kulstad						SU		
Feldman										
ANT 3141	Development of World Civilizations <i>CAS core faculty; 25% readings &amp; case studies on archeological evidence for the development of civilization in various regions of Africa</i>	Schmidt	3	F	48		S	30		F
ANT 3241	Anthropology of Religion <i>25% readings &amp; case studies on religious beliefs/practices in Africa, including theories of comparative religion</i>	Murray	3				S			S
		Ostebo								
		Burgen		SU	58					
		Felima		S	132					
Tarter	SU									

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
ANT 3302	Sex Roles: a Cross-cultural Perspective <i>25% readings on gendered division of labor &amp; variations in gender roles amongst different African societies</i>	deSouza deSouza Casler Gumucio	3	S SU S F	93 116		S F	114 91	F S	
ANT 3478	Global Health Culture <i>CAS core faculty; 25% readings &amp; case studies on how African societies construct illness/health and integrate human experience with technical biomedicine</i>	Abramowitz	3				F	59	F	
ANT 3930	Cultural Anthropology of Africa Today <i>cross-listed with CAS</i>	Burgen	3				F	15		
ANT 3930	Urban Anthropology <i>CAS core faculty; 25% readings on urban Africa</i>	Chalfin							F	
ANT 3930	Indigenous Religions of the World	Newman & Wright	3	F	10					
ANT 4034	History of Anthropological Theory <i>25% readings on the development of theory &amp; methods by anthropologists working in Africa</i>	Heckenberger	3				S	5	S	
ANT 4193	Ethnoarchaeology	Schmidt	3	F	3	9				
ANG 6185	<i>CAS core faculty; 25-50% African case studies</i>									
ANT 4274	Political Anthropology <i>CAS core faculty; 25% readings on African topics</i>	Chalfin	3	S	11					
ANT 4352	Peoples of Africa	Chalfin	3						S	
ANG 5254										
ANT 4354	Anthropology of Modern Africa	Kane	3	S	9				F	
ANG 5354	<i>cross-listed with CAS</i>								F	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014 <sup>x</sup>			2014-15
				Sem	UG	G	Sem	UG	G	
ANT 4552	Primate Behavior <i>25% readings on taxonomy, distribution, and ecology of primates in Africa</i>	Vath	3	F	25					Sem
ANT 4586	Human Evolution	Krigbaum	3	S	31					
ANT 4824	Field Sessions in Archaeology - Africa	Brandt	6				S	5		S
ANT 4930	Anthropology of Pregnancy/Birth	Young	3	S	19	3	S	16	6	
ANG 6930	<i>CAS core faculty; 25% readings &amp; cases on Africa</i>									
ANT 4930	Methods of Language Documentation	Hughes	3				F	1	1	
ANG 6930							S	2		
ANT 4930	Seminar in Archaeology: Social Memory	Schmidt	3				F	3	11	
ANG 6186	<i>CAS core faculty; 25% readings &amp; cases on Africa</i>									
ANT 4930	Anthropology Through the Lens	Schmidt	3				F	5	2	
ANG 6930	<i>CAS core faculty; 25-50% readings/films on ethnographic depictions of African societies</i>									
ANT 4930	Anthropology of Human Origins	Brandt	3	F	13	3				
ANG 6186										
ANT 4930	Children in Africa	Young	3	F	4	2				
ANG 6930										
ANT 4930	Gender-Based Violence	Abramowitz	3	F	15	5				
ANG 6930	<i>CAS core faculty; 25% readings &amp; cases on Africa</i>									
ANT 4930	Africa Business Culture	Bwenge	3				S	5		
ANT 4930	Culture Heritage Management	Brandt	3	S	6					
	<i>CAS core faculty, 25% readings on African topics</i>									

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
ANT 4930	Global Health	Young	3							
ANG 6930	CAS core faculty, 25% readings on African topics									
ANT 4930	African Languages & Worldview cross-listed with LLC & CAS	Bwenge	3	S	4					
ANT 4930	Islam in Europe CAS core faculty, 25% readings on African migrants influence on Islam in Europe; cross-listed with CAS	Kane	3							F
ANT 6930	Global Pastoralism CAS core faculty, 25-50% readings on African pastoral systems & livelihoods	Young	3							F
ANT 4930	Issues in African Archaeology	Brandt	3				S	5		S
ANT 4930	Lithic Technology	Brandt	3							F
ANG 6930	CAS core faculty; 50% African materials									
ANT 4930	African Archaeological Analysis	Brandt	3				S	5		S
ANT 4930	Global Africa	Kane	3	S	3	3	S	4		F
ANG 6930	cross-listed with CAS									
ANG 5303	Women and Development	Babb	3	S		4				
ANG 6303	Gender & International Development I CAS core faculty; 50% readings & case studies on the theoretical understanding and applied use of gender as a basis for development in Africa	Ostebo	3				S			3
ANG 6286	Anthropology of the State CAS core faculty; 25% readings on anthropological perspectives of the State in Africa	Chalfin	3	S		12				
ANG 6514	Human Origins	Krigbaum	3	S		1				

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
ANG 6583	Issues in Evolutionary Anthropology	Daegling	3	F		5				
ANG 6930	Post-Colonial Theory	Schmidt	3				S		9	
ANT 4930 ANG 6930	African Archaeology	Brandt	3							F
<b>ARCHITECTURE</b>										
ARC 6912	Architecture & Historic Preservation in Africa	Cohen	3							S
<b>ART HISTORY</b>										
ARH 2401	Non-Western Art <i>25% materials on African arts</i>	Poynor Rovine Baird	3		S	30		S	30	
ARH 3522	Contemporary African Art <i>cross-listed with CAS</i>	Rovine	3	F		17				F
ARH 6918	Contemporary African Arts	Rovine	3	F		4				
ARH 3525 ARH 5528	Arts of West Africa	Rovine Poynor	3	S				S	32	3
ARH 3526 ARH 5527	Arts of Central Africa	Poynor	3					F	9	2
ARH 4930	Arts of the Yoruba Diaspora	Poynor	3							F
ARH 4930 ARH 6918	Arts of Southern Africa <i>cross-listed with CAS</i>	Rovine	3					F	16	6
ARH 4930 ARH 6918	African Art: Colonial N	Rovine	3	S		17		S	17	2

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
ARH 6597	Seminar in African Art	Poynor Rovine	3	F		8	F		5	
ARH 6918	Independent Study: Non-Western Art	Rovine	3	S	2	2	F		1	
				F	2					
				SU	1					
ARH 6918	Exhibiting Africa	Poynor	3							S
ARH 6918	Africa Diaspora & Modern Art	Poynor	3				S		3	
<b>BIOLOGY</b>										
BOT 6935	Tropical Ecology <i>25% readings &amp; case studies on Africa</i>	Kitajima	4							S
PCB 3353	Natural History of Tropical Areas <i>25% readings on biogeography, climates, soils, and community structures in Africa</i>	Kitajima	3							S
ZOO 4956	Wildlife in Kenya I <i>CAS core faculty; summer field school incorporating individual research projects in zoology, plus practical experience in community-based natural resource management programs</i>	Palmer	3				SU	16		SU
<b>BUILDING CONSTRUCTION</b>										
BCN 1582	International Sustainable Development <i>25% readings &amp; case studies on sustainable building practices in Africa</i>	Olbina Olbina Srinivasan Srinivasan	3	S	66		S	108		S
				F	41		F	55		F
				F	82		F	91		F
				SU	60		SU			SU

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
BCN 4775	International Construction Contracting CAS core faculty; 25% readings & case studies on multinational construction firms in African context	Obonyo	3							S
<b>DEVELOPMENT PRACTICE</b>										
AFS 6905	Development Administration	Galloway	3	F	10	10	F	6		
AFS 6905	Conservation and Development Practice	Barnes/Galloway	3	F	10	10	F	11		F
LAS 6291	Conflict Management	Dain	3	S	21					
LAS 6291	Development Comm & Leadership Skills	Dain	3	F	18	18	F	18		F
AFS 6305	Development Theory and Practice I	Schmink/Serra	3	F	18	18	F	12		F
LAS 6938	Sustainable Development Practice Seminar I	Galloway	3	S	12	12	S	7		S
AFS 6307	Foundations of Economically Sustainable Developme	Deere/Serra	3	S	13	13	S	8		S
LAS 6938	Ecological Principles for Development	Bruna	3	F	14	14				
<b>ECONOMICS</b>										
ECP 3429	Global Telecommunications Strategies CAS affiliate faculty; 25% readings & case studies on the catalysts & constraints for growth in Africa's telecommunications sector	Jamison	4							S
ECS 4013	Economic Development CAS affiliate faculty; 25% readings & case studies on problems/policies related to economic change and growth in Africa	Jamison	4							F
ECS 4110	Africa in the Global Economy cross-listed with CAS	Serra	4							F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
ECS 4111	African Economic Development <i>cross-listed with CAS</i>	Serra	4							S
<b>EDUCATION</b>										
ESE 6939	Global Issues in K-12 Education <i>CAS affiliate faculty; 25% readings &amp; case studies on education systems in Africa</i>	Jones	3							S
SCE 6647	Global Studies Methods in Science Education	Jones	3	S		15	S		7	S
<b>ENGLISH</b>										
ENG 4110	African Diasporic Films <i>CAS affiliate faculty; 25% readings/films on contemporary diasporic relations with Africa</i>	Reid	3							S
ENG 4130	African Cinema in World Context	Ongiri	3							S
ENG 4953	African Popular Literature & Culture	Amoko	3							S
LIT 3883	African Women Writers <i>cross-listed with women's studies &amp; LLC</i>	Lugano	3				S	17		
LIT 4183	Literatures of Crises <i>CAS core faculty; 50-75% materials on African writers &amp; performers</i>	Amoko	3	S		22				F
LIT 4183	Introduction to Postcolonial Studies <i>CAS core faculty; 25-50% materials by African authors</i>	Amoko	3				F	16		
LIT 4194	Postcolonial African Fiction	Amoko	3				F	21		
LIT 4194	African Literature in English	Amoko	3	F		13				F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
LIT 4194	Fictions of Africa	Amoko	3				S	18		
LIT 4194	The Drama of Africa	Amoko	3	S	26					S
LIT 6856	Cultural Studies: Interventions	Amoko	3	F		11	S		6	
<b>ENVIRONMENTAL ENGINEERINGSCIENCES</b>										
EES 6308	Wetlands Ecology <i>CAS affiliate faculty; 25% readings &amp; case studies on wetlands ecological engineering, management, and integration into developing African landscapes</i>	Brown	3							F
ENV 4932	Water, Environment & Society <i>CAS affiliate faculty; 25% readings &amp; case studies on water management &amp; sanitation systems in Africa</i>	Brown	3							S
ENV 6932	Global Environment & Policies <i>25% readings on national policies in Africa &amp; impact of global environmental policies/practices on Africa</i>	Viessman	3				F			F
ENV 6935	Adaptive ManagementSeminar <i>CAS affiliate faculty; 25% readings &amp; case studies on southern Africa</i>	Brown	3	F			F			F
<b>FAMILY, YOUTH &amp; COMMUNITYSCIENCES</b>										
FYC 4905	International Family Problems	Smith	3	SU	12					SU
FYC 6932	Int'l Perspectives of Aging & Caregiving I <i>25% readings &amp; case studies on caregiving for older adults in the context of families &amp; communities across Africa</i>	Wilken	3							S

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
FAS 2024	Global & Regional Perspectives in Fisheries <i>25% readings &amp; case studies on fish biology, ecology &amp; habitats relevant to fisheries in Africa</i>	Murie	4				S	28		
<b>FOOD &amp; RESOURCE ECONOMICS</b>										
AEB 3671	Comparative World Agricultures <i>25% readings on African agricultural Systems in comparative perspective</i>	House	3				F	85		
AEB 4242	International Trade Policy	Burkhardt	3	S	57		F	80		S
AEB 4282	International Humanitarian Assistance I <i>50% readings &amp; case Studies on multinational organizations' role in providing aid in circumstances of war or a variety of natural crises</i>	Valderrama	3	S	64		S	64		S
AEB 4283	International Development Policy I <i>25-50% readings &amp; case Studies on impacts of donor-funded development aid in Africa</i>	Valderrama	3				F	31		F
AEB 4343	International Agricultural Markets	Jones Sterns	3	S	22		S	38		S
AEB 4931	International Agricultural Trade	Kropp Sandburg	3	S	17		S	21		S
AEB 4931	Advanced Comparative World Agriculture	House	3				F	3		
AEB 5167	Economic Analysis: Small Farm Livelihood Systems <i>CAS emeritus faculty; 25% readings &amp; case studies on small-scale, limited-resource farm systems; impact of technology, infrastructure &amp; policy changes in Africa</i>	Hildebrand	3				F			8

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
AEB 6645	Economic Development & Agriculture <i>25% readings &amp; case studies on relation of human, capital, and natural resources, plus technology &amp; institutions, to income growth &amp; distribution in Africa</i>	Useche	3							F
<b>FOREST RESOURCES &amp; CONSERVATION</b>										
FAS 2024	Global Regional Perspectives	Murie	3	F	29					
FOR 4934	Ecotourism Management	Stein	3	F	2					
FOR 4854	Agroforestry	Nair	3	S		7				F
FNR 5335	CAS affiliate faculty; 25% readings & case studies <i>on socioeconomic &amp; technical aspects of rotational</i>		3				S	3	3	7
							F			
FOR 3004	Forests, Conservation & People <i>25% readings on historical perspectives &amp; current issues in Forest management &amp; conservation in Africa</i>	Andreu	3	F	28					F
FOR 4060	International Forestry <i>CAS affiliate faculty; 25% readings &amp; case studies on developments related to forest use &amp; tree management systems in Africa</i>	Nair	2							S
FOR 4060	Global Forests <i>25% readings &amp; case studies on African forest issues and intercropped forest-use systems in Africa in comparative perspective</i>	Kainer	3	S	10		F	10		S
							S	19		
FOR 6170	Tropical Forestry <i>25% readings on forest types, climatic influences, natural forest &amp; plantation management practices in Africa</i>	Bohlman	3				S		4	S

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
SUR 6427	Land Tenure & Administration CAS core faculty; 25% readings & case studies on issues & problems of land tenure in Africa	Barnes	3							F
<b>GEOGRAPHY</b>										
GEA 3600	Geography of Africa	McDade Noss Child	3	F	84		F	81		F
GEO 2420	Introduction to Human Geography 25% readings & case studies on development & spatial arrangement of major societies in modern Africa	Hanson Rundel	3	S	72		S	81		
GEO 2500	Global & Regional Economies 25% readings & case studies on problems associated with regional/globaleconomic & demographic change, disparities in Africa's growth & development	McKay	3	F	40		F	37		F
GEO 3315	Geography of Crop Plants 25% readings on relationship of crop plants to culture & diffusion of human settlement in Africa, plus human development & improvement of crop plants	Smith	3				S	21		
GEO 3370	Conservation of Resources 25% readings & case studies on utilization and mgmt of natural resources, conservation policy in Afri	Fullman Smith	3	S	53		F	43		
GEO 3430	Population Geography 25% readings on population description, distribution, and change; demographic processes and consequences of development, conflict, disease in Africa	Good	3	SU	18					S
GEO 3502	Economic Geography 25% readings on major economic activities, distributive and regional patterns in Africa	Bullock McKay	3	S	37		F	30		

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
GEO 3930	Ethnic Conflict in Geographical Perspective CAS core faculty; 25-50% readings & case studies on ethnic conflict in Africa	Goldman	3						S	
GEO 6938	Political Economy of Conservation in Africa cross-listed w/ CAS	Child	3						F	
GEO 6938	Community Conservation & Rural Dev Africa cross-listed with CAS	Child	3			S			S	
GEO 4554	Regional Development CAS core faculty; 25% readings & case studies on regional development & growth within the context of economic, political, and spatial relationships in Africa	McDade-Gordon	3	F	21	S			F	
GEO 4938	Mngt. of Protected Areas: Africa & Americas	Child	3							
GEO 6938	cross-listed with CAS					F	4	10	F	
GEO 4938	Food & Agriculture in Africa I cross-listed with CAS	Goldman	3	F						
GEO 6938	Food & Agriculture in Africa I cross-listed with CAS	Goldman	3	F						
GEO 4938	African Phys & Soc. Env.	Goldman	3	S	1	2				
GEO 6938										
GEO 4938	Geography of Vector-Borne Diseases	Tatem Ryan	3	F	6	10			S	
GEO 6938										
GEO 5809	Geography of World Agriculture CAS core faculty; 25% readings & case studies on problems of agriculture in Africa in terms of production, economic organization & agricultural regions	Goldman	3						F	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
GEO 6375	Land Use & Environmental Change Seminar <i>CAS affiliate faculty; 25% Africa readings/case studies</i>	Southworth	3				S		2	
<b>HISTORY</b>										
AFH 2000	Africa in World History	O'Brien	3				F	24		
AFH 3100	Africa to 1800 <i>cross-listed with CAS</i>	O'Brien	3	F	35		F	20		F
AFH 3200	Africa since 1800	White O'Brien	3	S	38		S	42		S
AFH 3342	History of West Africa <i>cross-listed with CAS</i>	O'Brien	3	S	31					F
AFH 3405	East Africa 1800-2000	White	3							F
AFH 4250	Modern Africa	Gennaro					F	23		
AFH 4253	20th Century African Women	O'Brien	3							S
AFH 4293	Politics & Violence in Africa since 1800	White	3							F
AFH 4450 AFH 5458	History of southern Africa	White	3							S
AFH 5934	Religion in Africa & the World <b>N</b>	O'Brien	3							
AFH 6259	Seminar on Modern Africa	O'Brien	3							S
AFH 6934	Africa	White	3				F		7	
AMH 3931	Africans in World History	Ortiz	3				S	21		

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
HIS 3930	Slavery in the Atlantic World <i>25% readings on the African origins of slaves &amp; the African components of slave cultures</i>	Geggus	3	S	12		S	14		S
HIS 3931	Africa Seminar	O'Brien	3	F	7					
HIS 3931	Cold War & Decolonization in Africa	White	3	F			F	9		
HIS 3942	Colonial Africa	O'Brien	3				S	32		
<b>HONORS PROGRAM</b>										
IDH 3931	Honors Reading: Mandela's Long Walk to Freedom	Pagan-Wolpert	1	S	25					
IDH 3931	History & Modernity in South Africa I <i>Three week course in Pretoria &amp; Cape Town</i>	Leedy	2	SU	18					SU
<b>JOURNALISM &amp; COMMUNICATIONS</b>										
MMC 4302	World Communication Systems <i>25% readings on mass media systems and analysis of press and broadcasting in Africa</i>	Newport Alkazemi	3	F	22		F	40		
MMC 5306	International Communication <i>CAS core faculty; 25% readings on analysis &amp; comparison of print &amp; electronic communication systems among African nations &amp; cultures</i>	Leslie	3	S	22		S	33		S
MMC 6936	Race, Gender & Class in Mass Communications <i>CAS core faculty; 25% readings &amp; case studies on mass communications in Africa</i>	Leslie	3							F
MMC 6936	Intercultural Communication <i>CAS core faculty; 25% African case studies</i>	Leslie	3							S
MMC 6936	Africa and the Media	Leslie	3							F

Course # LAW	Course Title	Instructor	Credit	2012-2013			2012-2014 x			2014-15	
				Sem	UG	G	Sem	UG	G	Sem	G
LAW 6260	International Law <i>CAS core faculty; 25% readings &amp; Studies on Functions of international law relevant to Africa</i>	Nagan Hernandez	3	F	34	34	F	33		F	
LAW 6263	International Human Rights <i>25% readings on human rights and international law in modern Africa</i>	Hernandez	3	S	19	19	F	25		S	
LAW 6930	International Court Law: Development Perspectives <i>CAS core faculty; 25% readings &amp; studies on role of international courts in African cases</i>	Nagan	2	F	8	8				S	
LAW 6930	Comparative Constitutional Law - South Africa	Nunn	1							SU	
LAW 6930	Introduction to South African Law	Nunn	2							SU	
LAW 6930	Comparative Cultural Property Law - South Africa	Nunn	2							SU	
LAW 6936	Human Rights and Practice <i>CAS core faculty; 25% readings &amp; studies of human rights cases in Africa</i>	Nagan	2	F	13	13	S	7			
LAW 6936	International Children's Rights	King	2	F	19	19					
LAW 6936	Human Rights & Globalization	Hernandez	3	S	4	4					
LAW 6936	African Traditional Law	Nunn	2	S	9	9					
LAW 6936	International Financial Crimes <i>CAS affiliate faculty; 25% readings/cases on illegal movement of money through African &amp; European financial institutions</i>	Baldwin	2	F	21	21	F	20		F	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	
LAW 6936	Trade & Human Rights <i>25% readings on relationship between human rights violations &amp; illegal trade in minerals, forest products in Africa</i>	Hernandez/Powell	2	F		6	S			S
LAW 6936	Ethnic Conflict <i>CAS core faculty; 25% readings &amp; cases on various ethnic conflicts in Africa</i>	Nagan	2							S
<b>LINGUISTICS</b>										
LIN 3460	Structure of Human Language <i>25% case materials on morphology &amp; syntax in Africa languages</i>	Wiltshire Hatav Collins Lin Lin	3	F	48		S	45	51	F
LIN 3611	Languages & Dialects <i>CAS core faculty; 25% cases on defining characteristics and varieties of languages &amp; dialects in Africa</i>	McLaughlin	3	S	46		F	24		S
LIN 4600	Survey of Sociolinguistics <i>CAS core faculty; 25% materials on applications of socio-linguistics, collection and analysis of African data</i>	McLaughlin	3	F	32					F
LIN 4930	Black Englishes <i>cross-listed with English</i>	Essegbey	3	F	33					
LIN 4930	Arabic Sociolinguistics	Haddad	3	F	11					
LIN 4930 LIN 6932	Language Documentation	Hughes Henderson	3	F	19	3	F	9	4	

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15	
				Sem	UG	G	Sem	UG	G	Sem	
LIN 4930 LIN 6932	Methods of Language Documentation	Essegbey	3	S	17	2					
LIN 4930 LIN 6932	Intro to Languages of Africa <i>crosslisted with LLC</i>	McLaughlin Seidel	3	S	18		S	24	1		
LIN 4930	Language in African Societies <i>crosslisted with LLC</i>	Bwenge	3				S			F	
LIN 6571	Structure of African Languages	Henderson								S	
LIN 6571	Structure of Arabic	Haddad	3				S		3		
<b>MUSIC</b>											
MUH 2501	Introduction to World Musics <i>25% materials on the form &amp; substance of African musics</i>	Witulski Ballengee Forbes Menezes Forbes Menezes Forbes Forbes Nyamuame Harte	3	F	189		F			F	S
MUH 3530	Popular & Traditional Musics of Africa	Crook	3	F	7		F	3			
MUH 3532	Music and Healing in Africa	Witulski	3	S	4		S	10			
MUH 5505	Introduction to Ethnomusicology <i>CAS affiliate faculty; 25% readings on field methods &amp; interpretive techniques for study of African musics</i>	Crook	3				F		10		F



Course #	Course Title	Instructor	Credit	2012-2013			2012-2014 <sup>x</sup>			2014-15
				Sem	UG	G	Sem	UG	G	Sem
INR 4035	Rich & Poor Nations in the International System <i>25% readings on economic, social &amp; political linkages between Africa &amp; industrial nations, historical sources of underdevelopment</i>	Smith Brown	3	S F	12 38		S S	23		F
INR 4350	International Environmental Relations	Patterson Gokkir	3	F	24		S F	22 18		
POS 4931	Islam and Politics in Africa	Villalon	3	F		9				F
POS 6933	<i>cross-listed with CAS</i>									
CPO 6206	Seminar in African Politics	Lindberg Elischer	3	S		10				F
<b>PUBLIC HEALTH</b>										
PHC 3440	Global Public Health	Vonfricken Dorff & Vonfricken	3	S	64		S	70		
PHC 6764	Global Public Health & Development I	Rheingans	3	F		28	F			12
PHC 6445	Global Public Health & Development II <i>CAS core faculty</i>	Rheingans	3	S		18	S			14
PHC 6447	Ecology of HIV/AIDS	Curbow & Noel-Thom	3				F			20
PHC 6762	International Public Health	Burns	3	S		11				
<b>RELIGION</b>										
REL 2362	Introduction to Islam <i>25% readings on the history of Islamic traditions &amp; expression in Africa</i>	Simmons Ostebo Mamtora Simmons Ostebo	3				S F	37 44		F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15
				Sem	UG	G	Sem	UG	G	Sem
REL 3179	Race, Religion, and Rebellion CAS affiliate faculty; 25% readings on the role of religion in African resistance movements	Simmons	3	S	13		S	3		
REL 3370	Religions of Africa cross-listed with CAS	Ostebo	3							S
REL 3938	Islam in Contemporary Africa	Ostebo	3	S	6	1				F
REL 5365	cross-listed with CAS									
REL 4361	Women and Islam	Simmons	3				S	21	1	S
REL 5365	CAS affiliate faculty; 25% readings on the role of women in Islamic societies in Africa; cross-listed with WST									
REL 4936	Islam in Africa	Ostebo	3	S	11					S
REL 4936	Modern Islamic Thought CAS affiliate faculty; 25% readings on various Islamic intellectuals in contemporary Africa	Simmons	3							F
<b>THEATRE AND DANCE</b>										
DAN 4124	Dance History	Frosch	3	F	10		F	11		F
DAA 2381	World Dance & Intercultural Performance CAS core faculty; 50% time to rehearsal & performance of traditional & popular African dance styles	Dacosta Frosch Dacosta Dacosta	3	S	33		S	22		F
				F	23		S	10		
				SU	12		F	19		
DAA 2331	West African Dance & Music	Dacosta	2	F	51		F	43		F
				S	47		S	53		S

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15	
				Sem	UG	G	Sem	UG	G	Sem	Sem
<b>TOURISM, RECREATION &amp; SPORTS MANAGEMENT</b>											
LEI 3546	Park Management <i>CAS affiliate faculty; 25% readings &amp; case studies on park operations and management in Africa</i>	Thapa	3				S	5			
LEI 4905	International Travel & Tourism <i>CAS affiliate faculty; 25% readings &amp; case studies of historical, behavioral, societal, and business aspects of travel and tourism in Africa</i>	Thapa	3								F
LEI 6325	Ecotourism <i>CAS affiliate faculty; 25% readings &amp; case studies on current issues of nature-based tourism in Africa, impacts on natural resources and host populations</i>	Thapa	3				S		4		
LEI 6351	Heritage Tourism <i>CAS affiliate faculty; 25% readings and case studies on practice &amp; current issues of heritage &amp; cultural tourism planning &amp; management in Africa</i>	Thapa	3								F
<b>WILDLIFE ECOLOGY &amp; CONSERVATION</b>											
WIS 2552	Biodiversity Conservation: Global Perspectives <i>25% readings on human patterns of resource use and population biology in Africa which impact status of global biodiversity resources</i>	Moulton	3	F	135		F	157			F
				SU	198		S	249			S
				SU	60						
				SU	74		SU				
WIS 3401	Wildlife Ecology & Management <i>25% readings on African wildlife as a natural resource, with emphasis on principles of conservation, ecology &amp; management</i>	Giuliano	3	F	100		F	98			F
				S	46		S	55			
WIS 3434	Tropical Wildlife <i>50% readings &amp; case studies on the ecology of animals &amp; the socio-economics of wildlife use in Africa</i>	Blake & Bruna	3	F	29						F

Course #	Course Title	Instructor	Credit	2012-2013			2012-2014			2014-15	
				Sem	UG	G	Sem	UG	G	Sem	Sem
WIS 4523	Human Dimensions of Nat. Resource Conservation <i>CAS affiliate faculty; 25% materials on theory and practice of conservation education, environmental communication, and integrated resource management in Africa</i>	Jacobson	3	F	26		F	26		F	
WIS 4905	UF/Swaziland: Conservation & Management	McCleery	3	SU	12		SU			SU	
WIS 4905	UF/Swaziland: Savannah Ecology	McCleery	3	SU	12		SU			SU	
WIS 4905	Wildlife in Tropics	Giuliano	3	S	10		S	10			
WIS 6525	Environmental Interpretation <i>CAS affiliate faculty; 25% readings on design, implementation &amp; evaluation of environment programming for a variety of audiences &amp; settings in Africa</i>	Jacobson	3								S
WIS 6934	Tropical Ecology	Blake & Bruna	3	F		4					F
<b>WOMEN'S STUDIES</b>											
WST 3415	Transnational Feminisms I <i>25% readings on women's health, development, and reproductive politics in Africa</i>	Anatharam	3	F	35		S	39			
WST 3930	Gender, Culture & Development I <i>25-50% African materials</i>	Babb	3				F			F	26

**Center for African Studies  
University of Florida**

**Appendix 4**

**Performance Measurement Forms**

**Goal 1: Enhance the depth and breadth of UF teaching programs related to Africa**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p><b>A.</b> Enhance curricular offerings in four strategic areas: <i>health &amp; society; environment &amp; conservation; Islam and political change; African languages &amp; linguistics</i></p>	<p><b>A1)</b> Develop new &amp; enhance existing introductory overview courses in four strategic areas  <b>A2)</b> Develop new and/or modify existing specialized courses in 4 areas  <b>A3)</b> Increase and broaden student &amp; faculty involvement in working group activities in these areas  <b>A4)</b> Increase African content of courses in professional and disciplinary programs in these areas</p>								
<p><b>B.</b> Enhance advanced language learning in African LCTLs and expand range of hybrid/online language courses</p>	<p><b>B1)</b> Develop intermediate level hybrid Akan course using already collected digital materials  <b>B2)</b> Begin development of hybrid / online courses in Swahili and Yoruba  <b>B3)</b> Increase enrollments in intermediate &amp; advanced African language courses  <b>B4)</b> Maintain and enhance AFLI summer programs  <b>B5)</b> Add Swahili language teaching assistant to increase Swahili course offerings &amp; enrollments</p>								

<p><b>C.</b> Expand course offerings in areas of potential and emerging strength on Africa, including economic development; food security, agriculture, and nutrition; building construction; cultural heritage management; and/or tourism</p>	<p><b>C1)</b> Promote hires of faculty with experience in Africa in areas of emerging strength, especially in reconfigured Economics Department and in College of Agriculture  <b>C2)</b> Expand African content in courses offered in these areas  <b>C3)</b> Encourage &amp; support new faculty-student working groups in these areas</p>						
<p><b>D.</b> Increase involvement of professional school students in African Studies, and enhance African and international content in courses for professional school students, with particular emphasis on the UF College of Education</p>	<p><b>D1)</b> Develop new Global Social Studies course for College of Education (COE) students in collaboration with other UF NRCs &amp; COE faculty  <b>D2)</b> Continue and enhance senior student workshops on Africa for COE students  <b>D3)</b> Increase African content in Building Construction &amp; Architecture courses &amp; research  <b>D4)</b> Collaborate with PHHP in developing courses and African content for students in public health and health sciences  <b>D5)</b> Collaborate with faculty in Agriculture, Nutrition, Tourism and related fields to expand social science African content and courses  <b>D6)</b> Encourage professional school student &amp; faculty involvement in Research Tutorial Abroad (RTA)</p>						

<p><b>E. Develop further and enhance study abroad, research experiences, and field school programs for undergraduates</b></p>	<p><b>E1)</b> Implement new study abroad program for UF students and exchange with junior faculty at Makerere University  <b>E2)</b> Implement new study abroad program for UF and Santa Fe College students at South African Wildlife College  <b>E3)</b> Continue and expand study abroad program at UDSM (Tanzania)  <b>E4)</b> Continue RTA program to give undergrad students African field research experience with UF faculty  <b>E5)</b> Maintain &amp; expand research opportunities on community based wildlife conservation in southern and eastern Africa  <b>E6)</b> Continue &amp; expand field practicum opportunities in Africa for MDP students</p>					
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**Goal 2: Extend Access and Coverage of UF outreach programs for Africa**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets					
					BL	T1	T2	T3	T4	
<p><b>A.</b> Enhance K-12 teacher training, knowledge &amp; understanding on Africa &amp; student exposure to Africa course content</p>	<p><b>A1)</b> K-12 Teacher Summer Institute on Africa  <b>A2)</b> Publication &amp; distribution of <i>Irohin</i> (content from teachers)  <b>A3)</b> K-12 teacher workshops on internat'l educ, with other UF NRCs  <b>A4)</b> ASOC teacher workshops  <b>A5)</b> "Jambo" high school Africa summer program  <b>A6)</b> Annual Global Education Conference, with UF COE &amp; other UF NRCs</p>									
<p><b>B.</b> Enrich faculty knowledge and understanding on Africa &amp; curricular content at regional community colleges and MSIs</p>	<p><b>B1)</b> Two multi-session semester institutes for regional CC &amp; MSI faculty, hosted at SFC and/or other CC/MSI  <b>B2)</b> Area studies workshops in central Florida and southern Georgia for CC &amp; MSI faculty, jointly organized with other UF NRCs  <b>B3)</b> Train &amp; supervise adjunct Swahili instructor at SFC, followed by SFC support for Swahili course  <b>B4)</b> Support for CC or MSI faculty to attend annual ASA meeting</p>									

<p><b>C.</b> Improve research &amp; teaching communication among faculty and graduate students at regional colleges &amp; universities</p>	<p><b>C1)</b> Annual SEAN-SERSAS conferences, held jointly with UNC  <b>C2)</b> Annual SEALLF workshops, held jointly with UNC &amp; other regional universities</p>					
<p><b>D.</b> Increase knowledge about Africa in business community</p>	<p><b>D1)</b> Produce and disseminate Sub-Saharan Africa Business Environment Report (print &amp; web)  <b>D2)</b> Hold workshop on “Business Opportunities in Africa” in Miami in collaboration with University of Miami CIBER</p>					
<p><b>E.</b> Increase general public knowledge &amp; appreciation of African culture, conditions, and diversity</p>	<p><b>E1)</b> African music &amp; dance performances, with <i>Agbedidi</i>, artist in residence, and guest artists  <b>E2)</b> Harn Museum annual “Africa Night” for general public  <b>E3)</b> Art exhibits &amp; special events; visiting artist speakers, etc  <b>E4)</b> Talks &amp; series on Africa at Institute for Learning in Retirement and other public audiences  <b>E5)</b> African film presentations</p>					

**Goal 3: Expand the scope and quality of UF research on Africa**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
<p><b>A.</b> Promote faculty &amp; student research collaboration, interdisciplinary communication, &amp; interactions with national &amp; international colleagues</p>	<p><b>A1)</b> Interdisciplinary Working Groups in key strategic areas with grad student/faculty planning &amp; interaction; speakers &amp; symposia  <b>A2)</b> Weekly <i>baraza</i> speakers &amp; special colloquia/workshops across multiple disciplines  <b>A3)</b> Faculty and graduate student travel grants to conferences  <b>A4)</b> Students in African Studies research talks &amp; events  <b>A5)</b> Annual Carter Conference, organized by faculty &amp; grad students  <b>A6)</b> New Interdisciplinary Health &amp; Society symposia/conferences  <b>A7)</b> Host international ACAL meeting in 2017  <b>A8)</b> Host nat'l &amp; international visiting scholars &amp; interactions with UF faculty &amp; students  <b>A9)</b> Summer pre-dissertation research grants for grad students  <b>A10)</b> Develop new research opportunities through linkages with African &amp; other international institutions</p>								

<p><b>B. Enhance availability &amp; development of research materials &amp; collections</b></p>	<p><b>B1)</b> New acquisitions of African material for UF Library  <b>B2)</b> Increased digitization of African library materials  <b>B3)</b> Development of searchable digital video/audio archive for African languages &amp; other material</p>						
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**Center for African Studies  
University of Florida**

**Appendix 5**

**Letters of Support**

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June 20, 2014

Abraham Goldman, Ph.D.  
Director, Center for African Studies  
University of Florida  
Gainesville, FL 32611-5560

Dear Dr. Goldman,

I am delighted to support the University of Florida's Center for African Studies application for a Title VI, National Resource Centers and Foreign Language and Area Studies (NRC/FLAS) grant. Santa Fe College maintains a strong relationship with UF and the Center for African Studies, in particular. The Center has supported our College's internationalization efforts during the past decade and remains an invaluable asset to our region and community.

My frequent interactions with you and your staff during the past year have enabled us to develop several projects that will enhance the teaching of Africa at our College should this new NRC/FLAS grant be funded. As we have agreed, the Center for African Studies will send discipline experts to Santa Fe each Fall and Spring semester to participate in our International Lecture series—a series open to all faculty, students and staff at our College. In addition, the Center will fund instruction in Swahili at our institution in order to expose our students to a major, African language and increase interest in the continent. Faculty professional development continues to be a major area of interest for both of us. Consequently, the Center has offered to fund one Santa Fe faculty member's participation in the African Studies Association (ASA) meeting and sponsor a faculty workshop during the Spring 2015 so that our College may insert the study of this continent more purposefully and consistently in our curriculum. We have been fortunate to have two of our faculty participate in the ASA meeting in the past two years thanks to your commitment to outreach. Your Center also kindly sponsored a workshop on Africa for our faculty in 2004. The huge success of that program has convinced us that this type of professional development should be renewed. In order to incentivize faculty participation in this, Santa Fe will provide a stipend of \$500 to each of up to ten workshop participants. The Center for African Studies will provide the workshop leaders, books and materials.

As you may know, a high percentage of our Associate of Arts graduates transfer to the University of Florida where they complete their bachelor's degree at the same high rate as native students and often continue with their graduate studies. I believe that by exposing our students more to the study of Africa, we can increase the likelihood that they will continue their exploration of this continent upon transferring to your university. We look forward to partnering with the Center for African Studies on this new Title VI NRC/FLAS grant and exploring other forms of collaboration in the future.

Sincerely,



Vilma Fuentes, Ph.D.  
Assistant Vice President for Academic Affairs

UNIVERSITY OF MIAMI

CENTER for INTERNATIONAL  
BUSINESS EDUCATION  
& RESEARCH

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June 26, 2014

Abraham Goldman  
Director, Center for African Studies  
University of Florida, College of Liberal Arts & Sciences  
427 Grinter Hall  
Gainesville, FL 32611-5560

Dear Professor Goldman,

The University of Miami (UM) Center for International Business Education and Research (CIBER) is extremely pleased to collaborate with the University of Florida's (UF) Center for African Studies to encourage and enhance business involvement and investment in Africa. In particular, we look forward to working together to develop and present outreach activities related to business and economic conditions and opportunities in Africa to the business community in Florida and the larger region. We stand ready to participate with you on your National Center Resource grant proposal.

Since its inception in 2010, UM CIBER's goal has been to promote our nation's international competitiveness and understanding. To that end, we support dozens of programs, from foreign business and language courses and competitions for students, to research mini-grants for faculty, to conferences and events for local and international business leaders.

We at UM CIBER look forward to working with UF's Center for Africa Studies on a workshop titled "Business Opportunities in Africa" that we intend to hold in 2016-17 at the our campus in Coral Gables, FL. We also hope to work together on other future activities, and we expect that this outreach to the business community will build a growing relationship with UF's Center for African Studies.

We fully support the University of Florida's grant application and we look forward to future collaborations.

Sincerely,

Joseph Ganitsky  
Director



June 12, 2014

Dr. Philip Williams  
Director  
Center for Latin American Studies

Dr. Abraham Goldman  
Director  
Center for African Studies

Dr. Alice Freifeld  
Director  
Center for European Studies

University of Florida  
Gainesville, Florida 32611

Re.: Letter of Support for University of Florida Title VI Center Outreach  
Collaboration with the Nine University and College Consortium of Georgia

Dear Drs. Williams, Goldman and Robbins:

Greetings from Clayton State University of the University System of Georgia (located 15 miles from downtown Atlanta) and the Nine University and College International Studies Consortium of Georgia! (headquartered at Clayton State).

I am very pleased to hear that the Center for Latin American Studies, the Center for African Studies, and the Center for European Studies at the University of Florida have agreed to collaborate with the Nine University and College Consortium of Georgia during the period 2014-2017 on a series of Faculty and Curriculum Develop Seminars to be held in 2015, 2016 and 2017. In each of these years, one of the three University of Florida national resource centers will send three faculty experts and a center representative to our primary consortium location in Morrow, Georgia to help train our faculty on important issues connected to these three world regions. The workshop theme and world region focus will rotate each year. This collaboration with the University of Florida on international studies curriculum development will be of great benefit to our faculty, and to the students they serve.

**Center for African Studies  
University of Florida**

**Appendix 6**

**Federal Forms**

AF

**Application for Federal Assistance SF-424**

**\* 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

**\* 2. Type of Application:**

- New
- Continuation
- Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

**\* 3. Date Received:**

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

**8. APPLICANT INFORMATION:**

**\* a. Legal Name:**

University of Florida Board of Trustees

**\* b. Employer/Taxpayer Identification Number (EIN/TIN):**

59-6002052

**\* c. Organizational DUNS:**

969663814

**d. Address:**

Division of Sponsored Research

**\* Street1:**

219 Grinter Hall

**Street2:**

**\* City:**

Gainesville

**County/Parish:**

Alachua

**\* State:**

FL: Florida

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

32611-5500

**e. Organizational Unit:**

Center for African Studies

**Department Name:**

Center for African Studies

**Division Name:**

College of Liberal Arts & Scie

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

**Prefix:**

Dr.

**\* First Name:**

Abraham

**Middle Name:**

**\* Last Name:**

Goldman

**Suffix:**

**Title:**

Director

**Organizational Affiliation:**

University of Florida - Center for African Studies

**\* Telephone Number:**

352-392-2183

**Fax Number:**

352-392-2435

**\* Email:**

agoldmn@ufl.edu

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.015 A & B

CFDA Title:

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

**\* 12. Funding Opportunity Number:**

\* Title:

**13. Competition Identification Number:**

Title:

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

Add Attachment

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

Building Expertise, Growing Capacity, and Disseminating Knowledge: African Studies for a New Era

Attach supporting documents as specified in agency instructions.

Add 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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="\$633,678"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="\$633,678"/>

**\* 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

**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  
Supplemental Information for the SF-424**

**1. Project Director:**

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

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  Country:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

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

Yes  X No

**3. Human Subjects Research:**

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

Yes  X No

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

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

No Provide Assurance #(s), 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.

## **GEPA Statement**

Not only does UF CAS adhere strictly to all federal and state regulations in its nondiscrimination policies but, as part of its very identity on campus, the Center works proactively to enhance representation of historically underrepresented groups. Of the 13 current CAS-appointed faculty, 6 are minority members, and 4 are women. CAS's fulltime staff is diverse and currently includes three minority members and two women. Of current graduate assistants working in the Center, two are minorities and two are women.

CAS works directly with graduate advisors to encourage female and minority applicants in the FLAS pool. Of 38 academic year FLAS awardees in the past 4 years, 58% were female and 24% were minority members. As a means of enhancing representation of women and minorities in making faculty appointments, CAS follows UF recruitment regulations designed to help identify appropriate female and minority candidates.

CAS by-laws allow for three Advisory Council members to be appointed by the director, so as to ensure diverse representation. CAS maintains regular faculty involvement and co-sponsorship of programming with such units as the Center for African-American Studies, the Institute for Black Culture, College of Law's Center for the Study of Race and Race Relations, the African Students Association, and the Black Graduate Student Organization.

**APPLICATION WORLD REGION OR THEMATIC FOCUS  
FY 2014-2017**

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

**APPLICATION TYPE**

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



## Information to Meet §602(e) Statutory Requirements

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

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

*Please see attached sheet*

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

*Please see attached sheet*

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

Name of Applicant Institution and Center: University of Florida – Center for African Studies

Name/Title of Authorized Representative (Printed): Brian Miller

Title: Assistant Director of Research Telephone: 352-392-1582

Signature:  E-mail: ufproposals@ufl.edu

Date: 6.27.14

## Diverse Perspectives in Funded Activities

The University of Florida (UF) affirms the critical importance for a learning community of intellectual discourse that intentionally embraces a diverse array of perspectives and a wide range of views. Debate and exploration of diverse views is central to our mission as a major research university. The Strategic Plan for the University of Florida speaks directly to this commitment:

“All Floridians and Americans in the future will be in closer contact with peoples who are not native speakers of English, who come from different cultural and religious backgrounds, and whose political and social perspectives differ. The University of Florida has an obligation to develop resources for understanding different cultures and societies so that the citizenry of the state and nation are prepared for the increasing integration of the global community.”

Among the UF Strategic Plan’s stated goals is: *Enhance existing and develop new programs to promote international research, teaching, and study abroad and exchange programs.* In this effort the Strategic Plan underscores the importance of its Title VI Centers: “Of particular importance for the University of Florida’s stature as a center for international studies are its prestigious Title VI centers.”

Efforts to strengthen the internationalization of the campus in accordance with the UF Strategic Plan are led by the Dean of the UF International Center (UFIC). Part of UFIC’s mandate is to assure that resources and programming contribute to the diversity of perspectives on campus. The Title VI Centers are thus central to the effort to ensure wide-ranging and open debate about world regions and international affairs.

In keeping with this university-wide mandate, the activities of the Center for African Studies outlined in this proposal—including those for which we seek Title VI support—are specifically designed to contribute to free and open inquiry. Specifically, we seek to encourage open debate about the challenges faced by the African continent and its peoples, and about its promises. We also seek to understand the implications of African issues for the international community, and specifically the United States. In so doing, we intentionally make every effort to reflect diverse perspectives and a wide range of views about how these should be addressed. Concretely:

- We accept, and indeed seek out, opportunities to speak to diverse publics in our outreach program, and (within logistical and pragmatic limitations) accept all invitations to engage with diverse groups.
- We solicit suggestions for speakers from any faculty member affiliated with the Center, and make every effort to secure recommended speakers.
- We announce our conferences and workshops publicly, and welcome proposals for participation as well as attendance by any appropriately qualified individuals.
- We purchase library books and journals intentionally chosen to ensure that the full range of knowledge and debates on current African issues are available for our researchers.
- We adhere strictly to the principle of academic freedom, ensuring that both faculty members and students can speak freely and openly and express opinions—even controversial or unpopular ones—in the classroom and their academic work.
- Our faculty and graduate students travel around the nation and indeed the world, to participate in scholarly and academic meetings, where they engage with participants from varied backgrounds and perspectives in discussing their research.

## Addressing Areas of National Need

The University of Florida (UF) is deeply committed to training students to be productive and contributing citizens of the country and of our increasingly globalized world. We believe strongly that in order to do so, students must understand and appreciate the diversity of cultures and societies in the world, and have the tools to engage with that diversity. To that end, we join the Department of Education in recognizing acute national needs for expertise in foreign languages and world regions.

As an African NRC, the Center for African Studies at UF will contribute directly to addressing these needs. The seven African languages we teach, and for which we request funds to award FLAS grants, are *all* included on the list of priority languages identified by the department. Beyond normal course offerings in these languages, we propose to address the need for expertise in these languages by:

- Enhanced training programs and course offerings, both during regular semester and in our intensive summer program for African languages, which is one of the largest in the US.
- Development and expansion of innovative hybrid/online language courses including intermediate level Akan and new introductory level Swahili and Yoruba courses. These are important steps toward wider accessibility for African and other LCTL instruction nation-wide.
- Encourage advanced language competence in the awarding of FLAS fellowships for both graduate and undergraduate students and for regular academic year as well as intensive summer language programs.

The Departments of Agriculture, Commerce, Defense, Labor, and the Treasury have also explicitly noted a need for regional expertise in Africa, including both sub-Saharan and North Africa. Our proposed training activities are directly intended to increase the national supply of experts on this region. Via our connections with professional schools in our activities, including our professional Masters in Development Practice program, the Colleges of Education, Public Health and Health Professionals, Business, and others, we train and encourage students to contribute to wide-ranging needs in the government, business, education, and nonprofit sectors. As detailed in our proposal, the range of disciplines in which we graduate African experts, and the placement of our students in both educational institutions and in government and international service, attests to our significant contributions to such needs.

Our strategic interdisciplinary areas for expansion in this proposal all additionally address very concrete national needs:

- Increased understanding of Muslim societies: via our working group on Islam and political change in sub-Saharan Africa.
- Increased understanding of African languages: via our support for PhD training in language dynamics and change in Africa.
- Interdisciplinary work among health professionals and social scientists: via our support for PhD training in health and social change in Africa, collaborating with the College of Public Health and Health Professions and the Emerging Pathogens Institute at UF as well as African institutions.
- Interdisciplinary work among natural and social scientists: via our support for PhD training in conservation, environment, climate change, and community based natural resource management, collaborating with a range of units at UF, across the US, and with institutions in Africa.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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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.**

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**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 the 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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. §§1721 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, AAudits 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Brian Miller	TITLE Assistant Director of Research
APPLICANT ORGANIZATION  University of Florida	DATE SUBMITTED 

---

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
University of Florida	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Brian"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Miller"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Assistant Director of Research"/>	
* SIGNATURE: 	* DATE: <input type="text" value="6.25.14"/>

---

## DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input 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	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  Congressional District, if known: 4c	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  NA  Congressional District, if known:	
<b>6. Federal Department/Agency:</b>  NA	<b>7. Federal Program Name/Description:</b>  NA  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>  NA	<b>9. Award Amount, if known:</b>  \$ NA	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>  NA	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>  NA	
<b>11.</b> 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 this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information 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:  Print Name: <u>Brian Miller</u> Title: <u>Assistant Director of Research</u> Telephone No.: <u>352-392-1582</u> Date: <u>6-25-14</u>	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

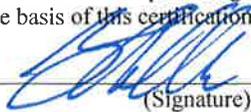
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

  
(Signature)

6-25-14  
(Date)

Brian Miller, Assistant Director of Research  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: \_\_\_\_\_