U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award # P015A140089 P015B140089

Presidents and Fellows of Harvard College

OMB Number: 4040-0004
Expiration Date: 8/31/2016

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
6/30/14	

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:	President and Fellows of Harvard College

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
04-2103580	0823596910000

d. Address:

* Street1:	Richard A and Susan F Smith Campus Center
Street2:	1350 Massachusetts Avenue, Suite 600
* City:	Cambridge
County/Parish:	Middlesex
* State:	MA: Massachusetts
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	02138-3846

e. Organizational Unit:

Department Name:	Division Name:
Committee on African Studies	Faculty of Arts & Sciences

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

Prefix:	Prof.	* First Name:	Caroline
Middle Name:			
* Last Name:	Elkins		
Suffix:			

Title:	Prof of History and African and African Studi

Organizational Affiliation:
Harvard University

* Telephone Number:	617-495-2528	Fax Number:	617-496-0621

* Email:	elkins@fas.harvard.edu

Application for Federal Assistance SF-424

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

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

*** 12. Funding Opportunity Number:**

Ed-Grants_84.015 A&B

* Title:

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

13. Competition Identification Number:

N/A

Title:

N/A

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

Add Attachment | Delete Attachment | View Attachment

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

National Resource Centers and Foreign Language and Area Studies Fellowship Programs

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: MA-005 * b. Program/Project: N/A

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2014 * b. End Date: 08/14/2018

18. Estimated Funding ($):

* a. Federal	2,703,868.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,703,868.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Colleen

Middle Name: D.

* Last Name: Hutchins

Suffix:

* Title: Sponsored Programs Officer

* Telephone Number: 617-495-9039 Fax Number: 617-496-2524

* Email: awardsmgmt3@harvard.edu

* Signature of Authorized Representative: Colleen D. Hutchins * Date Signed: 6/24/14

U.S. Department of Education
Supplemental Information for the SF-424

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Caroline	Macv	Elkins	

Address:

* Street1: Committee on African Studies

Street2: CGIS. 1730 Cambridge St

* City: Cambridge

County: Middlesex

* State: MA * Zip Code: 02138 Country: US

* Phone Number (give area code): 617-495-2568

Fax Number (give area code): 617-496-0621

* Email Address: Elkins@fas.harvard.edu

2. Novice Applicant:

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

☐ Yes ■ No

3. Human Subjects Research:

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

☐ Yes ■ No

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

☐ Yes Provide Exemption(s) # (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.

OMB Number: 1894-0007
Expiration Date: 07/31/2014

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

President and Fellows of Harvard College

It is the strong and consistent policy of Harvard University to treat all community members with respect, to provide an environment conducive to learning and working, and to ensure equal access to rights, privileges and opportunities without regard to race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status or disability. Harassment on the basis of these characteristics is inconsistent with the above principles and violates obligations of non-discrimination imposed by law and Harvard Policy.

The principal of not discriminating against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, age, national or ethnic origin, political beliefs, veteran status, or disability unrelated to job or course of study requirements is consistent with the purposes of a university and with the law. Harvard expects those with whom it interacts from other communities outside of the university to comply with all applicable anti-discrimination laws.

Harvard University is a large research entity and follows the same general non-discrimination policies of the university when conducting research. The University follows strict policies regarding the responsible conduct of research, equity in its access being one of the tenets. To this end, the University publishes guidance and policies as a resource for Principal Investigators and research staff on how to appropriately manage his/her research.

Trust in the integrity of Harvard research is one of the University's most valuable assets. All those associated with research owe it to their colleagues and coworkers to make sure that funds are expended properly, that research is conducted with due attention to ethical standards and applicable regulations, and that results are reported accurately and truthfully. In the case of externally-funded research, they also have legal and ethical obligations to the sponsors of their research and to the University in its administrative oversight role.

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*

Harvard offers more than 450 courses with African content, led by nearly 500 faculty members with a wide range of backgrounds and expertise in Africa. Harvard's African language program offers instruction (by native speakers in nearly every case) in 32 languages. More than 80 Africanist fellows visit the University each year to study and collaborate with Harvard faculty on matters of law, urbanization, public health, governance and public administration, as well as traditional academic disciplines, from all regions of Africa. Public events such as workshops, conferences, lectures and film attract members of the general public and are all interactive.

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.

Harvard African Studies produces a steady supply of Africa specialists into a wide range of professions. Recent Harvard African Studies graduates have pursued careers in academia (9%), 40% went on to study for advanced degrees, 77% reported using their Africa expertise in the private sector, 6% in the public sector, and 6% in international careers. In the next grant cycle, further work will take place to increase students' exposure to careers in areas of national need, as identified by the US DoE, and in education, business and NGOs.

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: President and Fellows of Harvard College/Committee on African Studies

Name/Title of Authorized Representative (Printed): Colleen Hutchins

Title: Sponsored Programs Officer

Telephone: 617-495-9039

Signature: Colleen D. Hutchins

E-mail: awardsmgmt3@harvard.edu

Date: 6/24/14

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with 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. ээ276a to 276a-7), the Copeland Act (40 U.S.C. э276c and 18 U.S.C. ээ874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. ээ 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. ээ1451 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. ээ7401 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. ээ1721 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. э470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. ээ469a-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. ээ2131 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. ээ4801 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	TITLE
Colleen D. Hutchins	Sponsored Program Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
President and Fellows of Harvard College	6/24/14

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

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 employeeof a Member of Congress in connection with a covered Federal action. Use the SF-LLLA Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizationallevel below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10 (a). Enter Last Name, First Name, and Middle Initial (MI).

11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.

12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.

13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.

14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.

15. Check whether or not a SF-LLLA Continuation Sheet(s) is attached.

16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 30 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 (0348-0046), Washington, DC 20503.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

President and Fellows of Harvard College

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Colleen | Middle Name:

* Last Name: Hutchins | Suffix:

* Title: Sponsored Program Officer

* SIGNATURE: Colleen J. Hutchins | * DATE: 6/24/14

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB
0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

1. Type of Federal Action:	2. Status of Federal Action:	3. Report Type:
[b.] a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	[b.] a. bid/offer/application b. initial award c. post-award	[a] a. initial filing b. material change **For Material Change Only:** year _____ quarter _____ date of last report _____

4. Name and Address of Reporting Entity:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:
☐ Prime ☐ Subawardee Tier _____, *if known*: **Congressional District**, *if known*: MA-005	**Congressional District**, *if known*:
6. Federal Department/Agency: Department of Education	**7. Federal Program Name/Description:** CFDA Number, *if applicable*: 84.015 A & B
8. Federal Action Number, *if known*:	**9. Award Amount**, *if known*: $
10. a. Name and Address of Lobbying Entity (*if individual, last name, first name, MI*): Harvard does not use grant funds for lobbying purposes.	**b. Individuals Performing Services** (*including address if different from No. 10a*) (*last name, first name, MI*):

(attach Continuation Sheet(s) SF-LLLA, if necessary)

11. Amount of Payment (*check all that apply*):	13. Type of Payment (*check all that apply*):
$ _____ ☐ actual ☐ planned	☐ a. retainer ☐ b. one-time fee ☐ c. commission ☐ d. contingent fee ☐ e. deferred ☐ f. other; specify: _____
12. Form of Payment (*check all that apply*): ☐ a. cash ☐ b. in-kind; specify: nature _____ value _____	

14. Brief Description of Services Performed or to be Performed and Date(s) of Service, including officer(s), employee(s), or Member(s) contacted, for Payment Indicated in Item 11:

n/a

(attach Continuation Sheet(s) SF-LLLA, if necessary)

15. Continuation Sheet(s) SF-LLLA attached: ☐ Yes ☐ No

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Signature: Colleen D. Hutchins
Print Name: Colleen Hutchins
Title: Sponsored Programs Officer
Telephone No.: 617-495-9039 Date: 6/30/14

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Expiration Date: 05/31/2011

World Area and Application Type Selection Sheet

Please check the World Area focus for this application:	
Africa	X
Canada	
East Asia	
International	
Latin America & Caribbean	
Middle East	
Russia/East Europe / Eurasia	
South Asia	
Southeast Asia / Pacific Islands	
Western Europe / Europe	
Other (please specify) _____	

Please check application type:	
Comprehensive NRC and FLAS	X
Undergraduate NRC and FLAS	
Comprehensive NRC only	
Undergraduate NRC only	
FLAS only	

FLAS-ELIGIBLE LANGUAGES
Performance-Based Instruction
FY 2014 – 2017

Language	Eligible Now?	Course List Reference	Language Instructor Reference
Akan (Twi-Fante)	Yes	Page 57	Page 309 (Owusu)
Afrikaans	Yes	Page 57	Page 359 (Withers)
Amharic	Yes	Page 57	Page 364 (Zegeye)
Bamanankan	Yes	Page 57	Page 206 (Diakite)
Chichewa	Yes	Page 57	Page 255 (Kachaje)
Dinka	Yes	Page 57	TBD for AY 2014/15
Hausa	Yes	Page 57	Page 223 (Gamawa)
Fulani/Pulaar	Yes	Page 57	Page 206 (Diallo)
Haitian Creole	Yes	Page 57	Page 321 (Rene)
Igbo	Yes	Page 57	Pages 248, 307 (Ihenetu, Onaga)
Kinyarwanda	Yes	Page 57	Page 172 (Bayingana)
Krio	Yes	Page 57	TBD for AY 2014/15
Lingala	Yes	Page 58	Page 257 (Kapi)
Malagasy	Yes	Page 57	Page 342 (Tata)
Setswana	Yes	Page 58	Page 317 (Qoboza)
Somali	Yes	Page 57	Page 160 (Aden)
Sudanese Arabic	Yes	Page 57	Page 263 (Khalifa)
Swahili	Yes	Page 57	Page 292 (Mmari)
Tigrinya	Yes	Page 57	Page 361 (Worrede)
Wolof	Yes	Page 57	Page 206 (Diallo)

Xhosa	Yes	Page 57	Page 317 (Qoboza)
Yoruba	Yes	Page 57	Page 167 (Asere)
Zulu	Yes	Page 57	Page 317 (Qoboza)

COMMITTEE ON AFRICAN STUDIES HARVARD UNIVERSITY

June 25, 2014

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

Reference: **Elkins, Caroline Macy; CFDA 84.015A/84.015B**

Dear Sir or Madam:

Please find enclosed Letters of Support for the proposal received at the U.S. Department of Education Application Control Center on June 25, 2014.

Your consideration of this proposal is greatly appreciated.

Sincerely,

Professor Caroline Macy Elkins
Committee on African Studies

CGIS South Building, 1730 Cambridge Street, Room S-403, Cambridge, MA 02138 USA
T: 617.495.5265 F: 617.496.5183 africa.harvard.edu

Committee on African Studies – Harvard University
CGIS South Building, 1730 Cambridge St, Room S-403
Cambridge, MA 2138 USA

June 26, 2014

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

Reference: **Elkins, Caroline Macy; CFDA 84.015A/84.015B**

Dear Ms. Mays,

Per our conversation, enclosed are the 4 sets of the Proposal Documents that simply need to be placed on the top of each proposal package.

I greatly appreciate your efforts as my faculty member critically values these documents being included to ensure the success of her proposal application.

Feel free to contact me at this number if there are any questions or concerns: 617-538-0362 or 617-496-5191.

Thanks again,

Barbara Matteau
Financial Administrator
Committee on African Studies

COMMITTEE ON AFRICAN STUDIES

June 16, 2014

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

Dear Sir or Madam:

We are pleased to have you consider our proposal entitled "National Resource Centers/Foreign Language and Area Studies Fellowships Programs." Funds in the amount of $2,703,868 are requested for the project period of August 15, 2014 through August 14, 2018.

Your consideration of this proposal is greatly appreciated.

Sincerely,

Professor Caroline Macy Elkins
Committee on African Studies

Colleen D. Hutchins
Colleen Hutchins
Sponsored Programs Officer

CGIS South Building, 1730 Cambridge Street, Room S-403, Cambridge, MA 02138 USA
T: 617.495.5265 F: 617.496.5183 africa.harvard.edu

HARVARD UNIVERSITY
Office of the President

Massachusetts Hall
Cambridge, Massachusetts 02138

T: (617) 495-1502
F: (617) 495-8550

June 12, 2014

The Honorable Arne Duncan
Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202-1510

Dear Mr. Secretary:

I am writing to endorse the attached proposal from Harvard University, which seeks renewed recognition for African Studies as a National Resource Center (NRC) under the Department of Education's Title VI program.

This proposal represents a unique and multi-faceted collaboration by three major units of the University: the Committee on African Studies, the Department of African and African American Studies, and the Hutchins Center for African and African American Research. Given the considerable intellectual assets of these units and the commitment Harvard has made to advancing Africa-related work across the University, we are confident that we have prepared a very strong proposal for your consideration.

Africanist faculty and students affiliated with our current NRC for African Studies are working with members of our other NRCs, including Asian Studies, Middle Eastern Studies, and Russian/Eurasian Studies. We look forward to expanding these collaborations in the interest of deepening our collective understanding of topics such as infectious disease, radical Islam, economic expansion of China, and technological advances used for humanitarian ends.

Harvard currently offers more than 450 courses with African content, led by nearly 500 faculty members with expertise in Africa. Harvard also operates one of the largest and most flexible African language programs in the country, offering instruction in 39 languages. We bring more than 80 Africanist fellows to the University each year to study and collaborate with Harvard faculty and students on matters of law, urbanization, public health, governance, and public administration, as well as traditional academic disciplines. We also send more than 200 students to Africa each year to further their language skills, conduct research, participate in experiential learning, and network across national and cultural boundaries.

We have approved the establishment of a Harvard office in Africa to serve a range of initiatives that address issues of the Global South. This office, to be located in Cape Town, South Africa, will also offer support to our vast array of other collaborations in Africa. We are eager to build on the solid foundation we have established in teaching and learning about this key region of the world, and we appreciate your consideration of our application.

Sincerely,

Drew Gilpin Faust

HARVARD
GRADUATE SCHOOL OF EDUCATION

PROJECT ZERO

June 16, 2014

Professor Caroline Elkins
Faculty Chair, Committee on African Studies
Harvard University
1730 Cambridge Street
Cambridge, MA 02138

Dear Professor Elkins,

Project Zero is pleased to submit the enclosed proposal outlining outreach work to be incorporated into the Harvard Committee on African Studies' Department of Education Title VI NRC grant. Project Zero is an educational research group housed at the Harvard Graduate School of Education. Founded in 1967, Project Zero's mission is to understand and enhance thinking, learning, and creativity within and across disciplines, for individuals and institutions. Over the years, we have worked with hundreds of schools, museums, and other partners, and thousands of educators from around the world. Three fundamental questions inform all of our work: *What does learning look like? What's worth understanding today and tomorrow? How and where does learning thrive?* Project Zero has developed theories, frameworks, tools, and examples that are shared in numerous books, articles, institutes, conferences, and research collaborations where we put theory into practice.

We look forward to collaborating with the Harvard Committee on African Studies around the following goals:

1. Design and prepare workshops to promote the capacity of public secondary school teachers and community college faculty to teach for global competence ("the capacity and disposition to understand and act on issues of global significance")
2. Enhance the capacity of NRC staff to lead this work and develop a cohort of teacher leaders who can share the work with other educators
3. Contribute to the design, documentation, and dissemination of a small number of quality teaching cases geared to teaching for global competence about the target regions.

We appreciate the opportunity to serve as an outreach partner in the Committee on African Studies' National Resource Center program proposal.

With all best wishes,

HARVARD
GRADUATE SCHOOL OF EDUCATION

PROJECT ZERO

Veronica Boix-Mansilla
Principal Investigator
Future of Learning Institute Chair
Project Zero at the Harvard Graduate School of Education

African Leadership University

June 8, 2014

To Whom It May Concern:

It is my pleasure to confirm that the Committee on African Studies at Harvard is in preliminary discussions with the African Leadership University (ALU) to develop high quality content, pedagogical models, and skilled teachers/instructors for our new network of African universities.

African Leadership University is a response to Africa's need to significantly increase its numbers of capable, productive and innovative human capital. Today, university enrollment rates in Africa are on average less than 8%. Nigeria alone graduates 1.7 million students from its high schools each year, yet can only absorb 400,000 of them into its universities. A once-in-a-lifetime opportunity exists to address this challenge and leapfrog the rest of the world by building universities of the future in Africa. This opportunity has been brought about by recent advances in technology, innovation in pedagogy and increasing insight into how universities can better prepare young people to be productive members of society.

African Leadership University aims to capture this opportunity by building 25 universities across Africa over the next 15 years, each with 10,000 students. By educating 250,000 students at a time, ALU will produce millions of highly-productive Africans who will be equipped to drive change on the continent.

Given Harvard's demonstrated commitment to understanding and addressing contemporary issues in Africa, and with its world class scholars and students of Africa, the Committee on African Studies at Harvard is an ideal partner for ALU's plans. We envision collaborating with Harvard's Africanists scholars on developing ALU's curriculum, innovative pedagogical models and content delivery platforms such as HarvardX, and developing pipelines of teachers and instructors from Harvard's impressive ranks of graduate and undergraduate students, who want to work and teach in Africa.

The Executive Director of the Committee on African Studies, Dr. Susan Cook, has been actively involved with the two precursor organizations that have paved the way for ALU: the African Leadership Academy in South Africa, and the African Leadership Network. We are delighted that she, and Harvard's Faculty Chair for African Studies, Professor Caroline Elkins, are ready to mobilize the impressive array of resources and expertise at Harvard to work with us on the next stage of our vision for improving the lives of millions in Africa, the African Leadership University.

Please don't hesitate to contact me for additional information.

Best wishes,

Fred Swaniker
Founder
African Leadership University
www.africanleadershipuniversity.com

Bunker Hill Community College

imagine the possibilities

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

We are pleased to write in support of Harvard Area Research Centers' Title VI National Resource Center proposal for funding. The Harvard Area Research Centers (HARC), including the Asia Center, Committee on African Studies, Davis Center for Russian and Eurasian Studies, and the South Asia Institute, proposes collaboration with Bunker Hill Community College (BHCC) that will support both BHCC students and educators in increasing global thinking and understanding.

Founded in 1973, BHCC is the largest community college in Massachusetts and ranks among the 25 fastest growing public two-year colleges in the U.S. The College enrolls more than 14,000 students in day, evening, weekend, and distance-learning courses and programs each semester. The student body at BHCC reflects the diversity of the urban community, and an essential part of the College's mission is to encourage this diversity. The average age of students is 27. More than half (57%) of BHCC's students are women, 36% are the first in their families to attend college, and 67 percent are persons of color. The majority work full- or part-time while attending college.

The collaborative initiatives described below will take place over a four-year period, beginning in academic year 2014-2015. The breadth of the collaboration between HARC and BHCC may go beyond these initiatives, and individual research centers might identify areas of collaboration not previously identified. Year one of the grant cycle will be spent redefining the proposed collaboration and identifying specific educator participants.

International Education Week
HARC will collaborate with Bunker Hill on a week-long program held annually in November that will strengthen international awareness amongst BHCC students and supplement curricula. HARC will assist in arranging speakers (faculty, postdoctoral fellows, and advanced graduate students) to take part in seminars, workshops, and lectures at BHCC.

International Women's Day
HARC will collaborate with Bunker Hill to bring a speaker or series of speakers to address a central issue related to International Women's Day.

Professional Development for Bunker Hill Faculty
With Bunker Hill's input, HARC will orchestrate professional development opportunities for Bunker Hill faculty around curriculum development and language instruction. HARC will assist in this effort by welcoming BHCC educators to join a Professional Development program entitled 'Globalizing the Classroom,' that combines international studies content with pedagogical frameworks developed at the Harvard Graduate School of Education.

BHCC and HARC will also explore the possibility of forming an advisory network related to building global competencies in community college curricula. This network will include educators and advanced graduate students in a variety of disciplines from BHCC, other community colleges across the US, and Harvard University. The network will focus on conversations around resources, curriculum, and course development to ensure that community college educators benefit from the human and material resources available at Harvard University.

We appreciate this opportunity to offer our support for the collaborative venture between HARC and BHCC and hope you will give the HARC proposal your full consideration.

Sincerely,

James F. Canniff, Ed.D.
Vice President of Academic Affairs and Student Services

National Resource Centers
And
Foreign Language and Area Studies Fellowships

2014-2017

CFDA No. 84.015 A & B

Committee on African Studies
Harvard University

June 16, 2014

COMMITTEE ON AFRICAN STUDIES
HARVARD UNIVERSITY

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ACRONYMS

AAAS	Department of African and African American Studies
AASP	Association of African Studies Programs
AB	Bachelor of Arts
ABD	All But Dissertation
ACTFL	American Council on the Teaching of Foreign Languages
AIDS	Acquired Immune Deficiency Syndrome
AISP	Alwaleed Islamic Studies Program
AL	African Language
ALA	African Leadership Academy
ALC	Africana Librarians Council
ALDC	African Languages in the Disciplines
ALP	African Language Program
ALTA	African Language Teachers Association
ALU	African Leadership University
AM	AfricaMap
ART	American Repertory Theater
AS	African Studies
ASA	African Studies Association
AsC	Asia Center
ASK-DL	Africa's Sources of Knowledge Digital Library
ASOC	African Studies Outreach Council
ASW	African Studies Workshop
AY	Academic Year
BBC	British Broadcasting Corporation
BC	Boston College
BHCC	Bunker Hill Community College
BU	Boston University
CAMP	Cooperative African Microform Project
CARLA	Center for Advanced Research on Language Acquisition (U of MN)
CAS	Committee on African Studies
CC	Community College
CG	The Ethelbert Cooper Gallery of African and African American Art
CGA	Center for Geographic Analysis
CGIS	Center for Government and International Studies
CMES	Center for Middle Eastern Studies
CNN	Cable News Network
CRL	Center for Research Libraries
CTO	Cape Town Office
CV	Curriculum Vita
DoED	Department of Education
GIS	Geographic Information System
DASH	Digital Access to Scholarship at Harvard
DBCTL	Derek Bok Center for Teaching and Learning
DBETA	Derek Bok Excellence in Teaching Awards

DCRES	Davis Center for Russian and Eurasian Studies
DGS	Director of Graduate Studies
DRCLAS	David Rockefeller Center for Latin American Studies
DUS	Director of Undergraduate Studies
EALC	East Asian Languages and Civilizations
EC	Executive Committee
ED	Executive Director
ELIAS	Enhanced Language Instruction for African Studies
EMR	Committee on Ethnicity, Migration, Rights
ES	Harvard Extension School
FAS	Faculty of Arts and Sciences
FAQ	Frequent Asked Questions
FbC	Fairbank Center for East Asian Research – Harvard University
FIELD	Field Immersion Experiences for Leadership Development
FLAS	Foreign Language and Area Studies
FLAS CCP1	Foreign Language and Area Studies Competitive Preference Priority 1
FLAS CCP2	Foreign Language and Area Studies Competitive Preference Priority 2
FLAS IP	Foreign Language and Area Studies Invitational Priority
FTE	Full-Time Employee
FY	Fiscal Year
GenEd	Program in General Education
GEPA	General Education Provisions Act
GPH	Global Public Health
GPRA	Government Performance Results Act
GS	Global South
GSD	Harvard's Graduate School of Design
GSAS	Graduate School of Arts and Sciences
GUPO	Graduate and Undergraduate Program Officer
HASCs	Harvard Area Studies Centers
HBCUs	Historically Black Colleges and Universities
HBS	Harvard Business School
HC	Hutchins Center for African and African American Research
HCL	Harvard College Library
HDS	Harvard Divinity School
HGHI	Harvard Global Health Institute
HGSE	Harvard Graduate School of Education
HHI	Harvard Humanitarian Initiative
HILT	Harvard Initiative for Teaching and Learning
HIV	Human Immunodeficiency Virus
HKS	Harvard Kennedy School
HLS	Harvard Law School
HMS	Harvard Medical School
HOLLIS	Harvard Online Library Information System)
HRP	Human Rights Program
HSAFP	Harvard South Africa Fellowship Program
HSDM	Harvard School of Dental Medicine

HSPH	Harvard School of Public Health
HSS	Harvard Summer School
HU	Harvard University
HUL	Harvard University Library
HX	HarvardX
IGO	Inter-Governmental Organization
I-SURF	International-Summer Undergraduate Research Fellowship
JD	Doctor of Laws
K-16	Sum of Primary, Secondary and Post-Secondary education
KM	Knowledge Management
LCTLs	Less Commonly Taught Languages
LDI	Library Digital Initiative
LLM	Master of Laws
LTS	Library Technology Services
MA	Master of Arts
MaP	Maru-a-Pula School
MAUD	Master of Architecture and Urban Design
MBA	Master of Business Administration
MC	Morehouse College
MD	Doctor of Medicine
MIT	Massachusetts Institute of Technology
MLPA	Minnesota Language Proficiency Assessments
MOOC	Massively Open Online Courses
MPA	Master of Public Administration – International Development
MPH	Master of Public Health
MPP	Master of Public Policy
M-RCBG	Mossavar-Rahmani Center for Business & Government
MSI	Minority-Serving Institution
NALRC	National African Language Resource Center (University of Wisconsin)
NBA	National Basketball Association
NEH	National Endowment for the Humanities
NELC	Department of Near Eastern Languages and Civilizations
NERCPAL	New England Regional Consortium of Programs in African Languages
NF	Nieman Foundation
NGO	Non-Governmental Organization
NPR	National Public Radio
NRC	National Resource Center
NRC AP	National Resource Center Absolute Priority
NRC CCP1	National Resource Center Competitive Preference Priority 1
NRC CCP2	National Resource Center Competitive Preference Priority 2
NRC IP	National Resource Center Invitational Priority
NSF	National Science Foundation
OCS	Office of Career Services
OCAS	Office of Career Advancement and Services
OCLC	Online Computer Library Center, Inc.
OCP	Open Collections Programs

OIE	Office of International Education
OPI	Oral Proficiency Interview
OU	Ohio University
PBS	Public Broadcasting Service
PhD	Doctor of Philosophy
PI	Principal Investigator
PIFIE	President's Innovation Fund for International Experiences
PMAE	Peabody Museum of Archaeology and Ethnology
PRC	People's Republic of China
PS	Professional Schools
PZ	Project Zero
RCC	Roxbury Community College
RLL	Department of Romance Languages and Literatures
RLIN	Research Libraries Information Network
SAI	South Asia Institute
SC	Spelman College
SD	Doctor of Science
SE	Social Engagement
SEAS	Harvard School of Engineering and Applied Sciences
SJD	Doctor of Juridical Science
SM	Master of Science
SMART	Specific, Measurable, Achievable, Relevant, Time-bound
SO	Shanghai Office
SPHCT	Signal Program on Human Security and Technology
SPOO	Student Programs and Outreach Officer
SSP	Summer School Program
TAP	Tuition Assistance Plan
TF	Teaching Fellow
UCIPS	University Committee on International Programs and Sites
UJ	University of Johannesburg
UNESCO	United Nations Educational, Scientific, and Cultural Organization
US	United States
UTEP	University Teacher Education Program
WAX	Web Archive Collection Service
WCFIA	Weatherhead Center for International Affairs
WM	WorldMap
WNA	World Newspaper Archive

ABSTRACT

Harvard University's demonstrated commitment to African Studies dates from the 19th century. The program has emerged over the last decade as one of the nation's pre-eminent resources for the study of Africa. In the last decade, the University has directed unprecedented institutional commitment to African Studies. As a result, the University now has an unrivaled African language program (ALP) with 39 languages offered, nearly 500 African Studies faculty across the Faculty of Arts and Sciences and 8 Professional Schools (PSs), and a graduate and undergraduate degree program in African Studies.

Harvard University's Committee on African Studies (CAS), the Department of African and African American Studies (AAAS), and the Hutchins Center (HC), work together as a unit to provide a wide-ranging and innovative program in African languages and area studies to the University and the broader regional and national communities. CAS is the University-wide entity, coordinating and integrating all African-related cross-faculty/student collaborations, teaching, research, and outreach at Harvard. AAAS is a Department, making faculty appointments, housing the ALP, and granting African Studies' degrees and secondary concentrations. The Hutchins Center (HC) is a research center and public engagement entity, sponsoring Africanist fellows, public events, research, publications, and the collection and preservation of archival collections.

CAS proposes to continue as an NRC for African languages and area studies with the goal of expanding opportunities and resources for African studies education, research, and knowledge dissemination, and leveraging and enhancing connections among and between faculty, fellows, students, and the broader community. To realize these objections, CAS proposes the following:

1. CAS will continue to leverage and strengthen the linkages between Harvard's constituent African Studies parts across the FAS and PSs to generate greater impact at the University and in the broader communities. To this end, CAS will sponsor programmatic initiatives centering on 4 core-thematic initiatives that reflect the University's African Studies and broader area studies' strengths, and the pressing issues facing Africa in the 21st century. These 4 core-thematic issues are: China and Africa, Islam and its radicalization, global public health and human rights, and Africa and the Global South.
2. CAS will strengthen its African language program through the expansion of intermediate and advanced language training in Amharic, Igbo, Swahili, & Wolof.
3. CAS will continue to hire a Student Program and Outreach Officer (SPOO) to coordinate and consolidate student activities, spearhead CAS's existing Outreach initiatives, and launch its new Outreach programs.
4. CAS will inaugurate a 4-year Outreach collaboration with 3 of Harvard's other area studies centers to offer 2 programs targeted at K-16, CC and MSI educators.
5. CAS will launch a 4-year partnership with Spelman College to strengthen Spelman's African Studies curriculum, and to begin a mentoring program.
6. CAS will hire a Program Officer, modeled on the successful SPOO, to implement its 4 core-thematic initiatives through an array of new programs and publications.
7. CAS will leverage HarvardX to create new, African Studies MOOCs.
8. CAS will increase expertise in African languages and studies by training undergraduates and graduate students each year with AY and summer FLAS.
9. CAS will implement a far-reaching, evaluation and impact measurement agenda.

1. COMMITMENT TO THE SUBJECT AREA

1A. Institutional Commitment to Subject Area. Harvard's century-long commitment to AS has grown to a University-wide priority in the last decade, demonstrated by the Provost's combined commitment of $5.5 million to Africa Initiative funding to CAS beginning in AY 03/04; the creation of AAAS AB and PhD programs in AS; and the investment of over $1 million in HU's ALP, expanding its offerings to 39 African languages. Under Harvard President Drew Faust's leadership, HU has expanded this commitment. HU's seriousness with AS is reflected in the projected elevation of CAS from Committee to Center status in AY 14/15; and the creation of the Hutchins Center, thus institutionalizing research, publications, and public engagement on AS at HU. President Faust demonstrated her personal commitment to AS when she officially traveled to Africa (the first sitting HU president to do so) to inaugurate a partnership with UJ, forge new institutional linkages, and visit collaborative research sites. HU currently invests over $70.52 million annually for AS activities, including faculty, visiting scholars, research, and language training. Another $158,638,603 is actively obligated for AS Faculty from government/private foundations.

Table 1.1: Institutional Commitment to Subject Area, FY13/14

Harvard Unit or Activity	Commitment
Operations of CAS	$ 675,000
Operations of HC	$ 1,298,606
Departmental Budget for AAAS	$ 473,240
Other Africa-related operations across HU	$ 17,092,186
Africanist Faculty	$ 23,543,597
Fellowships for African Students	$ 8,518,368
Fellowships for African Visiting Scholars	$ 3,420,684
Professional staff (CAS, HC, AAAS staff included in operations)	$ 6,553,634
Conferences, workshops, & faculty research/language training	$ 3,378,778
Library, including Sub-Saharan African Bibliographer	$ 750,000
Language/Study Abroad, research & internships in Africa (students)	$ 1,705,474
Outreach, Museums and the Arts	$ 3,117,778
TOTAL	***$ 70,527,345***

HU funds pay the salaries for the CAS Faculty Chair and ED, and 4 staff; the HC Director and ED, and 17 staff members; and AAAS Chair, DUS, DGS, and 6 staff. In AY 13/14 CAS/AAAS/HC received $2.45 million in direct University support for all operations.

CAS is a member of CGIS, and benefits from physical space integrated with other area studies centers, including faculty and staff offices, auditoriums, state-of-the-art class and seminar rooms, and event venues.

In AY 13/14, HU spent $23,543,597 on salaries and benefits for 490 Africanist faculty members from the FAS and 8 PSs. In the last 5 years, 116 AS faculty were hired across HU, 9 are CAS faculty, and 46 are diversity hires. AS faculty access research, language study, and other grants from HU totaling $3.38 million. In AY 12/13, HU elevated the grade for CAS's ED, reflecting the expansion of AS at HU, and funded an international search to fill the position. Since 1979, Harvard has invested more than $6 million in HSAFP for mid-career professionals from South Africa. In AY 13/14, Harvard invested $3.42 million in 57 visitors and fellows from Africa placed in 41 different HU entities. HU libraries represent the largest University library system in the world, with one of the world's most diverse collections of materials **(Section 5)**. In the last decade, HU has invested over $2.5 million in Africa-related acquisitions, including digitization projects. The PMAE contains over 20,000 African artifacts; and the CG will open in AY 14/15 with over $2 million invested in the curation and display of African art.

HU has 306 partnerships with 297 institutions in Africa. HU students participate in 31 HU study abroad and internship programs, and 21 approved, non-HU study abroad programs in Africa. CAS faculty and staff have significant collaborations with the ALA and the future ALU program; CAS FC is an advisor to the ALN **(Table 1.2, Section 8.A.4)**.

Table 1.2: Select Linkages to African Institutions and Governments

Initiative	Institutional Partner
Harvard Botswana Partnership; AIDS Initiative; Summer Program	University of Botswana; Government of Botswana
Harvard Leadership and Education Initiative	African Leadership Academy; African Leadership University; African Leadership Network
Harvard Undergraduate Study Abroad Program	University of Ghana
NBA Africa/CAS Internship Program	Royal Bafokeng Sports; NBA Africa
Harvard Summer Program in Kisumu, Kenya	Great Lakes University of Kisumu

HMS/HSDM/HSPH Rwanda Human Resources Health Program; Butaro Cancer Center for Excellence	Rwandan Ministry of Health
Harvard Law School, U. of the Witwatersrand Exchange Program	University of the Witwatersrand
Harvard Law School, Making Rights Real	University of Ghana-Legon
Harvard Grad School of Education South Africa Initiative	U. of Johannesburg, Soweto
HKS M-RCBG Summer Internship Program	Liberian Ministry of Finance; Center for Strategic Analyses and Research (South Sudan)
HGHI I-SURF Program on Malaria	University of Cheikh Anta Diop
HHI Signal Program on Human Security and Technology	United Nations Foundation and various African governments
HGHI I-SURF Program on HIV/AIDS & TB; HMS Rangoon Institute	KwaZulu-Natal Research Institute for Tuberculosis and HIV
HLS Human Rights Clinic	Zimbabwe Lawyers for Human Rights

In AY 13/14, HU provided $3.12 million for Africanist outreach initiatives, museums, and the arts, including .5 FTE for CAS's SPOO (with the other .5 FTE from NRC funding). These initiatives generated 51 public events, 29 programs for the K-16 community, and over 15 teaching/learning online programs; combined, these Outreach efforts reached 1.74 million people/users **(See Section 7)**. In AY 13/14, HU provided need-based financial aid (gift not loan) for all undergraduates, and more than 70% receive financial aid from the University. HU students from Africa received $8.51 million in financial aid (gift not loan) from the University, including 76 undergraduates and 161 graduate students. Undergraduates received more than $1.1 million for research and study in Africa; graduate students received an additional $600,000 from HU, beyond their guaranteed departmental funding. HU fully funds PhD candidates for at least 5 years; the average award in AY 13/14 was $74,998, including a stipend of $31,224 and tuition expenses of $43,774. Most departments and PSs gave, on average, $4,500 per student for summer research, language study and travel.

2. QUALITY OF CURRICULUM DESIGN

2.A Undergraduate Degree Programs. AS is a central priority in Harvard's curriculum. AAAS offers a unique, interdisciplinary AB in AS. Students may pursue a secondary-field designation (minor) in AS through AAAS. The AAAS major requires at least 12 half-courses in AS, and a proficiency in one African language; students pursuing an AS secondary field

take at least 5 half-courses. Undergraduates may also focus on Africa or African-related fields in 24 out of Harvard's 43 concentrations (majors) in the FAS. Each concentration requires students to demonstrate appropriate levels of subject matter competency and foreign language proficiency. In nearly all departments with AS offerings, HU undergraduates are taught in the Tutorial System, consisting of small seminars of 6 to 12 students who pursue in-depth study and research projects under the guidance of faculty and doctoral students. All AS concentrators and minors are encouraged to take advantage of the 57 Visiting Fellows, coordinated through CAS, who participate in regular CAS programs and conferences; and receive specialized academic advising through the 490 AS faculty at HU. With NRC funding, CAS created a SPOO who oversees the coordination of all Africanist undergraduate support, particularly in the realms of study/language training at HU and abroad **(See 6.A.3).**

2.B Graduate Programs. In the past five years, 22,257 students from the FAS and 8 PSs enrolled in African-related courses; 236 enrolled in African language courses; and CAS sponsored 3 PS language training courses (HSPH and HLS) using NRC funding. The number of Africanists produced by HU graduate programs has increased substantially since the inauguration of NRC funding in AY 10/11. There has been more than a 100% increase in AS PhDs in the last five years, with 25 AS PhDs awarded at HU in AY 13/14 alone. AAAS offers an interdisciplinary PhD program in AS. PhD candidates are required to take 14 half-courses, including two required interdisciplinary courses in AAAS, and obtain advanced proficiency in at least one African language. AAAS offers a secondary field option for doctoral students in the FAS and PSs; students must complete 4 graduate-level courses in AS, and complete a research paper demonstrating mastery in the field. CAS supports graduate students from the FAS and PSs with summer and term-time funding, including 47 students during CAS's inaugural cycle of FLAS support. Cross-registration is available at HU. MIT,

BU, BC, Tufts, and Brandeis students regularly enroll in AS and African language courses at HU; HU students similarly cross-register for AS courses.

2.C.1 Academic and Career Advising. Every member of the CAS faculty serves as a thesis supervisor and advisor to graduate students; CAS faculty from the FAS and PSs similarly advise undergraduates. HU boasts a low undergraduate to faculty ratio (7:1), with 81.2% of classes comprised of 20 students or less. HU undergraduates receive academic, career, and personal guidance from faculty, college deans, house masters, resident deans, proctors, tutors, and trained peer advisors. HU has a comprehensive freshman advising program, and a faculty-led freshman seminar program. This program offers over 133 freshman-only seminars, 21 of which pertain to Africa-related topics. With NRC support, CAS's SPOO provides extensive cross-University curricula and fellowship advising; AAAS has a full-time DUS and GUPO; all other concentrations with African offerings have a DUS and a student program officer similar to AAAS. These mechanisms provide extensive one-on-one advising. Undergraduates receive career advising from OCS; the Fellowships Office gives advice on post-graduate fellowship opportunities to students with an Africa-focus. In the past 10 years, HU undergraduates with AS concentrations have received 138 internal awards and fellowships, including 37 Hoopes Prizes (top 10% of senior theses at HU), and numerous outside awards including 9 Rhodes Scholarships and 5 Marshall Scholarships.

FAS and PS graduate students typically work with a faculty advisor in the first two years of graduate study and then with a dissertation committee of 3-6 faculty advisors. AAAS has its own DGS and GUPO; all other departments in the FAS with African offerings have a DGS and a graduate student program officer similar to AAAS. The FAS and PSs each have a graduate student OCAS and a fellowship officer. CAS offers a unique, University-wide academic and career resource center for students, with its SPOO maintaining databases that consolidate AS courses across the FAS and PSs, AAAS programs, overseas programs,

fellowships, internships, job opportunities, and research partnerships with HU faculty. With NRC support, CAS oversaw 476 graduate students from the FAS and 8 PSs and 37 from nearby universities enrolled in the faculty-led, CAS graduate student workshop, which provides professional and pedagogical training, as well as opportunities for the presentation of graduate-student research, and networking.

2.C.2 and 3 Formal Research and Study Programs Abroad. HU is committed to promoting study abroad options for its students. HU's goal is for every undergraduate to have an international experience prior to graduation. In 2002, the Office of International Education (OIE) was established with a mandate to increase both the quantity and quality of international experiences available to undergraduates; HU's Summer School Program (HSS) has 5 full-time staff dedicated to summer study abroad; HU's Global Support Services has 9 full-time staff; and HU employs a full-time global risk manager who works with consultants throughout Africa to survey political, public health, and other risks for all students and faculty. HU also created the UCIPS to coordinate the running of existing international on-site programs and the development of new ones; CAS Chair Elkins has served on this high-level, 11-person body.

HU students have multiple and varied opportunities to study, conduct research, and pursue internships throughout Africa. Over 60% of HU undergraduates study, work, or volunteer abroad during the academic year or summer, including 31 HU study abroad and internship programs in Africa. These numbers have risen each year since 2002. All HU graduate students focusing on Africa will study, work, or conduct research in Africa during their graduate careers. HU further facilitates overseas experiences in Africa annually with significant student funding. In AY 13/14, HU provided $1.7 million in funding for 184 students traveling to 35 African countries. With FLAS funding, CAS awarded 47 students $1.06 million for the study of 9 languages in 10 countries over the past 4 years.

CAS is the centralized HU entity identifying and coordinating overseas study, research, and internship opportunities in Africa for all students across the University. In the past 10 years, CAS facilitated the launch of 8 undergraduate study abroad programs for HU credit in Botswana, Ghana, Mali, Rwanda, Kenya (2), South Africa, and Tanzania, as well as 5 graduate programs in Botswana, Sierra Leone, Rwanda, South Africa, and Ghana, also for HU credit. CAS is also developing 2 new study abroad programs in Senegal and Nigeria. 3 CAS summer abroad programs (South Africa, Kenya, and Tanzania) received recognition from HU's PIFIE, with three awards of distinction. In addition, CAS works with multiple units across HU to coordinate teaching and learning in Africa, including HBS, HKS, HLS, HSPH, HMS, HGHI, HHI, and the FAS. HBS sends over 250 students to study and intern with 53 different organizations in 7 African countries through its FIELD Program; HKS places some 100 students in 43 different organizations in 13 African countries each summer; HLS has for credit, clinical programs in 4 African countries; HMS/HSPH has 3 of the largest, US research/clinical programs in Africa (Botswana, South Africa, and Rwanda) in which over 500 students have trained in the last decade; and HHI's SPHCT trains on average 100 students in the Horn of Africa annually.

CAS participates in twice-a-year study abroad fairs and organizes regular study abroad information and follow-up sessions. CAS co-sponsors with HGHI a year-long pre-departure and post-return workshop and seminar series for all undergraduates traveling to Africa, which 137 students attended in AY 13/14. CAS also compiles HU's centralized database for all faculty and students traveling to Africa each summer, with 358 entries in AY 13/14.

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A Non-Language Course Offerings and Country Coverage. In the past five years, inclusive of CAS's inaugural NRC funding cycle, HU offered a total of 671 non-language

courses in AS; 104 had 100% AS content and an additional 567 courses had 25-75% AS content. Enrollment in non-language AS courses throughout HU totaled 45,260, with an annual increase of 23% since the start of NRC funding in AY 10/11. PS students can fully access AS offerings throughout HU by cross-registering; similarly FAS graduate and undergraduate students may also cross-register in the PSs. 16 members of AAAS and CAS faculty hold joint appointments in FAS and at least one of the PSs.

3.B Depth of Course Coverage. As **Appendix I** and **Table 3.1** demonstrate, specialized courses on AS are offered in the GenEd Curriculum (a program of "general electives" required of HU undergraduates), in 17 interdisciplinary concentrations, and 19 departments in the FAS, and in all 8 PSs, as well as the ES. The depth of course content ranges from freshman seminars and introductory survey courses, to highly specialized upper-division graduate and professional courses.

Table 3.1: Harvard University, African Studies Course Coverage (2009-10 to 2013-14)

School/Discipline	# of Courses with 100% AS Content	# of Courses with 25% to 75 % AS Content	# of students enrolled in AS Non-Language Courses	# of Faculty Teaching AS Non-Language Courses
Faculty of Arts and Sciences (FAS)				
General Education & Freshman Seminar	4	46	5,615	39
African and African American Studies & Anthropology	30	43	2,835	47
Economics & Political Science	3	49	4,283	50
History & Social Studies	16	66	736	55
Other Disciplines	17	71	2,149	53
Subtotal FAS	**70**	**275**	**15,618**	**244**
Professional Schools				
Business Administration (HBS)	-	8	3,356	10
Design/Urban Planning (GSD)	2	14	506	15
Divinity (HDS)	4	11	396	14
Education (HGSE)	1	17	1,547	12
Law (HLS)	8	60	3,932	44
Health Sciences/Medical School (HMS)	1	5	961	12
Government (HKS)	0	42	5,085	35
Public Health (HSPH)	7	72	4,937	60
Extension School & Summer School	11	79	9,748	70
Subtotal Professional & Ext. Schools	**34**	**308**	**30,468**	**272**
HARVARD UNIVERSITY TOTAL	**104**	**583**	**46,086**	**516**

3.C Interdisciplinary Courses. HU's GenEd Curriculum, launched in AY 09/10, is by design interdisciplinary; courses are offered in one of 8 interdisciplinary categories (e.g. Societies in the World, Culture and Belief). CAS faculty members Elkins and Higginbotham have served on the 12-member, GenEd Committee, implementing the new, interdisciplinary curriculum. Since GenEd's launch coincided with CAS's first year of NRC funding, CAS dedicated significant NRC resources to GenEd course development. To date, 37 AS courses are offered in GenEd, with 4,485 students enrolled over the past 4 years. Undergraduates can major in any of 17 interdisciplinary concentrations with African course offerings within the FAS, where most of the courses are by nature interdisciplinary. Graduate students also benefit; in addition to FAS interdisciplinary courses, the PSs offered 63 courses with interdisciplinary content open to cross-registration by graduate students in AY 13/14, with a total enrollment of 1,743 students. HU graduate students across all Schools benefit from numerous CAS-oriented, interdisciplinary events. During AY 13/14, CAS organized or co-sponsored 27 major interdisciplinary conferences, workshops, and symposia, and over 15 public events. One of CAS's marquis, NRC-supported programs is the African Studies Workshop (ASW). Chaired by Professors Comaroff and Elkins, the ASW meets weekly, interrogates key issues facing 21st-century Africa and the Global South **(See Section 8.A.2),** and invites HU AS and internationally-recognized scholars to present interdisciplinary research. The ASW draws, on average, 75 participants weekly, and students may take the ASW for course credit.

3.D.1 Non-Language Faculty. HU Africa specialists include 490 faculty members in 22 departments and 8 PSs who devote 25% or more of their time to Africa-related research and teaching. These faculty teach and research subjects of direct relevance to Africa, such as radicalized Islam, humanitarian intervention, Chinese and other foreign investment, infectious disease, geographical information systems, and music and revolution. The past 5

years witnessed major, new appointments across the University of faculty spending 50-100% of their time on Africa. There were 102 new appointments, 44 of which were women, 32 were diversity candidates, and 9 joined CAS. NRC support was leveraged to hire renowned Africanists Jean and John Comaroff and 4 tenured specialists in radical Islam; a tenured hire of a MacArthur winner in History of Science is pending.

3.D.2 Pedagogy Training for Faculty and Instructional Assistants. The FAS Dean offers an annual, week-long orientation for new faculty. In 2010/11, a formal mentoring program for junior faculty was implemented in the FAS. All FAS courses are supported by one TF allocation for every 18 students enrolled. The DBCTL serves all FAS TFs and offers 2-day Teaching Orientations each semester, individual and group consultations, direct classroom observation and evaluation, and videotaping sessions. These programs draw over 700 participants each year. DBCTL offers seminars that bring groups of teachers together from across the FAS and 8 PSs to discuss practices and pedagogies. DBCTL also awards *Derek Bok Excellence in Teaching Awards (DBETA)* to section leaders and language instructors who receive outstanding student evaluations. AS TFs and ALP instructors earned 21 and 17 *DBETAs*, respectively, in the last decade.

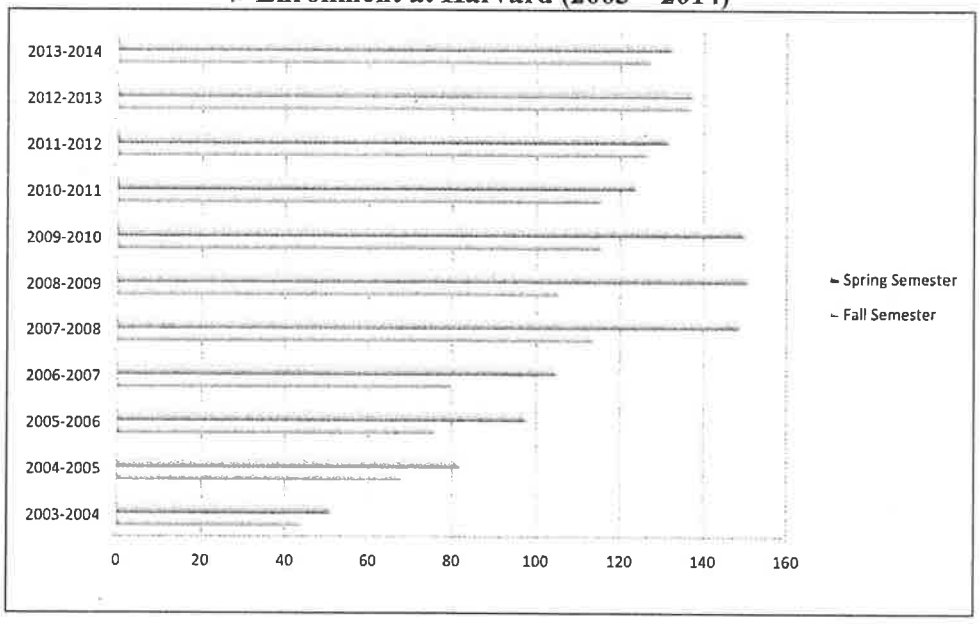
One of HU's academic missions is to re-conceptualize 21st century teaching, learning, and evaluation methods in light of revolutions in globalized technology. In 2011, HU, with a $40 million gift, inaugurated the far-reaching Harvard Initiative for Teaching and Learning (HILT). This initiative has introduced new, technology-based classrooms for active learning; provided seed-innovation funds to faculty and students in the FAS and PSs for cutting-edge, collaborative designs in teaching and learning; and has further built capacity and expertise for the evaluation of the effectiveness of teaching innovations and new learning strategies. In AY 12/13, CAS faculty Higginbotham and Mugane (ALP Director) won a coveted HILT award ($40K), and combined it with NRC support, to create a new, technology-based initiative for

social engagement, outreach to the African heritage community, and evaluation measures for impact. CAS has draw upon HILT's resources and innovations in technology and performance-based evaluation measures in its design of impact and evaluation for NRC-supported AS initiatives at HU **(See Section 9)**.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM.

4.A Instruction in African Languages, including Arabic and Portuguese. In AY03/04, HU pledged $500,000 in support for the creation and expansion of its ALP located within AAAS. To date, HU has provided over $1 million in direct support for the ALP. Eleven AYs after the creation of the program, HU has one of the nation's most prominent ALPs. Under the direction of Professor John Mugane, HU's ALP spearheads African language instruction in the New England region, offers 39 African languages (not including Arabic and Portuguese), and has witnessed a near trebling of student enrollment from 95 in 2003 to 264 in 2014, not including summer enrollments in study abroad programs. The growth in the number of HU's ALP offerings has been matched by dramatic growth in student enrollment **(See Table 4.1)**. Since its inception,

Table 4.1 Growth in Languages Offered and Growth in Student Enrollment at Harvard (2003 – 2014)

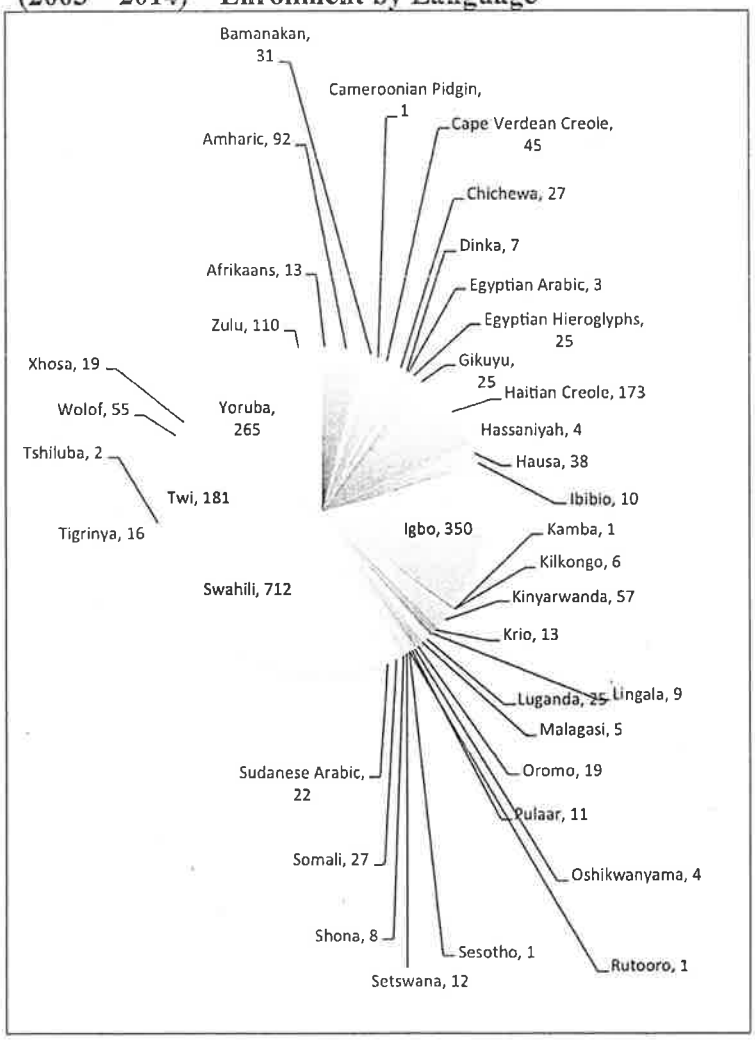


HU's ALP has had a total of 2,425 students enrolling in one of 39 African languages **(See Table 4.2)**, with an average of 20 different African languages being taught twice annually. In AYs 12/13 and 13/14, AAAS's ALP offered 22 languages, totaling over 90 courses each year at the intermediate/advanced level with a total of 536 students. All ALP courses, at all levels, are offered in performance-based, native speaker assessed instruction; are taught in the target language; and include substantive content related to all aspects of culture and literature.

At the elementary level, courses meet 5 or more hours a week; students develop the basic skills in reading, speaking, listening, and writing. At the intermediate and advanced levels, courses meet 5 hours or more a week, and emphasis is placed on proficiency and literacy, advanced grammar, a mastery of language syntax and structure, and written and conversational fluency. HU's ALP currently supports language training in Swahili, Kinyarwanda, and Akan in HU's summer abroad programs in Kenya, Tanzania, Rwanda, and Ghana. HU boasts a long-standing and robust Arabic program. AAAS's ALP works closely with HU's NELC in coordinating Arabic course instruction for students focusing on Islamic Africa, both north and south of the Sahara. Facilitating this is Professor Ali Asani, a jointly-appointed AAAS and NELC linguist. HU's Arabic language program comprises two tracks, modern and classical, consisting of four years of formal, intensive language instruction. At the elementary level, courses meet 5 or more hours a week; students of both tracks master the phonology and script, and develop basic skills in reading, speaking, listening, and writing. At the intermediate level, emphasis is placed on advanced grammar and students are expected to master all the morphological and syntactic structures of the language. Recently, a professional option in the modern track offers advanced, spoken modern-standard Arabic (pan-Arabic of the media). In this track, students advance their listening and speaking skills through intensive, structured exposure to Arabic of the media, better preparing them for everyday oral communication. NELC offers 22 Arabic language courses, with a total student

enrollment of 371 for AY13/14. With NRC support, CAS's summer school program in Zanzibar (AY10/11) offered HU students intermediate and advanced Swahili. Intensive upper-level classes in Arabic are offered in HSS's Study Abroad program in Aix-en-Provence, France, which introduces students to literary and cultural texts of Arab-European encounters. AAAS's ALP also coordinates Portuguese instruction for its AS students through HU's RLL. In AY13/14, RLL enrolled 262 students in 20 Portuguese language courses. The total number of students enrolled in African languages, including Arabic and Portuguese, in AY 13/14 was 905. With NRC support, CAS and the ALP created 3 PS language and culture training programs, 2 for HSPH (Krio and Kinyarwanda), and 1 for HLS (Akan). With language training, HU students from the US have been able to conduct research, study, and intern at the undergraduate and graduate levels (FAS and PSs) in 43 different African countries since 2003.

Table 4.2: African Language Offerings at Harvard (2003 – 2014) – Enrollment by Language



4.B.1 Levels of Language Instruction. HU's ALP is prepared to offer all of its 39 African languages every semester at the beginning level

to the third and fourth year. HU's ALP has identified suitable teaching materials for each level, and a faculty member or instructor with native-speaker proficiency level at ACTFL "superior" teaches all of HU's language courses. After the initial growth phase of HU's ALP ending in 2006, the 12 languages most frequently taught at the advanced level have been Igbo, Swahili, and Yoruba (all at Level IV), and Akan-Twi, Cape Verdean Creole, Chewa, Egyptian Hieroglyphs, Gikuyu, Luganda, Wolof, Xhosa, and Zulu (all at Level III). NELC offers 16 advanced courses in medieval and modern Arabic instruction; RLL offers 12 advanced courses in Portuguese instruction.

4.B.2 Courses in African Languages other than in Languages, Linguistics, and Literature. HU offers at least 37 courses integrating language into the curriculum. These include Director Mugane's implementation of Swahili across the curriculum in his course *Introduction to African Languages and Cultures*; Professor William Granara's course, *The Modern Middle East: Understanding Modern North Africa*, which integrates the reading of Arabic primary texts; Professor Ousmane Kane's courses on Islam, including *African History and Islam in Modern West Africa*, which have one-hour discussion sections taught in Arabic; Professor Theresa Betancourt's Public Health course, which uses Kinyarwanda; and CAS Chair Elkins's course on *Protest, Resistance and Nationalism in East Africa,* which similarly integrates Swahili texts.

4.C.1 Instructional Faculty and Evaluations. HU's ALP Director Mugane is a nationally-recognized leader in African Language Teaching and Training. Before coming to HU, he served as president of ALTA from 1998-2004. Director Mugane has a PhD in linguistics and specializes in Eastern and Southern Bantu languages: Gikuyu, Kinyarwanda, Luganda, Swahili, Xhosa, and Zulu. Asani has a PhD in NELC, and specializes in Swahili, as well as Urdu/Hindi, Sindhi, and Gujarati (and works with AS students specializing in Asian societies in East and Southern Africa). Mr. Boubacar Diakite, PhD (ABD) is the Preceptor for HU's

ALP. He plays an integral role in pedagogical training for HU's 30 ALP instructors, all of whom have either an MA or PhD. All of HU's ALP instructors are members of New England's African heritage community that speak the language they teach. The largest such communities are Amharic, Berber, Mandinka, Oromo, Tigrinya, Somali, Swahili, and Wolof speaking, with sustained social networks in their homelands in Africa. HU ALP courses regularly receive excellent student reviews, with an average rating of 4.2 out of 5. Since 2012, ALP instructors have been honored with 9 of the coveted *Derek Bok Excellence in Teaching Awards*, which recognize the HU's top instructors; Arabic and Portuguese language instructors have respectively received 16 and 14 *DBETAs*.

4.C.2 Performance-based Language Pedagogy Training and Expertise. Mugane conducts a weekly training workshop for all HU's 30 ALP instructors on ALTA-sponsored, performance-based instruction, which he helped to craft as ALP Director. Mr. Diakite trains ALP instructors on methodology, classroom management, and HU regulations and standards for administration, grading, and faculty/student policies. Mugane and Diakite also audio and videotape courses for evaluation, and meet one-on-one with instructors. Arabic and Portuguese instructors similarly receive intensive, weekly training from the directors of their programs, as well as evaluations; Portuguese instructors are also required to take a full-credit, graduate methodology course entitled *Theory and Practice of Language Teaching*.

4.D.1 Using Performance-based Instruction and Proficiency Testing. HU's ALP is developing a *Users Guide for Learning How to Learn African Languages*, the product of our robust experience observing language learning and constructing a highly successful pedagogical approach. Mugane has worked at three NRC centers (Harvard, Stanford and OU) and has extensive experience administering proficiency tests to FLAS recipients. HU has collaborated with BU's ALP in proficiency testing. Through the Northeastern Regional Consortium of Programs in African Languages (NERCPAL), HU's ALP works

collaboratively with Yale, BU, Tufts, Northeastern University, and all New England universities and colleges in matters pertaining to African language study, research and programming. HU goals for language proficiency are: Year 1: ACTFL Intermediate low/mid (160 hours); Year 2: ACTFL Intermediate High (320 hours); Year 3 ACTFL Advanced (400 hours); Year 4: Advanced High (450 hours). There are some variations between languages. The minimum level that a researcher needs to operate without translators is ACTFL Advanced.

4.D.2 Adequacy of Resources for Language Teaching and Practice – HU's ALP has implemented a number of initiatives to become the premier place in the nation to study African languages **(See Table 4.3)**. HU's ALP has measures in place to address the issue of textbooks, target reference grammars, audiotapes, and dictionaries. Mugane is the founding editor of the W.E.B. Du Bois Series of African Language Grammars which is poised to publish Yoruba, Kidendeule, Gikuyu, and Akan-Twi reference grammars; he is also the author of *Tujifunze Kiswahili 'Let's Learn Swahili'* which has been used by over 30 universities across the US; and is PI of two grants from the Department of Education (ASK-DL and ELIAS). ASK-DL is a digital archive holding a wide variety of written documents numbering more than 5,000 in 8 African languages, including Bamana, Berber, Mandinka, Oromo, Somali, Swahili, and Wolof. The archive is hosted on the ALP website and eventually at HCL, which is assisting with the indexing and cataloguing of the various materials. ELIAS is developing course materials with learning and coaching manuals for both students and teachers studying lesser-known African languages and is producing textbooks for African language instruction.

Table 4.3: Major Harvard African Language Initiatives

1. Grammar Series: Inaugurated the W.E.B. Du Bois series of African language grammars
2. Conferences: Every spring from AY10/11 to AY13/14, ALP and CAS have hosted an international conference themed African Languages in the Disciplines (ALDC). The 5th Annual ALDC was held on April 24, 2014, with 24 presenters and over 100 participants.

3. Outreach: Harvard ALP annually holds workshops for the Harvard Global Health Institute (HGHI) for students/faculty going to Tanzania, Botswana, Ghana, Kenya, Rwanda, and South Africa for basic language training.
4. New Approaches: ALP is conducting African language courses in which students participate in social engagement activities to learn Bamana, Igbo, Yoruba, Haitian Creole, Twi, Swahili, and Wolof in the heritage community.
5. African Language Program Textbook Series: Amharic, Fulani (Pulaar), Igbo, Gikuyu (Kikuyu), Kinyarwanda, Tigrinya, Akan-Twi, Wolof, Swahili, and Somali.
6. 2 Federally funded projects: (a) Africa's Sources of Knowledge Digital Library –ASK-DL. This involves the creation of a Digital Library in partnership with Harvard University libraries. **(b)** Enhanced Language Instruction in African Studies – ELIAS. Involves online language coaching and learning resources for Akan-Twi, Amharic, Fulani (Pulaar), Igbo, Gikuyu (Kikuyu), Wolof, Somali, and Swahili.

5. STRENGTH OF LIBRARY

5.A Strength of Library. The HU Library (HUL) is the oldest academic library in the US and the largest university library in the world. It includes more than 70 libraries, with combined holdings of 18.9 million items. More than 12 million of these items are part of the collection of a centrally administered unit known as the Harvard College Library (HCL). HCL employs over 700 staff members, including nearly 400 professional librarians and administrators, over 300 library support staff, and 500 HU students. The HOLLIS Catalogs of HU are databases containing over 11 million records for more than 18 million books, journals, manuscripts, government documents, maps, microforms, musical scores, sound recordings, visual materials, and data files held in HUL.

HCL collections include 237,657 AS books, musical scores, mixed media material, periodicals, and other material. HCL also has over 414,000 titles in Arabic script, as well as in 82 other African languages including Amharic, Gikuyu, Swahili, Twi, Wolof, and Zulu; together with other resources, the ALP uses these titles extensively in its training of intermediate and advanced language students **(See Section 5.A)**. There are 118 AS databases available through HOLLIS. In addition, with NRC funding, over 1,000 websites with significant African content have been captured for long-term archiving in HU's born-digital initiative, WAX. There are 79 archives and Special Collections in HCL; 19 of these contain 580 unique manuscript collections with at least 50% African content. HU is home to the

cutting-edge GIS project, **WorldMap (See Section 7.C)**; the **Hip Hop Archive**; the **African Art Database** (20,000+ slides); and the **Kenya Oral History Center** collection. HCL recently introduced online access to WNA, a searchable archive of African newspapers (1800-1922) in Kenya, Uganda, and South Africa; and to the journal *Africa Confidential* **(See Table 5.1).**

Table 5.1: Harvard College Library's African Studies Collections

Collections	Descriptions
213,847 volumes on Africa	Includes books, musical scores, mixed-media
20,713 periodicals	African languages and other subjects, all African countries
14,023 items in Sub-Saharan African languages	All formats, 2010-2014
21,203 new acquisitions	All African countries
2,000 microform collections	All African countries
19 Archive and Special Collections	580 manuscript collections
298,023 African-language titles	Arabic and 82 other African languages

5.B Institutional Support. HU's Library acquisitions budget for AY 13/14 was over $200,000 for the purchase of materials from Sub-Saharan Africa, and, with NRC support, another $100,000 was invested for materials related to the AS collections. HU also provides substantial investment in digitization projects. NRC support over 4 years has substantially augmented the AS collection with 11,160 new items purchased, including 2,010 items in 82 African languages, reflecting HU's preeminent ALP. HU libraries employ a large staff with specific AS responsibilities, including 1 FTE bibliographer dedicated to Sub-Saharan Africa, and 11 FTE bibliographers covering world regions with interests and acquisitions related to AS.

5.C.1 Public Access to Harvard's AS Library Collections. HUL is on the forefront of digital preservation, archiving born-digital material, acquiring digital resources, and integrating library digital resources and services with central academic computing initiatives and existing library structures. HU has committed over $20 million to these efforts in the last 10 years. In 1998, HU launched the LDI, later expanded and renamed the LTS in 2006. LTS oversees HUL's digital information initiatives, including the large-scale digitization of over 1

million HCL holdings for the general public; the development of storage and metadata; and the conversion of text and other materials to digital formats. Through DASH, all HU faculty's published articles are open access to the general public online; so, too, are at least 34 special collections, including the comprehensive Kenyan polling data from 2002 to 2007; the Yoruba and Kenyan Oral Records Projects; and the Islamic Heritage Project, in which HU catalogs, conserves, and digitizes over 125,000 pages of Muslim texts and offers quality digital images to internet users through HU's OCP. In AY 13/14 alone over 1.7 million works and 42 million images were downloaded from HU's Open Access Repository **(See Table 5.2)**.

Table 5.2: Public Access to Harvard African Studies Library Collections

HU Library Program	Description
Electronic Access through HOLLIS	"Next-generation," web-based, online catalog (Aleph 500), ensuring capacity to integrate digital resources with online bibliographic information.
Web Archive Collection (WAX)	LDI launched WAX in 2006 for the preservation of "born-digital" material. WAX's production system is supported by HCL, with its output trebling in the past 5 years.
Digitization and Inter-Library Loan	LDI/LTS has generated the digitization of over 1 million HU library volumes for open access. HU also participates in traditional interlibrary loan arrangements via both OCLC and RLIN, making collections available to other universities.
Digital Access to Scholarship at Harvard (DASH)	An open access, free repository to all HU faculty journal articles, working papers, etc.
Government Documents	US Depository Library; includes African and colonial government documents, as well as those of UN, UNESCO, World Bank and other IGOs; open to public.
Borrow Direct	A metasearch service that enables a single point search of and access to Harvard's collections and those of other US research universities, thus forging alliances with peer libraries to ensure full access to scholarly resources.
Primo Central Discovery System	An open-access, cross-disciplinary resource that covers hundreds of millions of e-resources which facilitates access to full text scholarly electronic resources.

5.C.2 Cooperative Arrangements. HU librarians collaborate with their peers at other academic institutions by actively participating in acquisitions initiatives coordinated by CRL, CAMP, and the ALC of the ASA. HU's membership in CRL, including CAMP and WNA, increases the breadth of resources available to HCL patrons. Along with other African NRCs, HU's librarians jointly sponsor collaborative projects to support research, teaching, and instruction in AS. Through cooperation in collection development, digitization, and born-

digital initiatives, reference/bibliographic and instructional/metadata projects and preservation, HU will collaborate with other NRCs for Africa to expand access to critical source material including newspaper, dissertations, and African archives that would be otherwise inaccessible to researchers in the US. The collaborative projects also promote advocacy and capacity-building for African institutions and promote linkages that contribute to the teaching and research of the NRCs.

6. QUALITY OF STAFF RESOURCES

6.A.1 Qualification of Teaching Faculty and Other Professional Staff. One of HU's greatest assets is the size, strength, and diversity of its AS faculty, with 490 faculty devoting at least 25% of their time to research and teaching of Africa. **Appendix II** lists AS faculty members with Department/School affiliations and provides summary CVs for each. Of this faculty, 6 are University Professors and 3 are Harvard College Professors; 2 have been members of HU's GenEd Committee; and 39 have offered 50 GenEd courses in the past 4 years with NRC support. The Hugh K. Foster endowed chair is for untenured associate professors in AS; the last three holders of this chair received tenure to full professor. AS faculty are distinguished through numerous awards and fellowships, including 11 MacArthur Fellowships, 23 Guggenheim Fellowships, 2 Pulitzer Prizes, 1 Nobel laureate, and 29 Members of the American Academy of Arts and Sciences.

CAS/AAAS/HC have 31 staff members to direct their operations; administer fellowship programs, degrees, and grants; plan and oversee all CAS/AAAS/HC-sponsored events; development programs such as outreach, internships, and study abroad; facilitate cross-faculty research, publications, and teaching; and design and maintain the websites. At least 175 other HU staff members are involved in AS initiatives across the University.

Table 6.1: CAS/AAAS/HC Staff

Staff Position	CAS	AAAS	HC
Chair/Director	Caroline Elkins	Lawrence Bobo	Henry Louis Gates, Jr.
Executive Director/ Department Administrator	Susan Cook, PhD	Gisele Jackson	Abby Wolf, PhD

Outreach/Social Engagement Director	Elise Noël	Leanne Chaves	Dell Hamilton
Graduate/Undergraduate Program Officer	Elise Noël	Kathleen Cloutier	-
DUS	-	Ingrid Monson	-
DGS	-	Marla F. Frederick	-
Financial Officer	Barbara Matteau	Marva Bernard-Saunders	Shawn Lee
Administrative Assistant	Sarah Banse	Cassandra Fradera	Amy Gosdanian
Student Interns/Additional Staff	6	1	13

6.A.2 Professional Development for Faculty and Staff. In AY 13/14, HU faculty had 579 individually-established research projects in Africa. CAS grants program support for summer and AY research in all disciplines related to Africa, with an emphasis on cross-discipline, cross-School collaboration. In the last decade, CAS has made 57 faculty research awards (FAS and PSs) totaling $679,000, including 17 awards funded with NRC support facilitating collaborative curriculum development, the introduction of language training to PS curricula, the integration of PS research to FAS courses, and the creation of new, University-wide courses with AS content. Additional professional development support is provided through 13 other HU programs, including HILT. CAS/AAAS/HC actively encourage and support professional development for all staff. All HU staff are eligible to take courses through HU's TAP and CAS/AAAS/HC staff are encouraged to take relevant language, culture, and international affairs courses. Staff members also attend training programs and professional conferences, including those of the ASA and NRCs, with both NRC and HU financial support.

6.A.3 Teaching, Supervision, and Advising. HU's AS faculty and staff devote significant time and resources to teaching, supervising, and advising students with African interests **(See Section 2.C.1)**. CAS staff members, including the Chair and ED, devote considerable time to advising students at all levels across the University. AAAS has a full-time DUS, DGS, and GUPO. Over the last 10 years there has been dramatic growth in HU student interest, at all levels, in AS; several data points reflect this over the same period, including a 300% increase

in student enrollment in the ALP, a 250% increase in African-related course enrollments across schools, and a 300% increase in student grant application to CAS. In AY 10/11, CAS created the full-time position of SPOO, with NRC funding supporting .5 of this FTE. The SPOO offers regular advising to the hundreds of students who seek guidance on topics ranging from course selection in the FAS and PSs, to intern and career opportunities in Africa. The SPOO also coordinates all HU AS databases for grant opportunities, including FLAS; study abroad and internship opportunities **(See Sections 2.C.2 & 3)**; faculty advising for thesis and other collaborative research projects across the FAS and PSs; and advising and material support for the 23 Africa-related student groups across HU who collaboratively organize public programs such as conferences, lectures, career events, community service, and outreach activities. With NRC support, HU Africa-related students groups have hosted internationally-recognized events, including HBS's annual Africa Business Conference (the world's largest) with an average of 137 speakers, and 1,400 attendees from around the world **(See Section 7.C)**.

6.B.1 Faculty Representation in CAS Programs and Oversight. A total of 30 faculty from across the FAS and 5 PSs are represented on CAS's committees. CAS is currently comprising an Advisory Committee, with a target representation of 15 intellectual and business leaders from the US, Africa, and elsewhere.

Table 6.2: CAS Governing and Oversight Structure

Committee	Purpose	Representation
Advisory Committee	Provides international leadership and oversight, and assists CAS in identifying key issues facing 21st century Africa, and developing resources to carry out mission (AY 14/15)	15 Intellectual and business leaders from the US, Africa and elsewhere
Steering Committee	5-person committee providing direct oversight on high-level decisions needing immediate response. Meets monthly; confers weekly.	5 Faculty. Chair CAS, Chair AAAS, Director HC, and 2 jointly-appointed FAS/PS faculty.
Executive Committee	Advises on CAS policies and operations; provides budgetary oversight; and advises CAS chair on future strategies and initiatives.	24 Faculty. Chair/Director of CAS/AAAS/HC. 4 PS represented (HLS, HSPH, HMS, HKS), and NF Curator. 11 members jointly

	Meets 4-5x per year.	appointed either within FAS, btwn. FAS/PS, or btwn. PSs.
Planning Committee	Reviews and recommends future initiatives for support in teaching and research. Reports to the FAS and Provost Offices.	6 Faculty. 3 FAS and 3 PSs (HLS, HKS, HSPH).
Student Grants Committee	Reviews applications and selects student grant recipients.	8 Faculty. 5 FAS and 3 PSs (HLS, HKS, and joint HSPH/HMS).
Faculty Grants Committee	Reviews applications and requests and selects faculty grant and collaborative teaching/research recipients.	6 Faculty. 3 FAS and 3 PSs (HLS, HKS, and HDS).

6.B.2 Administration and Outreach Staff. CAS/AAAS/HC's collective staff of 31 administers a large and expanding program of activities and initiatives. The leadership of each entity is distinguished: Caroline Elkins, Pulitzer-prize winner; Lawrence Bobo, member of the National Academy of Science and fellow of the American Academy of Arts and Sciences; Henry Louis Gates, MacArthur Fellow **(See Table 6.1 and Appendix II)**. CAS ED Susan Cook holds a PhD, speaks 8 languages (6 ALs), and has over 10 years, high-level administrative experience in Africa; HC ED Abby Wolf also holds a PhD and has numerous publications.

6.C Nondiscrimination. In accordance with Section 427 of GEPA, CAS/AAAS/HC work actively to identify and recruit members of historically under-represented groups on their staffs, going well beyond official non-discrimination policies of HU. CAS/AAAS/HC staff collaborate on the hiring strategies of its constituent entities, and reach out to new entities through local professional organizations and HU's Office of Workforce Development. As a result of these pro-active measures, CAS/AAAS/HC staff is diverse and multi-lingual. More than 45% of the staff are of non-European descent, 75% are women, and 1 has a physical disability. Of the 51 members of the CAS faculty, 14 are of African descent, 24 are women, and 1 has a physical disability. Ongoing efforts to identify, recruit, and appoint women and minority faculty are consistent with the institutional belief that a diverse faculty and staff are essential to excellence in scholarship, teaching, and learning.

7. OUTREACH ACTIVITIES

HU has a deep and sustained commitment to Outreach initiatives that span the FAS, 8 PSs, the University's public museums and theaters, and HarvardX (HX), HU's on-line teaching and learning initiative launched in May 2012 that is open-access and free to all users. This commitment intersects robustly with HU's prioritization of AS, as demonstrated in the sciences with the PMNH's vast Africa collection and HX with 4 GPH courses with AS content; the arts with the A.R.T. production of *Witness Uganda* and the Kuumba ensemble's US tour; technology with WorldMap (successor to AfricaMap), the world's leading GIS initiative for Africa, and HHI's Data-Pop and Signal Program on Human Security and Technology (SPHSCT) initiatives; and business, with HBS's Africa Business Conference (world's largest) hosted annually. CAS/AAAS/HC have worked collaboratively with other HU NRCs to support and leverage HU's broader AS Outreach initiatives, yielding an additional 27 face-to-face, K-16 AS Outreach programs, all spearheaded by CAS's SPOO, a position created with .5 FTE, NRC support from AY 10/11 to present. Together, these 35 activities alone have reached 1.23 million individuals/users in the greater Boston area and beyond **(See Table 7.1).**

Table 7.1: Select AS Outreach Activities at Harvard University, AY 13/14

Outreach Activity	Attendees/Users
Peabody Museum of Natural History (PMNH)	152,039
A.R.T. – *Witness Uganda*	16,992
HarvardX, GHP Courses with AS/Content (4)	130,764
Kuumba Ensemble National Tour	2,750
WorldMap (formerly AfricaMap)	700,000 unique users
Harvard Humanitarian Initiative (HHI) – Data-Pop	4,000 unique users per week (x52)
HHI – SPHST	2,000 published reports
CAS/AAAS/HC – K-16, Outreach Activities (27)	15,000
HBS – Africa Business Conference	1,400
TOTAL	***1,226,945 Atts.& Users/2,000 reports***

CAS/AAAS/HC partner institutions in AY 13/14 included 83 non-HU and 27 HU groups, ranging from Roxbury Community College and the South Sudanese Community Center to NBA Africa and AfricaInvestor. In addition, 53% of AS faculty engage in individual

outreach activities (e.g. lectures, mentorships, members of boards, etc.) with over 135 outside organizations.

7.A K-16 Teacher Training and School Programs. With NRC support, CAS has expanded substantially its K-16 Outreach initiatives, integrating its wealth of AS-related programs, research, faculty, pedagogical innovations, and language-training with K-16 initiatives. In AY 13/14, CAS/AAAS/HC supported 27 unique, K-16 Outreach initiatives that directly impacted more than 5,000 teachers and 10,000 K-16 students. These included K-16 specific, NRC-supported workshops and courses on pedagogical innovations in global education; GIS mapping; inter-disciplinary approaches to developing-world water management systems; and HU NRC-collaborative global literature and area studies initiatives with significant AS content. In addition to these in-person initiatives, CAS has been at the forefront of online AS K-16 Outreach, building upon HU's broader, web-based teaching and learning initiatives, including HILT and HarvardX. CAS-sponsored, online initiatives, such as its 6 thematic K-16 curricular modules and global literature tutorial program, are the first phase of CAS's broader vision of leveraging HILT and HX and combining these platforms with HU's deep, AS strengths to create innovative and content-rich K-16 Outreach programs **(See Table 7.2 and Section 7.C)**.

Table 7.2: Select CAS/AAAS/HC-supported K-16 Teacher Outreach Programs

Program	Descriptions	Impact	Atten./Users
PMNH	Multiple outreach workshops & programs for K-16 teachers and students using museum artifacts and staff/faculty instruction.	Regional	8,376 students and 865 teachers in past 5 years
HGSE K-16 Ed. Series	"Global Education Think Tank" for K-16 teachers with focus on Africa and new pedagogies for AS-learning	National	86 Educators
"Visualizing Global Studies: A Mapping Workshop"	A 4-day teacher workshop on uses of AS GIS & digital media and mapping resources in the classroom	National	39 Educators
"Teaching Water"	4-day interdisciplinary workshop examining critical issues facing Africa's waterways. Online sections.	National	34 Educators; wider online access as well
CAS/HU NRC Collaborations	Annual summer K-16 teacher workshops; focus on teaching AS and global curricula and pedagogy.	National	45 Educators on average annually

HGHI Forum/Outreach to Cambridge Public Schools	Full-year global health program in Cambridge public schools with AS focus; one-day Global Health Challenge Day with AS focus.	Regional	25 Educators; 150 high school students
Citizen Schools	10 week AS after-school program for middle school students in high-minority district of Boston.	Regional	2 Educators; 17 students; 50+ local residents
A.R.T. Outreach	*Witness Uganda* cast/crew visited 17 schools/orgs; 26, 6-12 grade school groups attended play for free.	Regional	2,500+ and 954 middle/high school students
Global Literature	Collaborative CAS/HU NRC online discussion/tutorials of global literatures for 6-12th grade teachers.	National	175 Educators on average per discussion/tutor.
CAS K-16 Curriculum	6 online, thematic K-16 AS curricular modules developed by HU Faculty/Student	National	Over 3,000 page views

In addition, CAS Chair Elkins and HC Director Gates are active Advisory Board Members of Primary Source, one of the Boston-area's foremost organizations providing learning opportunities and curricular resources on "global understanding" for K-16 educators, partnering with over 75 districts and schools in New England. Elkins and Gates have contributed over 100 hours developing Primary Source's Africa-focused program, and lecture/workshop series. HU AS faculty have offered at least 43 lectures (pro bono) in this series, with an average of 50 K-16 teachers attending each lecture. 259 HU AS faculty have also participated individually in over 500 lectures and workshops for K-16 educators, students, and the general public in the past 5 years, including those for Black History Month and AS milestones such as Nelson Mandela's passing.

7.B Postsecondary Institutions. CAS has devoted over 280 hours of staff time developing and implementing a three-stage, best-practices strategy for AS collaborations between HU and community colleges (CCs) and Minority Serving Institutions (MSIs). In Stage 1, CAS staff identified 3 main structural challenges for HU/CC collaborations: (a) non-commensurate nature of faculty appointments; (b) differences in overall teaching/learning environments; (c) CC/MSI limitations of curriculum and degree offerings. A 3-part strategic HU/CC/MSI plan was then devised addressing these challenges; the plan establishes (a) faculty-to-faculty initiatives, leveraging instructors' shared interests/commitments and integrating HU AS

resources into individual, CC/MSI faculty development; (b) institutional partnerships to provide currently enrolled CC/MSI students access to HU AS events, courses, opportunities, and networking-gatherings; and (c) collaborations with other HASCs to offer targeted opportunities for CC/MSI faculty and students in global studies teaching, learning, and mentoring.

In Stage 2, CAS addressed the first two elements of its CAS/CC/MSI strategic plan. First, CAS/HU's ALP has hosted for the past 5 years the African Languages in the Disciplines Conference (ALDC), New England's premier 2-day event, integrating AL teaching/learning pedagogies with research. On average 23 scholars present, with 137 attending, including 7 Boston-area, CC/MSI faculty whom CAS targeted for participation and mentoring by ALDC presenters and CAS/ALP Faculty. CAS has deployed NRC funds to sponsor 7 instructors from CCs to attend AASP and ASA annual meetings. Second, CAS ED Cook spent 18 months building relations with 5 Affirmative Action officers in Boston-area CC/MSIs to create a database of students with interests in HU AS opportunities. This process has yielded 37 students coming to 13 different HU AS events, and the creation of an African language internship program for RCC students at HU's library, with 2 students currently interning. With continued NRC funding, Stage 3 of CAS's strategic plan for CC/MSIs (including HASCs global studies program) will be implemented in AY 14/15 **(See Section 8.A.5).**

HU has deep institutional linkages to Historically Black Colleges and Universities. CAS EC faculty member Evelynn Hammonds was appointed in AY 08/09 to the President Obama's Commission on HBCUs; Hammonds is also a Spelman College (SC) Trustee. HU AS faculty member Charles Ogletree (HLS) is also a long-standing advisor and mentor to HBCUs; received Morehouse College's (MC's) Gandhi, King, Ikeda Community Builders Prize; and was a commencement speaker and honorary degree recipient in 2011. CAS has

leveraged HU AS faculty leadership roles with HBCUs to devise high-impact collaborations with SC and MC. Ogletree has spearheaded multiple, annual HU/MC events on race and inequality with AS components for at least 10 years. Hammonds has facilitated SC/CAS collaborations, including a faculty/student mentoring program, and the possibility of leveraging SC's $17 million gift (2008) for international studies with HU AS and ALP to offer African Studies and Language courses at SC using HU faculty and pedagogies **(See Section 8.A.5)**.

7.C Business, Government, Media, and the General Public. In the past 5 years, CAS/AAAS/HC sponsored or co-sponsored, together with over 43 different HU entities, more than 400 AS activities and events across the University, all of which were open to the public. Along with K-16 online materials/real-time tutorials, CAS/AAAS/HC also host event and conference videos online. Combined, HU AS general public events and open-access, online resources have reached 1.74 million attendees and online viewers. This includes the HBS Africa Business Conference with 1,400 participants, and over 1,000 private and public-sector business enterprises represented from around the world; and Africa Focus, an annual, campus-wide, 2-week event that draws nearly 2,000 participants and speakers from US and African governments, NGOs, local and national media, and the legal profession. HU AS faculty are advisors to at least 19 Congressional and Presidential Commissions concerned with Africa and the diaspora, 19 different African governments, and over 165 NGOs and non-profits concerned with Africa.

HU is uniquely positioned with AS and the media. HU is home to the Nieman Foundation (NF), headed by Ann Marie Lipinski (hired AY 11/12), Pulitzer-prize winning, former editor of the *Chicago Tribune* and CAS EC Faculty member. The NF hosts 24 internationally-recognized journalists per year (averaging 3 from Africa), and some 8 NF fellows per year take AS-related courses. The NF is integrated closely with CAS/AAAS/HC

initiatives, and Lipinski advises the CAS EC on all media forms, including new digital media, for the dissemination of HU AS knowledge to the general public. AS faculty are regular media commentators on at least 117 different outlets, including PBS, NPR, CNN, BBC, *The Boston Globe*, *The New York Times*, and *The Washington Post*. In 2008, HC Director Gates founded *The Root*, the largest news, opinion, and culture website for black audiences. HU AS faculty are regular contributors to *The Root*, which has an average of 1.7 million unique visitors monthly, and a 35% increase in users annually. In AY 13/14, Gates also produced/directed with PBS the Peabody-award winning, 6 hour documentary, "Many Rivers to Cross," which reached 1/3 of all black households in the United States and had 25% AS content. Gates and PBS are currently working with CAS and 7 HU AS faculty to produce a similar series on African Empires, to be aired in AY 16/17.

One of CAS's NRC priorities from AY 10/11 to present has been AfricaMap (AM). Conceived in 2008 by CAS faculty Suzanne Blier, AM is the world's leading online map application for Africa harnessed to Geographical Information Systems (GIS). Powered by Google, AM went through 3 releases before becoming WorldMap (WM) in 2011. Now in Version 1.4, WM has 13,000 map layers, of which 30%, or 3,900, are Africa-related. Since 2012, some 27,800 sessions of WM have been Africa-related; and nearly 30% of WM's 4 billion harvested geo-referenced Tweets have originated in Africa. In the past 5 years, the Center for Geographical Analysis (CGA), AM/WM's HU home, has co-sponsored with CAS/NRC-support 5 major, international conferences on GIS and Africa. CAS NRC-support provided AM/WM with initial seed money in AYs 10 to 13. In AY 13/14, AM/WM were awarded NEH and NSF grants totaling $389,000, with HU now contributing more than twice this amount to CGA operations and research funding.

8. PROGRAM PLANNING AND BUDGET

8.A.1. Quality of Purpose and Activities. HU's greatest strength lies in the breadth and depth of its faculty, ALP, and diverse programmatic initiatives and reach. With previous NRC funding, CAS undertook a 4-year strategic plan to integrate fully Harvard's constituent AS parts across the University, thereby strengthening and building its long-term capacity, and extending significantly the impact of its AS capacity to students, K-16 educators, CCs and MSIs, and the general public across the nation.

By any evaluative measurement, the whole of African Studies at Harvard has become greater than the sum of its parts with NRC support. CAS successfully reached its 4-year strategic goals for AYs 10/11 to 13/14. NRC support was crucial to these efforts, providing the funding necessary to centralize AS activities at HU; leverage and expand collaborative internal and external opportunities; expand the size and quality of intermediate/advanced African languages and create PS language courses; and significantly expand its pubic reach, among other endeavors.

With renewed NRC funds, CAS is prepared to sustain and build upon this recent, integrative expansion of AS at HU to address the key issues facing Africa in the 21st century, and the place of HU, higher education, and the US in the shifting geo-political and economic landscapes of Africa and its place in the global order. In AYs 12-14, CAS used NRC support to host a 1-day AS retreat for 73 AS faculty across the 13 FAS departments and 7 PSs; 7 smaller focus-group workshops followed. The result was a 4-year strategic plan for AY 14/15 to 17/18 centering on **4 core-thematic initiatives**: China and Africa; Islam and its radicalization; global public health and human rights; and Africa and the Global South. These **4 core-thematic initiatives** address the contemporary, pressing issues of Africa and its shifting – and sometimes dominant – role in the global order through integrative AS research, teaching, learning, and outreach initiatives at HU. These initiatives will integrate not only

HU's vast AS resources across the FAS and PSs with each other, but also with the University's robust area studies resources in Asia, the Middle East/Islam, South Asia and Latin America. Together, the **4 core-thematic initiatives** will help drive CAS's over-arching, intellectual and knowledge-dissemination vision for AS activities at HU and beyond as outlined below in CAS's **5 principal long-term capacity categories**, and **4 main objectives**.

CAS now seeks a renewal of NRC funds to sustain its current integration and leveraging of HU AS resources, and expand further AS integration with HASCs, thereby strengthening and building its long-term capacity in (1) interdisciplinary and cross-School curricular design, teaching, and research, centered on **4 core-thematic initiatives**; (2) language instruction in LCTLs; (3) study abroad, internship, and collaborative opportunities in Africa; (4) making HU's AS resources more accessible to various public constituencies, particularly K-16 educators and CCs and MSIs, and to HU students and faculty across the FAS and PSs; and (5) performance, impact, and evaluation. Within each of these **5 principal long-term capacity categories**, CAS will pursue **4 main objectives** in accordance with the purposes of the NRC and FLAS programs: (1) CAS will further expand and enrich its K-16 teacher and CC and MSI outreach activities; (2) CAS will increase faculty and students' proficiency in African languages, with a focus on LCTLs; (3) CAS will increase faculty and students' knowledge about the region; and (4) CAS will increase the awareness and knowledge of the African region to diverse audiences.

8.A.2 Interdisciplinary and Cross-School Initiatives. AS at HU is uniquely positioned to address CAS's **4 core-thematic initiatives**. CAS requests $15K per year for each of its **4 core-thematic initiatives**. The impact of these initiatives will be measured in the areas of (1) collaborative research, teaching, and GenEd curricular development; (2) workshops and conferences; (3) enriched Outreach programs; (4) and dissemination via online broadcasting of conference/workshops and major publications in the form of edited volumes/monographs

(See Section 9, and Table 8.1). Briefly outlined is HU's 4-year time frame and singular ability to interrogate and disseminate knowledge on CAS's **4 core-thematic initiatives**:

(1) China and Africa. One of the most important themes for African and Asian studies is China's expanding presence in Africa. CAS has engaged in 3 planning meetings with HU's AsC and FbC. Together, these 3 HASCs drafted a 4-year HU China and Africa agenda that leverages HU's deep AS strengths, with HU's similarly robust strengths in Asian Studies. These include 3 University-wide and 1 FAS China-study centers; the EALC Department which grants PhDs, MAs, and ABs; a HU Shanghai Office (SO); and 813 students enrolled in 26 Mandarin courses, including at least 27 who speak Mandarin and 1 African language. CAS, AsC, and FbC will convene in Y1 over 150 identified HU stakeholders with research interests and area studies/language training in China and Africa for a 1-day workshop; in Years 2 to 4, the 3 HASCs will convene major conferences at HU, SO, and CTO; Y4 will produce a major publication. During this 4-year initiative, CAS, AsC, and FbC will orient its 7 visiting scholar programs around the theme of China and Africa, vitally enhancing HU's initiatives with scholars and practitioners from the PRC, Africa, and beyond.

(2) Islam and its Radicalization. Islam and the spread of its radical forms across Africa is one of the most pressing geo-political issues facing the world today. HU is a leader in the study, teaching, and research on these trends across the FAS and PSs. 117 AS HU faculty across the FAS and PSs conduct research in 15 African countries most affected by radical Islam, including Kenya, Mali, Nigeria, Somalia, South Sudan, and Sudan. In the past 2 AYs, HU hired 4 international experts (2 HLS, 1 HDS, 1 FAS) and hosted at least 23 special lectures, workshops and conferences on this topic; and FAS's NELC taught 758 students Arabic, with 496 at the intermediate/advanced level. CAS will partner with HU's 2 University-wide centers for the study of Islam (CMES and AISP) to launch a 4-year initiative, "Islam in Africa: Expansion, Revival, and Radicalization:" 1-day workshops in

Years 1 and 3; a major conference in Y2; and an HU-published volume on *Islam and its Radicalization* in Y4.

(3) Global Public Health and Human Rights. Public health, poverty, and human rights are pressing issues in contemporary Africa, and HU is strategically placed across the FAS and PSs to expand and further disseminate knowledge on this topic, with over 250 HU and individual faculty research/partnership initiatives in Africa in AY 13/14. At Harvard, 3 University-wide entities focus on global public health and human rights: HGHI, HHI, and FXB; in addition, there are 3 human rights-focused centers, Carr Center (HKS), EMR (FAS), and HRP (HLS). HGHI Faculty Director Goldie, FXB Faculty Research Director Bhabha, and EMR Faculty Chair Shelemay all sit on CAS's EC. CAS has devised with them a 4-year plan that integrates the vast global public health and human rights initiatives at Harvard with AS-specific agendas and the dynamic work ongoing at HUs SEAS, HKS, and GSD in the realms of technology, innovation, and design. In Years 1 and 2, CAS will host 1-day workshops interrogating the nexus between GPH and human rights and information/satellite technologies (HHI and SEAS), global mapping (CGA), mobile technology education reform (HKS), and mobile applications (GSD/SEAS); Y3 will generate a major conference; Y4 will produce region and thematic-specific published reports and a major edited volume.

(4) Africa and the Global South (GS). Africa has emerged as one of the most vibrant and complicated players in the GS. Africa is economically rising with trend-setting GDP growth, and also setting future income disparity trends for the GS and the rest of the world. HU AS faculty are at the forefront of tracking, analyzing and theorizing Africa's current political and socio-economic trends. In AY 12/13, CAS launched its ASW to interrogate Africa's varied positions in the 21st century global order **(See Section 3.C).** The ASW and its 2 related conferences have drawn over 1,000 participants. CAS has devised collaborative research and teaching initiatives with its HASC-counterparts (DRCLAS, SAI, WCFIA) that

will build upon and expand the ASW's, ground-breaking initiatives and findings. With NRC support, CAS will (1) create a monthly GS workshop (Ys 1-4), in Y3 host a major conference with HASC collaboration, and in Ys 3 & 4 publish at least 1 edited volume; (2) integrate the ongoing GS research in HU's international offices (Sao Paolo, Mumbai, and Cape Town) and integrate it into the 4-year GS initiative at HU; (3) streamline HASCs' fellows programs to target visiting scholars and practitioners whose research aligns with shared GS trends and Africa's place within them; and (4) fully integrate HBS's leading role in convening African business interests and the technology innovations of SEAS, GSD, and HKS into this trans-regional, University-wide Global South initiative.

Knowledgeable coordination and oversight will be key to the success of CAS's **4 core-thematic initiatives.** CAS's NRC-supported SPOO model is a proven success. CAS now requests .5 FTE for a Program Officer (PO) who will similarly oversee the full integration and leveraging of HU's vast resources to address CAS's **4 core-thematic initiatives**. CAS's current staff member, Maggie Lopes (MA int'l studies; 10 years experience with WorldTeach; and vast HU, cross-FAS/PS knowledge), will be re-purposed with NRC-support (.5FTE) to become the PO. She will work closely with the CAS ED and Chair, and with CAS's counterparts across HU, to execute CAS's **4 core-thematic initiatives**, ensuring maximum impact in the realms of research, teaching and learning, and dissemination.

8.A.3 Language Instruction in LCTLs. NRC funding is requested to expand further HU's ALP intermediate and advanced language curriculum by adding the SE component to our courses in Amharic, Akan-Twi, Igbo, and Yoruba. CAS requests .35 FTE for language instructors in each of these 4 LCTLs. HU's ALP utilizes web 2.0 technologies that allow for highly versatile uses of the internet for learners and instructors of LTCLs; HU's ALP has online weekly reports from students and instructors providing continuous feedback to

instructors about their teaching and students about their learning, which form the basis of weekly teacher training that ALP Director Mugane oversees. CAS seeks $2.5K annually in NRC funding to enable us to better develop the web-based learning environments, and to create larger, virtual communities of instructors/students of LTCLs. CAS also requests NRC support for the expansion of our successful PS language training modules to include Kiryanwanda, Swahili, Zulu, and Yoruba; these languages are the most commonly used in HU's GPH, clinical research, and human rights PS programs in 6 African countries. HU's ALP plans to strengthen its intermediate/advanced instruction by (1) sending our instructors for ACTFL training to become OPI testers and (2) adapting the MLPA developed by CARLA. MLPA are a battery of high-quality, proficiency-based second language assessment tools for reading, writing, listening, and speaking. CAS requests $5K for ALP instructors to develop resources of assessment and to train for OPI and MLPA, and $2K in Ys2-4 for newly-hired instructors; CAS also requests $2.5K per year for three years for the further development and publication of a *Users Guide for Learning How to Learn African Languages*, reflecting Harvard's ALP's innovative approach to AL pedagogy.

HU's ALP is the Northeast region's leader in AS language study, and its integration into the traditional disciplines and PS research and teaching. For the past 5 years, CAS and the ALP have hosted the African Languages in the Disciplines Conference at HU, a 2-day, international event that integrates cutting-edge AL teaching/learning techniques with research on key themes driving the broader field of AS. CAS requests $2.5K annually in support of the ALDC, and another $2.5K annually for CAS and the ALP to host a 2-day extension workshop for visiting AL specialists to further train HU AL instructors and HU and CC/MSI faculty in language pedagogies and the integration of AL into non-AL courses.

HU will continue to cooperate with other Africa NRCs to make African language instruction widely accessible at the highest standards of instruction and evaluation. CAS and

the ALP will continue to work with NALRC and other NRCs to refine standards, train teachers and develop materials; we will also continue to support ALMA. CAS requests $2.5K in NRC support for the activities of the NERCPAL. In the coming grant cycle NERCPAL is proposing to host a series of one-day meetings for instructors and students of 4 major African languages: Swahili, Yoruba, Zulu and Wolof; it also plans to develop discipline-specific language learning materials for students and researchers in the medical and public health fields, and to add materials for the fields of environment and agriculture.

8.A.4 Study Abroad, Internship, and Collaborative Opportunities in Africa. CAS will use NRC funding to strengthen its study abroad opportunities and expand its student internship opportunities in Africa, particularly for HU students after earning their degrees. CAS is undertaking a collaboration with the new African Leadership University (ALU) initiative spearheaded by Fred Swaniker, the founder of the African Leadership Academy (ALA). CAS and the new ALU will engage in faculty/student exchanges, and interactive distance learning projects. CAS seeks $5K annually to support AL and AS curriculum development, including CAS's **4 core-thematic initiatives**, for HU/ALU collaborative learning, a project designed to proceed and then be fully integrated into the new ALUs, the first of which is to open in 2015. With NRC support, CAS will continue to enhance and promote its existing study abroad and internship programs **(See Table 1.2 and 2.C.2&3)**, and create 2 new study abroad programs in Senegal and Nigeria. CAS seeks NRC funding to pay for .25FTE of the highly successful SPOO (currently funded with NRC support, see Section 6.A.3 for a full description). The SPOO will continue to oversee existing and new HU study abroad programs; coordinate and expand internship opportunities in Africa with an emphasis on leveraging existing HU and individual faculty partnerships, together with HU alumni networks (15,000+ HU alumni in Africa); and create a database of post-graduation internship/employment opportunities in Africa where HU graduates can utilize their African

language skills and knowledge, and facilitate matching HU students with these opportunities; increase national recruitment into HU programs; and work with the newly created CAS PO, to integrate CAS's **4 core-thematic initiatives** into existing and future study abroad programs, as well as into HU's AS and GenEd courses.

8.A.5 Accessibility of Harvard's African Resources. Over the next four years, CAS will maintain and expand its highly successful and innovative Outreach activities, bringing HU's wealth of African information and resources to a wider audience. CAS will develop more extensive and content-rich programming, partly centered on CAS's **4 core-thematic initiatives**, for K-16 educators; CCs and MSIs; the media; business, government and NGO communities; and the general public. CAS will use NRC-support to fund .25FTE for its SPOO, a position that has proven crucial to the expansion and impact of HU AS Outreach over the last four years. With $7.5K annually of NRC-support, CAS will continue its current K-16 and CC/MSI programs. CAS will also pursue 4 main Outreach initiatives: (1) implement Stage 3 of its CC Outreach program with BHCC and RCC; (2) collaborate with HU's PZ and 3 HASCs (AsC, DCRES, SAI) to design, implement, and evaluate the new "Globalizing the Classroom" Outreach initiative for high school and CC/MSI teachers; (3) create and implement AS content-rich curricula and teaching/learning collaborations, with an emphasis on African language study, with Spelman College; (4) leverage HX platform to create 4 new, MOOCs centered on CAS's **4 core-thematic initiatives**. In addition to these 4 main initiatives, CAS will continue to support ongoing collaborative activities with other Africa NRCs and requests $3,050 (Library & ASOC activities) annually towards these efforts.

(1) Stage 3 of CC Outreach with BHCC and RCC. CAS requests $10K annually in NRC support to enter Stage 3 of its best practices strategy for AS collaborations between HU and CCs **(See Section 7.B).** In this stage, CAS will continue with (a) its RCC student AL

internship program at HU's library, and expand it from 2 to 4 students; (b) its participation/mentoring of 7 Boston-area CC/MSI faculty at HU's annual ALDC; and (c) sponsorship of CC instructors to attend AASP and ASA annual meetings. In Stage 3, CAS will also inaugurate a full-scale collaboration with BHCC, together with 3 HASCs. Over 4 years, HU's CAS, AsC, DCRES, and SAI will create and implement globally-focused and LCTL-driven workshops and seminars for BHCC's International Week, and will sponsor and implement faculty-to-faculty professional development programs for the creation and implementation of globally-centered curriculum design and LCTL instruction.

(2) Project Zero (PZ) and "Globalizing the Classroom." With $10K of annual NRC support, CAS will collaborate with 3 HASCs and HGSE's PZ to design and implement "Globalizing the Classroom," a professional development program for high school and CC educators. This 4-year program is designed to scaffold the development of individual projects with rich, international content (e.g., a unit/series of lesson plans, classroom resources/assessments) that will utilize PZ's pedagogical framework(s). CAS will introduce AS content centering on its **4 core-thematic initiatives** to the "Globalizing the Classroom" content. This initiative is projected to reach at least 50-60 educators; each educator will be integrated into CAS events and HU AS courses; all educators will take part in multiple, ongoing assessments and evaluations of the HASC/PZ initiative.

(3) Harvard University/Spelman College (SC) Partnership. HU has deep institutional linkages with HBCUs (See Section 7.B). Spearheaded by Professor Hammonds, CAS Faculty will collaborate with SC's AS and global studies faculty over the next 4 years. CAS requests $10K annually in NRC support for HU/SC faculty-to-faculty AS curriculum development for SC's international studies program; the creation of online/interactive courses for SC students in 2 LCTLs in which HU ALP instructors would teach, assess, and evaluate SC students; and HU AS faculty one-on-one mentorship of SC students with AS interests.

(4) HarvardX and African Studies MOOCs. CAS seeks $15K (decreasing annually) in NRC support to leverage Harvard's unique capacity in online learning vis-à-vis HX. HX, which currently has 1.28 million registered users, is an expansive and dynamic online platform for the dissemination of HU AS knowledge as supported by NRC. In the next 4 years, CAS will transform its research/collaborations around its **4 core-thematic initiatives** into general-audience MOOCs. These MOOCs, consistent with the 28 HX current courses, will be a valuable tool for high school and CC/MSI educators around the nation in harvesting free, HU AS content for their global studies courses and teaching/learning initiatives.

8.A.6 Performance, Impact, and Evaluation. CAS evaluates quarterly its strategic-goal progress. CAS also undertakes a bi-annual comprehensive, internal evaluation of its program. Most recently, in AY 13/14 the result was resoundingly positive; HU's administrative leadership responded with the elevation of CAS from Committee to Center status in AY 14/15. HU Center status recognizes the realization of CAS's strategic-goal benchmarks, including vast programmatic initiatives; the strength of its language program; the significant collaborations with other HASCs and HU AS-related entities across the FAS and PSs; and its extensive engagement with the HU community and general public. With promotion to Center-status, CAS will be reviewed internally by non-CAS faculty and staff every 3 years. CAS also requests NRC funding for annual external evaluations ($3k/year).

8.B Development Plan and Timeline. Section 8.A.2 through Section 8.A.6 outline the year-by-year unfolding of CAS's 4-year strategic plan centering on interdisciplinary and cross-school initiatives; language instruction in LCTLs; study abroad, internship, and collaborative opportunities in Africa; accessibility of HU's African resources; and performance, impact, and evaluation. This includes CAS's funding, with NRC support, of a SPOO, PO, and 3 AL instructors for intermediate/advanced AL courses from Y1 to Y4. It also includes, as detailed further in Table 8.1 a carefully conceived roll-out of HU's ALP

teaching/learning endeavors; CAS's partnership with the ALU; CAS's **4 core-thematic initiatives** as integrated in conference, workshop, publication, and Outreach initiatives; and the continuation of CAS's ongoing, high-impact Outreach projects.

8.C Cost-Effectiveness of Proposed Activities. CAS will continue to invest NRC resources where the multiplier effects on HU and external support will be the greatest. Or, put another way, where NRC resources will continue to transform the whole of CAS into an entity far greater than the sum of Harvard's African Studies' parts. Moreover, NRC support will drive CAS's ability to leverage fully for the first time HU's other areas studies' resources, thus integrating AS into broader, contemporary research and teaching/learning initiatives that have global relevance and impact. CAS will continue to look to HU and donors to make major financial commitments that support new faculty appointments. Whenever possible, CAS has arranged increases in institutional commitment, and decreased the use of NRC funds with each successive year.

8.D Long-term Impact. Harvard University is strongly positioned to have a deep and lasting impact on the ways in which American higher education, K-16 educators and students, CC/MSI educators and students, and the public at large understand and engage with Africa both in the United States and around the world. CAS purposely directs NRC funds towards program-building activities that leverage and consolidate existing AS resources at HU, rather than towards one-off or unsustainable offerings. By improving and integrating HU AS collaborative research, language program, and teaching/learning resources – including those centered on CAS's **4 core-thematic initiatives** – NRC funds will contribute to improving substantially the quality and number of Africa specialists who serve the nation in academe, K-16 education, business, government, media, non-profits, and NGOs. CAS will also direct its resources – vis-à-vis its SPOO-built database and student advising – towards cultivating long-term opportunities for HU students to intern and work post-graduation in a diverse range

of professions in Africa where they deploy their AL skills and AS knowledge. Improving public access to HU's Africa resources while continually strengthening the quality and impact of those resources at Harvard and beyond are essential, for they enable CAS to carry out its mission statement, and are central to the purpose of the NRC program.

Table 8.1 Activities Timeline

	Activity	Year 1	Year 2	Year 3	Year 4
	Personnel	SPOO, PO, ALP Instructors	SPOO, PO, ALP Instructors	SPOO, PO, ALP Instructors	SPOO, PO, ALP Instructors
AREA STUDIES	**China and Africa**	Workshop, Curriculum Dev.	Conference (HU), Curriculum Dev.	Conference (SO), Curriculum Dev.	Conference (CTO) Curriculum Dev., Publication
AREA STUDIES	**Islam and its Radicalization**	Workshop, Curriculum Dev.	Conference, Curriculum Dev.	Workshop, Curriculum Dev.	Curriculum Dev., Publication
AREA STUDIES	**Global Public Health**	Workshop, Curriculum Dev.	Workshop, Curriculum Dev.	Conference, Curriculum Dev.	Publication, Curriculum Dev.
AREA STUDIES	**Africa and the Global South**	Conference Workshop, Curriculum Dev.	Workshop, Curriculum Dev.	Conference, Workshop, Curriculum Dev., Publication	Workshop, Curriculum Dev., Publication
	African Language Program	Instructor Training, Publication, ALDC, Online Learning Dev.	Instructor Training, Publication, ALDC, Online Learning Dev.	Instructor Training, Publication, ALDC, Online Learning Dev.	Instructor Training, ALDC, Online Learning Dev.
	Student Opportunities Development	ALU Collab., Study Abroad Dev., Database Expansion	ALU Collab., Study Abroad Dev., Database Expansion	ALU Collab., Study Abroad Dev., Database Expansion	ALU Collab., Study Abroad Dev., Database Expansion
OUTREACH	**RCC and BHCC Collaboration**	RCC Internship Program, Faculty Professional Dev., BHCC Intl Ed Week	RCC Internship Program, Faculty Professional Dev., BHCC Intl Ed Week	RCC Internship Program, Faculty Professional Dev., BHCC Intl Ed Week	RCC Internship Program, Faculty Professional Dev., BHCC Intl Ed Week
OUTREACH	**Project Zero**	HASC Staff Training	Teacher Workshops	Teacher Workshops	Website Launch, Curriculum Dev.
OUTREACH	**HU / Spelman College Partnership**	Curriculum Dev., LCTL Training, Faculty Mentorship	Curriculum Dev., LCTL Training, Faculty Mentorship	Curriculum Dev., LCTL Training, Faculty Mentorship	Curriculum Dev., LCTL Training, Faculty Mentorship
OUTREACH	**HarvardX**	Course Dev.	Course Launch	Course Dev.	Course Launch
	Evaluation	Expand tools for data-tracking, Upgrade staff capacity in KM	Expand tools for data-tracking, Upgrade staff capacity in KM	Expand tools for data-tracking, Upgrade staff capacity in KM, HU External Review	Expand tools for data-tracking, Upgrade staff capacity in KM

9. IMPACT AND EVALUATION

9.A Impact of Activities and Training Programs. CAS has established the following 5 goals: (1) improve and expand course offerings in LCTLs and area studies; (2) strengthen interdisciplinary and cross-School design, teaching, and research; (3) increase study abroad, internship, and professional placement opportunities for students of African Studies; (4) expand AL and AS opportunities to the K-16 community, CCs, MSIs, and the general public; and (5) strengthen administrative capacity in KM and performance measurement.

In the past 4 years, and coinciding with its first NRC award-cycle, CAS's impact across HU, the region, and the nation is well documented. 10,305 students enrolled in a total of 54 AL courses and 355 non-AL courses in AY13/14, representing a 209% increase in enrollment from four years ago. AS programming and support drawing and expanding on the expertise of FAS and PS initiatives at HU has increased dramatically: there were over 200 events in AY 13/14, with an emphasis on medicine and public health, law, government, business, the humanities, technology, and the social sciences. Nearly 200 students received support to study, intern, and conduct research in Africa, an increase of 72% from AY09/10. Data show 77% of AS alums using their HU AS expertise in their current job. Outreach efforts also increased, from 14 events that reached 1000 teachers and 40 students in 2010 to current levels, which are five times higher. These figures reflect HU's overall commitment to Africa, and to ensuring significant international experience for all HU students – University priorities that are frequently cited in reports and speeches by HU's senior leadership.

CAS will maintain and strengthen this demonstrated momentum and upward trajectory. AY 14 to 18 targets will include: increasing the number of AS courses (including additional LCTLs); increasing the number of students (especially PS students) who study LCTLs at advanced levels; increasing the number of opportunities available to students to study and work in/on Africa; and strengthening our capacity to leverage the intellectual

resources at HU in AS and collaborative AS/HASC initiatives for the benefit of K-16 teachers, CCs, MSIs, and the general public. CAS understands effective strategic and operational planning, data management, monitoring and evaluation, and performance management as being contingent on carefully designed and implemented Knowledge Management (KM) strategies and practices. Expanding CAS's KM capacity is thus a vital component of sustainably managing our expanded project/program landscape (which targets highly transient constituencies), and accurately measuring the impact of our projects/programs.

9.B Equal Access to Traditionally Under-Represented Groups. HU's commitment to need-blind admission and need-based aid (gift not loan) helps to ensure a student body that is economically, racially, and ethnically diverse. 46% of the entering class of 2018 is comprised of ethnic or racial minorities, and 11% are international. The FAS and PSs also actively recruit members of traditionally underrepresented groups, and offer fellowships for this purpose. The President's Office manages the Administrative Fellows Program (AFP), which attracts talented professionals in underrepresented groups to top-level administrative posts at HU, offering on average 12 AFPs per year. CAS extends the reach of HU AS to a wider circle of students, teachers, and members of the public who lack access to such information and opportunities. Extensive outreach to students and teachers of African descent includes on-site visits (e.g. cast and crew of the stage musical *Witness Uganda* visiting Boston area schools and churches), as well as targeted programs such as the Du Bois Society for teenagers of African descent. The Harvard Foundation also awards over 200 grants each year to more than 65 student organizations whose projects promote racial and ethnic understanding.

9.C Evaluation Plan. CAS's current performance measurement strategy stems from a logic framework approach that identifies "SMART" measures aligned to overarching goals and objectives. Internal tracking mechanisms as well as independent monitoring are integral to an

evaluation plan that provides periodic progress checks (to identify risks and make adjustments) and overall performance indicators that can be measured and reported.

Goal 1 (to improve and expand course offerings in LCTLs and area studies) requires both quantitative and qualitative measures to assess the absolute number of courses offered, as well as their quality and interdisciplinary nature. Following HU's unique model of tailoring the AL offerings to student needs on a semester-by-semester basis, there is a goal of adding capacity in 3 new LCTLs within the grant period, with an emphasis on PS students. A related goal seeks to increase the number of students studying LCTLs at advanced levels, as measured by enrollments and student assessments. Baseline figures exist for these indicators. Adding new area studies courses in AS is the other component of this goal; in addition to measuring the absolute target of one additional course per semester of the grant cycle, enrollment data and course ratings and evaluations will also be tracked and analyzed.

Goal 2 (to strengthen interdisciplinary and cross-School design, teaching, and research), will involve both qualitative and quantitative performance measures. Targeting CAS's **4 core-thematic initiatives**, CAS will measure the extent to which course content, student and faculty research, and public programming and commentary increase in these areas. Course descriptions (incl. HarvardX), research grant awards, and event databases will comprise some of the data used to track this indicator.

Measuring the number of HU students who pursue Africa-related careers as an outcome of HU AS programming is challenging. To this end **Goal 3** was set to increase the number of opportunities available to students to undertake study, research, and internships in/on Africa, and to facilitate exposure to relevant professions for these skills and expertise. This can be achieved and measured by expanding existing HSS programs and consolidating our CAS database listings of grants and internship/employment opportunities, and by establishing new partnerships in Africa (e.g., an internship program with NBA Africa in

South Africa; collaboration with ALU). In collaboration with OCS, greater exposure to professions and fields that employ graduates with specific AS skills can also be provided. Alumni databases will also be upgraded to enable more sophisticated tracking and analysis of courses, opportunities, and experiences that correlate with higher placement rates post-graduation.

Goal 4 (to expand language and area studies opportunities to the K-16 community, teacher training units, CCs, MSIs, and the general public entails an expansion of current efforts (those with demonstrated impact) as well as a shift towards high-impact platforms such as programming in HU's museums, theatres, and HarvardX. Post-program surveys from previous Outreach initiatives indicate that face-to-face teacher workshops impart not only high quality content to classroom teachers, but also inspiration from faculty experts who have dedicated their lives and careers to AS. AS programming in the arts (museums, theater and music, film, print and broadcast media, and online courses) also promises to reach a much wider audience. Based on feedback from teachers, students, and members of the general public that have attended HU's AS events, a strategy that combines both approaches, and uses both qualitative and quantitative measures to track progress, will be adopted.

Goal 5 (to strengthen administrative capacity in KM and performance measurement) addresses the importance of KM in ensuring the attainment of all program goals. Strengthening the capacity to plan, implement, and track a complex array of projects requires adequate systems, procedures, and resources, as well as management and oversight. CAS has established a KM strategy, adopted a new data management plan, reviewed student, faculty, and alumni surveys and designed interactive features on the CAS website. CAS staff will receive free, on-campus training in project management, knowledge management, and performance measurement. In conjunction with an independent evaluator, internal capacity in

M&E will be strengthened and institutionalized. High quality data will ensure responsive management of existing programs, as well as effective design of new offerings.

9.D Improved Supply of Specialists in AS and ALs. The career decisions of HU graduates indicate a steady supply of AS specialists into a wide range of professional paths. HU's FAS and PSs awarded a total of 92 PhD degrees, 32 SD degrees, 18 SM degrees, 45 MPH degrees, 66 MDs, 105 MBAs, 23 LLM/SJDs, 104 JDs, 60 MPPs, 69 MPAIDs, 6 MAUD degrees, 14 ABs in the AS concentration, and 35 secondary concentration AS degrees between AY 10/11 and AY 13/14. Of the AS degree recipients, 9% have pursued careers in academia, 40% went on to study for advanced degrees, 77% reported using their AS course knowledge in the private sector, 6% in the public sector, and 6% in international careers. Respondents consistently note the high impact of experiences in Africa as undergraduates on their future career choices. Some examples of HU AS experts currently serving as thought leaders in their fields include Ellen Sirleaf Johnson (MPP 1971), President of Liberia and winner of the Nobel Peace Prize (2011); Samantha Power (Founding Executive Director of the Carr Center for Human Rights Policy at HKS), US Ambassador to the UN; Lindiwe Mazibuko, (MPA, '15), former Parliamentary Leader for the opposition Democratic Alliance in South Africa; and Sangu Delle (BA 2010, JD/MBA '17), one of Forbes' 30 most promising young entrepreneurs in Africa. Current State Department officials in Africa include Susan D. Page (JD), Ambassador to South Sudan; Mary Grace McGeehan (BA 1983), Charge d'Affaires/ Deputy Chief of Mission to Namibia; and Carl B Fox, Charge d'Affaires to Lesotho.

9.E Impact on National Needs and Public Awareness. Few Americans appreciate either the current threats or the opportunities facing the 1 billion people in Africa, or the continent's role in the wider global context. HU's AS shares the deep expertise of its faculty, leverages the diversity of its student body, and communicates its findings to the widest possible audience using a range of platforms. As noted in 7.C, CAS/AAAS/HC have hosted more than

400 AS activities and events over the past 5 years, which, together with our online resources, reached 1.74 million people. Add to this HU's presence in the media, including myriad newspaper and magazine articles written by, and about, HU's Africanists, but also the 1/3 of black households that watched "Many Rivers To Cross," Professor Henry Louis Gates' award-winning TV documentary series that chronicled the history of the Atlantic Slave Trade through to the election of the country's first President of African descent. HU AS faculty member Joanna Lipper's film "The Supreme Price," a documentary about the pro-democracy movement in Nigeria, is also receiving wide acclaim, including a premier at Lincoln Center. HU AS faculty serve on numerous Congressional and Presidential commissions, thereby influencing public policy at the central government level. CAS Chair Elkins is an advisor to the African Leadership Network, an elite group of emerging leaders from 45 African countries.

9.F FLAS Awards and National Needs. Recent HU survey data indicate FLAS awards were granted to 47 students to study 9 LCTLs during the current grant cycle. 95% indicate that they intend to use their AL skills in their careers. 86% believe these skills will help them find jobs. 21% of respondents intend to pursue further academic training. 16% intend to work in US Federal, State, or Local government. 16% intend to pursue careers in the private sector, and 22% plan to work on international issues (12% internationally, and 10% domestically). FLAS grantees will continue to be tracked and surveyed every two years to determine how many of them enter their specified fields, and the impact their AL skills have on their professional capacities.

10. FLAS AWARDEE SELECTION PROCEDURES

HU publicizes the FLAS program through FAS, GSAS, and PS student bulletins and the Harvard Gazette, HUs weekly newspaper (online circulation of approx. 250,000), which publishes a feature article annually on FLAS awards administered by all HU NRC/FLAS

programs. GSAS, PS and undergraduate departments also send students regular fellowship announcements through email and department bulletins. CAS also publicizes at least 12 times annually the FLAS program through its Listserv (2,000+ AS faculty/students), and through its AS organization email distribution, which reaches over 1,000 HU students with AS interests. FLAS program information is also available from CAS's FLAS Coordinator, and SPOO, who individually counsel students. Each HU graduate school and the undergraduate school financial aid office receives the FLAS announcement and an FAQ sheet informing students how to apply. CAS also writes separate letters to each financial aid director apprising them of FLAS and CAS's prioritization of undergraduate and graduate students financial need when making FLAS AY and summer awards.

Undergraduate and graduate students apply for AY and summer awards directly to the University-wide FLAS Fellowship Coordinator, a position supported directly with HU funds. Applications request information on the student's undergraduate, graduate or professional degree program, language sought, a statement of purpose describing how language training relates to the overall program of study, two letters of recommendation from a faculty member in the student's field, and an official transcript. The FLAS Selection Committee, appointed by the CAS Chair and ALP Director, includes the CAS Chair, ALP Director, and 3 FAS and 2 PS faculty members. Applicants pursuing languages and area studies receive highest priority, followed by research abroad, and academic merit. Summer FLAS awards are made only to students enrolled in language programs that meet DoED criteria.

FLAS applications are made available in November for graduate and undergraduate applications, for both AY and summer FLAS fellowships. Application deadlines are in early January. Eligible applications are forwarded to the selection committee and reviewed and scored by late February. Student notifications are made to nominees on March 15th.

11. ABSOLUTE, COMPETITIVE & INVITATIONAL PRIORITIES

CAS will meet the absolute priority to include teacher-training activities in AL and AS through the collaborative project with Project Zero (PZ) at the HGSE entitled "Globalizing the Classroom." One of the nation's preeminent educational research and knowledge-in-practice centers, PZ will partner with CAS and other HASCs to create curriculum modules for and with teachers, drawing on a range of models and projects including Making Learning Visible, Global Competence, and Teaching for Understanding. Additional teacher-training activities include an annual week-long teacher-training workshop at HU on AS-related themes, tours of African art and artifacts at HU museums, teacher workshops held in conjunction with the ASOC, and curriculum development activities based on CAS's **4 core-thematic initiatives**.

In response to Competitive Preference Priority 1, CAS will proceed with Stage 3 of its collaboration with RCC and BHCC that includes faculty-to-faculty initiatives, institutional partnerships that provide CC students access to opportunities at HU, and sponsorship for CC faculty members to attend ASA, AASP, ALDC, and other professional development activities. A new initiative to partner with Spelman College will see HU AS faculty and SC working together on AS curriculum development, the creation of online, interactive courses for SC students in 2 LCTLs, and HU AS faculty mentoring SC AS students.

CAS will meet Competitive Preference Priority 2 by ensuring that Africa-related HarvardX modules developed during this grant cycle are incorporated into the primary and secondary education degree programs at HGSE. Additionally, CAS faculty and staff will work with HU's Undergraduate Teacher Education Program (UTEP) to raise awareness of AS courses, and to recruit interns for the MaP summer teaching internship program in Botswana.

CAS will meet the NRC Invitational Priority through its collaboration with the new African Leadership University (ALU) initiative spearheaded by Fred Swaniker, the founder of the African Leadership Academy (ALA). ALU will open the first of its 25 proposed campuses across Africa in 2015, each designed to accommodate 10,000 students. CAS and ALU will engage in faculty/student exchanges, and interactive distance learning projects. In addition, CAS will continue to support the success of HU's 306 partnerships with institutions in Africa.

CAS will meet FLAS Competitive Preference Priority 1 by ensuring that all FLAS applications are prioritized according to students' financial circumstances (as indicated by the students' FAFSA report), as well as their academic performance and potential. CAS will award at least 25% of the AY Fellowships in any one of the designated 78 priority languages, in fulfillment of FLAS Competitive Preference Priority 2. CAS will meet the FLAS Invitational Priority to award fellowships in priority languages spoken in Sub-Saharan Africa.

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

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
President and Fellows of Harvard College/Committee on 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	$116,048	$118,949	$121,922	$124,969		$481,887
2. Fringe Benefits	$39,368	$40,352	$41,360	$42,395		$163,475
3. Travel	$12,227	$12,227	$12,227	$12,227		$48,908
4. Equipment	$0	$0	$0	$0		$0
5. Supplies	$134,050	$125,050	$118,050	$109,050		$486,200
6. Contractual	$0	$0	$0	$0		$0
7. Construction	$0	$0	$0	$0		$0
8. Other	$3,000	$3,000	$3,000	$3,000		$3,000
9. Total Direct Costs (lines 1-8)	$304,693	$299,578	$296,559	$291,641		$1,192,471
10. Indirect Costs*	$24,375	$23,966	$23,725	$23,331		$95,397
11. Training Stipends	$354,000	$354,000	$354,000	$354,000		$1,416,000
12. Total Costs (lines 9-11)	$683,068	$677,544	$674,284	$668,973		$2,703,868

***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: 07/01/2013_ To: 06/30/2015_ (mm/dd/yyyy)

Approving Federal agency: ____ ED _X__ Other (please specify): _____DHHS_____ The Indirect Cost Rate is __69____%

(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 ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

HARVARD UNIVERSITY COMMITTEE ON AFRICAN STUDIES
TITLE VI NRC - FLAS
PROPOSED BUDGET FOR AUGUST 15, 2014 TO AUGUST 14, 2019

ITEM DESCRIPTION	Project Year 1 2014-2015	Project Year 2 2015-2016	Project Year 3 2016-2017	Project Year 4 2017-2018
1. PERSONNEL				
1.A. Administrative				
a) Student Programs and Outreach Officer (SPOO)at pp 4,5,22,24,36,40 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$29,521	$30,259	$31,015	$31,791
b) Program Officer (SO), pp 34, 40 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$30,277	$31,034	$31,810	$32,605
Subtotal Requested for Administrative Salary (each .50 effort of 2 FTE salary support)	$59,798	$61,293	$62,825	$64,395
1.B. Language Instruction				
a) 3 Language instructors (AAAS), p 34 FLAS IP, FLAS CPP2	$56,250	$57,656	$59,097	$60,574
Subtotal Requested for Language Instruction Salary	$56,250	$57,656	$59,097	$60,574
SUBTOTAL requested for Salaries	$116,048	$118,949	$121,922	$124,969
2. FRINGE BENEFITS				
a) Administrative/Exempt @ 42.6% inc Vac Fringe	$25,474	$26,111	$26,763	$27,433
b) Language Instructors @ 24.7	$13,894	$14,241	$14,597	$14,962
Subtotal Requested for Fringe	$39,368	$40,352	$41,360	$42,395
3. TRAVEL				
3.A. Domestic Travel				
a) Librarian & Faculty, Prog Officer to Conf (RT Boston-PA at $140 + 1 X $163 lodging/nt X 2 nts + $66 per diem X 2 nts + $75 gr trans X 2 days + conf fee $250) X3 NRC CPP1, NRC IP	$2,994	$2,994	$2,994	$2,994
b) Faculty/staff AASP collaborative meetings (RT Boston-DC at $115 + 1 X 185 lodging/ntX 2 nts +75per diem X 2 nts + 75 gr trans X 2 days + conf fee 250) X4 p 38 NRC CPP1	$4,140	$4,140	$4,140	$4,140
c) Faculty/staff ASA (RT Boston-Indianapolis IA at $407 + 1 X 150 lodging/ntX 2 nts + 55 per diem X 2 nts + 75 gr trans X 2 days + conf fee 200) X3 NRC AP, NRC CPP1	$3,951	$3,951	$3,951	$3,951
d) ALP Director ALA (RT Boston-CA at $340+ 1 X 150 lodging/ntX 2 nts + 71 per diem X 2 nts + 75 gr trans X 2 days + conf fee 210) X1 p36 NRC CPP1, FLAS IP, FLAS CPP2	$1,142	$1,142	$1,142	$1,142
3.B. Foreign Travel				
n/a				
Subtotal Requested for Travel	$12,227	$12,227	$12,227	$12,227
4. EQUIPMENT				
N/A				
5. SUPPLIES				
5A. Area Studies				
Curricular Development for CAS's 4 core-thematic intiatives pp 30-34 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$10,000	$9,000	$8,000	$7,000
Conference for CAS's 4 core-thematic intiatives pp 30-34 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$25,000	$24,000	$23,000	$22,000
Workshop for CAS's 4 core-thematic intiatives pp 30-34 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$15,000	$14,000	$13,000	$12,000
HU/ALU partnership p 36	$5,000	$5,000	$5,000	$5,000
Subtotal Requested for Area Studies Supplies	$55,000	$52,000	$49,000	$46,000

ITEM DESCRIPTION	Project Year 1 2014-2015	Project Year 2 2015-2016	Project Year 3 2016-2017	Project Year 4 2017-2018
5B. Language Program				
PS language module development p 35 FLAS CPP2, FLAS IP	$6,000	$5,000	$4,000	$3,000
ALD Conference & Workshop pp 27, 35 FLAS CPP2, FLAS IP	$5,000	$5,000	$5,000	$5,000
ALP Instructor OPI/MLPA training p35 FLAS CPP2, FLAS IP	$5,000	$2,000	$2,000	$2,000
Development/publication of *Users Guide for Learning How to Learn African Language p 35* FLAS CPP2, FLAS IP	$2,500	$2,500	$2,500	$0
Development for web-based learning tools for African Languages p 35 FLAS CPP2, FLAS IP	$2,500	$2,000	$1,500	$1,000
NERCPAL p 36 FLAS CPP2, FLAS IP	$2,500	$2,500	$2,500	$2,500
Subtotal Requested for Language Program (all numbers exclude FLAS money)	**$23,500**	**$19,000**	**$17,500**	**$13,500**
5C. Library				
NRC Africa Librarians Cooperative acquisitions p 37 NRC CPP1, NRC CPP2	$2,000	$2,000	$2,000	$2,000
Subtotal Requested for Library Materials	**$2,000**	**$2,000**	**$2,000**	**$2,000**
5D. Outreach				
Collaborative African Studies Outreach Council (ASOC) activities p 37 NRC AP, NRC CPP1	$1,050	$1,050	$1,050	$1,050
Harvard X Curricular development & supplies "Priorities Number 1 & 2" pp 24, 39 NRC AP, NRC CPP1, NRC CPP2, NRC IP	$15,000	$14,000	$12,000	$10,000
Development for Outreach and Seminars for K-12 "Priority Number 2" pp 37, 38 NRC AP	$7,500	$7,000	$6,500	$6,500
Project Zero "Priority Number 2" p 38 NRC AP, NRC CPP2, NRC CPP1	$10,000	$10,000	$10,000	$10,000
Collaboration with Roxbury Community College and Bunker Hill "Priority Number 1" NRC CPP1	$10,000	$10,000	$10,000	$10,000
Harvard/Spelman College Partnership "Priority Number 1" pp 2, 37, 38 NRC CPP1	$10,000	$10,000	$10,000	$10,000
Subtotal Requested for Outreach	**$53,550**	**$52,050**	**$49,550**	**$47,550**
Subtotal requested for all supplies	**$134,050**	**$125,050**	**$118,050**	**$109,050**
6. CONTRACTUAL				
7. CONSTRUCTION				
N/A				
8. OTHER	$0	$0	$0	$0
External Evaluation p 39	$3,000	$3,000	$3,000	$3,000
Subtotal Requested for Other	**$3,000**	**$3,000**	**$3,000**	**$3,000**
9. TOTAL DIRECT COSTS				
	$304,693	$299,578	$296,559	$291,641
10. INDIRECT COSTS				
a) Overhead charge from Harvard (8% of grant award total)	$24,375	$23,966	$23,725	$23,331
TOTAL INDIRECT COSTS	$24,375	$23,966	$23,725	$23,331
TOTAL of DC & IDC	$329,068	$323,544	$320,284	$314,973

ITEM DESCRIPTION	Project Year 1 2014-2015	Project Year 2 2015-2016	Project Year 3 2016-2017	Project Year 4 2017-2018
11. FLAS				
a) AY Grad Student 8 @ $18,000 tuition,8 @ $15,000 stip FLAS CPP1, FLAS CPP2, FLAS IP	$264,000	$264,000	$264,000	$264,000
b) AY UG Student 4 @ $10,000 tuition,4 @ $5,000 stip	$0	$0	$0	$0
b) Summer Grad 7 @ $5,000 tuition, 7 @ $2,500 stip FLAS CPP1, FLAS CPP2, FLAS IP	$52,500	$52,500	$52,500	$52,500
c) Summer UG 5 @ $5,000 tuition, 5 @ $2,500 stip FLAS CPP1, FLAS CPP2, FLAS IP	$37,500	$37,500	$37,500	$37,500
Total Training Stipends	$354,000	$354,000	$354,000	$354,000
12. TOTAL	$683,068	$677,544	$674,284	$668,973
			Total NRC	$1,287,868
			Total FLAS	$1,416,000
			GRAND TOTALS	$2,703,868

The GRADUATE SCHOOL *of* ARTS AND SCIENCES
HARVARD UNIVERSITY

OFFICE OF ADMISSIONS AND FINANCIAL AID

June 16, 2014

U.S. Department of Education
Application Control Center
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Ladies and Gentlemen:

Submitted herewith is Harvard University's budget for fellowship support through the Foreign Language and Area Studies Fellowship program in the Africa Area during the 2014-2015, 2015-2016, 2016-2017, and 2017-2018 academic years.

Funds in the amount of $264,000 for years one through four are anticipated for eight academic year graduate fellowships.

Funds in the amount of $90,000 for years one through four are anticipated for twelve summer fellowships, which will be divided between graduate and undergraduate students.

We anticipate for funds in the amount of $354,500 for years one through four for a four year total of $1,416,000. Payment of any tuition and required fees in excess of the FLAS Institutional Payment for graduate students will be the responsibility of Harvard University.

Your consideration of this revised budget is greatly appreciated.

Sincerely,

Bob LaPointe
Admissions and Financial Aid Officer
FLAS Fellowship Coordinator

Suite 350 • 1350 Massachusetts Avenue • Cambridge, Massachusetts 02138-3846 • USA
Phone: 617.495.5315 • FAX: 617.496.5333

FLAS FELLOWSHIP BUDGET PROPOSAL

FOR THE AFRICA AREA, 2014-2015 -YEAR 1

ACADEMIC YEAR

Anticipate 8 full graduate student awards (full tuition estimate: $43,774 / student).

	FLAS Institutional Payment	Harvard Commitment
Tuition:	8 at $18,000/each = $144,000	8at $25,774/each = $206,192
Stipend:	8 at $15,000/each = $120,000	
Total:	**$264,000**	**$206,192**

SUMMER

Anticipate 7 full graduate student awards and 5 undergraduate awards.

	FLAS Institutional Payment	
Tuition Grad:	7 at $5,000/each	= $35,000
Tuition Undergrad:	5 at $5,000/each	= $25,000
Stipend Grad:	7 at $2,500/each	= $17,500
Stipend Undergrad:	5 at $2,500/each	= $12,500
Total:	**$90,000**	

TOTAL 2014-15 FLAS FELLOWSHIP BUDGET: $ 354,000

FLAS FELLOWSHIP BUDGET PROPOSAL

FOR THE AFRICA AREA, 2015-2016 -YEAR 2

ACADEMIC YEAR

Anticipate 8 full graduate student awards (full tuition estimate: $45,087 / student).

	FLAS Institutional Payment	Harvard Commitment
Tuition:	8 at $18,000/each = $144,000	8 at $27,087/each = $216,696
Stipend:	8 at $15,000/each = $120,000	
Total:	**$264,000**	**$216,696**

SUMMER

Anticipate 7 full graduate student awards and 5 undergraduate awards.

	FLAS Institutional Payment	
Tuition Grad:	7 at $5,000/each	= $35,000
Tuition Undergrad:	5 at $5,000/each	= $25,000
Stipend Grad:	7 at $2,500/each	= $17,500
Stipend Undergrad:	5 at $2,500/each	= $12,500
Total:		**$90,000**

TOTAL 2015-16 FLAS FELLOWSHIP BUDGET: $ 354,000

FLAS FELLOWSHIP BUDGET PROPOSAL

FOR THE AFRICA AREA, 2016-2017 -YEAR 3

ACADEMIC YEAR

Anticipate 8 full graduate student awards (full tuition estimate: $46,440 / student).

	FLAS Institutional Payment	Harvard Commitment
Tuition:	8 at $18,000/each = $144,000	8 at $28,440/each = $227,520
Stipend:	8 at $15,000/each = $120,000	
Total:	**$264,000**	**$227,520**

SUMMER

Anticipate 7 full graduate student awards and 5 undergraduate awards.

	FLAS Institutional Payment	
Tuition Grad:	7 at $5,000/each	= $35,000
Tuition Undergrad:	5 at $5,000/each	= $25,000
Stipend Grad:	7 at $2,500/each	= $17,500
Stipend Undergrad:	5 at $2,500/each	= $12,500
Total:	**$90,000**	

TOTAL 2016-17 FLAS FELLOWSHIP BUDGET: $ 354,000

FLAS FELLOWSHIP BUDGET PROPOSAL

FOR THE AFRICA AREA, 2017-2018 -YEAR 4

ACADEMIC YEAR

Anticipate 8 full graduate student awards (full tuition estimate: $47,830 / student).

	FLAS Institutional Payment	Harvard Commitment
Tuition:	8 at $18,000/each = $144,000	8 at $29,830/each = $238,640
Stipend:	8 at $15,000/each = $120,000	
Total:	**$198,000**	**$238,640**

SUMMER

Anticipate 7 full graduate student awards and 5 undergraduate awards.

	FLAS Institutional Payment	
Tuition Grad:	7 at $5,000/each	= $35,000
Tuition Undergrad:	5 at $5,000/each	= $25,000
Stipend Grad:	7 at $2,500/each	= $17,500
Stipend Undergrad:	5 at $2,500/each	= $12,500
Total:		**$90,000**

TOTAL 2017-18 FLAS FELLOWSHIP BUDGET: $ 354,000

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AESTH&INTP-54 (Formerly CULTR&BLF-12)	For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures	The course surveys the literary and artistic dimensions of the devotional life of the world's Muslim communities, focusing on the role of literature and the arts (poetry, music, architecture, calligraphy, etc.) as expressions of piety and socio-political critique. An important aim of the course is to explore the relationships between religion, literature, and the arts in a variety of historical and cultural contexts in the Middle East, sub-Saharan Africa, South Asia, Europe, and America.	Asani, Ali S.	25	0.5		N/A	50	X
AESTH&INTP-23	Interracial Literature	This course examines a wide variety of literary texts on black-white couples, interracial families, and biracial identity, from classical antiquity to the present. Works studied include romances, novellas, plays, novels, short stories, poems, and non-fiction, as well as films and examples from the visual arts. Topics for discussion range from interracial genealogies to racial "passing," from representations of racial difference to alternative plot resolutions, and from religious and political to legal and scientific contexts for the changing understanding of race. Focus is on the European tradition and the Harlem Renaissance.	Sollors, Werner	25	0.5		N/A	16	N/A
AESTH&INTP-40	Monuments of Islamic Architecture	An introduction to ten iconic monuments of the Islamic world from the beginning of Islam to the early modern period. The course introduces various types of building-mosques, palaces, multifunctional complexes-and city types and the factors that shaped them, artistic, patronal, socio-political, religio-cultural, and economic. Each case study is divided into two lectures. The first presents the monument or city by "walking" through it. The second is devoted to themes elicited from the example, developed in light of comparative monuments, sites, and/or written sources, and to problems of patronage, production, audience and meaning as they pertain to architectural history.	Roxburgh, David; Necipoglu-Kafadar, Gülru	25	0.5		N/A	N/A	X
AESTH&INTP-43	Visual Culture of the Ottoman Empire Between East and West	Examines the visual culture of the Ottoman Empire straddling three continents (Asia, Europe, Africa), together with cross-cultural artistic interactions with Western and Asian Islamic courts (Safavid Iran, Mughal India). Ottoman urbanism, architecture, miniature painting and decorative arts studied in their socio-political contexts that informed their production and reception. The selective fusion of Ottoman-Islamic, Byzantine and Italian Renaissance elements in the codification of a distinctive visual tradition that helped processes of multicultural empire building and identity formation is analyzed. Earliest representations of the East by European artists working in the "Orientalist" mode are also considered.	Necipoglu-Kafadar, Gülru	25	0.5		N/A	N/A	X
AFRAMER-104	Witchcraft, Rituals and Colonialism	This course will explore the coming together of ideas on witchcraft and rituality as discourses and practices of power, gender, race, and sexuality in colonial and imperial moments. We will examine history, literature, films, and social theory dealing with different forms of self-identified and interpellated forms of "witchcraft" such as questions of sorcery, brujeria, shamanism, voodoo/hoodoo, and santeria/palo - all as complex and multivalent sites of productive power. We will look at how discourses and experiences marked and claimed "witchcraft" intersect with ideas and practices of rituals in the everyday lives and perceptions of colonial, postcolonial, national, and transnational subjects in different locations. Students will take into consideration these questions in relation to broader topics such as colonialism/postcolonialism, imperialisms, and transnationalisms, as well as within critiques of modernisms versus traditionalisms. This course will specifically focus on Latin America, the Caribbean, Africa, and African diasporic contexts.	Beliso-De Jesus, Aisha M.	50	0.5	HDS-2736	N/A	8	N/A
AFRAMER-104y	Transnational Feminisms	Typically understood as an unbound field, transnational feminisms comes together as a paradigm that calls attention to the intersections of globalizations, race, sexuality, diasporas and nationalisms from a transnational perspective. Mostly from third world and women of color feminists, we will examine this unwieldy designation in relation to methodologies, analytics, contentions and silences. Where and when does the emergence of this term come to be? How does it differ from other feminist and internationalist/globalization perspectives? What role (if any) does religion or spirituality play in the differing theoretical frameworks?	Beliso-De Jesus, Aisha M.	50	0.5	HDS-2749	3	N/A	N/A
AFRAMER-106x	Topics in African Music and the Diaspora: Music and Conflict in Contemporary Africa	Through case studies of Mali, Kenya, South Africa, and Zimbabwe this course examines the relationships among war, state collapse, and cultural production in contemporary Africa.	Monson, Ingrid	100	0.5		N/A	N/A	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAME R-11	Introduction to African Studies	This course introduces students to the general outlines of African archeology, history and geography, as well as key concepts in the study of African health, social life , economic situation, arts, and politics. Our aim is to give students a fundamental vocabulary and interdisciplinary methodology for the study of Africa. Throughout, we assume that Africa is not a unique isolate but a continent bubbling with internal diversity, historical change, and cultural connections beyond its shores. The course is open to all students who are interested in exploring various dimensions of African life and cultures in ancient and modern periods.	Walker (2010), Elkins, Caroline (2010), Olupona, Jacob K. (2012-2013)	100	0.5		13	40	X
AFRAME R-111	Spectral Fictions, Savage Phantasms: Race and Gender in Anti-Racist South African and African American Drama, Fiction, and Film	Why have social orders like Apartheid South Africa and White Supremacy in segregated America that are based on extreme racial, gender and national oppression always generated often violent, hallucinatory fictions of the racial and gender identities of the oppressed? And why have the oppressed in turn often internalized these sorts of fictions and also produced counter-fictions that more or less conform to the same violent, phantasmic logic? In this course, we will explore how these fictions and counter-fictions are reproduced and challenged in some of the most powerful, canonical works of drama, fiction and cinema by South African and African American authors and filmmakers. As the Nigerian author, Chinua Achebe once famously remarked: "where one thing stands, another thing will stand beside it." To this end, we will pay special attention in the course to how, both in form and in content, race and gender always seem, constitutively, to intersect in these fictions and counter-fictions. The course is thus a study in the dark, violent but generative cultural unconscious of modern racialized and gendered identities	Jeyifo, Biodun	50	0.5		N/A	N/A	X
AFRAME R-114x	African and African American Studies 114x. From Cesária Évora to Dama Do Bling: Music, Language, and Digital Media in the Former Portuguese Colonies	This course will explore contemporary musical performance and production and their interrelationship with language and digital media in Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Principe, and diaspora communities in western Europe and the northeastern United States. Through interdisciplinary course readings and primary source materials (e.g. song lyrics, music videos, photographs, and social media activity), students will investigate questions of genre, authenticity, and power; creolization, hybridity, and purity; and race, gender, and sexuality in this complex cultural domain. Assignments will develop historical, ethnographic, and digital research expertise culminating in a final paper and multimedia project.	Martin, Carla	50	0.5		5	N/A	N/A
AFRAME R-119x	Chocolate, Culture, and the Politics of Food	This course will examine the sociohistorical legacy of chocolate, with a delicious emphasis on the eating and appreciation of the so-called "food of the gods." Interdisciplinary course readings will introduce the history of cacao cultivation, the present day state of the global chocolate industry, the diverse cultural constructions surrounding chocolate, and the implications for chocolate's future of scientific study, international politics, alternative trade models, and the food movement. Assignments will address pressing real world questions related to chocolate consumption, social justice, responsible development, honesty and the politics of representation in production and marketing, hierarchies of quality, and myths of purity.	Martin, Carla	50	0.5		173	24	X
AFRAME R-128	Black Nationalism	Critically examines the family of African American social philosophies generally classified under the broad rubric "black nationalism." Topics to be explored include the meaning of black collective self-determination; the relationship between black identity and black solidarity; and the significance of Africa for black nationalist ideals. Authors to be discussed include Martin Delany, Alexander Crummell, Edward Blyden, W.E.B. Du Bois, Marcus Garvey, Elijah Muhammad, Malcolm X, Stokely Carmichael, Huey Newton, and some contemporary representatives of the tradition.	Shelby, Tommie	50	0.5		N/A	N/A	X
AFRAME R-137	Literature and Its Cultural 'Others'- America, Africa and the Caribbean, 1950s-80s	In the historic contexts of the civil rights struggles in the United States and the decolonizing liberation struggles in Africa and the Caribbean, this course explores how utopian or emancipatory aspirations in diverse media like literature, popular music, oratory, non-scripted street or community theatre, and popular visual media like poster art, murals and graffiti impact people of different social classes and backgrounds.	Jeyifo, Biodun	25	0.5		5	2	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAME R-139x	Slavery and Emancipation in the Atlantic World	History is often interpreted as the struggle for power. This course examines how resistance plays a central role in the formation of individual and collective identities among black historical actors in the Atlantic world. The course focuses on the power struggles and efforts by black people to affect social and political change particularly during the eighteenth and nineteenth century. In this class students will cover the significance of major slave rebellions, revolutions, and abolitionist movements within the Atlantic world. Among the questions we consider are: How do powerless people acquire and exercise power? What are the obstacles they must overcome? How do black people living in the Atlantic world perceive, predict, and procure power? How do they define their own empowerment? The course will offer insights on the complexity of the region's peoples, and will contribute to students' critical thinking. In papers, students will discuss interpretive questions that focus specifically on the representations, historiographical debates, and the theory of Atlantic world history.	Jackson, Michael	25	0.5		7	N/A	N/A
AFRAME R-140x	Film, Fiction, and Diaspora	An exploration of recent fiction and films on the African and Caribbean immigrant communities of Europe and North America	Jeyifo, Biodun	25			N/A	14	X
AFRAME R-159x	African Future Cities	Urbanization is happening faster in Africa than anywhere else in the world. From Eko Atlantic on Victoria Island in Lagos to Sandton (Johannesburg), Tatu City (outside Nairobi) and Appolonia and King City (near Accra), cities are driving the Continent's economic growth. Fuelled at least partly by newfound resources such as minerals, platinum, natural gas and crude oil, independent urban projects are being designed on the outskirts of existing mega-cities. This research-oriented seminar will critically examine the nature of the contemporary transformations of African urban forms and spaces and what they tell us about the future African city, its architecture, the material and virtual flows that connect it to the broader world, and the individual, social and aesthetic experiences of its inhabitants.	Mbembe, Achille	100	0.5		N/A	16	N/A
AFRAME R-160	Christianity, Identity, and Civil Society in Africa	This course is a historical survey of the centuries-old Christian traditions in Africa. It begins with an outline of the trajectory of Christianity's origins and presence in Africa from its beginning in ancient Mediterranean lands through the early period of European missionaries to the contemporary period. The course provides the ethnography of the old mission churches, indigenous independent African churches, and contemporary evangelical and Pentecostal Charismatic movements. The course explores the role of Christianity in relation to historical, cultural, social, and material realities of the African continent. It examines a broad range of topical issues related to conversion, missionization, and the development and growth of Christian agencies in Africa in relation to the construction of social, theological, and religious identities, as well as Christianity's response to cultural pluralism, nationhood, citizenship, and civil society.	Olupona, Jacob K., Jacob	100	0.5	HDS-2337	6	N/A	X
AFRAME R-162	Indigenous Religious Traditions and Modernity: Seminar	This seminar explores historical, theoretical, methodological, and conceptual issues central to the study of indigenous religions of the world. It examines the critique of indigeneity and explores emerging topics about the role that religion plays in indigenous peoples' lives, communities, and societies. Special topics will explore issues related to land, environment, conversion, health, the state, gender, aggression, violence, justice, and human rights. The seminar examines the interface of indigenous religions and modernity, colonial and postcolonial conditions, local and global forces that shape the practices of indigenous traditions in various regions of the world.	Olupona, Jacob K., Jacob	100	0.5	HDS-3703	N/A	N/A	X
AFRAME R-169	Visualizing Africa	An examination of the various ways in which Africa historically has been conceptualized and visualized in art and illustrative materials. Emphasis is given to the critical reading of actual works of art and documents. Construction of self and others as seen through images is discussed. The interface between Africa and the Christian and Islamic worlds as well as larger concerns of slavery, colonialism, and contemporary art are examined.	Blier, Suzanne	100	0.5		7	N/A	N/A
AFRAME R-181	Image of the Black in Western Art	This seminar will critically examine the depiction and contextualization of individuals of African descent in European and American art. Among the various issues raised are historic changes in the idea of and construction of race, the impact of early internationalism, notions of difference in the age of exploration, slavery and notions of selfhood, and representation as part of the larger colonial project.	Blier, Suzanne and Bindman, David	100	0.5		4	N/A	N/A
AFRAME R-187	African Religions	This course is a basic introduction to the history and phenomenology of traditional religions of the African peoples. Using diverse methodological and theoretical approaches, the course will explore various forms of experiences and practices that provide a deep understanding and appreciation of the sacred meaning of African existence: myth, ritual arts, and symbols selected from West, East, Central, and Southern Africa.	Olupona, Jacob K.	100	0.5	HDS-3690	10	4	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAME R-189x	Medicine, Culture, and Society	This course examines the changing place of medicine in the long history of modernity. Focusing on key moments - the birth of the clinic, the colonial frontier (where biomedicine met its therapeutic "others"), the consolidation of medicine as self-governing profession, the age of genomics and biocapital - it explores the distinctive role of medical knowledge in the making of modernist persons, identities, and social worlds. Readings are drawn from across the social sciences, with material from Africa, Europe, and North America. Part lecture, part discussion, the class will be open to upper-level undergraduates and graduates.	Comaroff, Jean	50	0.5		16	25	N/A
AFRAME R-190x	The Anthropology of Law: Perspectives from Africa and Elsewhere	The course will cover (i) classical readings in the field, (ii) conceptual questions focusing on the often counter-intuitive theoretical insights to be gained from the non-Western legal systems, (iii) law and colonialism, (iv) liberalism, difference, and the law in the postcolonial world, and (v) the judicialization of politics around the globe. Throughout, attention will be given to the lessons to be learned from legal anthropology for interrogating the present moment in the global north. Grades will be based on class participation, course presentations, and a term paper.	Comaroff, John	100	0.5	HLS-2535	11	10	N/A
AFRAME R-192x	Religion and Society in Nigeria	The seminar examines the historical development of religion in Nigeria and explores its intersection with ethnic identity, culture, and society in pre-colonial, colonial, and contemporary periods. The course provides an understanding of various cultural tradition, historical events and social forces that have shaped Nigeria's religious express. Many topical issues will be explored such as indigenous religious culture, Christian and Muslim identities, civil religion, and civil society and democratization, as well as religion and politics in present-day Nigeria.	Olupona, Jacob K.	100	0.5	HDS-3704	N/A	3	N/A
AFRAME R-196x	Contemporary Africa and Sustainable Development	How do we understand development in Africa? This introductory course explores the question of sustainable development through a number of methods and perspectives, such as education, health, governance, (post-)conflict, and human rights. The course will examine the challenges of development, understood as the interaction between economic, environmental, political, and social processes. Students will gain the tools needed to examine African contexts today, including policy choices and the use of indicators and comparative analysis.	Vinck, Patrick	100	0.5		N/A	13	X
AFRAME R-20	Introduction to African Languages and Cultures	This introduction to African languages and cultures explores how sub-Saharan Africans use language to understand, organize, and transmit (culture, history, etc.) indigenous knowledge to successive generations. Language serves as a road map to comprehending how social, political, and economic institutions and processes develop: from kinship structures and the evolution of political offices to trade relations and the transfer of environmental knowledge. As a Social Engagement course, AAAS 20 will wed scholarly inquiry and academic study to practical experience and personal involvement in the community. Students will be given the opportunity to study Africans, their languages, and their cultures from the ground up, not only through textbooks and data sets but through personal relationships, cultural participation, and inquisitive explorations of local African heritage communities. Throughout the semester you will be asked to employ video production, ethnographic research, creative writing, "social-portraiture," GIS mapping, and linguistic study as you engage with Africans, their languages, and their cultures. By examining linguistic debates and cultural traditions and interrogating their import in the daily lives of Boston-area Africans, we hope to bridge the divide between grand theories and everyday practices, between intellectual debates and the lived experiences of individuals, between the American academy and the African world. Ultimately, this course aims to place Africans themselves in the center of the academic study of Africa.	Mugane, John M.	100	0.5		59	23	X
AFRAME R-209	Africa Rising? New African Economies/Cultures and Their Global Implications	In a story titled Africa Rising (2011), The Economist argued that the continent epitomizes both the "transformative promise of [capitalist] growth and its bleakest dimensions. This workshop will explore Africa's changing place in the world - and the new economies, legalities, socialities, and cultural forms that have arisen there. It will also interrogate the claim that the African present is a foreshadowing of processes beginning to occur elsewhere; that, therefore, it is a productive source of theory about current conditions world-wide. The workshop, open to faculty and students, will meet Mondays from 6:00-7:30. 15 students will be permitted to take it as a course; they will also meet on Mondays, 12:00-1:30. Grades will be based on participation and a term essay.	Comaroff, John and Comaroff, Jean	100	1		12	23	X

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAMER-212	Entrepreneurship in Africa	This course is designed to help students develop an understanding of the socio-economic revolution in the emerging African market. The goal will be to inspire and equip budding social entrepreneurs with knowledge and skills specific to context, challenges and innovation in enterprises that advance the continent with strong social impact. Designed as a seminar course, and team taught by faculty from across the Harvard schools, each session will focus on a theme - Agriculture & Food, Energy, Healthcare and Education - that affect development across the African Continent. The course will explore the unique challenges and opportunities of launching and growing an enterprise in the African context. Students will examine conditions in North, West, East, Central and Southern Africa and study how the current environments - political, social, technological and economic - can impact entrepreneurs' approach to growth, scalability and partnerships as they launch new businesses or social ventures. The course will explore questions such as how social entrepreneurship theory manifests in practice, how Africa's challenges are identified and solutions developed, the evolving role of leadership, ethics, governments, and social sector development in Africa and how entrepreneurs can leverage their ideas to create systems and policy level social change in Africa. The course will meet weekly including a 1-hour weekly group section focused on a final project. Students will work in teams to produce a final project business plan for a social enterprise or a strategy paper that addresses a business and development need specific to a region in Africa. The course will be open for cross-registration to all Harvard graduate students, limited by capacity to undergraduate students.	Olupona, Jacob	100	0.5		N/A	N/A	X
AFRAMER-214	Ethnography of the African Diaspora: Race, Gender and Power	This graduate seminar explores ethnographic moments of African Diasporic religions within anthropology. By taking a non-regional approach to the conceptualization of African diasporareligions we will explore how religion has been a key lens into the historical racializing, gendering and sexualizing of Black subjects, as well as a crucial aspect of revisionist and critical anthropology. We will read contemporary ethnographic works on the African diaspora exploring the gendered and erotic production of Blackness. Through revisionist approaches, we will explore methodological and theoretical concerns to conducting ethnography of Afro-Atlantic religions. Students will be expected to interrogate issues of modernity, tradition, ritual and secularism and examine post-colonial, transnational feminist and cultural theories of the subject.	Beliso-De Jesus, Aisha M.	100	0.5	HDS-2726	N/A	3	N/A
AFRAMER-216	Mau Mau on Trial: History, Law, and the High Court of Justice	This course will offer an in-depth examination of the historic Mau Mau reparations case in London's High Court of Justice, and the ways in which historical and legal expertise combined to produce a landmark settlement more than fifty years after British colonial rule in Kenya. Drawing upon the instructors' direct involvement in the case, this course will look at the revisionist history that provided the basis for the claims, the particulars of the case, and the historic nature of the two strike out hearings, as well as the British government's settlement of the claims in 2013. The course will also place this case in comparative perspective, both with regard to other historical reparations cases, as well as potential future cases from the former British Empire and elsewhere.	Elkins, Caroline	100	0.5	HLS-25642	N/A	3	N/A
AFRAMER-217	Graduate Seminar: Themes in Modern African History	This proseminar introduces students to some of the main themes and core literature in the history of modern Africa. The focus of this proseminar will be on the major questions that have dominated the historiography, as well as current and future trends in the field. Sources and methods will be an implicit part of this course, as will theory, ranging from classical theorists, such as Marx and Weber, to more recent theorists such as the Comaroffs, Chakrabarty, and others. This course is designed to let students sample ways of interpreting the histories of modern Africa, and to provide a framework that will enable them to think critically when reading the field on their own.	Elkins, Caroline	100	0.5		N/A	10	
AFRAMER-219	Proseminar: Race and Ethnicity in Latin America	This yearlong seminar introduces students to current questions and debates in the study of race and ethnicity in Latin America. The course analyzes how different "racial formations," incorporating different combinations of indigenous, African, and European peoples and their descendants, have developed in Latin America since colonial times. Through the systematic comparison of several cases, the course discusses how ideas of race and nation have interacted in Latin America, shaping opportunities for mobilization and public policies; how racial identities have been formed and invoked for different cultural and political purposes; and how ideas of race and ethnicity have contributed to the stratification of Latin American societies, which are among the most unequal in the world. A final section looks at the creation of transnational networks of cooperation by indigenous and black activists and how their exchanges have shaped ideas of race and forms of mobilization in their respective societies. Students in this class will have the opportunity to meet with the authors of some of the works we are reading.	de la Fuente, Alejandro	25	0.5		N/A	N/A	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAMER-220	Seminar: New Themes in the Study of the African Diaspora: Editorial Internship with Transition	Students in this seminar will work with the editor of Transition to design, edit, and produce the journal. Housed at the Hutchins Center for African and African American Research (http://hutchinscenter.fas.harvard.edu/transition), Transition is the longest running Pan African cultural magazine in history. Founded in Uganda in 1961, the journal quickly became Africa's leading intellectual forum. It was later edited by Nobel Laureate Wole Soyinka in Ghana before arriving at Harvard in 1991, with publishers Henry Louis Gates, Jr. and Kwame Anthony Appiah. Some of the best scholars and minds of the Diaspora have contributed to this journal, including Martin Luther King Jr., Chinua Achebe, James Baldwin, Julius Nyerere and many others. Students in this class will familiarize themselves with the history of Transition, chart new directions for the journal, identify topics of Pan African significance and potential contributors on those topics; and serve as critical readers of materials submitted for publication to the journal. Students will be listed in the issues of the journal they help produce as "student associate editors."	de la Fuente, Alejandro	100	0.5		N/A	N/A	X
AFRAMER-301	Graduate Proseminar	Students are introduced to major themes, classic texts, and representative current work in the broad interdisciplinary field of African and African American Studies, with a focus on the Humanities (Literature, Art, Music, and Religion).	Sollors, Werner (2009), Olupona, Jacob K. (2010-2011), Morgan (2012-2013)	50	0.5		7	7	X
AFRAMER-302	Graduate Seminar	Students are introduced to major themes, debates and texts in the broad interdisciplinary field of African and African American Studies. African and African American Studies 302, in the spring term, focuses on the social sciences.	Sidanius, James	50	0.5		6	6	X
AFRAMER-310	Individual Reading Tutorial	Allows students to work with an individual member of the faculty in a weekly tutorial.	Carpio, Glenda (2009), Higginbotham, Evelyn (2010;2012), Olupona, Jacob K. (2010-2011), Jeyifo, Biodun (2011), Bernstein, Robin (2011), Mugane, John M. (2011), Comaroff (2012-2014), and Sommer (2013)	50	0.5		3	2	X
AFRAMER-390	Individual Research	Requires students to identify and carry out a research project under the guidance of a member of the faculty. Graduate students may use this course to begin work on the research paper required for admission to candidacy	Olupona, Jacob K. (2009-10), Frederick (2010), Sommer, Doris, Doris (2010), Blier, Suzanne (2013) and Mugane, John M. (2013)	50	0.5		2	N/A	X
AFRAMER-391	Directed Writing	Requires students to identify a major essay and carry it out under the guidance of a member of the faculty. Graduate students may use this course to begin to work on the research paper that is a requirement of admission to candidacy.	Asani, Ali S. (2010), Olupona, Jacob K. (2010-2011), Carpio, Glenda (2011), Sidanius, James (2012), and Blier, Suzanne (2013)	50	0.5		1	1	X
AFRAMER-398	Reading and Research	No description available.	Johnson (2009), Carpio, Glenda (2010), Olupona, Jacob K. (2011-2012; 2013-2014), Elkins, Caroline (2011-2012), Comaroff (2013-2014), and Sidanius, James (2013)	50	0.5		7	9	X
AFRAMER-399	Direction of Doctoral Disserations	No description available.	Higginbotham, Evelyn (2009-2011), Comaroff (2012-2014) and Sidanius, James (2012)	50	0.5		6	3	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
AFRAMER-90.a4	Malagasy	Individualized study of Malagasy at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Tata, Antonio	100	0.5		N/A	2	X
AFRAMER-90r	African Languages Tutorials	Individualized study of an African language at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy. Any language not listed as a course is taught	Mugane, John M.	100	0.5		22	13	X
AFRAMER-90r.a	Amharic	Individualized study of Amharic at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Zegeye, Mulugeta	100	0.5		8	15	X
AFRAMER-90r.a1	Afrikaans	Individualized study of Afrikaans at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Wither, Lynn	100	0.5		3	10	X
AFRAMER-90r.a2	Hassaniyah	Individualized study of Hassaniyah at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Chleuh, Cheiha	100	0.5		N/A	4	X
AFRAMER-90r.a3	Tshiluba	Individualized study of Tshiluba at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Ediamen, Patricia	100	0.5		N/A	2	X
AFRAMER-90r.b	Bamanakan	Individualized study of Bamanakan at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Diakite, Boubacar	100	0.5		3	3	X
AFRAMER-90r.c	Cape Verdean Creole	Individualized study of Cape Verdean Creole at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Brito, Luciana	100	0.5		N/A	N/A	X
AFRAMER-90r.d	Chichewa	Individualized study of Chichewa at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Kachaje, Evelyn & Chidzero	100	0.5		5	1	X
AFRAMER-90r.e	Dinka	Individualized study of Dinka at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		N/A	N/A	X
AFRAMER-90r.g	Haitian Creole	Individualized study of Haitian Creole at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Rene, Serghino & Sylvain	100	0.5		27	18	X
AFRAMER-90r.h	Hausa	Individualized study of Hausa at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Hassan, Aminu	100	0.5		N/A	3	X
AFRAMER-90r.i	Igbo	Individualized study of Igbo at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Chukwuemeka W. & Ihentetu	100	0.5		20	31	X
AFRAMER-90r.j	Kinyarwanda	Individualized study of Kinyarwanda at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Bayingana, Oscar	100	0.5		12	10	X
AFRAMER-90r.k	Luganda	Individualized study of Luganda at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Nantume	100	0.5		3	1	X
AFRAMER-90r.l	Oromo	Individualized study of Oromo at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		N/A	N/A	X
AFRAMER-90r.m	Somali	Individualized study of Somali at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Aden, Saeed	100	0.5		N/A	3	X
AFRAMER-90r.n	Tigrinya	Individualized study of Tigrinya at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Worrede, Ruth	100	0.5		3	3	X
AFRAMER-90r.o	Wolof	Individualized study of Wolof at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Diallo, Mouhamaou L.	100	0.5		19	2	X
AFRAMER-90r.p	Xhosa	Individualized study of Xhosa at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mtshali, Glaudine	100	0.5		N/A	N/A	X
AFRAMER-90r.q	Zulu	Individualized study of Zulu at the elementary, intermediate and advanced levels. Contact hours with language coach. Emphasis on literacy.	Qoboza-Akyeampong, Ntuli	100	0.5		23	14	X
AFRAMER-90r.s	Krio	Individualized study of Krio at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		N/A	N/A	X
AFRAMER-90r.t	Shona	Individualized study of Shona at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		N/A	N/A	X
AFRAMER-90r.u	Sudanese Arabic	Individualized study of Sudanese Arabic at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Khalifa, Mohamed	100	0.5		7	7	X
AFRAMER-90r.v	Pulaar	Individualized study of Pulaar at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Diallo, Mouhamadou	100	0.5		1	3	X
AFRAMER-90r.w	Ibibio	Individualized study of Ibibio at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		4	N/A	X

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

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AFRAME R-90r x	Setswana	Individualized study of Setswana at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Qoboza-Akyeampong, Ntuli	100	0.5		N/A	5	X
AFRAME R-90r y	Kikongo	Individualized study of Kikongo at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Mugane, John M.	100	0.5		N/A	N/A	X
AFRAME R-90r z	Lingala	Individualized study of Lingala at the elementary, intermediate, and advanced levels. Contact hours with language coach. Emphasis on literacy.	Kapi, Muzasadila	100	0.5		3	6	X
AFRAME R-97	Sophomore Tutorial	This course will examine the complexity of contemporary racial and ethnic experience in the United States, focusing on self-identified "mixed-race" groups and voluntary immigrant groups from Africa, Latin America, and the Caribbean (e.g. from Brazil, Cape Verde, Ethiopia, Haiti, Puerto Rico, and Nigeria). Interdisciplinary course readings will introduce key theoretical issues in the social sciences and humanities, such as cultural relativism, the social construction of race, class, gender, sexuality, and ethnicity, and the negotiation of identity in diaspora and minority settings. Assignments will include both written work and social engagement with local communities resulting in multimedia projects.	Olupona, Jacob K. (2009-2010), Fullwiley (2010-2011), and Martin, Carla (2013-2014)	25	0.5		15	12	X
AFRAME R-98a	Junior Tutorial: African Studies	Students wishing to enroll must petition the Director of Undergraduate Studies for approval, stating the proposed project, and must have the permission of the proposed instructor. Ordinarily, students are required to have taken some coursework as background for their project.	Carpio, Glenda	100	0.5		2	5	X
ANTHRO-1010	The Fundamentals of Archaeological Methods and Reasoning	A comprehensive introduction to the practice of archaeology and major themes from our human past: how do archaeologists know where to dig? How do we analyze and understand what we find? What do we know about the origins of the human species, agriculture, cities, and civilization? The course integrates methods and theory, and utilizes Peabody Museum collections, to show how we reconstruct ancient diet, trade, and political systems. We also explore the role of archaeology in colonialism, modern politics, and film.	Ur, Jason Alik & Flad, Rowan (2010), Flad, Rowan & Liebmann, Matthew (2011), Flad, Rowan & Ur, Jason Alik (2012), and Ur, Jason Alik & Liebmann, Matthew (2009; 2013)	25	0.5		59	62	X
ANTHRO-1035	Human Roots: Paleolithic Archaeology of the Old World	Through selected topics, this course surveys the world's longest archaeological record - that of the Old World Paleolithic. A series of introductory lectures provide the theoretical, chronological and climatic frameworks for the course, which begins with the earliest evidence of stone tool manufacture at 2.6 million years ago. Topics include earliest Homo life-ways in Africa; the initial colonization of Eurasia; Middle Pleistocene hominin diversification; major technological innovations like fire, projectiles and ceramics; the archaeology of modern human origins in Africa; modern human dispersals into India, Arabia, Southeast Asia, Australia and Europe; Neanderthal-modern human interactions; and strategies for coping with climate change.	Stewart, Brian	25	0.5		6	N/A	N/A
ANTHRO-1065	The Ancient Near East	From the earliest urban and literate civilizations to the formation of empire we shall review the political, economic, and religious beliefs of the Sumerians, Babylonians, and Egyptians. These early civilizations will then be discussed in the context of the first internationalism that brought them into contact with their near and distant neighbors from eastern Europe to Central Asia, Africa, and South Asia.	Lamberg-Karlovsky, C.C.	25	0.5		10	N/A	N/A
ANTHRO-1090	Urban Revolutions: Archaeology and the Investigation of Early States	Examines the development and structure of the earliest state-level societies in the ancient world. Archaeological approaches are used to analyze the major factors behind the processes of urbanization and state formation in Mesopotamia, Egypt, Central Asia, the Indus Valley, and Mesoamerica. The environmental background as well as the social, political, and economic characteristics of each civilization are compared to understand the varied forces that were involved in the transitions from village to urbanized life. Discussion sections utilize archaeological materials from the Peabody Museum and Semitic Museum collections to study the archaeological methods used in the class.	Lamberg-Karlovsky, C.C.	25	0.5		N/A	N/A	X
ANTHRO-1175	The Archaeology of Ethnicity	Ethnic identity and conflict are among the most powerful processes and relations shaping the world we live in today. Questions addressed include: What can we understand about ethnic identity and relations in the prehistoric world on the basis of the archaeological record? For example, how might differences in material culture represent and reflect markers of ethnic identity? The Peabody Museum collections will provide materials for study and analysis.	Urton, Gary	25	0.5		N/A	7	N/A

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ANTHRO-1185	The Talking Dead: Archaeology of Death, Burials, and Commemoration	The dead can tell us many secrets if we know how to "listen" to their stories. We will explore the social significance of death, burial and commemoration among diverse groups around the world. Using cutting edge archaeological methods and theories, we will unlock secrets of the dead and learn what they reveal about themselves and past societies. We will examine different cases to explore the creation and use of sacred landscapes, religion, ancestral veneration, funerary treatments (e.g., inhumation, cremation, and mummification), deviant burials (e.g., witches, vampires, and criminals), cannibalism, different identity intersections (e.g., gender, age and social status), memory and commemoration, and ethical and legal aspects of exhumation and reburial. We also will consider different stages of death, including the roles of different rituals, actors, and participants; the diverse purposes and places of participants within these rituals; and how these actions are likely to be materialized in the archaeological record.	Cerezo-Roman, Jessica I	25	0.5		N/A	N/A	X
ANTHRO-1230	African Archaeology	This course focuses on ancient human populations in Africa from the earliest Stone Age foragers more than 2.5 million years ago to more recent periods characterized by food production, urbanism, and inter-continental networks of trade and exchange, situating the African evidence into a broader understanding of the evolution of human diversity. The course use lectures, in-class discussions, museum collections, and student projects, and in addition to archaeology, draws on a number of allied disciplines including history, ethnography, linguistics, art history, geography, geology, paleontology, and biology.	Tryon, Christian	100	0.5		N/A	2	N/A
ANTHRO-1250	The Pyramids of Giza: Technology, Archaelogy, History: Seminar	Focuses on the Pyramids, Sphinx, and tombs at Giza (ca. 2500 BC), in the context of ancient Egyptian history, art, and archaeology. The HU-MFA Expedition excavated Giza, resulting in today's Giza Project at Harvard. Seminar takes place in Harvard's Visualization Center with 3D viewing of the Giza Necropolis on a 23-foot screen, and consists of introductory lectures, student presentations, and field trips. Topics range from challenges of archaeological information processing to Old Kingdom mortuary art and architecture, to issues of ownership and repatriation. Students will also contribute to the (real world) Giza Project at Harvard.	Manuelian, Peter Der	100	0.5		17	N/A	X
ANTHRO-1600	Grounding the Global	What is the value of anthropology for understanding today's world? This course illustrates the importance of an anthropological perspective for engaging with a wide range of pressing global issues such as border regimes, climate change, human rights, and health epidemics. Over the semester, students will grapple with what it means to "ground the global" through an emphasis on everyday experience, cultural particularity, subject formation, and collective action.	Caton, Steve and Herzfeld, Michael	25	0.5		N/A	N/A	X
ANTHRO-1600	The Ethnographic Encounter: An Introduction to Social Anthropology	This course introduces ethnography as the central method of social and cultural anthropology. By observing, interviewing, and participating in ongoing events and social life, anthropologists describe and analyze patterns of cultural and social interaction that constitute the lived experiences of particular groups or communities. Ethnography is the lens through which anthropologists understand central themes such as kinship and families, community, social structure, worldview and religion, ethnicity, the individual, gender, and cultural change and globalization. Ethnographic readings include studies of Nepal, the American SW, Japan, Korea, Latin America, Africa, Oceania, and Europe. Readings and lectures will be supplemented with ethnographic films and hands-on visits to Harvard?s Peabody Museum of Archaeology and Ethnology.	Odo, David R. (2010), Caton, Steve (2011-2013), and Bestor, Theodore (2013)	25	0.5		28	22	N/A
ANTHRO-1616	The Anthropology of Africa: Culture, Poer, and Modernity	Africa has occupied a central place in the making of anthropology as a discipline. If early ethnographic studies of African contexts generated leading theories of society and political organization, contemporary anthropologists made African livelihoods key contexts for understanding modernity, globalization, and the dynamics of late capitalism. Taking "Africa" as both an ideological category of knowledge and power and a geo-political context of life, this course traces the ways in which lives, subjectivities, and intimacies in Africa mediate and are shaped by global historical processes. We examine diverse themes and theories that deal with local and regional economies; kinship and socio-political organization; ritual, sexuality, and the life course; colonial and missionary reforms; labor migration and urbanization; development and witchcraft; law and criminality in the postcolonial state; the effects of market liberalization; and the commodification of African identities. We ask: What do ethnographies of Africa offer us by means of understanding the world at large?	Meiu, George Paul	100	0.5		N/A	N/A	X
ANTHRO-1624	Contemporary Themes in the Anthropology of Politics	Given the recent emphasis on procedural democracy and freedom as universal norms for political life, how are we to understand other political arrangements and values? Are they inferior or inadequate political forms that reflect the inability of other cultures and societies? Or do they contain possibilities for other styles of political engagement? This course will explore the political through anthropological theory and ethnographic engagements. Themes include: the state, democracy, civil society and citizenship amongst others.	Ahmed, Asad	25	0.5		N/A	N/A	X

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ANTHRO-1667	Africa, Modernity, and Ethnography: Seminar	This course examines colonialism and the dialectics of modernity on the African continent. Through classic and contemporary ethnography, we consider accounts of "traditional" African culture, especially the centrality accorded to religion, witchcraft and ritual. Rather than approaching these worlds as without history, we track their complex relations to transnational and trans-local forces to the production of new cultural schemes, forms of politics and identity. In doing so, we also attend to processes of decolonization, recent revolutions and the impact of global neoliberalism in the making of the current world order.	Chance, Kerry	100	0.5		12	N/A	X
ANTHRO-1710	Memory Politics	An engagement with an interdisciplinary set of readings that analyze the relationship between memory and social reconciliation, and the role that theories of truth, justice, and redress play in this equation. We analyze truth commissions, forms of justice, and debates regarding reparations, and the points of conjuncture and disjuncture between national discourses and subaltern concepts of truth, justice, and reconciliation. Case studies include Rwanda, South Africa, Guatemala, Peru, and El Salvador.	Theidon, Kimberly	50	0.5		15	40	N/A
ANTHRO-1720	Anthropology, Cultural Studies, and Film	Focuses on feature-length commercial film (rather than ethnographic or documentary film) and some of the culture industries (Hollywood, Iran, and Egypt) that produce them, paying particular attention to the Middle East. What might an anthropology of film look like? Film theory and cultural studies will be examined for their contributions to the answer to that question. Topics include the culture industry, critical theory, the ethnographic gaze, orientalism, media studies, modernity, nationalism, and transnationalism.	Lahiri, Smita and Rossoukh, Ramyar Dagobert	25	0.5		N/A	N/A	X
ANTHRO-1994	Readings and Research in Contemporary Africa: Seminar	Readings and research in contemporary Africa	Chance, Kerry	100	0.5		2	N/A	X
ANTHRO-1995 (Formerly SOC-ANAL-70)	Food, Culture, and Society (Formerly Food and Culture)	Food is an entirely mundane but simultaneously elaborate aspect of human life, both pragmatic necessity and symbolic statement. This course examines how cultural systems of meaning and belief interact with social institutions and material reality. Lectures, films, discussions, fieldtrips, and ethnographic research assignments focus on the myriad ways in which food shapes (and reflects) identity (national, ethnic, religious, gendered, class-based), and how in turn how social institutions (from domestic units to the global food system) shape and transform food and its meanings, drawing on examples from many parts of the globe, both historically and contemporaneously.	Bestor, Theodore	25	0.5		N/A	30	N/A
ANTHRO-2645	Reconfiguring Regimes: Power, Law and Governance	Studies changing concepts of law, power and governance within contemporary global politics. Combines theoretical readings with ethnographic inquiries of the state, the legal, the magical, and the just.	Theidon, Kimberly	50	0.5		N/A	N/A	X
ANTHRO-2662	Anthropology of Consumer Cultures	In the twenty-first century, consumer cultures tie local and global worlds together in complex, shifting, and interactive ways. This course explores issues of class, gender/sexuality, modernity, identity, nation, globalism, and desire, asking:- what are the mutual influences of culture and the marketplace?- what are the conditions and practices of consumption that shape meaning in contemporary life? - how has a marketplace template shaped mental mappings of our social worlds? In the contemporary world, to buy is to become, as well as to engage in practices and politics of modernity. This course explores the dynamics of consumption embedded within our lives.	Yano, Christine	25	0.5		N/A	N/A	X
ANTHRO-2765	Gender in Conflict: Violence, Militarism and War	In this seminar we will combine theoretical texts with classic and contemporary ethnographies to explore the anthropological study of ethics and ethical resources as related to debates that have animated the field of medical anthropology.	Theidon, Kimberly	50	0.5		6	7	N/A
ANTHRO-2826	Foucault in the Colonies: Power, Colonialism, and the Law	Foucault had little interest in colonialism or law. Yet historians and anthropologists have used his ideas productively in colonial and postcolonial settings. This course explores the possibilities and limits of Foucauldian concepts and methods.	Ahmed, Asad	25	0.5		N/A	N/A	X
ANTHRO-2840	Ethnography and Personhood	Intensive, critical review of major ethnographies, exploring the relationship between society and personhood, examining ethnographic writing and its relation to other genres (including biography); and tracing anthropological theory through changes in descriptive and analytic practice.	Herzfeld, Michael	25	0.5		12	3	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ANTHRO-2925	Legality, Security, Emergency	Legal protections against executive power have been central to the theorization and practice of liberalism but developments in the extension, intensification and modalities of power have led to the erosion and limitation of rights. In particular, the emergence of diverse forms of securitization and emergency have led not just to conceding freedom for security but the deployment of law to further these aims. Beginning in Weimar Germany with the reflection of theorists as diverse as Weber, Schmitt, Kelsen and Benjamin we shift to contemporary legal and ethnographic accounts with a focus on the US, Latin America and the Muslim world.	Ahmed, Asad	25	0.5		N/A	N/A	X
ANTHRO-2980	"Culture"	"Culture" is one of anthropology's key concepts, but there has never been agreement as to the term's meaning. We tour the work of culture's key theorists, with an emphasis on American anthropological perspectives. Is culture still a useful concept in anthropological analysis?	Steedly, Mary M.	25	0.5		N/A	N/A	X
ANTHRO-98za	Junior Tutorial in Social Anthropology	Junior tutorials in Social Anthropology explore critical theoretical issues related to a single ethnographic region (eg. South Asia, Africa, Latin America). The issues and areas change from year to year, but the purpose remains the same: to give students a chance to grapple with advanced readings and to experience the ways that ideas and theories can be applied and critically analyzed in ethnographic studies.	Steedly, Mary M. (2009-2010) and Caton, Steve (2011-2014)	25	0.5		12	25	N/A
ANTRHO-1165	Digging the Glyphs: Adventure in Decipherment	Focuses on the method and theory of archaeological decipherment. Major decipherments are studied in-depth (Egyptian hieroglyphs, the cuneiform scripts, Linear B, Maya and Aztec glyphs), as are various undeciphered scripts (Linear A, Isthmian and Rongorongo) and a number of deciphered systems encoding extinct languages (Etruscan, Meroitic and Sumerian). Other topics include the origins, development, and sociopolitical uses of writing in the ancient world.	Zender, Marc (2010-2011) and Tokovinine, Alexandre (2012)	25	0.5		35	N/A	N/A
ARABIC-121a	Intermediate Modern Arabic I	A continuation of Elementary Arabic with equal emphasis on speaking, reading, oral, and aural skills. Selections from contemporary Arabic media are introduced and serve as bases for reading and conversation.	Granara, William	50	0.5		N/A	N/A	X
ARABIC-121b	Intermediate Modern Arabic II	A continuation of Arabic 121a.	Granara, William	50	0.5		N/A	N/A	X
ARABIC-130a	Upper-Level Classical Arabic	Concentration on readings from classical Islamic texts, with emphasis on Qur'an, hadith, sira, and tafsir literature; directed readings and textual analysis; review of classical Arabic morphology and syntax.	Granara, William (2011), El-Rouayheb, Khaled (2009-2010; 2012), Abo-Haggar, Dalia (2013)	50	0.5	HDS-4353	7	6	X
ARABIC-130b	Upper-Level Classical Arabic II	Continuation of Arabic 130a or may be taken separately with permission of the instructor. Readings from corpus of "Adab" (Belles-Lettres) literature, as well as various pieces of classical Arabic poetry.	El-Rouayheb, Khaled (2010-2011, 2013), Granara, William (2012), and Abo-Haggar, Dalia (2014)	50	0.5	HDS-4354	6	4	X
ARABIC-131a	Upper-Level Modern Arabic I	Reading and discussion of selections from Arabic newspapers and journals on contemporary political, social, religious, and cultural issues in the Arab world. Emphasis on developing advanced reading and speaking skills, with some attention to writing and listening comprehension.	Elsisi (2009) and Korica-Sullivan (2010-2013)	50	0.5	HDS-4363	36	23	X
ARABIC-131b	Upper-Level Modern Arabic II	A continuation of Arabic 131a or may be taken separately with permission of the instructor. Continued emphasis on advanced reading and speaking skills, and introduction to contemporary Arabic fiction, with emphasis on short stories and essays.	Elsisi (2010) and Korica-Sullivan (2011-2014)	50	0.5	HDS-4364	25	22	X
ARABIC-132	Advanced Composition and Grammar Review	Course introduces students to the stylistics of Arabic composition while reinforcing complex morphological and syntactic structures.	Korica, Nevenka	50	0.5		7	N/A	N/A
ARABIC-133	Upper-Level Spoken Modern Standard Arabic	This course emphasizes the development of advanced speaking and listening skills by exposing students to the contemporary media and academia. Some reading and writing will be required, but classes will revolve around oral presentations and directed conversations.	Elsisi (2010), Hijazi (2011) and Granara, William (2012-2013)	50	0.5		11	6	X
ARABIC-134	Colloquial Levantine Arabic	Introduces students to Colloquial Levantine Arabic of Lebanon, Syria, Jordan, and Israel/Palestine. The course emphasizes the development of speaking and listening skills through the reinforcement of grammar and vocabulary.	Hijazi (2010) and Barmada abida (2013)	50	0.5		11	1	X
ARABIC-135	Colloquial Egyptian Arabic	Introduces students to Egyptian Arabic, the most widely recognized dialect in the Arab world. The course emphasizes the development of speaking and listening skills through the reinforcement of grammar and vocabulary.	Elsisi (2010) and Korica-Sullivan (2012-2014)	50	0.5		N/A	14	

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25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ARABIC-149	Women and Gender in Classical Islamic Studies	This course investigates the history of women and gender relations in early Islamic societies. It examines theoretical underpinnings of gender construction and analyzes ways Muslim culture defined women's place and gender relations in classical Islam as well as ways women themselves complied to or resist these definitions. Emphasis is placed on examining women's roles, images and experiences in social, political, economic and legal contexts.	Cheikh, Nadia	50	0.5		N/A	N/A	X
ARABIC-150r	History of Classical Arabic Literature: Seminar	Overview of Classical Arabic literature, including reading and discussion of selected texts.	Heinrichs, Wolfhart P. (2012) and Granara, William (2013)	50	0.5		2	N/A	X
ARABIC-160r	Readings in Arabic Historians, Geographers, and Biographers	No description available.	Mottahedeh, Roy	50	0.5		7	N/A	X
ARABIC-211	Readings in Contemporary Arabic and Islamic Thought: Seminar	This course studies texts by major Arab intellectuals on a variety of topics pertaining to issues and problems relevant to the contemporary Arabic and Islamic world. Students are expected to engage in debates, give oral presentations, and write short reaction papers. Emphasis on communication skills in both the oral and written forms. Readings include selections from the writings of Muhammad Abid al-Jabiri, Radwan al-Sayyid, Sadiq Jalal al-Adhm, Jalal Amin, Hisham Djait, and Abdallah al-Arawi.	Cheikh, Nadia	25	0.5		N/A	N/A	X
ARABIC-231a	Qur'an I: Seminar	An introduction to the text of the Quran and the historical development of Quranic exegesis, through a reading of tafsir and *'ulum al-quran* works dating from early Islam to the modern period.	Ahmed, Shahab	25	0.5		N/A	N/A	X
ARABIC-231b	Qur'an II: Seminar	Continuation of Arabic 231a.	Ahmed, Shahab	25	0.5		N/A	N/A	X
ARABIC-240a (Formerly Arabic 240r)	Classical Arabic Philology	Arabic philology, including discussion of difficult grammatical problems, introduction to manuscript and editorial work, and readings from the `ulum al-lugha (fall) and `ulum al-din (spring).	Heinrichs, Wolfhart P.	50	1 (2009)/0.5		2	N/A	X
ARABIC-241ar	Advanced Modern Arabic Bridge: Language, Literature, and Culture I	This constitutes the final year of Modern Arabic track. Representative readings from contemporary literature and culture will form bases of discussions on major themes in contemporary Arab society	Al-Masri (2009-2011), Granara, William (2012), and Alkyam, Sami (2013)	50	0.5		13	14	X
ARABIC-241br	Advanced Modern Arabic Bridge: Language, Literature, and Culture II	A continuation of Arabic 241ar.	Al-Masri (2010-2012) and Alkyam, Sami (2013-2014)	50	0.5		7	10	X
ARABIC-242ar	Arabic Five	The Arabic short story: traditions and subversions.	Granara, William (2012) and Alkyam, Sami (2013)	50	0.5		9	5	X
ARABIC-242br	Arabic Five	Writing self and other: (auto)biographies and the formation of modern identities.	Granara, William	50	0.5		5	5	N/A
ARABIC-243ar	Advanced Readings in Classical Arabic Bridge I: Historical Sources	Reinforcement of advanced classical Arabic grammar and stylistics, and introduction to various genres of historical, geographical and biographical texts.	Granara, William	50	0.5		N/A	12	N/A
ARABIC-243br	Advanced Readings in Classical Arabic Bridge II: Rational Sciences	Reinforcement of advanced classical Arabic grammar and stylistics, and introduction to the genres of usul, kalam, mantiq and falsafa.	El-Rouayheb, Khaled	50	0.5		N/A	11	N/A
ARABIC-246r	Andalus, Sicily, and the Maghrib in Literary and Cultural Texts: Seminar	Literary and historical texts of the Arabo-Islamic cultures of Spain (al-Andalus), Sicily, and North Africa. Examines the emergence of a "Maghribi" identity amidst cross-cultural relations with the Christian North and the Muslim East.	Granara, William	50	0.5		N/A	N/A	X
ARABIC-248a	Medieval Arabic Writings on Grammar	Introduction to the study of the medieval Arabic disciplines dealing with literature. Discussion of selected topics on the basis of text readings and recent secondary literature.	Heinrichs, Wolfhart P.	50	0.5		N/A	N/A	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ARABIC-248b	Medieval Arabic Writings on Literary Theory	Introduction to the study of the medieval Arabic disciplines dealing with literature. Discussion of selected topics on the basis of text readings and recent secondary literature.	Heinrichs, Wolfhart P.	50	0.5		3	N/A	N/A
ARABIC-249r	Arabic Philosophical Texts: Seminar	Readings on selected topics in Islamic philosophy.	El-Rouayhed, Khaled	50	0.5		N/A	8	N/A
ARABIC-250r	Islamic Theological Texts: Seminar	Readings on selected topics in Islamic theology.	El-Rouayheb, Khaled	50	0.5		6	4	N/A
ARABIC-258	Medieval Arabic Logic: Seminar	Reading and discussion of selected texts from Arabic works on logic from the 10th to the 13th centuries.	El-Rouayheb, Khaled	25	0.5		N/A	N/A	X
ARABIC-300	Reading and Research in Arabic Language and Civilization	Imitation and Verification in Ash'ari Theology.	El-Rouayheb, Khaled (2010), Heinrichs (2009-2010), Johansen (2010), Mottahedeh (2009-2012;2013), and Granara, William (2009-2012)	50	0.5	HDS 3883	3	3	N/A
ARABIC-A	Elementary Arabic	Introduces students to the phonology and script of classical/modern standard Arabic and covers the basic morphology and syntax of the written language. Emphasis on the development of the four skills (reading, speaking, listening, and writing). Samples of modern (contemporary) and classical styles of writing introduced into basic syllabus, and audio-visual material from the contemporary Arabic media	Atamnia (2009-2011) and Abo-Haggar, Dalia (2011-2014)	50	1		77	77	X
ARABIC-Ba	Intermediate Arabic I	A thorough review and continuation of literary (classic and modern) Arabic grammar with emphasis on reading, writing, speaking and listening comprehension. Course materials draw from both classical and modern Arabic literature and culture.	Granara, William (2010-2012) and Barmada abida (2013)	50	0.5		49	55	X
ARABIC-Bb	Intermediate Arabic II	A continuation of Arabic Ba.	Atamina and Hijazi(2010), Granara, William (2011-2013), and Barmada abida (2014)	50	0.5		38	42	X
ARAMAIC 125a	Aramaic Dialects I	A survey of Aramaic dialects of the first millenium BCE.	Huehnergard, John	25	0.5		N/A	N/A	X
ARAMAIC 125b	Aramaic Dialects II	Continuation of Aramaic 125a: a survey of Aramaic dialects of the first millenium CE.	Huehnergard, John	25	0.5		N/A	N/A	X
ARAMAIC 300	Aramaic Language and Literature	No description available.	Machinist, Peter (Spring 2013) and El-Rouayheb, Khaled (Fall 2013 and Spring 2014)	25	0.5		1	2	N/A
ARAMAIC A	Introduction to Ancient Aramaic	Introduction to the ancient Aramaic dialects, including Biblical Aramaic, Imperial Aramaic from Egypt, and Palestinian Aramaic.	Barbour (2010) and Levenson, Thomas (2014)	25	0.5		N/A	2	X
BPH-304qc	Ecology, Epidemiology, and Control of Important Parasitic Diseases in Developing Areas	Provides an introduction to ecological and epidemiological concepts basic to the control of infectious agents. Considers important parasitic diseases of particular significance in the developing areas of the world. Epidemiological principles of vector-associated diseases are elucidated through study of entities such as malaria and schistosomiasis.	Marti, Matthias	50	0.5	SPH-IID-201	21	10	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
BPH-306qc	Tuberculosis	This is a comprehensive survey course on tuberculosis featuring lectures by some of the leading authorities in the field. The first half of the course focuses on population issues (TB epidemiology in the US and the world), transmission, modeling, and programmatic issues (the essentials of good TB control both here and in high burden countries). The second month deals more with the biomedical aspects of TB, immunology, genetics, diagnosis, decision analysis, and treatment, again, both here and abroad. There is a field trip to the Massachusetts State Laboratory. Because of involvement of several of the faculty, special attention is paid to the global problem of multidrug resistant TB, and the work of Partners in Health, an NGO associated with the medical school. During the second month, medical students join the SPH students for an elective course involving patient interviews at the state TB hospital. They present these cases and related topics in class during the second month. SPH students are evaluated on the basis of class participation and one or more presentations on relevant TB topics of interest. The course ends on or near World TB Day, with optional TB-related activities in the Boston area.	Fortune, Joseph, Nardell, Edward, and Rubin; Fortune, Joseph & Robin (2011), Nardell, Edward (2012), and Fortune, Joseph (2013-2014)	25	0.25	SPH-IID-202	8	13	X
BPH-322	Study of Epidemiologic and Biological Characteristics of HIV Viruses in Africa	This course seeks to examine the transmission, control, and evolution of the HIV Virus in Sub-Saharan Africa. Using an interdisciplinary focus as a framework, students will examine how biological and epidemiologic characteristics of the disease are developing and evolving within the African context.	Kanki, Phyllis	100	0.5		N/A	N/A	X
CLAS-STDY-135	To the Ends of the Earth: Geography, Ethnography, and Exploration in the Ancient World	This course will investigate how ancient populations conceptualized the world in which they lived and the foreign peoples who inhabited it. We will explore the interactions of geography and exploration with myth, trade, philosophy, empire, and historiography.	Kosmin, Paul	25	0.5		19	N/A	X
CLAS-STDY-149	The Idea of Egypt in Greek Literature	To the Greek imagination, Egypt was a land of wealth, antiquity, and arcane knowledge. It was also a foreign and exotic world where everything was reversed. The contradictions and complexities of the Greek view of Egypt provide rich material for exploring the Hellenic response to foreign culture. This class will consider this material with particular attention to questions of how different ideas of Egypt developed and functioned in the Greek imagination, why this was so, and what this reveals about Greek culture and literature. It will explore texts from different genres and periods of Greek literature which present different views of Egypt. When possible, the historical and social situation, Greek material culture, and Egyptian evidence will be drawn in as important context. In studying these texts, we will especially consider how much their treatments of Egypt were conditioned by literary needs and/or how much they reflect real knowledge of Egyptian culture and history. By engaging with the theoretical literature on Greeks and the foreign, we will reevaluate the position of Egypt as an "other," a mirror, or an object of fascination.	Trnka-Amrhein, Yvonak	50	0.5		N/A	6	X
COMPLIT-212 (Formerly LITERATURE-181)	Kafka, Coetzee, and the Difficulty of Reality	This course examines selected works of two major modern writers, Franz Kafka and the South African Nobel Prize winner J.M. Coetzee, exploring their unique brands of literary realism, fantasy, and philosophical ethics and treatments of crises of identity, language, faith, authority and empire.	Zumhagen-Yekplé	25	0.5		2	N/A	
COMPLIT-230	The Poetics of Empire: Colonization, Translation, and Literary Rewriting	Explores how colonial, semicolonial, and postcolonial writers from Africa, the Caribbean, Central and Eastern Europe, East Asia, India, the Middle East, and Southeast Asia have reconfigured literature from American, European, and Japanese (former) metropoles via translations and intertextual recreations. Also addresses metropolitan engagement with literature from (former) colonies/semicolonies. Aims to rethink the phenomenon of world literature and theories of cultural negotiation.	Thornber, Karen	25	0.5		N/A	N/A	X
COMPLIT-249	Renaissance Cartography	This course explores the emergence of new cartographies, maps, and itineraries in a period of increased interest in world travels, "discoveries," philology, and translation. How does the production of European maps relate to non-European cartographies? How can the "spatial turn" and the visualization of knowledge, key to digital humanities today, help deepen our understanding of early modernity? We will discuss European, Arab, and Chinese maps and texts such as Columbus' Voyages, Aztec poems, Waldseemuller's and Ringmann's Universalis Cosmographia, Fracastoro's Syphilis, Ibn Battuta's Travels, Garcilaso's Royal Commentaries and Florida, Marguerite de Navarre's Heptameron, Montaigne's selected Essays, and Sor Juana's Divino Narciso.	Piechocki, Katharina	25	0.5		N/A	4	X

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COMPLIT-255	Dysfunctional Family as National Allegory in the Middle Eastern Novel	The radical changes following the emergence of the modern nation state in the Middle East have been most graphically illustrated in the novel. This course examines the trope of the family in flux in narrating the destabilization of traditional social structures, shifting loyalties, and conflicting articulations of identity. The course interrogates the F. Jameson A. Ahmad debates on 'thirdworld' and 'national allegory' in reading selected novels of the post WWII period to the present, from Turkey, Iran, Israel, and the Arab World. Authors include Naguib Mahfuz, Hohamed Shukri, Hanan Shaykh, Sahar Khalifa, Amos Oz, Orham Pamuk, and Mahmoud Dowlatabadi.	Granara, William	25	0.5		N/A	9	N/A
COMPLIT-264	Thinking and Writing Transculturally	Explores approaches to transculturation in the production and evaluation of literature in light of new understandings of human and textual border-crossings. Topics include the ethics of dividing cultural products along ethnic, linguistic, and national lines on the one hand and classifying phenomena as global on the other, and the ramifications of cross-cultural comparison. We also examine the relationship between creative production and such topics as empire, travel/diaspora, translingualism, and literary reconfiguration.	Thornber, Karen	25	0.5		N/A	N/A	X
COMPLIT-283	Language Differences	Considers language difference both as a literary theme and as a potent cause of war in the political arena. Historical foci include Europe, the Middle East, North America, and Africa. Literary issues include translation, heteroglossia, cinematography, and multilingualism. Works of literature include Sophocles, Shakespeare, Goethe, and Dove.	Shell, Marc	25	0.5		N/A	N/A	X
CULTR&BLF-12	For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures	The course surveys the literary and artistic dimensions of the devotional life of the world's Muslim communities, focusing on the role of literature and the arts (poetry, music, architecture, calligraphy, etc.) as expressions of piety and socio-political critique. An important aim of the course is to explore the relationships between religion, literature, and the arts in a variety of historical and cultural contexts in the Middle East, sub-Saharan Africa, South Asia, Europe, and America.	Asani, Ali S.				N/A	N/A	X
CULTR&BLF-16	Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology	Examines major forms of folklore (e.g., myths, legends, epics, beliefs, rituals, festivals) and the theoretical approaches used in their study. Analyzes how folklore shapes national, regional, and ethnic identities, as well as daily life; considers the function of folklore within the groups that perform and use it, employing materials drawn from a wide range of areas (e.g., South Slavic oral epics, American occupational lore, Northern European ballads, witchcraft in Africa and America, Cajun Mardi Gras).	Mitchell, Adam	25	0.5		N/A	33	X
CULTR&BLF-19 (Formerly FOR-CULT-70)	Understanding Islam and Contemporary Muslim Societies	The course is an introduction to the fundamental concepts of Islam and the role that religious ideas and institutions play in Muslim communities around the world. Its main concern is to develop an understanding of the manner in which diverse notions of religious and political authority have influenced Muslim societies politically, socially and culturally. Through specific case studies of countries such as Saudi Arabia, Iran, Turkey, Egypt, Pakistan, and Afghanistan, the course considers the role played by ideologies such as jihad, colonialism, nationalism, secularism, and globalization in shaping the ways in which Muslims interpret and practice their faith today. The course briefly considers the contemporary situation of Muslim minorities in Europe and the United States. The course, through on-campus and on-line options, allows those enrolled to engage with students from all over the world.	Asani, Ali S.	25	0.5		101	N/A	X
CULTR&BLF-41 (Formerly HIST-STD-A-67)	Gender, Islam, and Nation in the Middle East and North Africa	This course will focus on how concepts of woman and gender have defined meanings of religious and national communities in the Islamic Middle East and North Africa. It will survey changes in these concepts historically through reading a variety of sources—religious texts and commentaries, literary and political writings, books of advice, women's writings, and films—and will look at how contemporary thinkers and activists ground themselves differently in this historical heritage to constitute contesting positions regarding gender and national politics today.	Najmabadi, Afsaneh	50	0.5		N/A	N/A	X
ECON-1340	World Economic History	This course provides an overview of world economic history since the Neolithic revolution. It analyzes the main theories which have been proposed to explain these facts. Questions discussed are: why did the Neolithic revolution	Robinson, James	25	0.5		N/A	35	X
ECON-1389	Economics of Global Health	This course examines health issues in developing countries from the standpoint of applied microeconomic research. Specific topics include: identifying the effect of health on growth and development and identifying the causal relationships between income, poverty, and health. We will also discuss health care delivery and human resource issues, the challenges of healthcare financing and health insurance, and the tension between equity and efficiency in the allocation of health resources.	Chandra, Amitabh (2010), Field, Eric (2011), and Fink, Guether (2012-2013)	75	0.5	HKS-SUP-518	32	18	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ECON-1393	Poverty and Development	Studies the relationship between economic growth, poverty, and income distribution. Discusses how globalization affects poverty and inequality. Studies the main theories of economic growth and the main potential sources of economic development, from physical capital accumulation, to education, to technology, to the role of government. Discusses various global issues such as public global health (e.g., the impact of malaria and AIDS on Africa), corruption and institutions, natural resources, the environment, international donor institutions, and population growth.	Nunn, Nathan	75	0.5		51	48	X
ECON-2325	Comparative Historical Economic Development	The course examines the historical origins of differences in the economic and social development of societies. Particip;ants discuss recent research in the field and present their own work in progress. Note: This course is targeted to second-year Ph.D. students in economics. It is not open to undergraudate or Masters students. The course fulfills the distribution requirements.	Nunn, Nathan and Robinson, James	50	0.5		9	17	X
ECON-2328	The Emergence of Modern Economic Growth: A Comparative and Historical Analysis	Overview and analysis of comparative economic development during the last half millennia. Examines the emergence of modern economic growth in Europe after 1500, and the forces that led to the great divergence in prosperity in the 19th century. Also considered: colonialism, communism, fascism, and revolution.	Robinson, James	50	0.5		N/A	N/A	X
ECON-2350	Workshop in Religion, Political Economy, and Society	Topics on the interplay between religion and the social sciences.	McCleary, Rachel, Barro, Robert and Glaeser, Edward	25	0.5		N/A	N/A	X
ECON-2390b	Development Economics I: Microeconomic Issues	Topics include agricultural issues such as peasant behavior, land tenancy, interlinked markets; credit and insurance market problems and institutions; health, nutrition, and productivity; gender bias; education; and technology adoption.	Mullainathan, Sendhi & Hornbeck, Richard (2009), Hornbeck, Richard & Field (2010), Kremer, Michael (2011), Kremer, Michael & Mullainathan, Sendhi (2012), Mullainathan, Sendhi & Hornbeck, Richard (2013)	25	0.5		16	18	X
ECON-2390c	Development Economics II: Macroeconomic Issues	The first part will cover macro-economic topics including aggregative and non-aggregative growth models, growth and development accounting and models of technology diffusion and choice. The second part will evaluate the role of governance/institutional design in affecting development.	Kremer, Michael & Pande, Rohini (2010), Kremer, Michael (2011), Kremer, Michael and Cole (2012), and Kremer, Michael & Nunn, Nathan (2013-2014)	50	0.5	HKS-PED-319	10	12	N/A
ECON-2390dhf	Research in Economic Development	Participants discuss recent research in development economics and present their own work in progress. Open to doctoral students in economics who have passed their oral examinations. Note: Popularly known as the Development Lunch.	Mullainathan, Sendhi (2010)	50	1		5	8	X
ECON-2393	The Design of Development Policy From Research to Practice	Development research is fascinating in part because it has a direct impact on public policy. Yet the pathways to impact are very different, from shaping how we evaluate public and non-profit programs to setting countrywide goals. This course will take a micro-economic perspective and critically review the distinct ways in which research affects and is affected by public policy. General topics will include: the debate over randomized evaluations, the creation and diffusion of policy innovations, the tension between micro and macro policy approaches and the role of theory. Specific areas covered will include Finance, Education and Public health and Governance.	Mullainathan, Sendhi and Pande, Rohini	50	0.5	HKS-PED-330	N/A	N/A	X
ECON-2412a	Political Economies	Discusses several research areas in political economy, including the origins of the state, comparative political systems, theories of economic reform, fiscal problems in democracies, rule of law, privatization, regulation, and elections and the economy.	Alesina, Alberto	25	0.5		N/A	6	X
ECON-2465	Health Economics	This course surveys topics in health economics. It touches on public sector issues, the industrial organization of health care markets, interactions between health and labor markets, and health in developing countries. Theory and empirical work are presented.	Cutler, David	25	0.5		N/A	10	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ECON-2811	Social Economics	Applies the tools of economics to explore social issues including crime, discrimination, racial and gender differences, poverty, family structure, urban problems, social interactions and peer effects, and intergenerational mobility.	Fryer, Ashely-Kay	25	0.5		N/A	11	X
ECON-3390hf	Economic Development Workshop	Fall speakers cover issues in growth and development. Spring speakers alternate between "growth and institutions," focusing on the macro aspects of growth and development, and "labor and development," focusing on the micro aspects.	Field, Roland (2009;10), Khwaja, Asim (2009), Kremer, Michael(2009-2011; 2013) Mullainathan Sendhil (2010-2011; 2013), and Cole (2011)	25	1		N/A	2	N/A
ECON-980s (Formerly ECON-1341)	The Historical Origins of Middle Eastern Development	Middle Eastern countries enjoyed world economic leadership during the Middle Ages, and continue to play an important role in the world economy. This course will explore the historical development of Middle Eastern economies. Topics include the effects of colonialism, natural resource endowments and religion on economic growth. The course will emphasize how these and other historical factors continue to influence development prospects in the region today.	Chaney, Karen	50	0.5		N/A	8	N/A
EGYPTIAN-125	Sex, Gender, and Religion in Ancient Egypt, Mesopotamia, and Syria-Palestine	This course will place later Judeo-Christian ideas of gender and sexuality within the context of cultures that came before those of the Bible. Key texts will be read in translation from all over the ancient Mediterranean. Discussion of these textual sources will be grounded in presentations of the visual culture of these countries as well, in particular temple art and architecture. Topics include sexuality as propaganda; the manipulation of the nonverbal language of gender in iconography; the role of sex in the ancient cult; and virginity and its association with ritual purity.	Williamson, Jacquelyn	50	0.5	HDS-3108	N/A	4	N/A
EGYPTIAN-150	Voices from the Nile: Ancient Egyptian Literature in Translation	Examines several literary genres, from the Pyramid Age through at least the New Kingdom (ca. 2500-1000 BCE), including royal decrees, autobiographies, the Pyramid Texts, legal documents, letters to the living (and dead), love stories and poetry, military texts, religious rituals, and tomb robber court trial transcripts. Special emphasis on classical tales of the Middle Kingdom ("The Shipwrecked Sailor," "The Story of Sinuhe," etc.). Lectures, class discussion; no prerequisites.	Manuelian, Peter Der	100	0.5		N/A	N/A	X
EGYPTIAN-300	Reading and Research in Egyptology	This course covers selected topics in Egyptology, and is intended primarily for graduate students in the field. Content varies from year to year.	Maneulian, Peter Der	100	0.5		N/A	N/A	X
EGYPTIAN-Ab	The Language of the Pharaohs: Introduction to Egyptian hieroglyphs II	Continues Middle Egyptian I from the spring 2013 semester. Students will complete the introductory grammar book lessons, and move on to read a selection of basic stories, historical and biographical inscriptions, in the original hieroglyphs. Visits to the Egyptian galleries of the Museum of Fine Arts, Boston, in order to read some of the ancient hieroglyphic inscriptions on the original monuments, may also be included.	Manuelian, Peter Der	100	0.5		N/A	N/A	X
EGYTPIAN-Aa	The Language of the Pharaohs. Introduction to Egyptian hieroglyphs I	This language course explores the fundamentals of Middle Egyptian, the classical stage of Egyptian hieroglyphs used throughout much of ancient Egyptian history. Lessons in the Egyptian writing system, grammar, and culture, with weekly vocabulary and exercises, will introduce the language and verbal system in a systematic fashion. By the end of the semester, students may begin to read selections from Egyptian classic stories and historical texts. Visits to the Semitic Museum and the Museum of Fine Arts, Boston, in order to read ancient hieroglyphic inscriptions on the original monuments, may also be included.	Manuelian, Peter Der	100	0.5		6	N/A	X
ENGLISH-184	Literatures of Global English	This course examines what it means to think of English as a "global" literature. From the postcolonial bildungsroman to the global human rights novel, we will explore how authors reinvent English literary forms for new, unanticipated purposes. In this, we will consider both the extraordinary communicative reach that English offers, as well as the pitfalls embedded within its bloody colonial history. Authors: Salman Rushdie, Tsitsi Dangarembga, Jamaica Kincaid, Jessica Hagedorn, Michael Ondaatje, and others.	Babcock, Hazen	50	0.5		7	N/A	N/A
ENGLISH-195	The Modern Novel in a Global Context	This course approaches the novel as a world genre formally responsive to the conflicts of empire, decolonization, and globalization. Taking "the personal as political" as our starting point, we will examine how boundary-crossing intimacies, long-distance connections, and cultural curiosity become part of the novel's transnational development. Major authors from the modernist to contemporary eras, including Conrad, Forster, Woolf, Tayeb Salih, Amitav Ghosh, W.G. Sebald, Arundhati Roy.	Vadde, Aarthi	25	0.5		N/A	N/A	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
ENGLISH-291a	Black "Epics" of the Americas: Graduate Seminar	A cross-cultural, transnational readings of Black-authored epic poems, would-be epic poems, and book-length verse-narratives-from Canada, the Caribbean, and the United States. We will note the ways in which different historical experiences mandate divergent readings of the Transatlantic Slave Trade and the African Diaspora.	Clarke, George	25	0.5		N/A	4	N/A
ENGLISH-60	Migrations: Fictions in America	This course will treat America as it was imagined and re-imagined between the 16th-21st centuries by successive waves of Europeans, Africans and their descendants. The course explores how evolving fictions of America's purpose, changing notions of America's geography and conflicting ideas of American character inform an emerging literary tradition. Readings list likely to include non-fiction by Harriot, Rowlandson, Mather, Franklin, Jacobs; shorter fiction by Irving, Hawthorne, Melville and Stein; novels by Cather, Norris and Morrison.	New	25	0.5		10	16	N/A
ENGLISH-68	Migrations: American Immigrant Literature	During the last 50 years, the United States has received immigrants from Latin American, Caribbean, African, and Asian countries in contrast to previous waves of immigration, which were primarily from Northern or Eastern Europe. This course will first explore classic American immigrant narratives and then focus on contemporary texts (by writers such as Teju Cole, Junot Díaz, Chimamanda Adichie) taking on a comparative approach that is rooted in the history of immigration in American culture.	Carpio, Glenda	25	0.5		N/A	N/A	X
ENGLISH-90bc	Black Global Cities: Seminar	In this course we will analyze representations of cities and Black urban modernity in Afro-diasporic literature of the twentieth and twenty-first century. We will trace the transnational itineraries of Black modern subjects in texts by W.E.B Du Bois; Nella Larsen, Claude McKay, James Baldwin, C.L.R. James, Zadie Smith, and Teju Cole. Placing special emphasis on the global hubs of London, Paris, New York, Marseilles, and Cape Town, we will ask what makes these former imperial sites Black global cities?	To be determined	25	0.5		N/A	N/A	X
ENGLISH-90pe	Postcolonial Epidemics: Seminar	This seminar investigates how cultural obsessions with disease and contagion get coded within postcolonial contexts. A broad range of Anglophone fiction will provide us with a multifaceted picture that ranges from destructive social phobias to positive collective responses. These novels explore how the tragic experience of epidemics such as yellow fever, malaria, and AIDS might lead communities to better understand themselves. Authors include John Edgar Wideman, Mary Okurut, Amitav Ghosh, Kazuo Ishiguro, and Jamaica Kincaid.	Babcock, Hazen	50	0.5		6	N/A	N/A
ENVR E-167	Case Studies in Urbanization: Public Health, Water, Sanitation, and Food Security	Students learn how to analyze and rethink premises related to public health, water, sanitation, and crop-production challenges. Case studies are used to analyze the implications of these activities and the impacts of compliance with the Millenium Development Goals (MDGs) for different communities around the world. Students engage in discussion regarding environmental issues and potential solutions to local concerns.	Cifuentes, Enrique	50	0.5		N/A	22	N/A
ESPP-90j	Environmental Crises and Population Flight	War, disaster, drought, or famine force people to flee their land. The humanitarian consequences of this loss of place and livelihood are filled with complexity, relating to the extent and permanence of environmental destruction wrought by these crises, people's attachment to their homes and ecosystems, the circumstances of departure, the destinations of refuge, and the possibilities for return. These issues will be examined through case studies and review of literature on forced migration and calamity.	Leaning, Jennifer (2009) and Leaning, Jennifer & McCarthy (2010-2013)	50	0.5		12	12	X
ETH-REASON-30	The Just World	Globalization is changing the world. What do wealthy countries have to do to contribute towards the creation of a just world? We start by exploring different approaches to the question of whether obligations of justice apply only to those who share a country. We will then assess whether the global order harms the poor. Next we look at human rights and ask whether liberal values should be promoted as universal human rights. We will complete the course by exploring three additional subjects: moral obligations arising from trade (specifically whether labor standards should be linked with human rights standards), immigration, and environmental justice.	Risse, Mathias	25	0.5		X	N/A	N/A
EXPOS-20.066-69	Cross-Cultural Contact Zones	How does fiction represent cross-cultural encounters between Eurocentric and non-Eurocentric worlds? In what ways do the specific social and political circumstances under which these contacts occur influence the nature of the cross-cultural encounters? Do issues of power, class, and gender function differently in cross-cultural environments for the racial groups involved than they would within a single culture? In exploring literature about three kinds of cross-cultural encounters-transient, colonial/postcolonial, and immigrant-we'll pose such resonant questions	Mukherjee, Srilata	25	0.5		N/A	29	X

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EXPOS-20 113-114	Into the Wild	What is wilderness? Do you have to explore wilderness to care about it? Who enters the wilderness and why? We will look at expeditions into the Kalahari Desert, remote Alaska, and the central African and Amazon rainforests and examine the place of expeditionary culture in current dilemmas about global wilderness. The course will include films, websites, periodicals, and blogs, paying particular attention to such threatened biomes as the Congolese Basin and Guyana Shield as domains of conspicuous urgency.	Weitzel, William	50	0.5		30	29	N/A
EXPOS-20 154-157	Resistance	What constitutes an act of resistance? What role do individual beliefs, collective action, public protest, art and literature have in resistance movements? What can the study of resistance teach us about the past and about the world we live in today? This course will explore these questions through case studies drawn from contemporary politics and culture, the apartheid era in South Africa, and Harvard history.	McNiff, Kelsey	25	0.5		30	30	X
EXT-AAAS E-119	Chocolate, Culture, and the Politics of Food	This course examines the sociohistorical legacy of chocolate, with a delicious emphasis on the eating and appreciation of the so-called food of the gods. Interdisciplinary course readings introduce the history of cacao cultivation, the present day state of the global chocolate industry, the diverse cultural constructions surrounding chocolate, and the implications for chocolate's future of scientific study, international politics, alternative trade models, and the food movement. Assignments address pressing real-world questions related to chocolate consumption, social justice, responsible development, honesty and the politics of representation in production and marketing, hierarchies of quality, and myths of purity.	Martin, Carla	75	4		N/A	N/A	X
EXT-AAAS E-185	Law, Culture, and State Power in Africa	This course draws upon classic and contemporary texts in anthropology, history, law, and social theory to examine the diverse forms and interrelations of law, culture, and state power in Africa. Topics of special emphasis include colonialism and postcolonialism, race and ethnicity, nationhood and citizenship, formal and informal authority, courts and constitutionalism, the sacred and the secular, political and cultural identity, development and emerging economies, environmental politics, and recent transitions to democracy. Discussions center on considerations of what prominent global approaches to law, sovereignty, and political power obscure or reveal about key trends and patterns in governance, culture, and political life across Africa.	Coyle, Lauren	100	4		N/A	N/A	X
EXT-ANTH E-1000	Pyramid Schemes: The Archaeological History of Ancient Egypt	This course is a survey of ancient Egyptian pharaonic civilization. It emphasizes Egyptian material culture: pyramids, temples, tombs, settlements and cities, art masterpieces, and objects of daily life. The course explores major development themes that defined the Egyptian state: the geographical landscape, kingship, social stratification, craftsmanship, and religion, including mortuary beliefs. Our chronological path includes excursions into Egyptian art, history, politics, religion, literature (hieroglyphs), and the evolution of modern Egyptology. The course also touches on contemporary issues of object repatriation, and archaeology and cultural nationalism. Local students may participate in field trips to the Egyptian collections of Harvard's Peabody Museum of Archaeology and Ethnology, and the Museum of Fine Arts, Boston, along with immersive 3-D computer model viewing of the Giza Pyramids in Harvard's Visualization Center. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Societies of the World 38.	Manuelian, Peter Der	100	4		60	N/A	X
EXT-ANTH E-1660	Anthropology and Human Rights	This course combines an introduction to the formal, theoretical, and normative structures of human rights with analyses of contemporary case studies. It illustrates several critical human rights issues, debates, and practices that demonstrate the increasing significance of ethnographic field methods and related interpretive analysis. Accepting that agreement on and realization of human rights often require negotiation and compromise, the course illustrates why, and suggests how, realization of many broadly-defined human rights requires specific contextualization.	Macdonald, Jr., Theodore	25	4		29	30	X
EXT-ARAB E-1	Intensive Elementary Modern Standard Arabic I	The course introduces students to Arabic sounds and the writing system, basic vocabulary, and grammatical structures up to a mid-beginner's level. The course also focuses on developing oral-aural skills, rudimentary reading, and basic composition. Students are also exposed to cultural topics and discussions, with the goal of appreciating the cultural context in which the language is used.	Hijazi, Feryal; Wulfsberg, Paul	50	4		34	35	X
EXT-ARAB E-2	Intensive Elementary Modern Standard Arabic II	This course is the continuation of ARAB E-1. The course introduces students to Arabic sounds and the writing system, basic vocabulary, and grammatical structures up to mid-beginner level II. The course also focuses on developing oral-aural skills, rudimentary reading, basic composition and oral presentation. Students are also exposed to cultural topics and discussions, with the goal of appreciating the cultural context in which the language is used. Prerequisite: ARAB E-1, or the equivalent.	Hijazi, Feryal	50	4		15	11	X

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EXT-BIOS E-102	Newsworthy Topics in Contemporary Life Sciences	Scientists constantly make groundbreaking discoveries, some of which receive attention by the press. This course, designed for non-scientists, provides the scientific background to appreciate these reports more fully. We discuss three exciting topics in the life sciences: stem cells, cancer, and infectious diseases.	Anderson, William	25	4		35	38	X
EXT-ENVR E-115	Introduction to Sustainable Development	This course introduces the concept and practice of sustainable development (SD). It examines the environmental, economic, and social dimensions of SD by focusing on changing patterns of consumption, production, and distribution of resources. This course has an international focus and examines the impact of globalization, the role of the private sector, and NGOs. Specifically, this course focuses on development that helps to eliminate economic disparities and reduce poverty. Economic evaluation of environmental impacts, and environmental and social assessments, concepts, and methodologies are introduced. Prerequisites: introductory courses in environmental science, economics, and social science. Graduate-credit students must demonstrate knowledge of economics at the level of ECON E-10a.	Jalal, Kazi F.	25	4		48	N/A	N/A
EXT-ENVR E-127	Practice of Sustainable Development	This course is intended to guide students who are interested in practicing sustainable development in a real world situation. The students are guided to design and implement development projects which are economically viable, environmentally sound, and socially acceptable. Although students choose their own project(s) and carry them through the design and implementation phases, the course introduces typical projects in various sectors of development such as energy, water, and forest, and social infrastructures including health, education, shelter, water supply, and sanitation. One of the primary objectives of all projects should be alleviation of poverty. Case examples of sustainable development projects small, medium, and large from various regions of the world are presented and discussed. In particular, factors responsible for their success and failure are analyzed. Real world cases of resettlement planning, environmental impact assessment, social design study, preparation of indigenous peoples plans, gender mainstreaming, and measurement of environmental and social development indicators are presented and discussed. Prerequisite: ENVR E-115, or the equivalent.	Jalal, Kazi F.; Chahine, Teresa	25	4		21	N/A	N/A
EXT-ENVR E-130	Global Climate Change: The Science, Social Impact, and Diplomacy of a World Environmental Crisis	This course introduces students to the science of climate change, drawing attention to the latest research and evolving pattern of scientific data on climate that has emerged in recent years. In addition, emphasis is given to analyzing the social changes and adaptations that human communities have already made and those they will most likely have to make as the Earth's climate continues to change in the coming years. Special attention is given to the diplomatic efforts that have been launched since the creation of the Framework Convention on Climate Change (FCCC) in 1992.	Weiskel, Timothy; Moomaw, William	25	4		45	32	X
EXT-ENVR E-145	Introduction to Environmental Justice	This course examines the interplay of race, socioeconomic status, and interest group politics and the formulation and implementation of US federal and state environmental policies. Students consider the proposition that low income and minority populations, whether residing in urban or rural communities, bear a disproportionate burden of environmental pollution and its health consequences. Attention is given to the evidence and opinion that there exists within the United States, as well as globally, a pattern of environmental inequity, injustice, and racism. Further, we evaluate the contention that underlying this pattern is a historical failure of the mainstream environmental movement to provide for the needs of traditionally marginalized communities. Recent proposals to address the problems of environmental racism and injustice are discussed and analyzed.	Weiskel, Timothy; Hoyte, James; Julien, Rhona	25	4		44	28	N/A
EXT-ENVR E-165	Human Health and Global Environmental Change	This course explores the human health dimensions of global environmental change, such as climate change and the loss of biodiversity, and considers, in particular, their relevance to nutrition, the emergence and spread of infectious disease, and population displacement. Identifying solutions to these public health challenges is also considered. The recorded lectures are from the Harvard School of Public Health course Environmental Health 278-01, which meets March 25-May 17.	Bernstein, Aaron	25	4		25	27	X

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EXT-ENVR E-175	International Development of Sustainable Economies	This course provides professional tools to develop sustainable economies in developing countries focusing on agriculture, fisheries, forestry, and tourism. Students acquire baseline evaluation skills for statistically based reporting. These include economic valuation, value chain, and cost benefit analysis, while integrating ecological objectives. The course develops the capacity to objectively assess the needs of local stakeholders, women, vulnerable populations, and indigenous peoples using situation analyses and monitoring and evaluation techniques, with benchmarking of results. Once students demonstrate capacity to perform baseline analysis, the course offers them the latest methods for sustainable supply chain management in fair trade, certified or sustainable commodities, products, and services. They examine current case studies of leading corporations in aquaculture, coffee, forestry, tourism, and other agricultural commodities. Students develop procurement strategies that focus on enhancing local capacity to produce sustainable commodities or products and services. These strategies include managing environmental impacts, generating positive biodiversity conservation outcomes, and creating opportunity for the bottom billion, including women and indigenous peoples. Students focus on generating new opportunities at the micro, small, and medium enterprise levels in least developed countries while conserving the environment and enhancing the well being of the local population.	Wood, Megan; Leighton, Mark; Clifford, Jennifer	50	4		N/A	38	X
EXT-ENVR E-118	Environmental Management of International Tourism Development	This course lays out specific methodologies for managing tourism sustainably worldwide. The industry's business and supply chain models preface questions of management of air, water, waste water, and solid waste for hotels, tour operations, airlines, and cruise lines. Industry leaders make guest presentations to the class. Sustainable destination planning techniques are reviewed.	Wood, Megan	25	4		45	34	X
EXT-GOVT E-1042	The Just World	We live in a politically and economically interconnected world. The fates of distant individuals are ever more closely tied through processes of globalization. Nonetheless, a common perception is that fellow citizens have obligations to each other that they do not have toward distant strangers in foreign countries. It is mostly within domestic contexts that concerns about appropriate redistribution, equality of opportunity, and social services are articulated and made into political programs. But what does justice require that the rich do for the global poor? What steps do governments of wealthy countries have to take toward the creation of a just world? We start by exploring different approaches to the question of whether obligations of justice apply only to those who share a country. Different answers to this question prompt dramatically different views of what the just world would look like. We then assess whether the global economic and political order actually harms the global poor. Do the global poor require assistance offered in a spirit of beneficence, or do they require rectification of past or ongoing injustice? Next, we take a look at human rights and ask whether liberal values should be promoted as universal human rights. We complete the course by exploring moral obligations arising from trade (specifically the question of whether global labor standards should be linked with human rights standards), immigration, and global environmental justice. We provide guidance in writing philosophical papers. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Ethical Reasoning 30.	Risse, Mathias	50	4		78	N/A	X
EXT-GOVT E-1048	Human Rights and International Politics	This seminar is an introduction to human rights and the role they have come to play in international politics. The goal is to provide basic human rights literacy and to put students in a position to debate questions about human rights and dilemmas that arise about them.	Risse, Mathias	25	4		17	19	X
EXT-GOVT E-1069	Is Democracy Possible Everywhere?	Is democracy an obtainable ideal in all societies? This seminar introduces students to political science and sociological theories of democratization and offers the opportunity to apply these theories to diverse contexts, including the contemporary Middle East, Africa, and East Asia, and the history of Latin America, the US, and Europe. The quality of democracy in today's rich capitalist societies such as the United States is also examined.	Ziblatt, Daniel	50	4		N/A	15	N/A
EXT-GOVT E-1731	The Future of War: Conflict and Order in the Twenty-First Century	This course explores the future of war, and considers how both the reasons and the ways states go to war are changing. The course considers questions such as: How and why have states gone to war in the past? What were considered legitimate reasons for going to war? How will violence in the international system be governed in a world where norms about the use of force have changed? Specific topics to be addressed include the problem of military force for humanitarian intervention, the future of nuclear deterrence, the dilemma of preventive war, coercive approaches to nuclear nonproliferation, and ethical issues related to military conflicts in failed states or with nonstate actors.	Nichols, Thomas	25	4		75	N/A	N/A

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EXT-GOVT E-1738	Rationalist Sources of International Conflict and War	Why do states fight costly wars in international relations? Why do peaceful negotiations fail? How does deterrence work? How does domestic politics shape international conflict? In answering these questions, this seminar examines theories that focus on the strategic interaction of goal-seeking rational actors in international politics.	Bas, Muhammet	25	4		18	N/A	N/A
EXT-GOVT E-1750	International Organization	Can states work out cooperative solutions to problems of human injustice and environmental degradation? What is the record of the United Nations in conflict management? What has been the impact of World Bank programs on the alleviation of poverty? Why are the International Monetary Fund and the World Trade Organization regarded as necessities by some and as obstacles by others? These are some of the questions addressed in an exploration of the potentials and limitations of international organizations in the world system.	Babai, Don	25	4		35	32	X
EXT-GOVT E-1780	International Political Economy	This course analyzes the interaction of politics and economics in the international arena. We focus on international trade, investment and monetary policies, and financial relations. Discussion of developed and developing nations included. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Government 1780.	Frieden, Jeffry	25	4		75	122	X
EXT-GOVT E-1830	Introduction to Public International Law	This course introduces students of international relations to the main concepts of public international law. Topics include the state, treaties, peaceful conflict resolution, the law of the sea, human rights, and the law of international organizations.	Chehabi, Houchang	25	4		N/A	28	X
EXT-GOVT E-1961	Comparative National Security Strategies of Middle Eastern Countries	The course surveys the national security threats and opportunities facing the countries of the Middle East, including domestic sources thereof, relations with regional and international players, military doctrine, and foreign policy. The course is real world, students play the role of leaders of various countries and write practical policy recommendations.	Freilich, Charles	50	4		16	15	X
EXT-GOVT E-1966	Islam and Democratization: Lessons Learned from the Arab Spring	In the light of the Arab Spring currently unfolding, the course examines the role of Islam in democratic changes and compares it to other religious and political experiences outside the Middle East. We systematically analyze the status of Islam within modern nation-states through case studies of Iran, Pakistan, Egypt, Iraq, Turkey, and Tunisia and discuss the interactions between modernization, secularization, and democratization in the political evolution of Muslim-majority countries. The course examines the dominant modernization and secularization theories and discusses their relevance to understanding the influence of religion and more specifically of Islam on political development. For each country, the course explains the status of Islam in the nation-building process, examines the continuous use and redefinition of Islam in the tensions between the state and the political opposition, analyzes the current diversity among different forms of political Islam within and outside each country, evaluates the international consequences of such a diversity, and assesses the capacity for democratization of the different Islamist groups in each country and region.	Cesari, Jocelyne	50	4		45	N/A	N/A
EXT-GOVT E-1968	Understanding the Arab Awakening: Islam, Modernity, and Democracy	The goal of this course is to explain why and how Islam became such a political force in most Muslim-majority countries. The course discusses the probability of democratization opened by the Arab Spring and contends that acceptance of democratic rules does not mean an end to the role of religion in politics. Instead, unsecular democracies arise in which there are free and fair elections even as the inequality between citizens based on religion is maintained. The course provides an understanding of the political specificities of the Arab Spring, revisits the role of religion in politics, and questions the definition of secularism as separation of church and state. Cases studies include Tunisia, Egypt, Libya, Yemen, Turkey, and Pakistan.	Cesari, Jocelyne	50	4		N/A	77	X
EXT-GOVT E-40	Introduction to International Relations	This course is designed to introduce students to the discipline of international relations. The course is premised upon the empirical, theoretical, and normative foundations for understanding contemporary global politics. It critically reviews social science approaches, perspectives, and the formulation of policy explanations in the realm of international relations; and assesses selected contemporary challenges to peaceful international relations.	Bond, Doug	25	4		N/A	61	X
EXT-GOVT E-40	International Conflict and Cooperation	This course is an introduction to the analysis of the causes and character of international conflict and cooperation. Theories of international relations are presented and then applied to historical cases to test those theories of international politics and to expand our understanding of the range of possible forms of international behavior. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Government 40. Students cannot count both GOVT E-1730 (previously offered) and GOVT E-40 toward a degree.	Tingley, Dustin	25	4		30	24	N/A

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
EXT-GOVT E-1062	Theories of Citizenship	Citizenship is one of the few devices for countering the centrifugal forces of pluralism. Can it succeed in the face of competing demands on our loyalty and competing sources of identity? This course explores the concept of citizenship, traces its historical evolution, and discusses the special challenges of citizenship in the face of multiculturalism, ethnicity, race, gender, religion, and globalization.	Feldman, Jan	25	4		21	16	N/A
EXT-HARC E-200/W	From the Local to the Global: World Art and Transcultural Exchange	This course is an examination of globalization from the perspective of a broad range of artists, art communities, and cultures—from Asia to Africa, and including the indigenous peoples of Oceana and North and South America—in an effort to understand how expanded international and transnational connections have redefined artistic production throughout the world. We examine the impact of cultural exchange on artistic production from a historical perspective, with an emphasis on the widespread acceleration of cultural exchange in the late twentieth century. We then evaluate the nature of cultural exchange in today's world of globalization and the various ways in which contemporary artists have addressed this issue in their art. Globalization has been viewed both positively and negatively by cultures throughout the world. Through an examination of the benefits and drawbacks of globalization, students come to understand the complex dynamics that characterize international and transnational exchange.	Fowler, Cynthia A.	25	4		N/A	N/A	X
EXT-HIST E-10a/W	World History I: The Dawn of Civilization	This course analyzes developments in, and controversies about, the study of world history to AD 200. Topics include theories of cosmic beginnings and the beginning of life; Africa and theories of human origins; material and agricultural development and diffusion in Eurasia, ancient Egypt and Nubia; Mesopotamian, Harappan, and Western Hemispheric civilizations; the beginnings of Taoism, Confucianism, and Buddhism; the unification of China; the Bible as historical source; foundations of ancient Greek thought and culture; the Roman Republic; and origins of Judaism and Christianity.	Ostrowski, Donald	25	4		98	N/A	N/A
EXT-HIST E-10c/W	World History III: The Age of Empires, 1500-1800	This course examines major aspects of world history from 1500 to 1800. Topics include the Reformation, European expansion, the Aztec and Inca Empires, formation of the Portuguese, Spanish, Dutch, and British overseas empires, the city civilizations of Africa, the Russian conquest of Siberia, the four Islamic Empires (Morocco, Ottoman, Persian, and Mughal), Ming and Manchu China, the Tokugawa Shogunate, the Scientific Revolution, the Enlightenment, and the French Revolution. Although empires existed before and after, this period displayed a remarkable penchant for empire building.	Ostrowski, Donald	25	4		N/A	64	N/A
EXT-HIST E-1893	The World Wars in Global Context, 1905-50	This course examines the origins, military history, and successive postwar settlements of World Wars I and II in the framework of evolving empires, fascist, communist, and democratic ideological mobilization, forced resettlement and cultures of mass violence, and ongoing economic and social change (and persistence). Attention is paid to Asian and African as well as European and American transformations. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Societies of the World 42. Students who have already taken HIST E-1899 or HIST E-1890 (offered in previous years), may not count this course toward a degree.	Maier, Charles	25	4		41	N/A	N/A
EXT-HIST E-1915	Africa and Africans The Making of a Continent in the Modern World	Understanding Africa as it exists today requires an understanding of the broader historical trends that have dominated the continent's past. This course provides a historical context for understanding issues and problems as they exist in contemporary Africa. It offers an integrated interpretation of sub-Saharan African history from the middle of the nineteenth century and the dawn of formal colonial rule through the period of independence until the present time. Particular emphasis is given to the continent's major historical themes during this period. Selected case studies are offered from throughout the continent to provide illustrative examples of the historical trends. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Societies of the World 26.	Elkins, Caroline	100	4		N/A	21	X
EXT-HIST E-10d	World History IV: Globalization, 1800-Present	This course focuses on crucial developments in, and controversies about, the study of world history from 1800 to the present. Topics include the Industrial Revolution, Latin American independence, European colonization of Africa, independence movements in Africa and India, the end of Imperial China and the rise of the communist regime, the Meiji restoration and the Japanese recovery, the origins of World Wars I and II, the Russian revolutions, fascism, the cold war, and the computer revolution. This course attempts to place these events in their global economic and cultural context.	Ostrowski, Donald	25	4		N/A	72	N/A

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EXT-HSCI E-205	Bodies and Sexualities in the Medieval Middle East: Medical, Cultural, and Religious Views	The body has been always an object of imagination, literature, science, philosophy and religion. It is the object of health and disease, birth and death, reward and punishment, and is the vehicle of both the divine and the profane. It is at the center of debates on sexuality, gender identities, race, and politics. In this course, we look at how different views on the body and on sexuality developed and changed in the Middle East throughout the medieval period and how they influenced and were influenced by the religious doctrines, the medical theories, the Islamic law, and the intellectual environment of the Islamic Middle Ages. The course addresses these different views and perceptions as manifested in the religious, philosophical, legal, scientific, and literary production of the period. The recorded lectures are from theHarvard Faculty of Arts and Sciences course History of Science 108.	Ragab, Ahmed	25	4		47	17	X
EXT-JOUR E-180	Media, Democracy, and Development	The course gives a short historical perspective on the relationship of media and democracy. It considers some of the most prominent ideas about the role of the press in a democratic system, as well as on the principles of the first amendment and pertinent Supreme Court rulings. The course then covers the role of the media in current democratic societies, focusing on privacy, accuracy, coverage of national security issues, and media bias, as well as on the role of the media in elections and its influence on public policy. We also study the various legal and political instruments used to protect or pressure media in countries both democratic and non-democratic. Finally, the course provides an analysis of the current economic pressures facing the media, from the web and other possible new models. We discuss the use of media as an instrument in promoting economic growth and social development, as well as fighting corruption, and its role in corporate governance, government accountability, and the provision of the public good.	Aghion, Philippe; Berner, Benedice	25	4		39	17	N/A
EXT-LSTU E-120	Internet and Society: Technologies and Politics of Control	This course examines current legal, political, social, and technical struggles for control of the global Internet—and the content and relationships it conveys. The course focuses on the interaction of new technologies and services with emerging models of production, innovation, communication, learning, and civic engagement—looking at both the US and international contexts. Prerequisites: willingness to experiment with new technologies, and to participate in class discussions, whether virtually or in person	Hermes, Jeffrey; Sellars, Andrew	25	4		53	46	X
EXT-MGMT E-2050	The International Economy and Business	The objectives of the course are to enhance our understanding of the economies of the world and their interdependence, and to analyze changing global financial and trade systems. The course includes issues related to country analyses, and economic and financial integration. It discusses different policies of the United States, China, Brazil, Mexico, Japan, Denmark, and South Africa. It analyzes various models of integration such as the European Union, North American Free Trade Agreement and the World Trade Organization, and currency union. The recent global credit and currency crisis including sovereign risk is discussed as well. The course examines the dynamism of the global financial and economic environment that businesses face. Prerequisite: introductory economics at the college level.	Chugh, Lal	25	4		28	9	N/A
EXT-MGMT E-3075	Intercultural Communication in the Global Workplace	To operate successfully in today's culturally diverse business environment, one must be culturally sensitive and culturally competent. This course helps students understand cultural dimensions and differences, and develop skills for more productive in-person and virtual interactions with professionals and organizations from cultures other than their own.	Pant, Bhaskar	25	4		16	11	X
EXT-MGMT E-4190	Leaders and Leadership Through Biography, Literature, and Film	Great leaders must possess so many qualities and deal with such challenging situations that no group of academic studies can possibly account for them all. This course treats the complexities of leadership—its qualities, subtleties, ambiguities, dilemmas—through the study of the creative vehicles of biography, literature, and film. Students tackle the lives of successful entrepreneurs and giants of the recent past, such as Howard Hughes, Katherine Graham, and Gandhi, and also leaders as they appear in literature such as *Antigone* (Sophocles), *Julius Caesar* (Shakespeare),*Frankenstein* (Shelley), *Billy Budd* (Melville), *The Guest* (Camus), *Night Flight* (Saint-Exupéry), *A Doll's House* (Ibsen), and *Death of a Salesman* (Miller)—all in order to fathom some of the complex dimensions of leadership. Prerequisites: an interest in literature and the flexibility to apply concepts gleaned from the readings to practical situations faced by managers.		25	4		14	N/A	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
EXT-MGMT E-5095 (formerly E-5090)	Disaster Relief and Recovery	When disasters strike—whether natural disasters, failures of critical technology systems, disease, or terrorism—society must respond to the needs of individuals, families, and communities whose lives have been severely disrupted. Then in ensuing weeks, months, and years, an affected city or region must initiate recovery from the physical damage, social and economic disruption, and demoralization of a catastrophe. This course focuses on the management of humanitarian relief—shelter, food, medical care, and the restoration of critical public services and basic economic activity—once disaster rescues have been accomplished; and it looks at the dynamics of community recovery in the aftermath of major disasters. But these processes are not exclusively post-disaster; society must take steps in advance to be prepared to provide relief rapidly and make recovery as speedy and complete as possible. The course looks at examples in the United States and in other countries and considers the provision of international aid in disaster settings.	Howitt, Arnold	25	4		105	94	X
EXT-PHIL E-160/W	Philosophical Problems of Economic Justice	This course examines philosophical foundations of three fundamentally different economic systems: capitalism, socialism, and the welfare state. We critically assess prospects for economic justice introduced by each system. The focus is on features an economic system and a society ought to have in order to be economically just, and the sorts of claims the different classical economic systems advance in the name of economic justice. Throughout the course, we consider economic requirements of a good life, the grounding of claims for a good life, the problem of poverty, and the ways in which economic systems materially and culturally set conditions for a productive, fair, and just life for all members of the global community.	Baldine, Joanne	25	4		29	26	X
EXT-PORT S-E1a	Elementary Portuguese	This course is designed for students with little or no knowledge of Portuguese. It enables beginning students to develop the skills of listening, speaking, reading, and writing Portuguese in a cultural context. Classroom activities include video comprehension and grammar exercises, conversation, and role-playing.	Jouët-Pastré, Clémence	50	4		17	N/A	N/A
EXT-PORT S-E1b	Elementary Portuguese	This course is designed for students with little or no knowledge of Portuguese. It enables beginning students to develop the skills of listening, speaking, reading, and writing Portuguese in a cultural context. Classroom activities include video comprehension and grammar exercises, conversation, and role-playing.	Jouët-Pastré, Clémence	50	4		14	N/A	N/A
EXT-RELI E-1010/W	World Religions	The historical origins, central teachings, and devotional practices of the major religious traditions—Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam—are considered in relation to common themes of human experience: the holy or sacred, evil and suffering, love and compassion, wisdom and justice, death and deliverance. The roles and meanings of religious symbols are explored through lectures, discussion, film, and the writing of short critical essays.	Queen, Christopher	25	4		96	73	X
EXT-RELI E-1047/W	Religion, the Arts, and Social Change	Through historical and contemporary case studies, this course examines the intersection of religion and politics through the lens of the arts. What do particular artistic expressions reveal about religious influences and worldviews within specific social and historical contexts? How do political assumptions about religion and culture influence artistic expression? Literature, poetry, visual art, music, theater, and dance from around the world are explored. Case studies may include the Christian Passion, the veil, Palestinian-Israeli conflict, Nazi Germany, the cold war, apartheid in South Africa, and the Afro-Brazilian experience. Cross-global cases may also be explored through the lenses of immigration, gay and lesbian rights, global warming, and gender equality.	Moore, Diane	25	4		28	8	X
EXT-RELI E-1550	Understanding Islam and Contemporary Muslim Societies	This course is an introductory survey of the fundamental concepts of Islam and the devotional practices of Muslims around the world, focusing on the diversity of Muslim religious worldviews and the manner in which they have been shaped by the political, social, and cultural contexts in which Muslims live, particularly in the modern period.	Asani, Ali S., Moore, Diane	25	4		49	N/A	X
EXT-RELI E-1555	Introduction to Islamic Mysticism: The Sufi Tradition	This course is an introductory survey of the Sufi tradition within Islam, focusing on its fundamental concepts, ritual practices, institutions, and its impact on literary and sociopolitical life in different Muslim societies.	Asani, Ali S.	75	4		N/A	51	N/A

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EXT-SSCI E-101	Education Policy Analysis and Research in Comparative Perspective	How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity in developing nations? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges, focusing on options to effect systemic change in public education systems in developing nations. We discuss current global efforts to provide quality education. We examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The recorded lectures are from the Harvard Graduate School of Education course A-801.	Reimers, Fernando	25	4		44	25	X
EXT-SSCI E-125	Case Studies in Global Health: Biosocial Perspectives	This course examines, through lecturers and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty. The recorded lectures are from the Harvard Faculty of Arts and Sciences course Societies of the World 25.	Kleinman, Arthur; Becker, Anne; Farmer, Paul; Keshavjee, Salmaan	50	4		60	48	X
FOLK-MYTH-114	Embodied Expression/Expressive Body: Dance in Cultural Context	An examination of the ways in which the dancing body internalizes and communicates cultural knowledge to both dancer and observer. By participating in dance workshops, watching dance performances (live and on film), and reading ethnographic and theoretical texts, we attempt to understand the emergent meaning of dance performances from multiple perspectives.	Foster, Deborah	50	0.5		N/A	N/A	X
FOLK-MYTH-164	Maledicta: Ritualized Verbal Abuse	Investigates international traditions of vituperation and cursing in their folkloristic, historical and sociological settings, focusing on competitive exchanges of invectives and other abusive language duels as social drama. Performance practices to be studied include Turkish verbal duels, Old Norse senna, Scottish flyting, Anlo-Ewe halo, and African-American 'dozens'.	Mitchell, Stephen	25	0.5		N/A	3	N/A
FOLK-MYTH-90h	Hero and Trickster	Human imagination has conjured two enduring mythic characters that create habitable worlds for people in stories from cultures all over the world. Sometimes branded Hero, sometimes Trickster, these two share traits and antics, yet they seem to endorse fundamentally different values. This seminar examines both hero and trickster in several cultural contexts, comparing them with each other and with their correlates worldwide, primarily in oral traditions, but also where each has migrated to other media.	Foster, Deborah	25	0.5		N/A	12	N/A
FOLK-MYTH-90s	African-American Folktales	We will begin with tales from African cultures, investigating them as repositories of local knowledge, then turn to African-American tales, with stories ranging from tales about animals and tricksters to tales about origins, about magic and transformation, and about survival.	Tatar, Maria	50	0.5		N/A	8	N/A
FOLK-MYTH-97	Fieldwork and Ethnography in Folklore	Introduces concentrators to the study of traditions - their performance, collection, representation and interpretation. Both ethnographic and theoretical readings serve as the material for class discussion and the foundation for experimental fieldwork projects.	Foster, Deborah	50	0.5		N/A	5	X
FRENCH-185	National Identity and Narrative Representation in 20th Century Francophone Literature	Through works of prominent Francophone authors from various origins who discuss their own comprehension - fictionalized, poetic or autobiographic - of being French and/or African, Cuban, Eastern European, etc , we explore the plural foundations of contemporary France and the question of French cultural, national or social identity to examine, question, deconstruct issues namely of territoriality, boundaries, nomadism, exile, ethnicity, citizenship, notions of Republic, national or continental sentiment.	Priam, Mylene	50	0.5		N/A	6	X
FRENCH-188	They Write in French from Egypt, Lebanon, and the Maghreb: Feminine Voices	Explores the multifaceted and polyphonic presence on the literary landscape of French expression, of women writers from North Africa, Egypt, Lebanon, and Iran, whose writings are a continued dialogue between feminist and gender theory, western feminine literature, the defense of the cultural particularities of their regions, and transnationalism. Works by Assia Djebar, Leila Sebbar, Malika Mokkedem, Nadia Chafik, Venus Khoury-Ghata, Andree Chedid, Nawal el Saadawi, Evelyne Accad, Chahdortt Djavann.	Priam, Mylene	50	0.5		17	10	X
FRENCH-61c	The New Wave: Reinventing French Cinema	In this introductory course about the Nouvelle Vague, students gain a unique perspective on French society, culture, and film in the 1950s and 1960s by studying the works of Jean-Luc Godard, François Truffaut, Éric Rohmer, Jacques Rivette, and Claude Chabrol (among others). Students develop their writing and reading skills through film analysis and hone their speaking ability and listening comprehension through film screenings, examination of dialogue, and class discussions.	Bourns, Katz	25	0.5		8	16	X

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FRENCH-61h	Being French: Historical and Societal Considerations	This course examines the concept of a "French identity" from the principles of the Enlightenment to the contemporary debates and political controversies about national identity. Through the exploration of historical, literary, sociological and philosophical texts, as well as film and multimedia resources, we will focus on individuals, symbolic places, ideological discourses and narratives that have contributed to the formation and questioning of a French national identity.	Bourns, Katz	25	0.5		13	7	X
FRENCH-70b	Introduction to French Literature II: 19th and 20th Centuries: Tales of Identity	How do we know ourselves? Traditional definitions of the self have been founded on family, gender, race, religion, nationality. We'll read a number of texts from the 19th-21st centuries that pose questions and complicate answers to questions of identity. Readings include works by Claire de Duras, Balzac, George Sand, Merimee, Colette, Nothomb, and LeClezio.	Conley, Tom (2009), Beizer, Janet L.	25	0.5		8	15	X
FRENCH-70c	Introduction to French Literature III: The Francophone World	Studies literature, and film from Sub-Saharan Africa, the Maghreb and the French West Indies. Discussions centered on questions of cultural identities, diglossia, colonization, diaspora, trauma and memory.	Priam, Mylene (2009-2010,2012;2014) and Conley, Tom (2012)	50	0.5		6	N/A	X
FRENCH-C	Intermediate French: The Culture of Food and Friendship in Francophone Countries (Formerly Intermediate French)	In this intermediate level language course, students will study and discuss issues faced in contemporary France and other francophone countries. Students will interpret French and francophone culture, in particular the different customs surrounding food and friendship, through a variety of texts, films, and multimedia resources, while participating in a range of oral and written communicative activities. Students will also review and refine their knowledge of various grammatical structures.	Bergin, Carole	25	0.5		85	51	X
FR-SEMR-32v	The Art of Storytelling	People everywhere tell stories to express both the verities and contradictions found in experiences of everyday life. Based on storytelling traditions, a narrator shapes the story to reflect his or her own intentions, making it personally expressive as well as publicly meaningful to a particular audience. This seminar examines the nature of storytelling, its enduring appeal, and its ability to adapt to multiple technologies (print, film, internet). Participants engage in the storytelling process itself.	Foster, Deborah	25	0.5		11	12	X
FR-SEMR-42n	Comparative National Security of Middle Eastern Countries	The course surveys the national security threats and opportunities facing the primary countries of the Middle East, from their perspective. Issues discussed include the domestic sources of national security considerations, relations with regional and international players, military doctrine, foreign policy principles. The seminar is an interactive, "real world" exercise, in which students play the role of leaders in the countries of their choosing and write practical policy recommendations on current affairs.	Freilich, Charles	25	0.5		11	7	X
FR-SEMR-25g	The Impact of Infectious Diseases on History and Society	Mankind's journey- farming, urbanization, exploration, trade, globalization -has been marked by devastating encounters with infectious diseases. Infections have affected wars, political dynasties, global balance of power, social structure, public health policy, economics, and the arts. This course explores these themes by studying infections such as plague, syphilis, smallpox, malaria, sleeping sickness, tuberculosis, cholera, yellow fever, polio, and influenza. It investigates how the epidemiology of these diseases, and society's response, inform contemporary policy and future threats.	Goldmann, Donald	25	0.5		15	15	N/A
FR-SEMR-25t	AIDS in Africa	HIV/AIDS has infected or killed more than sixty million people, and no vaccine is expected within five to ten years. About two-thirds of current infections are in ten percent of the world's population in sub-Saharan Africa, where few patients receive life-saving treatment. Explores dimensions of AIDS in Africa including the evolution and epidemiology of HIV, the pathobiology of AIDS, prevention of infection, and treatment of disease. Encourages multidisciplinary approaches, using country-specific illustrations of successful interventions.	Essex, Myron	100	0.5		N/A	10	X
FR-SEMR-30g	Digging up the Past: Harvard and Egyptian Archaeology	Explores the spectacular history and discoveries of the 40-year Harvard-MFA (Museum of Fine Arts, Boston) Expedition to 23 sites in Egypt and Nubia (1905-1947). Topics include the early development of responsible archaeological method, famous finds and explorers, Western colonialism/imperialism in Egypt, early Harvard and MFA history, archival research, and the current debate on repatriation of artifacts. Field trips to museum collections, and exciting new digital technologies (such as 3D Giza Pyramids in Harvard's Visualization Center) applied to early 20th century archaeology.	Manuelian, Peter Der	100	0.5		12	12	N/A
FR-SEMR-31o	Negotiating Identity in Postcolonial Francophone Africa and the Caribbean	Explores the question of postcolonial identity through the trans-regional study of literature, poetry, cultural works, and critical theory from Africa and the Caribbean. Provides an overview of the major theoretical definitions of the postcolonial in an attempt to find formulations of postcolonial identity not only in terms of aesthetic, but also historical, geographical, linguistic, and institutional discourses. Reading will include "Diaspora Texts" in French and English.	Priam, Mylene	50	0.5		6	2	N/A

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FR-SEMR-32w	African Musical Traditions	The seminar will explore selected African musical traditions and the manner in which musical expression is linked to other aspects of African life through a comparative reading of recent musical ethnographies (with accompanying audio and visual materials). Topics will include African music histories, performance styles, and systems of meaning. Participants should be interested in music and conversant with one musical tradition and will attend two African music concerts and have five 'hand's on' sessions exploring African musical instruments.	Shelemay, Kay Kaufman	100	0.5		N/A	3	N/A
FR-SEMR-35z	The Modern Political History of the Arab World: From Kings and Presidents for Life to the Arab Spring	Examines the establishment of Arab authoritarian regimes after WW2 as a result of pressures to protect their new-found sovereignty. Then the nature of the political and economic forces that first encouraged the rulers of the Arab republics to try to establish family dynasties of a crony-capitalist variety, and then lead to their challenge and overthrown by popular movements aiming to create a wholly new constitutional order. Attention will also be paid to the impact of these developments on relationships with the Arab monarchies as well as the three non-Arab Middle Eastern states, Iran, Israel and Turkey.	Owen, Roger	50	0.5		12	11	N/A
FR-SEMR-36p	To Far Places: Literature of Journey and Quest	Considers largely fictional, mythic, or epic literature involving travel, quest, pilgrimage, sojourning, and enduring themes and questions this literature raises: parting/return, separation/reintegration, homelessness/homecoming, loneliness/companionship, orientation/disorientation, internal/external, place/space, apprenticeship, trial, growth, aesthetic vision, courage, and death. Includes works such as Gilgamesh, Tolkien's Hobbit, Homer's Odyssey, Basho's Narrow Road to Oku, Endo's Deep River, Hesse'sSiddhartha, Calvino's Invisible Cities, Hersey's A Single Pebble, Frazier's Cold Mountain, Johnson's Middle Passage, 'Attar's Conference of the Birds, McCarthy's The Road	Graham, William	25	0.5		N/A	7	N/A
FR-SEMR-36s	Comparative Historical Mythology	Deals with an innovative approach to comparative mythology by incorporating an historical approach, not by the commonly assumed archetypes or diffusion. Working backwards from our earliest written sources (Egypt, etc.), successively earlier stages are detected through repeated reconstructions. Recent developments in genetics, archaeology, linguistics support the proposed historical model that tentatively reaches back to the "African Eve." Testing the proposal offers a wide scope for students' participation and research in texts and in the sciences.	Witzel, Michael	25	0.5		N/A	11	X
FR-SEMR-37y	Muslim Voices in Contemporary World Literatures	Investigates contemporary experiences of being Muslim in different societies as reflected in literature. Explores range of issues facing Muslim communities in various parts of the world through short stories, novels, and poems. Examines impact of colonialism, nationalism, and globalization; politicization of Islam, status of women and gender relations; attitudes towards the West and Western culture, interaction between religion, race, and ethnicity; search for an "authentic" modern Islamic identity. Readings of Muslim authors from five continents.	Asani, Ali S	50	0.5		N/A	N/A	X
FR-SEMR-39m	Representations: Visual culture, power, and knowledge production	It is frequently said that we now live in a world where knowledge is largely visually constructed; where what we see is more important than what we hear or read. Yet there remains a lot of confusion around what 'visual culture' entails - How do visual images work? And what do we do with and about them? This course offers a critical introduction to the study of visual culture within a variety of social and cultural contexts. We will cover a wide range of visual materials, from photographs and images to film, TV, and material culture, relating these to questions of representation and communication. Visual forms will be discussed in terms of knowledge production, power relations and identity. Issues of gender, nation, ethnicity, and indigeneity will also be problematized, as well as topics of particular interest to students in the class. Field trips, film viewings and guest speakers will be an important component of the class, as well as much lively debate.	Stokes-Rees, Emily	25	0.5		N/A	8	N/A
FR-SEMR-42v	Human Rights Between Rhetoric and Reality	Examines radically different perspectives on the question of whether human rights discourse is merely rhetorical or captures a significant dimension of reality for peoples in diverse cultures. Topics include compatibility of human rights with contending philosophical systems and religions, feminism, and post-modern critical theory; challenges to human rights from various scientific perspectives, including evolutionary biology, genetic engineering, and brain research, and the relative significance of human rights in law and government, economics, and foreign policy.	Marks, Stephen	25	0.5		13	11	N/A
FR-SEMR-46p	Human Rights in Peace and War	Studies how human rights perspective illuminates relations between state authority and individuals and defines standards of behavior that societies agree to aspire to reach. Topics include the 1948 Universal Declaration of Human Rights, rights in political and economic spheres, the rights of women, children, and refugees, international human rights law and international humanitarian law, and the state, regional, and international processes and structures that establish and monitor the regime of international human rights law.	Leaning, Jennifer, Bhabha, Homi	50	0.5		N/A	10	X

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GERMAN-173	The German Colonial Idea	Tracing the emergence of German colonial aspirations from mid-nineteenth century to nostalgic recollections of the colonies after World War I, the course examines novels, short stories, autobiographical and travel writings, essays, films, propaganda and advertising. These materials are selected to shed light on controversies about key terms such as imperialism, colonialism, decolonization, racism, and genocide. Attention is also paid to the implications of the colonial past for German society today.	Ryan, Judith	100	0.5		7	N/A	N/A
GIKUYU-A	Elementary Gikuyu	Gikuyu is a Bantu language spoken by Kenya's most populous ethnic group. The Gikuyu are among Africa's most recognized peoples because of the Mau Mau freedom fighters who were mainly Gikuyu.	Mugane, John M	100	1		N/A	1	X
GOV-1197	The Political Economy of Africa	The basic social science literature on Africa's development. Particular emphasis on political economy.	Robinson, James & Ichino, Nahomi (2013) and Robinson, James & Bates, Robert (2009-2011; 2014)	100	0.5		65	25	X
GOV-1207	Comparative Politics of the Middle East	The Middle East is currently in the midst of a dramatic transformation since the Arab uprisings in 2011. This course situates the ongoing developments within the broader historical and political context of the region. It examines the politics of the Middle East through a variety of topics, including the modern state-building project, the legacy of empires and Western colonialism, Islam and politics, monarchies and authoritarianism, political economies, war and conflict, and the prospects for democratization.	Mohseni, Payam	25	0.5		N/A	45	X
GOV-1740	International Law	An introduction to public international law for students of international relations. The primary purpose is to enhance students' understanding of the ways in which international law orders international politics. Emphasis is on the substantive rules of international law, the relationship between law and politics, and cases that illustrate the issues. Topics include international human rights law, international economic law and institutions, the use of force, war crimes, and terrorism.	Meierhenrich, Jen (2010), Simmons, Beth (2011-2012)	25	0.5		133	N/A	N/A
GOV-1750	International Institutions	The governance structures of the nation state are increasingly complemented and partially challenged by international institutions. This seminar offers an in-depth overview of the structures, operating procedures and effects of international institutions. The empirical focus is on key international institutions in the fields of security, money and trade: the UN Security Council, NATO, the IMF and the WTO. The course is introductory. No prior knowledge of international politics is required.	Genschel, Philipp	25	0.5		N/A	81	N/A
GOV-1780	International Political Economy	A graduate-level introduction to the theoretical and empirical literature on the political economy of international trade, monetary, regulatory, and investment policies.	Frieden, Jeffry	25	0.5	EXT-GOVT-E1780	27	36	X
GOV-20	Introduction to Comparative Politics	Provides an introduction to key concepts and theoretical approaches in comparative politics. Major themes include the causes of democratization, economic development, ethnic conflict, and social revolutions; as well as the role of the state, political institutions, and civil society. Examines and critically evaluates different theoretical approaches to politics including modernization, Marxist, cultural, institutionalist, and leadership-centered approaches. Compares cases from Africa, Asia, Europe, Middle East and Latin America to provide students with grounding in the basic tools of comparative analysis.	Fujihira, Shinju (2010) and Levitsky, Steve (2009; 2011-2013)	25	0.5		298	310	X
GOV-2105	Comparative Politics: Field Seminar	Surveys topics in comparative politics (both the developed and the developing world), including the rise of the modern state; institutions of government; interest mediation; democracy and authoritarianism; revolution; political parties; mass and elite political behavior; political economy.	Levitsky, Steve & Ziblatt, Daniel (2009), Ziblatt, Daniel & Dominguez, Jorge (2010), Ichino, Nahomi (2011), Iversen, Torben; Bates, Robert; & Ichino (2012), Dominguez, Jorge & Ichino, Nahomi (2013), and Bates, Robert & Iversen, Torben (2014)	25	0.5		10	15	X

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GOV-2136	Political Regimes and Regime Change	This course examines theoretical approaches to democratization, evaluating them in light of historical and contemporary cases. We examine themes such as the relationship of free markets/democracy, the proliferation of hybrid regimes, and authoritarian persistence.	Levitsky, Steve	25	0.5		10	N/A	X
GOV-2227	The Politics and Economics of Africa	Examines social science research on the politics and political economy of Africa.	Bates, Robert (2011) and Ichino, Nahomi (2014)	100	0.5		N/A	9	N/A
GOV-2576	Racial and Ethnic Politics in the United States	The course begins with the history and structure of the classic Black-White binary, then addresses ways in which it must be rethought to include other groups, mainly Asians and Latinos. Issues include racialization, immigrant incorporation, political coalitions and conflict, racial mixture, and links between race, class, gender, and ideology. Focuses on the United States but includes comparisons with Europe, Latin America, and South Africa.	Hochschild, Jennifer	50	0.5		N/A	N/A	X
GOV-3006	Research Workshop in Comparative Politics	The workshop offers advanced graduate students an opportunity to present their work-in-progress, benefit from critiques of it, and discuss theoretical and methodological issues.	Pharr, Susan (2009); Ichino, Nahomi & Sing (2010), Singh, Prerna & Ziblatt, Daniel (2011); Pharr, Susan; Ekiert, Grzegorz& Ichino, Nahomi (2012), and Ziblatt, Daniel (2013)	25	1		21	23	X
GOV-40	International Conflict and Cooperation	Why do states wage war? Why do they cooperate? Have the answers changed historically? Are economic globalization, ecological interdependence, and global civil society eroding traditional state sovereignty? Or do nationalism, protectionism, and power politics firmly limit the spread of world order? The course begins with the Peloponnesian War, the European state system, imperialism, the spread of free trade, and the two World Wars. It continues after 1945 with the spread of democracy and human rights, trade liberalization, international law, and ecological cooperation, as well as enduring sources of conflicts like the Cold War, nuclear weapons, civil strife, and rogue states.	Rosen, Stephen(2009-2012) and Tingley, Dustin (2013-2014)	25	0.5		88	60	X
GOV-94dz	Is Democracy Possible Everywhere?	Is democracy an obtainable ideal in all societies? This course introduces students to political science and sociological theories of democratization and offers the opportunity to apply these theories to diverse contexts, including the contemporary Middle East, Africa, and East Asia, and the history of Latin America, the U.S., and Europe. The quality of democracy in todays rich capitalist societies such as the United States is also examined.	Ziblatt, Daniel	25	0.5		N/A	13	N/A
GOV-94ga	Comparative Ethnic Politics and Conflict	What is ethnicity? How is it relevant for political outcomes such as state-building, voting, violence and even civil war? This course examines these questions through a comparative study of ethnicity and ethnic conflict in Africa, the Middle East, Asia, Europe, and the United States.	Garrett, Amanda	25	0.5		N/A	11	N/A
GOV-94gl (Formerly GOV-98gl)	Inhuman Wrongs: Crime Against Humanity in Theory, Politics, and Law	After considering some analytical perspectives on extraordinary cruelty in modern political thought-on abuses whose wrongness has been called "morally overdetermined"-we turn to nineteenth-century cases of scandals against humanity: slavery, extermination, barbarous warfare. We then trace the legalization of the metaphor of a crime against humanity in the twentieth century and consider contemporary debates about how to prevent, punish, or repair inhuman wrongs.	Welch, Cheryl	50	0.5		12	N/A	N/A
GOV-94hu	Human Rights Scholars Seminar	This seminar is open to juniors in any concentration interested in human rights research. During the first half of the semester, we will review key theoretical concepts and discuss various disciplinary approaches to and methodologies for conducting human rights scholarship. During the second half, students will develop and workshop a research prospectus on a human rights topic in which they are interested. Preference will be given to students intending on writing a senior thesis.	Welch, Cheryl	25	0.5		11	6	N/A
GOV-94jg	Beyond Authoritarianism in the Middle East	This course explores Middle Eastern authoritarianism, its decline, and its aftermath. While the course will primarily focus on the Middle East, we will draw in comparative readings from other countries that have undergone transitions -- successful or unsuccessful -- from authoritarianism.	Welch, Cheryl	25	0.5		6	N/A	N/A

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GOV-94le	Liberalism and Empire	Can theories grounded in moral universalism and democratic principles legitimate imperial domination and intervention? Modern liberal political thought emerged in tandem with European expansion into the "new world" and then into Asia and Africa, generating both critics and supporters of imperialism. Focusing on the imperial impulse in Britain, France, and the United States, this seminar examines the conceptual connections between liberal democracy and empire in political thinkers from John Locke to Niall Ferguson.	Welch, Cheryl	25	0.5		N/A	8	X
GOV-94lw	Security and Development Interventions in Fragile States	Why and how do developed states intervene in fragile states with the aim of bringing about stability and/or economic development? We will first examine dominant theories of state weakness as well as several security and development phenomena that arise in fragile states, such as political violence and poverty. The majority of the course will then study the theory and practice of foreign humanitarian interventions that seek to address these phenomena — particularly military intervention, peacekeeping and various types of economic aid. We will also consider methods for evaluating these interventions' effectiveness.	Welch, Cheryl	50	0.5		12	N/A	N/A
GOV-94sl	Cycles of War and Peace	This research seminar engages students in the theoretical and conceptual literature on conflict and peacemaking with applications to contemporary conflicts. It is intended for students preparing to write senior honors theses. The course covers four topics: the causes of conflict, the organization of violence, the institutionalization of war, and bargaining for peace through diplomacy and intervention. Students will work on group projects, and write individual research papers that bridge theory with evidence and research design.	Ramirez, Shawn	25	0.5		8	N/A	N/A
GOV-94zg (formerly 98zg)	Ethnic Politics and Conflict	What are ethnic groups? How are they relevant to politics? And what are the consequences of ethnicity on political outcomes such as distribution of public goods, voting, and violence? This course probes these questions by examining some of both the classics and cutting edge research on ethnic politics, with the aim of preparing students to conduct their own research projects.	Welch, Cheryl	50	0.5		11	N/A	N/A
GSD-1503	Urban Development and Housing for Low Income Groups in the Rapidly Growing City of Ouagadougou, Burkina Faso	With over one million inhabitants, Ouagadougou is the largest city in Burkina Faso while also being the country's administrative, economic and cultural center. The city experiences a population growth of approximately 100,000 migrants each year from the surrounding rural areas. As a result Ouagadougou vastly expands each year creating new neighborhoods, many of which, without electricity or running water. Moreover, the majority of Ouagadougou's buildings are one-story clay constructions.	Kere, Francis	100	8		13	N/A	N/A
GSD-1507	Design and Politics - Managing Risks and Vulnerabilities	Contemporary spatial design faces a political paradox. To address emerging environmental challenges and the risk of climate-related disasters, it must transcend political boundaries to operate regionally, at the scale of 'landscape urbanism'. But the regional scale does not exist as a formal governance structure. And when regional authorities do exist, they are not politically sanctioned to make comprehensive decisions about policies, projects and investments. At the same time, the formal governance structures that do have authority to act - states and cities - often lack the capacity to implement comprehensive approaches that enhance resilience over the long run, or the strategic partnerships to collaborate on the necessary scale. With this in mind, designers must engage both space and politics, proposing environmental strategies at the scale of the region connected with series of localized interventions while exploiting the tension between both and thus constructing political coalitions that have the authority to see those interventions through.	Ovink, Henk	25	8		N/A	12	N/A
GSD-24	Leaving Nobody Behind: Affordable Shelter Design and Finance for Developing Countries' Citizens	This training session discusses strategies for safeguarding housing prosperity for all, with a particular emphasis on speed and scale, in order to respond better to rapid urbanization. The goal is to highlight a set of tools that aid in preventing new slum formation and, ultimately, counter growing inequalities and socioeconomic and political exclusion in cities. To achieve this, the session's focus is on (i) designing lowest cost housing and (ii) providing housing finance with characteristics that are tailor-made to the needs of the poorest of the poor. Thereby, the tools taught promote housing solutions that are affordable to the poor and ultra-poor as well—usually through an incremental self-help approach, instead of the large-scale provision of public housing that, with few exceptions, has proved as unaffordable for both governments and the urban poor in low-income countries.	Nohn, Matt & Schmidt, Deidre; Loeb Fellows	25	0		N/A	7	N/A

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GSD-3241	Theories of Landscape as Urbanism, Landscape as Infrastructure: Paradigms, Practices, Prospects	Responding to contemporary urban patterns, ecological pressures and decaying infrastructures, this course brings together a series of influential thinkers and researchers from the design commons across North America to discuss different methods, models and measures of large scale, long range design for the 21st century. Organized around a sequence of weekly topics and readings, guest presentations focus on the future of the region that, with the predominance of landscape ecology and the revival of geography worldwide, challenge the laissez-faire dogma of neo-liberalist economics, Fordist forms of civil engineering, and Euclidean planning policies that marked the past century. From Geddes to Gottmann, Mackaye to Mumford, Olmsted to Odum, the first part of the course re-examines a series of influential plans, projects, and practitioners to trace a cross-section through the history of urbanization in North America and the industrialized world to chart the trajectory of an emergent regional paradigm. Foregrounding the nascent reciprocity between ecology, economy and energy, the second part of the course opens a horizon on pressing issues facing cities today to recast the infrastructural and geopolitical role of landscape as operating system for future urbanism. Drawing from an array of contemporary projects and historic public works, the course concludes with student-led presentations of mapping projects that focus on transboundary watershed regions throughout the world; regions where, according to the United Nations, more than 60% of the world population will be living by the year 2030. Foreshadowing the preeminence of ecology in cities and infrastructures, the motive of the course is to construct a clear, multivalent discourse on the field of landscape as it becomes the locus of intellectual, ecological and economic change of significance, globally.	Belanger, Pierre	25	4		N/A	N/A	X
GSD-3432	Global Redesign Project	In the last few iterations of this seminar, we have started to extend our skillset as designers of the built environment to outside of our immediate expertise. The world we live in today is interrelated and complex, and the built environment at any scale cannot ignore its role as the critical hub of emergent issues. In the last several years we have experienced a number of natural, financial, and political crises. The increased frequency of crisis is exasperated by the interdependence of a multitude of issues, and we as the custodians of the environment cannot ignore the need to understand this relationship.	Mori, Toshiko	25	4		21	N/A	N/A
GSD-4433	The Cultural Invention of the "Shanty Town"	"Shanty towns" are not a concrete physical human construction but a concept. What they do have as a physical reality are a multitude of physical manifestations of poverty. As a consequence of the logics of capitalism, the poor, and especially the most disadvantaged among them, must live in substandard shelters, because these particular commodities, which Western civilization formerly called standard "housing," are not affordable to their possibilities of income. Those substandard shelters can be isolated or grouped forming villages or entire cities, they can be built with bricks or with garbage, they can be rented or can be a private property, they can be legal or squattered, they can be permanent or transitory. The unification of this plural universe under the name of "shanty towns" is an ideological operation, the first step to incorporate it to our system of knowledge/control. In absolute terms these elementary shelters continues to grow in such a big dimension it has been said that in the near future we will live in a "planet of slums" (M. Davis). Our hypothesis is simple: if we want seriously tackle this matter we need new forms to consider it, and a first step in this direction may be the dismantling of this ideological operation through the study of its historical process of invention.	Liernur, Jorge	50	4		9	N/A	N/A
GSD-4477	Slums in Architectural History	Not yet available.	de Castro Mazarro, Alejandre	25	4		N/A	N/A	X

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GSD-5319	Urbanization and International Development	This course undertakes a detailed examination of global urbanization in the context of international development. The course is divided into four components. It begins by briefly introducing the historical context for urban growth in the developing world, examining in particular colonial policies towards urban settlements and urbanization. The course then turns towards the challenge of defining international development, a task undertaken in part through a critical examination of key debates in development theory. As an example of these debates, the course will address the tension between poverty and inequality as measures of development. The majority of the course concentrates on the latter two sections. In these, it presents and evaluates the key policy frameworks and theoretical paradigms through which the challenges facing contemporary urban settlements in the developing world are addressed and understood. It then focuses on an in-depth analysis of the principal substantive challenges facing developing world cities, ranging from rural-urban migration and the rapid growth of informal settlements to conflict and entrenched poverty. The course makes a concerted point throughout of examining areas of overlap between developing and developed world experience, looking in particular at parallels between developing world challenges and the issues facing marginalized communities in North America and Europe. The course will be evaluated through in-class participation, weekly responses to assigned readings, a mid-term policy paper, three debates, a final project and a final presentation.	Hooper, Michael	25	4		12	20	N/A
GSD-5337	Housing and Urbanization in Global Cities	This course analyzes housing policy and planning in developing urban societies around the world but especially in the Global South. Through slide presentations, lectures, presentations by distinguished guests, texts, and class To understand the effects of different national and cultural environments, we will study the ways private developers, planners, designers, non-government organization officers, and government officials work within local systems of land use, law, and finance to produce homes for people. We will investigate issues related to slums, such as irregular land tenure; housing microfinance; upgrading and redevelopment schemes; the capacity of municipal governance and planning; and the role of bi-lateral and multilateral organizations. In addition, we will analyze the way that the production of residences shapes the spatial forms of global cities. After exploring urban development and residential practices and policies around the world, the class will delve into particular housing and planning issues in four global cities: Mumbai, India; Bogotá, Colombia; Johannesburg, South Africa; and Beijing, China discussions, we will examine the significance of shelter and its production in urban contexts ranging from informal settlements to booming neighborhoods.	von Hoffman, Alexander; Schmidt, Deidre	25	4		23	27	N/A
GSD-5422	Tourism Planning and Economic Development	Governments around the world seek to leverage economic development by increasing their share of the global tourism market. This course introduces students to tourism as an emerging niche of planning expertise. Students are exposed to the variety of strategic elements that inform contemporary tourism planning including city branding, destination portfolio theory, historic preservation, environmental tourism, event tourism, medical and religious tourism, among others. Through a combination of lectures and international case studies—including the Olympic Games, the UNESCO world heritage sites program, and the casino industry in Macau, China—students explore the institutional context of tourism, the planning and financing of its specific infrastructure, and the economic development frameworks commonly used to evaluate public investments. While there is no formal pre-requisite, previous coursework in economics is recommended.	Long, Judith Grant	25	4		20	N/A	N/A

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GSD-5432	International Humanitarian Response I and II	This course will offer a practical and in-depth analysis of the complex issues and skills needed to engage in humanitarian work in field settings. Through presentations offered by the faculty of the Humanitarian Studies Initiative and guest speakers who are experts in their topic areas, students will gain familiarity with the primary frameworks in the humanitarian field (human rights, livelihoods, Sphere standards, international humanitarian law) and will focus on practical issues that arise in the field, such as rapid public health assessments, field cluster sampling techniques, application of minimum standards for food security, and operational approaches to relations with the military in humanitarian settings. Topics will be presented in case studies and in structured participatory modes. Additionally, these topics will provide the foundational knowledge and skills needed to perform successfully during Spring 2, GHP 518 course which will involve a three-day intensive simulation of a humanitarian crisis, which is a required component of this HSI program. At the completion of this course, the students will be able to fulfill the following learning objectives: - Design a rapid assessment in the field including applying appropriate epidemiological methods to assess population needs in crisis situations; - Design, conduct, and analyze field interviews with key stakeholders in a humanitarian crisis - Synthesize the complex social, political, economic, geographic, and public health parameters that define the dynamic of a given humanitarian crisis; and - Analyze the historical frameworks that define current approaches to humanitarian response and to assess the relative utility of these frameworks in a particular situation.	Kayden, Stephanie; Walker, Peter	25	3	SPH-GHP-515	66	3	N/A
GSD-5433	Modern Housing and Urban Districts: Concepts, Cases and Comparisons	This seminar course will deal with 'modern housing' covering a period primarily from 1990 to the present. It will engage with 'urban districts' in so far as housing projects under discussion contribute to the making of these districts, or are shaped by the districts in which they are placed. Examples will also be drawn from different cultural contexts with emphasis on Europe, North America and East Asia, although also including examples from Latin America, North Africa and the Middle East. The course will begin with discussion of several broad topics germane to design issues in contemporary housing, including ideas of community and what constitutes a dwelling community from various cultural perspectives; territories and types dealing with underlying urban conditions that play host to contemporary housing; interior and other landscapes that chart the diversity of contemporary living circumstances, as well as notions of flexibility, specialization and polyfunctionality; and expressive and representational issues particularly concerning place specific and inherently situated aspects of existence alongside of dynamic, perennially future-oriented dimensions of living. This broad topical discussion will be followed by case studies, roughly pairing underlying urban conditions and characteristics with architectural projects. Within each case study theme particular contemporary examples will provide the primary focus, although others will be introduced to flesh out necessary historical circumstances and lineages of housing development. These topics will include: urban block shapers, tall towers, housing in urban landscapes, superblock configurations, big buildings and submultiples, infrastructural engagements, infill interventions, indigenous reinterpretations, sustainable housing, and the housing of special populations. Concluding discussion will examine various dimensions across projects and urban conditions in part to identify strengths and weaknesses but also to set contemporary housing aside from that of modern housing in prior eras. Student participation will be by way of attendance, discussion and especially case study presentation and documentation.	Rowe, Peter	25	4		N/A	N/A	X
GSD-5469	Environmental Planning & Sustainable Development	The goal of this course is to provide an introduction to the ideas and information necessary to integrate environmental viability and sustainable development with other primary concerns of urban planners, namely, equity, healthy communities and economic development. The course will explore the historical roots of current trends in environmental planning; examine theories that have developed recently to encourage the restructuring and redesign of land use patterns, environmental regulation and systems of production, and review the status of some of the basic methods and processes of environmental planning. These topics will be discussed in terms of two practice areas: environmental management (policy and regulatory decisions) and environmental planning and design (including land use planning and site design). The focus will be on providing an overview of the major concepts, actors, and methods involved in or used in the decision-making context, analyzing the consequences of this decision-making, while emphasizing innovation in planning to address complex and related problems in the urban environment - water supply, air quality, waste production and disposal, land use and natural systems, resilience to extreme weather events and environmental health disparities.	Rosenthal, Joyce Klein	25	4		14	11	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
GSD-5502	Urban Governance and the Politics of Planning in the Developing World	This course starts from the premise that politics and governance arrangements will both enable and constrain effective urban planning action. Using a focus on cities in the developing world, the course examines an array of governance structures (centralized versus decentralized states, local versus regional versus national authorities, participatory budgeting, etc) and political conditions (democracy versus authoritarianism, neoliberal versus corporatist versus leftist party politics, social movements) that are relatively common to cities of the global south. In addition to assessing the impacts of these structures and conditions on urban policy formation and implementation, we also ask which governance arrangements and political contexts are more or less likely to produce equitable, inclusive, and sustainable cities. The course not only aims to develop student comprehension of key concepts and debates in the field, including those relating to state autonomy and capacity, the connections between decentralization and democratization, and the trade-offs between legitimacy and efficiency; it also uses case study materials to document the conditions under which authorities have been able to finesse politically charged or institutionally bounded terrains in the service of effective planning action. Among the wide array of urban policy domains to be discussed, special attention is paid to transportation, housing, informal vending, and mega-project development, with most examples drawn from Latin America, South Asia, and East Asia. There are no prerequisites for the course. Evaluation is based on several short writing assignments and in-class presentations.	Davis, Diane	25	4		27	39	X
GSD-5503	Neoliberal Urbanism, North and South	Urban development is shaped not only through planning and design strategies, but through broader processes of political-economic restructuring associated with the (il)logics of capitalism, modern state power and diverse forms of sociopolitical mobilization. This lecture course offers a broad overview of major approaches to the political economy of urbanization with specific reference to the forms of market-oriented restructuring and associated crisis-tendencies that have unfolded across the world economy since the 1970s. In addition to offering students a wide-ranging introduction to key topics in contemporary geographical political economy, the class will survey a variety of methodological strategies through which scholars have attempted to decipher the variegated forces shaping contemporary cities and city-regions under conditions of heightened geoeconomic volatility. These include contradictory forces of geoeconomic integration and fragmentation; an intensified financialization of investment processes; an ongoing reorganization of state institutional apparatuses, governance priorities, fiscal capacities and modes of spatial intervention; the widespread adoption of "austerity" politics and new forms of "fast policy" transfer to confront place-specific forms of crisis; and intensifying resistance from popular movements. After covering a variety of foundational readings on theory and method, and surveying some of the key positions in recent debates on neoliberal urbanism, we explore topics such as state restructuring, urban governance, the politics of housing, sociospatial polarization and mega-projects, and emergent social struggles over the "right to the city". Throughout the course, we attend carefully to questions of local specificity and macrogeographical comparison, particularly across the North/South divide in the world economy.	Brenner, Neil; Davis, Diane	25	4		15	N/A	N/A
GSD-9121	New Geographies Lab Seminar: Territorial Tropes	The New Geographies lab seminar explores new potentials for architecture at a larger territorial scale. It caters primarily to students conducting their thesis research in the lab but will be open to a limited number of students whose research interests and skills are compatible with those focused on in the lab. Hashim Sarkis should be contacted for more information on compatibility.The seminar will start with readings on urban territories, from historians, geographers, and urbanists and will then proceed to an in-depth examination of four historical cities and their regions, namely Cairo-Alexandria, Istanbul-Marmara, the Levantine coast, and Athens-Attica Region. The emphasis will be on developing hybrid tropes combining artifacts such as roads, viaducts, walls or canals with geographic elements such as coastlines, valleys, and hills.	Sarkis, Hashim	25	4		N/A	14	N/A

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
GSD-9133	Urban Theory Lab, Project-Based Seminar: Extreme Territories of Urbanization	In the early 1970s, Henri Lefebvre anticipated a situation of "generalized urbanization" in which an "urban fabric" would be extended to encompass the entire planet. More recently, geographer Edward Soja declared that "every square inch of the world is urbanized to some degree." While the changing morphology and scale of urbanized regions has attracted considerable attention among urban scholars, the worldwide "urban fabric" postulated by Lefebvre and Soja remains underresearched and poorly understood. Building on the theory of extended urbanization that is now under development in the Urban Theory Lab-GSD, this project-based research seminar will test the Lefebvre-Soja hypothesis of complete urbanization with reference to several "extreme territories" that are normally not considered to contain urban elements—the Himalayas, the Amazon, the Arctic, the Gobi steppe, Siberia, the Sahara, Patagonia, the Pacific Ocean and the atmosphere. Following some introductory readings to establish a shared analytical framework, teams of students follow a common theoretical, representational and methodological protocol to investigate one of the aforementioned zones. The seminar is the second in a multi-year series that will result in a UTL publication.	Brenner, Neil	25	4		N/A	9	N/A
GSE-A-801	Education Policy Analysis and Research in Comparative Perspective	How can policy leaders, international consultants, and social entrepreneurs help improve educational opportunity around the world? How can we help poor and marginalized children get a decent education, and how will that matter to their future life prospects and to the development of the societies in which they live? This course examines key contemporary educational global challenges and debates, focusing on options to effect systemic change in public education systems. We will discuss current global efforts to provide quality education and increase its relevancy. We will examine the role of international agencies and governments in advancing policy reform, and study various approaches to generating and analyzing policy alternatives. The course may be of interest to students interested in global and international education and in comparative education.	Reimers, Fernando	25	4		62	47	X
GSE-A-802	Intensive Preparation for the Study of International Education	This summer preview course to education policy analysis and comparative and international education reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. An intensive academic program, this course is designed to prepare participants to develop and evaluate policy papers. Over the first two weeks, participants will learn how to write and interpret policy papers and memos, offering them a preview of a central part of the International Education Policy Program with which many admits are not familiar. During the third week, participants will work closely with their peers and program instructors on final projects in the mornings, leaving opportunity for their participation in the pre-orientation program.	Reimers, Fernando	25	0		28	46	X
GSE-A-804	Monitoring and Evaluation for Improving Education Systems	This is an introductory course designed for students interested in international education policy that covers how to develop effective monitoring and evaluation (M&E) systems to improve education systems and support education policymaking. The objective of the course is to provide students with the conceptual frameworks, methodology, and skill set that they will need to develop an M&E system. In the course, students will learn the conceptual frameworks and practical skills used to design and develop an M&E system in education. They will study techniques that they will use to assess policy development process, quality of education, resource allocation, data and information needs, and utilization capacities in education. The course will provide an opportunity for students to study management context— including core functions of planning, budgeting, pre- and post-policy analysis, and information systems—for understanding that the M&E system is an essential part of the overall, evidence-based management culture, which requires a major shift from administrative control to performance-based management. Students will also examine the major principles and theories of systems thinking and management for better understanding of the need for the development of the M&E system in education. In addition, students will study several country cases of the M&E development in which the instructor was once directly involved.	Hua, Haiyan	25	4		37	31	X

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GSE-A-810F	Human Rights in Education	Internationally, the human rights framework is being increasingly recognized both as a goal for schooling and as standards against which the quality of schooling can be appraised. In this module, students learn the ways in which human rights standards and values are being applied in curricular programs and school development approaches worldwide, in order to promote inclusion, justice, and schooling processes centered on human dignity. Students engage in critical reflection and active discussion in this six-week module, which has three sections. First, students will be oriented toward general human rights standards and international policy documents related to human rights and schooling. Students will then acquire a basic knowledge of the theory and practice of human rights education, incorporating its legal foundation and its pedagogical aspiration to empower and mobilize learners. Finally, students will be oriented toward the rights-based approach to "education for all" at the school level as endorsed by UNICEF and UNESCO, and consider its implications for the delivery of quality education. Throughout the course, students learn of the leadership roles played by the UN and key nongovernmental organizations in promoting the application of human rights. The course is infused with examples from all regions. Students will develop a final project that can be either practice-oriented or literature-based.	Tibbitts, Felisa	25	2		12	N/A	N/A
GSE-A-810K	Evidence-Based Decision-Making in Practice: Case Studies from International Education]	This module is offered in conjunction with Room to Read, an international nongovernmental organization (NGO) working to promote literacy and girls' education. The course aims to explore how organizations such as Room to Read do/can/should use evidence in their programming. It will examine how to make program design decisions based on the best available evidence and how to make evidence integral to decision-making processes in an organization. The course will differ from the most common model of classroom course delivery and be part of an exciting experiment in distance learning: students in the course will be working with research and evaluation professionals in NGOs and policy organizations around the world to apply concepts of the course to real-world problems. The course is also different in that it aims to have impact on the field in addition to promoting learning among students.	Jukes, Matthew	25	2		22	N/A	N/A
GSE-A-816	Education in Armed Conflict	How can education contribute to the work of building "lasting peace" in settings of armed conflict globally? This course examines the multidimensional and multidirectional relationships between armed conflict and education. How does education reflect inequalities and reinforce social tensions? How does it contribute to stability and reconciliation? What role does it play in shaping individual and collective imagining of a postconflict future? Through critical reading of theoretical texts and case studies, engagement with guest speakers, simulations, and other learning tools, we will adopt an action-oriented approach to the investigation of these and other questions. We will look beyond the provision of schooling to the learning and teaching that takes place in schools and community settings, and examine the relationships that are at the core of these educational interactions. Central to discussions will be connections between public policy, daily experiences, and social justice. The course will include real-time project work in partnership with an NGO/UN agency, through which students will develop professional relationships; deepen their research, writing, and policy analysis skills; and explore the intellectual and practical dimensions of connecting research, policy, and practice.	Dryden-Peterson, Sarah	50	4		45	47	X
GSE-A-822	The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact Evaluations	The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs they evaluated. This course aims to distill the primary policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12), and will have an economic perspective on educational problems. By the end of the course, students will have acquired a comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and to convey them effectively to nontechnical audiences.	Barrera-Osorio, Felipe	25	4		18	26	N/A

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25%: international studies/global scope with content related to Africa
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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
GSE-AH-103	Educational Outcomes in Cross-National and Cross-Cultural Perspectives	A great deal of thinking about the relationship between psychology and education asks what psychology can contribute to the improvement of education. For example, can psychology help to improve the way that we teach reading? Can it help to close the gap in achievement between particular groups? Do preschoolers have ideas or dispositions that help—or hinder—their progress in school? However, we can also ask about the effects of education on psychological processes. There is enormous cross-national and cross-cultural variation in the length and type of education that children receive. A major goal of this course is to help students understand the effect of such variation on the way that people think—and feel. A secondary goal is to alert students to the ways in which those effects can be measured and to underline the contribution that different methods—experiments, large-scale surveys, and participant observation—can make to our understanding of such effects. The final goal is to underline how educational provision and its impact vary dramatically across the globe.	Harris, Paul	25	4		27	33	X
GSE-AH-108	Learning in a Globalizing World: the Roles of (Neuro)Science in International Education Policies and Practices	Globalization means, among other things, that a broader set of linguistic competencies is requested from more individuals than ever before. But what languages are we talking about? Is English the lingua franca of globalization or is it "Globish"? Is there a transculture attached to Globish? In other words, can one talk about a cultura franca? Apart from the mother tongue (if not English), is it sufficient–to begin with in order to be competitive in the labor market–to be fluent in English/ Globish? And what does this all mean for education policy and practices internationally? Cultural diversity represents a potential enhancement, but it is also a source of immense challenges facing our education systems today, as migration flows and demographic trends alter the socio-ethnological composition of our populations. This transdisciplinary course examines international approaches to education policies and practices in contexts of linguistic and cultural diversity. Specifically, it will develop hypotheses about the role that individual representations (defined as perceptions, values, beliefs, identity images, and alterity/ "otherness") play in motivating language learning, offer analytical tools for assessing the economic and social outcomes of successful language acquisition, and introduce recent developments in educational neuroscience in order to deepen current understandings of how the brain works/learns and what its role is in (foreign) language acquisition.	Chiesa, Bruno della	25	4		49	N/A	X
GSE-H-110G	Learning in a Globalizing World: Language Acquisition, Cultural Awareness, and Cognitive Justice	Our globalizing world demands a broader set of linguistic (and, hence, cultural) competencies from individuals than ever before, and while cultural diversity represents a potential enhancement, our educational systems are facing huge challenges (e.g., migration flows). What does this all mean for education policy and practices worldwide? This transdisciplinary module examines international approaches to education policies in contexts of diversity. It develops hypotheses about the role that individual representations (defined as perceptions, values, beliefs, identity and alterity images) play in motivating non-native language learning, and tries to explain why some individuals are more successful at learning (and why some countries are more successful at teaching) languages than others. Does a multilingual education better prepare our young to participate in today's world? From a philosophical standpoint, how does learning one or several new languages lead to meta- cultural awareness, to meta-cognitive awareness to global awareness, as well as to awareness of ourselves? How can education enhance people's motivation to learn languages and to get acquainted with other cultures? Last but not least, what is the purpose of learning about such topics? Is the primary goal of education to produce manpower for the economy? Or to help people to "become who they are" (Goethe) in a humanizing process (Freire)? Or to promote a form of "cognitive justice" as a condition, if not the condition, to make this world of ours a better place to live? Or something else? Our collective intelligence will provide answers to these questions.	Chiesa, Bruno della	25	2		N/A	35	X

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25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
GSE-H-392	Childhood Trauma: Dynamics, Interventions, and Cross-Cultural Perspectives	Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This research is accompanied by expanding knowledge of effective interventions. This course focuses on both areas: the nature of childhood trauma and effective interventions for children affected by trauma. The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of early traumatic experiences in the context of psychosocial, biological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. We will consider the meaning of trauma in different cultural contexts. The second portion of the course considers intervention, both clinical and systemic. What do we know about effective interventions? How do ethnicity, culture, and immigrant experiences inform appropriate intervention? How can educational systems be responsive to children affected by trauma? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? The course will include lectures, case studies, and discussion. Students will be required to write a case study.	Groves, Betsy McAlister	25	4		42	37	X
HAA-128	Topics in Arabic Art and Culture: The Medieval Mediterranean	A problem oriented inquiry into the art and architecture (ca. 750 to 1300) of the Arab lands, focusing on regions circling the Mediterranean, from the Iberian Peninsula to Iraq. Materials (art of book, portable arts, epigraphy, architecture) and geographic focus vary. Themes also change, but include relations between art and literature, aesthetics, vision and perception, courtly culture, mercantile patronage, cultural continuities and resurgences. Al-Andalus and the Maghrib are the focus in 2012.	Roxburgh, David	25	0.5		13	N/A	N/A
HAA-171x	Exoticism & Orientalism	Explores cultural and artistic engagement with the trope of the "other" in 18th and 19th century France. Different interpretive paradigms will be considered. Distinction between pre- and post-Napoleonic modes of curiosity emphasized. Artists will include: Watteau, Boucher, Liotard, Van Loo, Delacroix, Chasseriau, Gérôme, Renoir	Lajer-Burcharth, Ewa	25	0.5		N/A	N/A	X
HAA-191w	Image of the Black in Western Art	This seminar will critically examine the depiction and contextualization of individuals of African descent in European and American art. Among the various issues raised are historic changes in the idea of and construction of race, the impact of early internationalism, notions of difference in the age of exploration, slavery and notions of selfhood, and representation as part of the larger colonial project.	Bindman, David	25	0.5		N/A	23	X
HAA-193g	Global Africa: Introduction to Art and Visual Culture	An introduction to key traditions of African art and design as seen both on the continent and in global perspective. In this survey of African sculpture, painting, ceramics, architecture, furniture, fashion, decorative arts, popular and performance arts, we also explore issues of identity, religion, politics and history as well as questions of colonial history, art collecting practices, and museum display.	Blier, Suzanne	100	0.5		N/A	N/A	X
HAA-194w	World Fairs	This seminar addresses questions of cultural display through the art and architecture of world fairs, mid-nineteenth century to present. Students are introduced to the seminal fair events beginning with the Crystal Palace in London, and extending to fairs in the U.S., France, Belgium, Spain, Japan and China. the history of fairs as artistic and social phenomenon is explored along with how these events shaped national identity, ethnicity, social class, race, imperialism, colonialism, and gender.	Blier, Suzanne	25	0.5		N/A	N/A	X
HAA-224k	Islamic Art Historiography: Concepts and Controversies	A critical examination of controversial concepts that have shaped the Islamic field since its 19th-century construction to the present. Topics include orientalism, late antiquity and the Islamic city, archaeology and museums, ornamentality and abstraction, the arabesque and calligraphy, non-perspectival visuality, collectors and exhibitions.	Necipoglu-Kafadar, Gülru	25	0.5		N/A	N/A	X

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HBS-1130	Entrepreneurship and Global Capitalism	This course draws lessons from the history of global capitalism for the business leaders of the future. Many of the opportunities and challenges facing entrepreneurs and businesses in the global economy today have been encountered in the past. The purpose of EGC is to offer this perspective as a unique strategic resource for today's business leaders. Through the eyes of global entrepreneurs of the past, we will explore the origins and dynamics of global capitalism; the identification and exploitation of global business opportunities; and the business challenges and opportunities posed by differences in business and political systems, and cultures. The course provides an historical framework for understanding global capitalism, and its past eras of crisis, and a guide for thinking about its future.	Jones, Geoffrey	25	0.5		81	95	X
HBS-1144	The Energy Business and Geopolitics	The course will benefit students who intend to participate, as managers, capital providers, or consultants, in companies involved in supplying energy services to households, firms, and other customers. It will also benefit students who may work for firms in energy-intensive or energy-related industries, including transportation companies, vehicle manufacturers, and suppliers to producers of oil, gas, and electricity. More broadly, students interested in questions of international political economy and in the economics of strategic competition will benefit from the course.	Maurer, Noel	25	0.5		127	161	N/A
HBS-1151	Globalization and Emerging Markets	Globalization and Emerging Markets is designed for students who will be investing, managing a business or nonprofit, or working for a government in an emerging or frontier market. The unit of analysis of the course ranges from countries to multinational and domestic companies in emerging markets. Students are asked to take the perspective of different decision-makers, such as politicians, investors, and managers. For instance, students may have to take the perspective of an analyst at an American company contemplating investment in Nigeria's power industry, a private equity investor in Brazilian tech, a large-cap mining firm in Mongolia, a domestic conglomerate in the Philippines, or a muckracking hedge fund in Russia. Many of the cases are set beyond the so-called BRICs of Brazil, Russia, India, and China, in today's "frontier" markets that are only beginning to attract the attention of mainstream investors. The course should appeal to anyone considering spending part of their career working or investing outside of the major developed markets.	Werker, Eric	25	3		N/A	N/A	X
HBS-1166	Managing International Trade	This course is about the politics of the global economy and about how firms prosper by understanding those politics, or fail by misunderstanding them. Understanding the politics of globalization may once have been a luxury; it is now, for most high-level managers, simply a necessity. Despite the ease with which it is often conducted, doing business across borders is not the same as doing it at home. Rather, it entails a whole new set of managerial challenges: reassessing competitive advantage; evaluating diverse political environments and legal structures; considering the impact of currency fluctuations and trading regimes; and understanding widely disparate cultures and business norms. The purpose of MITI is to build a framework of analysis that enables managers to understand the challenges of international trade and investment and to master the opportunities they represent. MITI's framework of analysis is based on a systematic evaluation of the informal and formal rules that define markets for goods, services, and capital.	Trumbull, Roscini	25	0.5		85	96	X
HBS-1180	Institutions, Macroeconomics, and the Global Economy	This is a course about exploiting the opportunities created by the emergence of a global economy and managing the risks that globalization entails. All managers now face a business environment where international and macroeconomic phenomena matter. Understanding the genesis of financial and currency crises, stock market booms and busts, and social and labor unrest is a crucial aspect in taking informed managerial decisions. Adverse macroeconomic phenomena can have a catastrophic impact on firm performance: witness the strong companies destroyed by the Mexican tequila crisis. Yet at the same time, such episodes also create business opportunities - and not just for the hedge funds and speculators that profit from them. Managers that have and use a coherent framework for analyzing these phenomena will enjoy a competitive advantage.	Di Tella, Iyer	25	0.5		182	203	X
HBS-1279	Competing Globally	A firm's scope decisions - in what industries, products and geographies to compete, what activities to perform within the boundaries of the firm and where these activities should be performed - are fundamental to a coherent and robust global strategy.	Alcacer, Juan	25	3		N/A	N/A	X
HBS-1462	Real Estate in Emerging Markets	For students seeking a career in developing, or investing in real estate in emerging markets domestically and/or internationally. The course is for those students who are aware of the potential and the opportunity for investment returns in markets that are often perceived as too risky and/or too poor to generate either short-term or long-term profits.	Retsinas, Nicolas	50	0.5		37	N/A	

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HBS-1485	Building Cities: Urbanization, Infrastructure, and Sustainability	This course is designed for students who would like to understand issues and opportunities related to three very large challenges of our times: 1) rapid urbanization as hundreds of millions of people around the world move to cities; 2) existing global scarcity of basics like clean water, clean air, food and land plus excesses of traffic and waste, each of which gets exacerbated by rapid urbanization; and 3) the apparent inability of federal governments to invest in advance of these phenomena to anticipate the issues. Accordingly, business has a wide range of obligations- and opportunities - to intervene.	Macomber, John D.	25	1.5		N/A	N/A	X
HBS-1582	Leading and Governing High Performing Nonprofit Organizations	Leading and Governing High Performing Nonprofit Organizations (LGN) is designed to help students become highly effective nonprofit professional managers and/or board members. This course will offer an in-depth exploration of how to create, build and sustain high performing nonprofit organizations. Many for-profit leadership and management skills can be successfully adapted to nonprofit organizations; however, because the differences between the sectors are often greater than their similarities, the process can be daunting. Moreover, many for-profit concepts and frameworks do not transfer; therefore, new approaches must be developed for the complex nonprofit operating environment. LGN will identify, analyze and integrate the concepts and frameworks that nonprofit organizations need for outstanding performance.	Grossman, Ebrahim	50	0.5		69	36	
HBS-1908	Business at the Base of the Pyramid	Through an analysis of 28 cases, selected readings, and discussions, the course will attempt to identify the principal challenges and opportunities in serving low income markets and the key factors that lead to business success or failure. It is estimated that roughly 4 billion on the world's 6. 5 billion people work and live in such markets. The course will examine the conditions under which economic returns are compatible with the creation of social value, and vice versa. In the process, the course will seek to understand the viable models used by commercial and social enterprises to address the needs of those at the base of the socioeconomic pyramid and the key factors of success in these markets.	Rangan, Kash and Cole, Shawn	25	3		N/A	N/A	X
HBS-2020	Leading Teams in a Global Economy	Collaboration is one of the most common and effective ways of accomplishing today's work goals. Whether joining an innovative start-up, providing professional services, working across functional groups to deliver products and services, or managing global teams distributed across countries and time zones, most professionals will lead or manage significant collaborative efforts. High performance collaboration depends on 1) leveraging the skills, talents, and insights of all members and 2) working effectively across differences in culture, national origin, language, and ethnicity. Unfortunately, collaborations are always at risk of failing to meet their objectives because of dysfunctions that can waste or even undercut members' contributions; global collaborations are especially prone to relationship-damaging blind spots. This course will help you identify the common problems collaborators encounter along with the actions you can take to avoid or remedy these problems.	Neeley, Tsedal	25	3		N/A	N/A	X
HBS-2230	Managing Global Health: Applying Behavioral Economics to Create Impact	Managing Global Health (MGH) trains students to see through the lens of the end-user and to use the levers of behavior change to generate impact in health and social programs. Although most of the applications are in global health, it is appropriate for students who anticipate working in health, education, or international development sectors, as well as those with a general interest in learning how behavioral economics can be effectively applied.	Ashraf, Nava	25	0.5		46	48	X
HBS-FIELD2	Field 2: Global Intelligence	Global Intelligence: FIELD 2 immerses student teams in emerging markets, requiring them to develop a new product or service concept for global partner organizations around the world.	Various	25	0.25		33	30	X
HDS-2108 (Formerly HDS-2107)	Women, Justice and Shariah	This course will address the practical as well as theoretical challenges of protecting women's rights under Shariah Law as it is practiced in Nigeria. The course will explore the tensions between Rule of Law and Rule of the Law in Shariah States; the question as to whether basic human rights, as defined by international standards, are protected. The outcomes of this course will be a 'white paper' by students on the dialectics of justice and Shariah.	Ibrahim, Hauwa	100	0.5		9	N/A	N/A
HDS-2109	Black Women and Global Pentecostalism	This course examines black Pentecostal women across the globe, attending to issues of female religious authority, identity formation, community production, music, and domestic/public spheres. In so doing, the course will unpack gendered and regional particularities of Pentecostalism's appeal, its intersection with configurations of gender, race, and class, its impact on women's lives, and the local, regional, and global implications of its growth and influence. Case studies include the Americas, Caribbean, and Africa.	Casselberry, Judith	50	0.5		6	N/A	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HDS-2801	Introduction to Human Rights and Justice	This course seeks to give an introduction to contemporary discussions about justice, human rights, and religion. It will survey the conceptions of rights within political theology and within contemporary theories of justice. Special attention will be given to the work of Rawls, Habermas, Nussbaum, Sen, Walzer, Sandel, Moltmann, Woltersdorf, and Schmitt. It will seek to show how a conception of human rights relates to religion within the framework of a discourse ethics.	Fiorenza, Francis Schüssler	25	0.5	RELIGION 1026	N/A	N/A	X
HDS-2853	The Politics and Ethics of the Use of Force	The course will examine normative discourse about the use of force. Primary attention will be paid analytically and historically to the "Just War/Just Defense" ethic. Reading and lectures will assess the ethic in light of challenges to it from the tradition of nonviolence and from the nature of modern warfare. The ethic will be tested in light of distinct challenges posed by weapons of mass destruction, humanitarian military intervention, and response to terrorism.	Hehir, J. Bryan	25	0.5	HKS-IGA-220	5	6	X
HDS-2861	Religion and World Politics: Connections and Collisions	This course will examine from a historical and analytical perspective, the role of religion in the modern state system: its place, its absence and is recent resurgence.	Hehir, J. Bryan	25	0.5	HKS-IGA-121	N/A	N/A	X
HDS-3223	Religion, Gender and Politics in Transnational Perspective	The course follows key themes in religion and gender as these were shaped and reshaped through the colonial and post-colonial eras. In particular, the religious history of American women and the history of women in Islam primarily in relation to the Middle East (professors Braude's and Ahmed's fields respectively) are intertwined and brought into conversation. The interaction of religion, gender and sexuality and the turns and complexities imparted to these by the politics of imperialism, race, resistance, and the politics of class, are examined in the context of the emergence of modernity, nationalism, feminism and the globalization of religions in the wake of empire and Christian mission.	Ahmed, Leila	25	0.5	RELIGION 11009	17	N/A	X
HDS-3352	Conflict, Ethics and Human Rights: Assessing the Role of Religion in International Politics	The end of the Cold War was characterized not only by the collapse of old Empires and the rise of new economic forces, but also by the emergence of ethnic and religious groups in world politics. Everywhere we witnessed greater tensions and confrontations between cultures or religious based politics and the international system based on secular ethics. This course will address the following questions: Why has secular nationalism failed? Why is religion seen as a legitimate alternative form of politics nationally and internationally? Is there a proclivity to violence from religious militants? Is religion a positive or negative factor of political development? It will provide a comprehensive overview of thirty years of religious militancy throughout the world as well as the various religious traditions associated to it. It will be built on case studies from different regions: Middle East, Africa, India, Africa, South Asia, Europe, and the USA. Each session will assess the influence of religion in the democratization process, the intersection of culture and religion, its competition with secular moral actors and its consequence for political and economic development.	Cesari, Jocelyne	25	0.5		N/A	N/A	X
HDS-3370	Knowledge and Authority in Muslim Society	This seminar will investigate the ways in which the production of knowledge affects the construction of authority in the Islamic world. It will look at how various forms of religious knowledge are acquired, legitimated, transmitted and/or contested within Muslim communities. Several types of knowledge will be: exoteric knowledge based on the Koran and other Islamic sciences, mystical knowledge as developed by the Sufis, and talismanic knowledge. Ulama trained in the exoteric sciences derived their authority from the conventional knowledge of the Koran, and religious sciences. Sufi masters derived theirs from their purported ability to explain the hidden meanings of the Koran, to provide spiritual training and guide the disciple in the path toward spiritual fulfillment. Finally, the credibility of talisman makers rested largely on their ability to use religious texts for purposes such as healing and bringing luck. Of course, the boundaries between these figures of authority are not rigid and some of them may engage in the activities of the other. The first part of the seminar will focus on pre-colonial Muslim societies and the second part on the impact of Western hegemony on the transmission of knowledge and construction of authority in the postcolonial Islamic world. Seminar participants will compare and contrast historical and contemporary experiences of transmission of knowledge and production of authority in various parts of the World of Islam and investigate the historical linkages between these regions.	Kane, Ousmane Oumar	25	0.5	ISLAMCOV-172	N/A	N/A	X

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HDS-3371	Religion and Political Violence in North African and the Sahel	Unknown in Africa before the jihad against the Soviet Occupation of Afghanistan, suicide bombing has become common place in the 21st century. From Algeria to Somalia through Libya, Mali and Nigeria, so- called Salafi jihadis have recruited and trained tens of thousands of combatants. Through cigarette and narcotic trafficking, hostage taking for ransom, and bank hold ups, they have procured huge financial resources, sophisticated weapons, and now constitute a serious security challenge not only to many countries of North Africa and the Sahel but also to their Western allies. This conference course will address the spread of jihadi groups in Muslim Africa (North Africa and the Sahel) after the cold war. The first part of the course will adress the divergent theoretical interpretations of terrorism and address in particular the following questions: Is it greed that sustains civil wars or grievance? Does the root of terror lie in culture or politics? Is there any evidence that civilizations clashed after the cold war? The second part of the course will focus on select transnational Islamist movements, situated both in their local context of nation building and their larger regional contexts. Case studies will include Al-Qaida in the Islamic Maghreb in North Africa and the Sahel, the Harakat al-shabab al-mujahidin in the Horn of Africa, the Boko Haram in the Lake Chad region and the Gama'at islamiyya in Egypt and beyond.	Kane, Ousmane Oumar	100	0.5	ISLAMCIV-171	N/A	N/A	X
HDS-3373	Science and Religion in the Middle East: Agents, Places and Controversies	The course addresses the history of questions of science and religion in the Middle East from the medieval to the modern period, looking at how different scientific and religious views and discourses interacted through history. From translation of Greek science and philosophy in the ninth century, to educational reform, legalizing dissection, and organ transplantation, the course surveys important discussions on science and religion in the Middle East and Islamic world, and sees how scientific and religious views and discourses developed over time. The course pays special attention to questions of colonialism, translation, and the development of different institutions of learning in the Middle East. Note: Consult instructor for art of ministry requirement.	Ragab, Ahmed	25	0.5	HISTSCO-109	N/A	N/A	X
HDS-3409	Ethics, Religion and Violence in Comparative Perspective	Predicated on the assumption that global concerns are manifest in highly particularized cultural and religious circumstances, this course seeks to understand Hindu, Buddhist, and Christian framings of and prospective solutions to the problem of communal violence in the contemporary world. Topics examined in each tradition include: conceptions of moral subjectivity, frameworks for moral education, close readings of novels that grapple with the moral challenges (especially new forms of violence) wrought by colonization and globalization, and explicitly religious responses to such violence in the work of Mahatma Gandhi, Buddhist monastic communities in Sri Lanka and Southeast Asia, and Archbishop Desmond Tutu. Note: Course has additional hour to be arranged.	Monius, Anne E.	25	0.5	ETH-REASONING-17	N/A	N/A	X
HDS-3587	Science, Religion, and Sex: Bodies and Sexualities in the Medieval Middle East	The body has been always an object of imagination, literature, science, philosophy and religion. It is the object of health and disease, birth and death, reward and punishment, science, philosophy and religion, and is the vehicle of both the divine and the profane. It is at the center of debates on sexuality, gender identities, race and politics. In this course, we will look at how scientific and religious views on the body and on sexuality developed and changed in the Middle East throughout the medieval period and early modern period and how they influenced and were influenced by the religious doctrines, the medical theories, the Islamic law and the intellectual environment of the Islamic Middle Ages. The course will address these different views and perceptions as manifested in the religious, philosophical, legal, scientific and literary production of the period. Note: Consult instructor for art of ministry requirement.	Ragab, Ahmed	25	0.5	HISTSCI-108	8	N/A	X
HEB-1333	Primate Disease Ecology and Global Health	Infectious disease plays a major role in the lives of humans, and the same is true of nonhuman primates. This course will explore infectious diseases in humans and nonhuman primates, including emerging infectious diseases. Through a combination of lecture, reading and discussion, we will consider similarities and differences in disease ecology in humans and nonhuman primates, and we will investigate the evolution of parasites, pathogens and primate behavior.	Nunn, Nathan	25	0.5		35	N/A	N/A
HEB-1335	Behavioral Ecology of Chimpanzees	An advanced seminar on current topics in behavioral ecology research of chimpanzees and bonobos. Topics will include: foraging, dominance, cooperation, adolescence, reproductive strategies, culture, ranging, cognition, molecular ecology, and relationships. We will discuss behavioral flexibility of chimpanzees between different communities across Africa and learn how to collect and analyze behavioral data. We will compare the behavior of chimpanzees and bonobos with that of humans and examine how these species might serve as models for human evolution.	Machanda, Zarin	50	0.5		N/A	6	N/A

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HEB-1490	Primate Evolution	A lecture/discussion course on primate evolution from a paleontological perspective. Following a survey of major primate groups as adaptive radiations, the hominoid fossil record will be reviewed within the context of the mammalian record, a particular focus being the relationship between adaptive, faunal, and climate change. Systems that can be inferred from the fossil record (for example, positional and foraging behaviors) will be discussed comparatively. Section meetings will focus primarily on the fossil record.	Barry, John and Pilbeam, David	25	0;5		N/A	N/A	X
HEB-1530	Hominid Paleontology and Evolution	A lecture, discussion, and research course using cast and comparative collections, focusing on important issues in hominid paleobiology: ape ancestors, human ancestors, and early hominin radiations; earliest Homo; neandertals and modern humans; the role of environmental change. Can be taken as a research seminar.	Barry, John (2010) and Pilbeam, Daid (2012-2014)	25	0.5		9	7	N/A
HEB-1540	Human Migration	The course will explore human migration at several scales, time depths and data sources, including the movement of humans out of Africa and the complex movements of the first farmers across Europe. We will explore the impacts that climates and disease burden have had on human migrations, and discuss recent movements of people and the reasons for migratory behavior in humans. In addition, a personal migration story will be developed by the class.	Tuross, Noreen	50	0.5		N/A	10	X
HEB-1940	Science and the Human Past: Case Studies at the Cutting Edge Conference Course	Examines recent and ongoing discoveries that show how the natural sciences are revolutionizing understanding of the human past across temporal and geographic boundaries. Topics include how archaeology, history and science illuminate and are illuminated by Jomon Pottery, ancient and medieval coins, silk, climate change, and genomics. Mixes classic classroom, seminar-style teaching with classes held as field-trips to New England museums, landscapes and laboratories.	McCormick, Michael and Tuross, Noreen	25	0.5		12	10	N/A
HEB-2430 (Formerly ANTHRO-2430)	Behavioral Biology Seminar	Reading and discussion of current research in the behavioral ecology of humans and nonhuman primates. Emphasis placed on comparative and interdisciplinary approaches.	Kramer, Elena; Michael (2012) and Wrangham, Richard & Hinde, Katie (2014)	50	0.5		4	N/A	X
HIST-1010	History of the Prison	This course provides an introduction to theories of social control, prison practices, and experiences of confinement. Our historical comparison of penal regimes from different time periods and different nations will explore fundamental questions about the purpose of government authority and the role of prisons in society. In the spirit of Nelson Mandela's famous observation that "no one truly knows a nation until one has been inside its jails," this course offers a deep and critical analysis of social exclusion, the contours of state power, and the malleability of the law and its function in various societies over time.	Hinton, Elizabeth K.	25	0.5		N/A	N/A	X
HIST-1015	From Ghana to Guantanamo: European and American Empires in the Long Nineteenth Century	This course surveys the origins and impact of encounters at several sites of empire: Qing China, British India, Africa, the Pacific, and the Caribbean. The course conducts its inquiry from several angles, focusing on the way American and European imperial systems affected politics, law, economics, and culture. Students will grapple with key concepts, including financial imperialism and neocolonialism; they will also learn about such specialized topics as the laws of imperial expansion. While the course will spend ample time covering the effects of imperialism "at home," it will equally engage with its effects abroad.	Press, Steven M.	25	0.5		N/A	N/A	X
HIST-1020(Formerly HIST-1920)	A Global History of Modern Times	A history of world societies from the end of the 18th century until the present. Covers such transnational forces as demographic change, religious revivals, and technological and economic development; comparative political transformations, such as the impact of revolutionary ideologies on rural and urban life; and the interactions between different global regions, whether as a consequence of imperialism and war, economic trade and investment, or cultural diffusion.	Maier, Charles	25	0.5		7	N/A	X
HIST-1206	Empire, Nation, and Immigration in France since 1870	This course explores the history of France from the foundation of the Third Republic to the beginning of the 21st century. Topics include the advent of modern left-wing, right-wing, and anti-Semitic politics; imperial expansion and its consequences; the devastating impact of the First World War; the tumultuous interwar era; the Second World War and the politics of resistance, collaboration, and memory; decolonization; the May 1968 movement; immigration and identity politics since the 1970s.	Lewis, Mary	25	0.5		N/A	25	X
HIST-1329	Human Rights: History and Theory	This course examines international human rights from a variety of historical and theoretical perspectives to understand their origins and their purchase on our both our moral imagination and our political life today. Applying tools from history, political theory, and international relations to concrete legal case studies, our goal is to understand the sources and logic of human rights ideas in modern and contemporary political life.	Moyn, Samuel	25	0.5	HLS 2486	12	N/A	N/A

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HIST-1390	Understanding Democracy Through History	An historical course that will examine the evolution of democracies in different nations over extended periods of time. Beginning with the Greeks, yet focusing on the 19th and 20th centuries, the course will concentrate on one fundamental issue: Under what circumstances or conditions have democracies (or political rights) expanded, and under what circumstances or conditions have they contracted? The histories of the United States and Western Europe will be examined in detail; other case studies will be drawn from Latin America, Africa, Asia, and the Middle East and will vary from year to year. Participants in the course will be encouraged to work in detail on issues or nations of their own choosing. Readings will include historical studies as well as comparative theoretical works.	Keyssar, Alex	25	0.5	HKS-DPI-703	20	22	X
HIST-1412 (Formerly 74a)	African Diaspora in the Americas	Africans and their descendants in the Americas have drawn upon their experiences to create enduring cultural forms that seem simultaneously to be thoroughly American and distinctly African. How can we best understand these diverse cultural practices? From where did they derive? How are they related to each other? The course explores how transnational affinities have been articulated, debated, and put to use from the Transatlantic slave trade to the present.	Brown, Vincent	100	0.5		N/A	8	N/A
HIST-1700	History of Sub-Saharan Africa to 1860	Survey of sub-Saharan Africa to 1860, with attention to the range of methodologies used in writing early African history, including oral history, archaeology, and anthropology. Will address themes of the impact of climate change on migration and settlement, trade and commerce, state formation, slavery, and the impact of Islam and Christianity on the continent. Will provide a methodological and historiographical framework in which more specific historical processes and events may be placed and understood.	Akyeam-pong, Emmanuel and Elkins, Caroline	100	0.5		N/A	N/A	X
HIST-1701	West Africa from 1800 to the Present	Explores the internal dynamics of West African states from 1800, and West Africa's relations with the wider world. Examines African perspectives of colonialism, nationalism, and the transfer of political power. Concludes with the study of the continued struggle of independent West African states to achieve economic independence.	Akyeam-pong, Emmanuel	100	0.5		19	N/A	X
HIST-1702	Violence, Substances, and Mental Illness: African Persepctives Conference Course	An introduction to African perspectives on mental illness, exploring the development and practice of psychiatry as a medical field in Africa, examining the grey areas within psychiatric knowledge, and engaging the ongoing debates about the interface between race, culture and psychiatry. Will review African therapeutic systems, witchcraft, causation and mental health, substance abuse; violence and mental illness; and more recent links between HIV/AIDS, loss and depression.	Akyeam-pong, Emmanuel and Kleinman, Arthur	100	0.5		10	N/A	N/A
HIST-1704 (Formerly SOC-WORLD 39)	Slavery and Slave Trade in Africa and the Americas	This course begins with the question of terminological precision and the definition of slavery and other forms of servile labor-especially in Africa. The course then examines the institution of slavery in Africa and the Americas within this wider historical context, analyzing the political economies and ideologies that underpin slavery and the crucial role of slave trade in reproducing slave communities that were barely able to reproduce themselves naturally. The course explores the impact of slavery on political, economic, social, and cultural life in Africa and the Americas and ends with a discussion of the legacy of slavery and the global nature of the African diaspora.	Akyeampong, Emmanuel	50	0.5		N/A	21	N/A
HIST-1860	Understanding the Middle East 1800s to the Present	This course is an introduction to the history of the modern Middle East from the mid 19thC to the present. Readings and topics are structured chronologically, and emphasize the key events and turning points in the political and economic history of the region. The goal of the course is to understand how the Middle East, as it is today, has been shaped by the events of the past.	Mitter, Sreemati	50	0.5		N/A	84	N/A
HIST-1877	History of Middle, East 600-1055	A survey of the history of the Near East and North Africa from the rise of Islam in the 7th century to the Turkish ascendance in the mid-11th century. Includes Muhammad and his community, Arab conquests, Umayyads and Abbasids, sectarian movements, minority communities, government and religious institutions, and relations with Byzantium and the Latin West.	Mottahedeh, Roy	25	0.5		N/A	N/A	X
HIST-1920 (Formerly History 10-C)	A Global History of Modern Times	A history of world societies from the end of the 18th century until the present. Covers such transnational forces as demographic change, religious revivals, and technological and economic development; comparative political transformations, such as the impact of revolutionary ideologies on rural and urban life; and the interactions between different global regions, whether as a consequence of imperialism and war, economic trade and investment, or cultural diffusion.	Maier, Charles	25	0.5		7	N/A	N/A
HIST-1977b	History of the Near East, 1055-1517: Conference Course	Surveys history of the Near East from the coming of the steppe peoples to the Ottoman conquest of Egypt. Includes Seljuks, Crusades, Mongols, and the fall of the Abbasid caliphate, Mamluks, the development of Mediterranean and Indian Ocean trade, and the Timurids and their successors.	Mottahedeh, Roy	25	0.5	HDS-3595	N/A	13	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HIST-1990	Work and Working in Global Perspective: Conference Course	What does it mean to do work, and what is labor? This seminar considers how the answers to these questions have changed over time and varied across place. In particular, we situate the work of ordinary people in the context of the changing global institutions of empire and trade. In addition to analyzing classic texts of political economy, we examine such topics as the history of slavery, factory labor, migrant labor, call-center work, the digital distribution of work, work and debt, and labor under fossil-fuel economies.	Iyer, Samantha	25	0.5		N/A	N/A	X
HIST-2708	Sources, Methodology, and Themes in African History: Seminar	Seminar to equip graduate students with the necessary tools for archival research and fieldwork, as well as to introduce them to recent approaches in the historiography.	Akyeampong, Emmanuel	100	0.5		5	N/A	X
HIST-2805	Gender and Sexuality: Comparative Historical Studies of Islamic Middle East, North Africa, and South Asia	Informed by theories of gender and sexuality, this seminar investigates how historically notions of desire, body, sex, masculinity, femininity, gender and sexual subjectivities have formed and reformed in Islamicate cultures of the Middle East, North Africa, and South Asia.	Najmabadi, Afsaneh	50	0.5		7	N/A	N/A
HIST-2886	Topics in Islamic History: Seminar	Topic to be announced.	Mottahedeh, Roy	25	0.5				X
HIST-2911	Theories of International Relations:Seminar	An historical introduction to theories of war and peace, sovereignty, diplomacy, colonialism, international law, and international relations since the fifteenth century. Readings include primary and secondary sources.	Armitage, David	25	0.5		10	N/A	
HIST-2950hf	Approaches to Global History: Seminar	Approaches to global history, including economic and labor systems, cultural transfer, imperial frameworks, migration, and environmental challenges. Students will prepare and present a research paper as well cover common readings.	Beckert, Sven and Maier, Charles	25	0.5		N/A	9	X
HIST-60a	Global Cities: A Modern History	Cities and their processes organize the material conditions of our daily lives on a planetary scale. This course explores the history of the industrial and post-industrial metropolis, focusing on the politics of urban space and the evolution of the urban experience from the early nineteenth century to early twenty-first. From London to Lagos, Paris to Rio de Janeiro, special attention will be given to the ways that cities shape and manage economic and political inequality.	Yates, Alexia	25	0.5		N/A	16	N/A
HIST-60f	"Nothing Pleases Me": Understanding Modern Middle Eastern History Through Literature	This seminar examines the major themes and events in the history of the Middle East in the 20th century through a close reading of literary texts and, in some cases, films. Throughout the course we will try to locate the perspectives of the "ordinary people" of the region, and will pay special attention to the voices of those who are rarely heard from in discourses on the Middle East: religious minorities, women, children, homosexuals.	Mitter, Sreemati	50	0.5		N/A	15	N/A
HIST-60g	Debates in Middle Eastern History	This seminar investigates some of the key debates which dominate present-day discussions on the political, economic, and social history of the Middle East in the 19th and 20th centuries. These include debates on colonialism and its legacies; problems associated with the post-colonial Middle Eastern state (the "democracy deficit"; human rights, and, particularly, the position and rights of minorities; directions of economic development; causes for the rise of political Islam); and the causes and consequences of major events such as the Israel-Palestinian conflict; the Iranian revolution; the Lebanese civil war, 9/11 and the Iraq invasion; and the Arab Spring.	Mitter, Sreemati	25	0.5		N/A	17	N/A
HIST-60h	Good Works: Charity and Philanthropy Before the Modern Era	In a society where material possessions are distributed unequally, what obligations do the well-off have towards everyone else? This undergraduate seminar examines conceptions and practices of charity in early modern Europe and the Middle East. The study of charity reveals not only the forms that giving has taken in the past, but also the complexity of motivations that surround giving, the often gendered nature of charity, and the visions of an ideal social order that are embedded within the acts and institutions of charity. Taking a comparative approach, the course emphasizes how charity and "doing good" mean different things depending on the historical setting.	Quinn, Meredith M.	25	0.5		N/A	N/A	X

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HIST-60l	The European Scramble for Africa: Origins and Debates	This course examines why and how Europeans claimed control of roughly 70% of the African continent in the late nineteenth century. Students will engage with historiographical debates ranging from the national (e.g. British) to the topical (e.g. the role of international law). Equally important, students will interrogate some of the primary sources on which debaters have rested their arguments. Key discussions include: the British occupation of Egypt; the autonomy of French colonial policy; the mystery of Germany's colonial entry; and, not least, the notorious Berlin Conference of 1884-1885.	Press, Steven M.	100	0.5		N/A	N/A	X
HIST-60m	How to Start Your Own Country: Histories of Sovereignty and State-Formation	What does it mean to start a country, or to "acquire" and "possess" sovereignty over a state? This seminar will examine the historical evolution of fundamental concepts in our international system: state formation, statehood, and sovereignty. Simultaneously, the seminar will explore histories in which sovereignty and statehood have appeared greatly confused and hotly contested. These include: the UK-China lease for control of Hong Kong; the legal battles at the US Naval Station in Guantanamo Bay; international responses to the Indonesian invasion of East Timor; and the "corporate state" of the legendary British East India Company.	Press, Steven M.	25	0.5		N/A	N/A	X
HIST-76c	Major Themes in World History: Colonialism, Imperialism, and Post-Colonialism	A general introduction to theories of imperialism, nationalism, and post-colonialism. Case studies to include Asia and Africa. Will combine the study of theory with examination of particular anti-colonial and anti-imperialist movements.	Tai, Hue-Tam Ho	50	0.5		10	N/A	X
HIST-77a	Alcohol in Sub-Saharan Africa, 1850 to the Present	Examines the uses and meanings of alcohol in precolonial and rural Africa, its place in European-African trading contacts, and its role in the process of colonization. The course ends with a review of alcohol in nationalist politics, the place of the alcohol industry in the economies of independent African states and addiction in contemporary Africa.	Akyeampong, Emmanuel	100	0.5		N/A	N/A	X
HIST-78e	Cities and Borderlands in the History of the Modern Middle East	A seminar that engages with interdisciplinary case studies of Middle Eastern cities, towns, borderlands and hinterlands from a historical perspective. Areas to be covered include Cairo, Istanbul, Baghdad, planned oil company towns, provincial Levantine trade networks, and various disputed regions. Themes to be considered include the concept of space in history, the symbolisms of the metropolis, local and regional economic interactions, urbanization, notions of modernity, and intercommunal division and negotiation.	Bet-Shlimon, Arbella	25	0.5		6	N/A	N/A
HIST-79e	Commodities in International History	Introduces students to international history through the study of commodities ranging from oil, coal, and cotton to potatoes, rum, coffee, and sugar. Showcases historical writings that transcend geographic, cultural, and political boundaries between East and West, North and South, Atlantic and Pacific as well as methodological boundaries between cultural, economic, business, and environmental history, the history of food, of technology, and of ideas.	Johnson, Alison Frank	25	0.5		N/A	16	N/A
HIST-79j	The Oldest Profession? A Global History of Sex Work 1750 to the Present'	The notion that prostitution is the 'world's oldest profession' suggests both that sex work has a long history, and that this history is a homogeneous one based on unchanging gender roles and economic relations. In this course, students will learn to question the latter assumption, and examine the ways in which sex work, social attitudes towards it, and state attempts to regulate it or suppress it have changed over time.	Manela, Erez and Hetherington, Philippa	25	0.5		15	N/A	N/A
HIST-82m	The Modern Mediterranean: Connections and Conflicts between Europe and North Africa	This course examines relations between European and North African societies, economies, and peoples from the age of "Barbary Piracy" through colonial conquests, anti-colonial nationalism and decolonialization, to post-World War II migrations and reverberations from the "Arab Spring" of 2011. Students will consider crucial turning points in European-North African relations and will write a substantial research paper focusing in on some aspect of Mediterranean history in the modern era.	Lewis, Mary	100	0.5		5	N/A	X
HIST-87a	Health, Disease, and Ecology in African History	Examines the history of disease and health in sub-Saharan Africa from the 19th century to recent times, exploring African and western concepts of health, disease and healing. Illustration through discussion of case studies of individual diseases, including malaria/sickle cell trait, trypanosomiasis, tuberculosis, sexually transmitted diseases, alcoholism, AIDS, and onchocerciasis, and the public health policies affecting them.	Akyeampong, Emmanuel	100	0.5		N/A	N/A	X
HIST-89a	British Colonial Violence in the 20th Century: Research Seminar	Will explore Britain's deployment of various forms of violence in its 20th-century empire, and how this violence was understood, justified, and represented in the empire and at home. Imperial objectives and policies will be weighed alongside local factors such as race, settler presence, indigenous responses to colonial rule, and economic and strategic interests to assess the universality and particularity of British colonial violence.	Elkins, Caroline	100	0.5		N/A	14	N/A

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25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HIST-97a	"What is the History of Medicine?"	The emergence of the science of medicine and its professionalization have been integral aspects of human history. The history of medicine allows us to trace the various traditions that have come together to create "modern medicine." In this section, students will examine the human endeavor to be healthy and to cure disease. The practice of medicine draws on changing ideas about the natural world and the body. It also demands interventions in the physical environment so as to maximize public health, and readily incorporates transformative technologies from other sectors of human society. Students will be asked to reflect on the interaction of medicine and culture through questions such as: How did western powers use biomedicine in the context of empire? How do non-western cultures appropriate and indigenize biomedicine?	Akyeampong, Emmanuel	25	0.5		N/A	10	N/A
HIST-LIT 901	Stories of Slavery and Freedom	In the last generation, scholars have revolutionized our understanding of slavery and freedom in the modern Atlantic world. This sea-change has been the result of a major methodological shift: to view this history through the eyes of slaves rather than the eyes of masters. This course will examine the history of the "black Atlantic" through a diverse range of cultural texts--poetry, pamphlets, court cases, petitions, autobiographies, novels, speeches, and sermons--produced by slaves, free blacks, and abolitionists from the Age of Revolution to emancipation.	McCarthy, Timothy Patrick	25	0.5		18	N/A	X
HIST-LIT-90as	Black-Blanc-Beur: Colonial Subjects and Popular Culture in the Francophone World	This course examines how French colonial subjects fought back against prejudiced popular images of them as uncivilized, or cultural outsiders. It explores how they represented themselves in contrast to these stereotypes, through popular music, literature, and film. The course places these representations in their historical context. We will examine how they had tangible links to political change, decolonization, and racial tensions in twentieth century France, Africa and the Caribbean.	Gillett, Rachel	100	0.5		6	N/A	N/A
HIST-LIT-90aw	Life Narratives in Postcolonial Africa	In academic and popular discourse, postcolonial Africa often appears as the site of one spectacular event after another. This course reexamines the meanings of decolonization and independence through readings of life narratives: life histories, memoirs, and fictional representations of personal experiences. Through our exploration of these texts, we address a major theme in postcolonial history and literature: the disjuncture between official histories and subaltern experiences.	Healy-Clancy, Meghan	100	0.5		N/A	4	N/A
HIST-SCI 101	Communities of Knowledge: Science, Religion, and Culture in Medieval Europe and the Lands of Islam	Explores the development of scientific ideas and practices in Europe, North Africa, and the Middle East, focusing on the circulation of texts, people, and objects. Special attention to intellectual, social, and institutional contexts.	Park, Katherine and Ragab, Ahmed	25	0.5		N/A	N/A	X
HIST-SCI 148	History of Global Health	A survey course for undergraduates and graduate students exploring the interrelated histories of public health, international health, and global health from the 19th to the 21st centuries, with attention to the relationship between Western and non-Western forms of scientific practice and health systems. This course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, North and South, public welfare and private interest, research practices and human subjects, the commodification of health and the body, and human rights discourse. The course will be divided chronologically into four parts, tracing imperial health formations in the long 19th century, the nascent internationalism of the interwar period, the construction of bureaucracies of development in the postwar and postcolonial era, and configurations of public- and private-sector actors in late 20th and early 21st century global health practices.	Greene, Jeremy Alan	50	0.5		15	N/A	N/A
HIST-SCI 149v	Explaining Epidemics	Outbreaks of epidemic disease have played a role in shaping human societies from the beginning of recorded history, transforming demographic patterns, social practices, and cultural expectations. Although they take fewer lives than the diseases we encounter every day, epidemics possess an extraordinary hold over our collective imagination. This course seeks to understand why. Through an analysis of outbreaks ranging from the Black Death to Avian Flu, we will explore the place of epidemic disease in human history, taking into account how those living in different times and places have responded when epidemics have appeared.	Mauck, Aaron P.	25	0.5		N/A	N/A	X

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HKS-DPI-101c	Political Institutions and Public Policy	This is a course about fundamental problems of participation, democratic governance, and conflict in contemporary political systems. It will provide students with an analytical toolkit for understanding and acting on the political dimensions of policy problems. The A and B sections consider these questions primarily through the prism of American political institutions and the context they create for policymaking. The C, D, and E sections look at systematic variations across different sorts of political institutions in both advanced and developing democracies, as well as in countries that are not democracies. The class develops the skills for effective political analysis and advocacy, including memo- and op-ed writing, as well as the skills to brief actors who need to know everything about the politics of a situation in a short period of time.	Masoud, Tarek	25	0.5		41	52	X
HKS-DPI-413	Democratization	Examines autocracies, democracies, and processes of democratization in terms of competition, participation, and civil and political rights. Covers questions such as: What are the alternative conceptions of democracy and autocracy? What indices are available and what do they suggest about worldwide trends? What underlying cultural, economic, and social conditions promote transitions from autocracy and processes of democratization? What can be done to strengthen the institutions of democratic governance, such as constitutions, elections, and rule of law? What are the consequences of democratization for economic growth, welfare and security? With a broadly comparative perspective, the process of democratization is examined from all regions of the world, including the Arab uprisings. Assessment involves both a scholarly research paper and an applied policy report.	Norris, Pippa	25	0.5		28	32	X
HKS-DPI-416	Global Challenges of Electoral Integrity	When do elections meet international standards of electoral integrity? When do they fail to do so? And what can be done to mitigate these challenges? Electoral integrity reflects shared international principles and procedures of democratic elections which apply universally at any stage during the electoral cycle. Problems occur in electoral autocracies like Russia and transitional democracies like Kenya, but also in established democracies like the United States. Violations can include unfair restrictions on opposition parties, pro-government media, corrupt campaign finance, voter suppression, and vote-rigging. Violations can damage legitimacy, depress turnout, limit electoral competition, trigger violence, and undermine regimes. Reflecting a new research agenda and new techniques, we compare these challenges both worldwide and within the U.S., analyze their consequences, and determine what can be done to overcome these problems.	Norris, Pippa	25	0.5		5	10	X
HKS-DPI-440	Middle Eastern Politics and Policy	Explores the major political, economic, social, and security challenges facing - and emanating from - the Middle East. Particular attention paid to the causes of the so-called Arab Spring and the prospects for genuine democratization. Explores the role of colonial legacies, Islam, peculiarities of the physical environment, demographic patterns, cultures of patriarchy, the distortions of foreign aid and oil wealth, and the machinations of great powers in generating the region's particular pattern of political development. Embraces a variety of theoretical and empirical literatures, including translated works by Middle Eastern commentators, politicians, and social theorists. Students will emerge from the course with both an understanding of a changing region whose geopolitical importance - to the United States and the world - shows no sign of waning, and a grounding in some of the principal analytic approaches in the study of comparative political systems.	Masoud, Tarek	50	0.5		N/A	47	X
HKS-DPI-714	The United States and the World: Politics, Policy, and the Uses of History	This course provides a historical framework for understanding the influence of the United States on the wider world and the impact of global events and trends and policymaking in the United States. It also focuses on the ways in which policymakers, activists, and citizens can, do, and should (or should not) make use of history in their professional and public lives. Our first goal is to examine the diverse connections between American and international policy history. Our second goal is to permit you to become more self-aware, reflective, and skilled at using and thinking about history in variety of public and policy settings. Adopting a loosely chronological structure, and making use of sources both written and visual, we will grapple with issues that have provoked much debate among historians and policymakers: What are the sources, dynamics, and long-term implications of the American rise to global power? How have American mass production and culture conquered the global market? More broadly, what have been the roles of the United States in the wider world? What place has the wider world had in shaping American domestic policies? What responsibility (for better or for worse) does the United States bear for the way the world looks today? And how can this history help us in understanding, and formulating, public policy in the future?	Temkin, Moshe	25	0.5		N/A	15	X

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HKS-DPI-720	Leaders and Leadership in History	Do leaders make history or does history make leaders? This course will address this question by focusing on leaders and leadership in particularly trying historical circumstances. How did certain people arrive at leadership positions? What choices did they make in difficult situations? How do we evaluate their successes or failures? What makes them stand out (for better or worse) or recede from memory over time? What kinds of lessons can we learn from their careers? We will address these core questions through a critical examination of a series of twentieth-century historical cases, proceeding in rough chronological order. Some are considered unquestionable successes and others partial or even abject failures. In some cases, these were national or world leaders; in other cases, these were unsung or informal leaders. Often the leadership in question was not by any particular individual but by a group or collective. We will also look at social leaders, leadership within bureaucracies, reluctant leadership, self-defeating leadership, non-heroic leadership, and dissenting leadership. Through the use of history and historical thinking, and drawing on a variety of sources and cases both American and international (with an emphasis on films), the goal of the course is to permit you to become more self-conscious, historically-minded, and reflective in thinking about leadership – your own and that of others – in a variety of public and policy settings.	Temkin, Moshe	25	0.5		N/A	36	X
HKS-IGA-100	International and Global Affairs:Concepts and Applications	This course is a wide-ranging introduction to the core principles of international and global affairs. Introductory sessions will cover key concepts and theories of international relations and global governance and the challenges of policy analysis in these domains. Subsequent weeks will apply these ideas to diverse set of policy problems reflecting the current agendas of professionals working in international and global affairs. Individual IGA faculty will cover topics drawn from their own research and policy interests. The course also emphasizes skill development, through an array of written and oral exercises and team activities.	Miller	25	0.5		48	46	X
HKS-IGA-103	Global Governance	This course focuses on the interplay among states, international organizations (such as the UN, WTO, IMF, and World Bank), multinational corporations, civil society organizations, and activist networks in global governance. Cases are drawn from a broad range of issue areas, including peace and security, economic relations, human rights, and the environment. The objective is to better understand the evolution of global governance arrangements and what difference they make, in light of globalization and emerging geopolitical changes.	Ruggie, John	25	0.5	HLS-2100	69	63	X
HKS-IGA-110	Modern Diplomacy: Peace and War in the 21st Century	This course examines some of the great diplomatic achievements since the end of the Cold War-the fall of communism, the end of Apartheid in South Africa, the Gulf War Coalition, the Dayton Peace Agreement, the Peru-Ecuador Boarder Dispute, Afghanistan, Iraq, the Iran and North Korea nuclear challenge, and the Israeli-Palestinian dispute. Through investigation of these ten case studies, we seek to determine the key elements present in producing both success and failure in contemporary diplomacy and negotiations. Can we learn to place greater value in diplomacy as a key weapon in our national security strategy? Can the U.S. and the rising powers work together to rebuild international institutions to cope with transnational challenges--regional wars, terrorism, nuclear proliferation, climate change? Why has diplomacy been successful in stopping war and creating stability in some regions, such as the Balkans, and so unsuccessful elsewhere as in Iraq and Afghanistan? The course studies how diplomacy is changing in our own time including major roles for the NGOs and international institutions in global governance. Students will develop diplomatic, political, and presentational skills necessary for professional success in government, the NGO world, and the private sector. Students are expected to have done all readings before each class, to participate actively in class discussions, and will be given the opportunity to lead class discussions on specific crises and diplomatic assignments.	Burns, Nicholas R.	25	0.5		58	70	X
HKS-IGA-135	Ethics and Global Governance	Not yet available.	Risse, Mathias	25	1		N/A	N/A	X
HKS-IGA-150Y	Seminar: International and Global Affairs	Not yet available.	Bunn, Matthew	25	1		N/A	N/A	X

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HKS-IGA-218M	Inclusive Security	Here is an unusual opportunity to break open the traditional concept of security and tackle an array of leadership skills while examining the little-understood structure of women's critical role in preventing or stopping violent conflict. Working in groups, you'll formulate concrete policy recommendations for women's full inclusion in formal and informal peace processes. The course bridges theory and practice, providing students close interaction with inspiring women leaders from conflicts worldwide. In addition, you'll receive individual classroom coaching to develop nuanced presentation skills. Grades are heavily based on an analytical briefing paper for a policymaker, as well as class participation. Role-play, debate, videos, a mock policy briefing, a Forum presenation, and small group work enrich the readings, lectures, and classroom discussion. Many students describe this course as not only iconoclastic, but also transformational.	Hunt, Swanee	25	0.5		29	10	X
HKS-IGA-304	Human Rights and International Politics	Not yet available.	Risse, Mathias	25	1		N/A	N/A	X
HKS-IGA-305	Children, Youth, and International Human Rights	Since ratification of the UN Convention on the Rights of the Child twenty years ago, considerable progress has been made in advancing young children's enjoyment of basic social and economic rights including access to basic education and health care These gains are not matched by corresponding advances for older children, particularly girls, minorities, and migrants:in many developing societies, secondary and tertiary education remains widely inaccessible, maternal mortality remains the largest cause of female teenage death, and youth unemployment and violence have reached epidemic proportions. What explains this differential performance, and how can the gap in realization of adolescent and youth human rights be addressed? The course will explore legal and other strategies for understanding and advancing the human rights of children, adolescents, and youth globally.	Bhabha, Jacqueline	50	0.5	HLS-2533	28	31	X
HKS-IGA-335	Values and Interests in U.S. Foreign Policy	This course explores the tensions between values and interests in the formulation of contemporary U.S. foreign policy. It is a course about the political and bureaucratic process of crafting foreign policy as well as a substantive exploration of how morality is defined and manifest in that process.It is useful for those interested in working inside government or shaping its policies from the outside. Students begin by exploring the concept of human rights and its relationship to U.S. political ideologies as well as definitions of the U.S. national interest that shape the security discourse). They analyze changes in values rhetoric, policy, and organizational structure, probing the links between American decision making and international and nongovernmental influences and institutions. Political and bureaucratic factors shaping U.S. policy formulation are explored through consideration of topics such as U.S. prosecution of the "war on terror," the use of foreign assistance, (non) intervention in Iraq, Rwanda, Sudan, and Libya, and U.S. engagement with the United Nations and the International Criminal Court. We will conduct two class exercises. The first will be a simulatation of a Principal's Commmittee Meeting regarding humanitarian intervention in Rwanda in 1994; the second will be a negotiation of the principles of a National Security Strategy. The course highlights tensions among individual rights and national sovereignty, exceptionalism and internationalism, and politics and ideals. Vigorous class participation is expected; auditing is not an option (NSF Fellows welcomed). Familiarity with international affairs and U.S. political processes is helpful but not required.	Sewall, Barbara	25	0.5		49	N/A	N/A
HKS-IGA-345	Human Rights, State Sovereignty, and Persecution: Issues in Forced Migration and Refugee Protection	This course explores differing types of forced migration today, including refugee flight, asylum, internal displacement, trafficking. It analyses the institution of asylum, as a tool of states and an aspect of international human rights protection. It questions whether the concept of refugee protection or asylum is outdated. The definition of a refugee in international law is considered in detail. Comparative materials, including case law, from the US, Europe, Australia, and Africa are used to explore implementation of international refugee law through domestic courts and to examine policy developments related to forced migration. Other issues covered include gender persecution, asylum for victims of non-state persecutors (husbands, rapists, guerrilla forces), asylum and "terrorism," refugee and asylum-seeking children, the relationship between the Refugee Convention and the Convention Against Torture. The course concludes with a consideration of recent responses to the problem of mass displacement, and other forms of temporary or humanitarian protection.	Bhabha, Jacqueline	50	0.5	HLS-38230A	N/A	N/A	X

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HKS-IGA-360	Sovereignty and Intervention	The course is designed to provide students with a practical and policy-oriented analysis of the impact of economic globalization, international law and human rights on the exercise of sovereignty by modern governments. It will help students to identify the core sovereign responsibilities of government and the core demand of modern peoples in a post-imperial world: to be masters in their own house. We will ask whether this demand can actually be met in a globalizing world. The course is also designed to clarify when states are entitled to intervene in the affairs of other states. We will examine failing and failed states and what can be done to repair them. We will evaluate the rationale of recent military interventions as well as recent failures to intervene. We will pay attention to sovereign default and coercive debt re-structuring. We will look at problems sovereigns are failing to tackle, like climate change. Students should come out of the course with a clear definition of responsible sovereignty as well as clear idea of how and when to intervene in states that fail to meet their responsibilities.	Ignatieff, Michael	25	0.5		36	53	X
HKS-IGA-365	Human Rights and Foreign Policy	Not yet available.	Ignatieff, Michael	25	1		N/A	N/A	X
HKS-IGA-380M	Human Rights Advocacy Using Video, Social Media, and Participatory Media	Aided by the spread in low-cost, high-quality technologies, video and moving image media are becoming increasingly ubiquitous and multi-form (even though a considerable digital divide exists in terms of access, literacy, and skills both within and between societies across the globe), video will soon be part of every communications and advocacy strategy. Increasing moving image creation, usage and literacy defines much of the experience of a connected younger generation, particularly in the Global North and within certain sectors of Global South society. Use of video, including particularly mobile video, has publicized and documented many emerging human rights struggles from Rangoon, to Oakland, to Tehran, and most recently the 'Arab Spring' and 'Occupy' movements, and characterizes many vibrant citizen media spaces that fill niches long ignored or abandoned by the mainstream media. However, strategic, directed, impact-driven use of video remains under-utilized as an intervention by either NGOs or citizen networks in human rights spaces including treaty monitoring systems, legislative debates, lobbying of decision makers, and community organizing. Many human rights actors do not yet have the skills, connections, or experience to organize, aggregate, or coordinate others' audiovisual media including citizen media content in spaces like YouTube, create their own targeted advocacy media for specific audiences, collaborate to develop compelling material with professional or citizen storytellers, or to link their strategic use of video to new participatory technologies that enhance creation, distribution, and debate, such as mobile, social media, data visualization, mapping, and Web 2.0 tools. Policy advocates encounter new challenges as they consider how citizen media and technology usage for activism is enabled or curtailed by government policy and adhoc decisions and the actions of private sector actors such as mobile and online service providers.	Gregory, Samuel	50	0.5		19	30	N/A
HKS-IGA-384	Tools for Human Rights Practice	The course will present policies and practices in the international field of human rights leading to the improvement in people's lives, with a special focus on its application in post-conflict and post-totalitarian societies and with marginalized groups. This course will be taught by two human rights practitioners and will address recent political developments in the global application of human rights and expose students to strategic skills - or "levers of effectiveness" - used to promote the realization of human rights standards. The course will also present the work of key international and local non-governmental organizations in promoting the capacities of rights holder to claim and enjoy their rights and in persuading duty bearers to fulfil their human rights obligations. The course will be infused with case study examples from all regions, including Africa, Asia, Europe, Latin America, and North America. Students will acquire a basic knowledge of the international human rights framework; the roles played by different international governmental, governmental and nongovernmental organizations in supporting and implementing programs promoting the realization of human rights; and tools and strategies for enhancing the fulfillment of rights.	Tibitts, Felisa and Clements, Mark	25	0.5		17	N/A	N/A

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HKS-IGA-385	The Theory and Practice of Human Rights	Why do human rights violations occur and what can be done to prevent them? What difference do human rights treaties make for changing state practices? How can governments, international organizations, and human rights NGOs contribute to bringing about positive human rights change? This class will integrate reading, discussion, and class projects of the theory and practice of human rights to try to answer these questions and others. We will examine political, economic, psychological and ideological explanations for human rights violations, and theories of state commitment and compliance with human rights norms and treaties. We will also explore the role of governments, international organizations and civil society organizations in the promotion and protection of human rights. Each theoretical discussion will also ask students to address how theoretical findings could influence choices of practitioners about tools to promote human rights. The course will also focus on building strategic capacity through group projects addressing a human rights issue of interest to the students, using the tactical mapping technique and searching tactical databases to understand what governments and NGOs around the world are doing to enhance compliance with human rights norms.	Johnson, Douglas and Sikkink, Kathryn	25	0.5		N/A	22	X
HKS-IGA-388M	The Strategic Application of Nonviolent Action	Why were Arab Spring revolutionaries able to topple deep-seated autocrats while the American Occupy movement failed to achieve its stated goals? It is commonly believed that popular uprisings occur spontaneously and that bringing crowds to the streets is enough to achieve social change. However, impactful campaigns require skills and strategies. Nonviolent opposition movements have challenged governmental tyranny and electoral fraud using a variety tactics—from demonstrations and strikes to boycotts and civil disobedience—and achieved success. This proposed course brings together theory and practice of strategic nonviolence to evaluate the nature of nonviolent social change. Students will study the principles and practicalities of nonviolent conflict through analysis of historical and contemporary cases of civilian-led struggles. These include movements for civil and political rights, struggles against dictatorships and authoritarian regimes, and movements for self-determination against foreign occupations. Doug Johnson, the course instructor, will be assisted by Srdja Popovic and Slobodan Djinovic, two of the founders and leaders of Otpor!, the movement that is largely credited with bringing down Serbian President Slobodan Milosovic. They currently lead an NGO, CANVAS, that advises and consults with non-violent movements around the world.	Johnson, Douglas	25	0.25		N/A	7	X
HKS-IGA-406	Policy Analysis and Design for Sustainable Development	Not yet available.	Clark, William	25	1		N/A	N/A	X
HKS-IGA-412	The Geopolitics of Energy	The Geopolitics of Energy examines the intersection between international security, politics, and energy. The course begins with the recognition that energy has long been a major determinant of power in the international system and that every shift in global energy patterns has brought with it changes in international politics. IGA-412 explores how countries shape their grand strategies to meet their energy needs, as well as how such actions have implications for other countries and global politics. It looks at pressing contemporary issues related to peak oil, political reform and energy, pipeline politics, and the aggressive pursuit of oil and gas worldwide. The course also looks at new technologies and innovations - such as those making the extraction of shale gas economical or the growth of solar power - and how they are changing patterns of trades and could shape new alliances. Finally, IGA-412 considers the consequences of a successful shift away from petroleum based economies to anticipate how a new energy order will alter global politics in fundamental ways.	O'Sullivan, Meghan	25	0.5		50	75	X

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HKS-IGA-414	Political Economy of Oil and Mining Resources in Developing Countries	This course evaluates the political and economic determinants of oil and mineral resource policies in developing countries and their impact on world markets, the interaction between states and extractive industries, the challenges of resource wealth management, and the causal links between resource abundance/dependency and development, institutions, and regime type. Questions to be discussed include: Why has resource nationalism been on the rise again? Why are there such high rents in oil and mineral extraction? Why is there such a significant variation in domestic pricing policies? What are the political and economic consequences of volatile resource prices? Is there a resource curse? Do mineral rents hinder democracy and development? What is the effect of mineral dependence on institutions? Which institutions can help to make mineral wealth a blessing? The first part of the course centers on the political economy of the oil and mineral industry, markets, and policies. The second part focuses on the consequences of resource dependence for development and democracy. Although the main focus is on oil, other mineral resources are also considered and compared to renewable natural resources.	Monaldi, Francisco	25	0.5		38	49	X
HKS-IGA-422	Global Food Politics and Policy	Food and farming have emerged as urgent social concerns. The policy challenges in this area range from widespread undernutrition in many poor countries to a growing obesity crisis in wealthy countries. Skewed ownership of agricultural land and inadequate public investment in infrastructure cause rural poverty and social inequity. Unsustainable farming systems, encouraged by sub-optimal government policy, are both a cause and a consequence of climate change. In poor countries governments typically tax farmers to subsidize food consumers, while in rich countries they instead subsidize farmers, often at excessive cost to consumers and taxpayers. Expanding livestock industries trigger conflict on grounds of health, food safety, and animal welfare. Rapidly evolving cultural demands for organic, local, and slow foods present challenges to the conventional food and farming sector. Genetically engineered seeds spark conflict. This course will review the politics of food and farming in both rich and poor countries. It emphasizes the durable importance of national governments and national policy making, plus the significant influence of intergovernmental organizations (IGOs), multinational food and agribusiness companies, and international NGOs ranging from humanitarian relief and advocacy organizations, to social entrepreneurs and philanthropic foundations.	Paarlberg, Robert	25	0.5		30	24	X
HKS-IGA-520	Political Economy of Innovation for Sustainability	Not yet available.	Juma, Calestous	25	1		N/A	N/A	X
HKS-IGA-523	Innovation for Global Development	Not yet available.	Juma, Calestous	25	1		N/A	N/A	X
HKS-IGA-523	Innovation for Global Development	Not yet available.	Juma, Calestous	25	1		N/A	N/A	X
HKS-IGS-118	Power and Its Alternatives in International Relations	Not yet available.	Rosecrance, Richard	25	1		N/A	N/A	X
HKS-IGS-130M	International Regimes	Not yet available.	Nye, Joseph	25	0.5		N/A	N/A	X
HKS-ITF-150Y	Seminar: International Trade and Finance	Not yet available.	Haigh, John	25	1		N/A	N/A	X
HKS-ITF-225	The Future of Globalization: Issues, Actors and Decisions	Not yet available.	Summers, Lawrence; Lawrence, Robert	25	1	ECON-1400	N/A	N/A	X

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HKS-MLD-102 (A and B)	Getting Things Done: Management in a Development Context	People in developing countries require service delivery from the government and civil society. Service delivery, which includes a wide variety of activities from education to regulatory enforcement, requires more than technical policy analysis. A critical driver of success is good management and governance, especially in the face of major resource constraints and in complex settings. Good management is often easy to recognize, when observed, but hard to practice. This course introduces students to critical concepts in organization theory, public management, and the practice of development to enable them to understand the individual, structural, and systemic underpinnings of good management and governance. Through theoretical readings, case study discussions, and simulations, students will apply theoretical concepts to real-world situations and, through simulations, experience the difficulty of managing. Building on analytical work from other courses, students will focus on such critical issues as corruption, participatory development, scaling up, social service delivery, and emergency response.	Andrews, Bill	25	0.5		68	132	
HKS-MLD-202	Exercising Leadership: A Cross-Cultural & International Perspective	Begins with the premise that globalization is producing a set of tensions and forces that are felt at all levels of society - in nations and between nations, and in villages and between villages. These tensions generate disequilibrium and disruptions in cultures that have both positive and negative consequences. This course examines the exercise of real leadership in dealing with these challenges. Examines the role and function of authority and how it can be used to stimulate creativity, promote more effective problem solving, build bridges, orchestrate better societal adaptations, and orient people to do the vital work that generates a true sense of progress. Draws on historical and current events to examine the successes and failures of those who have tried to lead. Students will have an opportunity to present personal leadership dilemmas they are facing or that their community or country faces. Analysis and discussion will be conducted in small groups and the large class.	Williams, Dean	25	0.5		53	56	X
HKS-MLD-220M-A,B,C, and D	Fundamentals of Negotiation Analysis	This course introduces students to the fundamentals of negotiation analysis. Being a skillful negotiator is a pre-requisite for creating public value. Analytic and interpersonal negotiation skills are essential for building operational capacity, legitimacy, and support for important policy choices and collective action. To be effective agents of social change—especially in organizations, enterprises and networks where formal authority is insufficient for advancing policy goals—policy entrepreneurs must mobilize coalitions across diverse interest groups to negotiate agreements that are acceptable to a broad range of stakeholders. Public managers often face strong resistance from capable and well-resourced adversaries who have a vested interest in the status quo or an outcome counter to the manager's goals. Policy analysts and managers who are able to anticipate barriers to agreement, assess no-agreement alternatives, diagnose incentives and underlying interests, engage in backward mapping and sequencing to build winning coalitions, and know the value of thinking strategically acting opportunistically to re-set the negotiation table, are better-equipped to see their ideas put into action. Through analysis of case studies, students will apply the negotiation-analytic framework to ongoing, real-world negotiation challenges. Specifically, students will examine the structure, context and the role of key stake-holders in a broad range of public policy negotiations, both domestic and international, to diagnose barriers to agreement and opportunities for crafting innovative policy solutions. In weekly negotiation exercises, students will address the challenges of creating and claiming value, managing conflict escalation, and building deal-driving coalitions to generate robust, sustainable agreements. Cumulative, experiential skill-building opportunities will allow students to practice their powers of persuasion, experiment with a variety of tactics and strategies, be exposed to situations involving a shifting mix of cooperation and competition, and face important ethical choices. The exercises will strengthen students' ability to set the negotiating table, manage trade-offs and concessions necessary for agreement, and secure commitment to favorable outcomes	Mandell, Brian; Hong, Kessely; Wheeler, Hannah	25	0.25		N/A	220	X

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HKS-MLD-356M	Public Narrative: Conflict, Continuity, Change	This module builds on its prerequisite MLD-355M, "Public Narrative: Self, Us, Now." In this module we go deeper: what if there's more than one story in play, more than one story teller, and stories that conflict? Confronted with the same challenge, different leaders may respond with different narratives, calling on different "us's," each of which linked to a different form of action. Most of us have experienced competing narratives in our families, communities, faith tradition, schools, workplaces, organizations, and nations. Can we "clear up the confusion" by "getting the facts?" Is one story "wrong" and the other "right?" Or are competing narratives rooted in competing values, different life experience, diverse stories of self and us? Can we learn how to manage this challenge-without suppressing it? Students learn to draw on their narrative resources to respond to four critical leadership challenges: domination, difference, loss, and change. We can respond to domination with resistance or of compliance; to difference with inclusion or exclusion; to loss with redemption or contamination, to change with rejection, conservation, reform or revolution. The question is how we can respond – and enable others to respond with "agency" - our capacity to act mindfully - by accessing hope over fear, empathy over alienation, and self-worth over self-doubt	Ganz, Marshall	25	0.25	GSE-A111Q, (Fomerly HDS 2894)	50	59	N/A
HKS-MLD-377	Organizing: People, Power, Change	"In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others," de Tocqueville observed. Fulfilling the democratic promise of equity, accountability and inclusion requires the participation of an "organized" citizenry that can articulate and assert its shared interests effectively. Organizing can make a different in our capacity to face major public challenges by enabling muted voices to be heard, values to be translated into action, and political will to be mobilized. We understand leadership in organizing asaccepting responsibility to enable others to achieve shared purpose in the face of uncertainty. Organizers ask three questions: who are my people, what is their challenge, and how can they turn resources they have into the power they need to meet that challenge. In this course, students accept responsibility for organizing a "constituency" to achieve an outcome by the end of the semester. Students learn as reflective practitioners of leadership of their campaign: building relationships committed to common purpose; turning value into motivated action through narrative; strategizing to turn resources into the power to achieve outcomes; taking effective action, and structuring leadership collaboratively.	Ganz, Marshall	25	0.5	GSE-A612 (Formerly HDS-2914)	86	49	N/A
HKS-MLD-408M	Money Management and Policy Implementation in Developing Countries	Finance is a crucial aspect of development. Financial management issues have often been simplified into debates on amounts needed to close development gaps or the importance of having governments in the developing world adopt "best practice" reforms. Managing money, especially in the implementation of complex reforms, involves much more than this, however. This course explores some of the complexities of managing money in such contexts, providing a broad discussion of the elements of financial management, how these interrelate with policymaking processes, and how these relate to other management processes (performance management, human resource management, etc.). The course looks at financial management in development organizations, governments, NGOs, and private entities to give students a broad idea on the complex interactions between such groups.	Andrews, Bill	50	0.5		45	N/A	N/A
HKS-PED-100	Economic Development Policy	This course explores the microeconomic foundations of economic policymaking in developing countries. Classes will combine economic theory and empirical analysis to better understand the impact of economic development policy on development goals. We will focus on specific examples chosen from cases worldwide to learn which policies have worked, which ones have not, and how a rigorous evaluation of these experiences can inform the design of better economic development policies in the future. The course is organized around four main themes: (1) Human Development (Health, Education, and Household Dynamics); (2) Institutions and Markets (Institutions, Government Effectiveness, and Private Sector Development), (3) Social Networks and Cultural Economics, (4) Behavioral Economics and Development Policy Design.	Sequeira, Sandra	50			N/A	11	X
HKS-PED-101Y (Formerly 101)	Economic Development: Theory, Policy, and Evidence	Provides a graduate-level overview of the theory of and evidence on economic development from a policy-oriented perspective. The main goal is to allow students to analyze policy debates surrounding economic growth and development from a broad and rigorous analytical base. Topics covered include: economic convergence and patterns of development; factor markets and productivity; macro- and micro-level analyses of institutions; poverty and inequality; health and education; political economy of development; industrialization; international integration; recent economic history; and country evidence.	Rodrik, Dani (2009-2012) , Pande, Rohini (2010; 2012-2014), Pritchett, Allyson (2014), Hanna, Rema (2011), and Khwaja, Asim (2012-2014)	50	1		84	82	N/A

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HKS-PED-150Y	Seminar: Political and Economic Development	There are six PAC seminars, each bearing the same "150Y" designation along with the relevant policy-area prefix: BGP, DPI, IGA, ITF, PED, and SUP. While the seminars differ in the subject-area concentrations of their students, they share key characteristics: All are explicitly geared to supporting students as they produce their Policy Analysis Exercises, all meet in both the fall and spring terms (though usually not every week), and all are open only to MPP2 students.	Topalova, Petia (2013), Sheely, Ryan (2012), Kosack, Stephen (2010-2011), and Peterson (2009)	25	1		35	27	X
HKS-PED-209	Management, Finance, and Regulation of Public Infrastructure in Developing Countries	This course will explore efforts to manage, finance, and regulate the transportation, telecommunication, water, sanitation, and energy infrastructure systems in developing countries. Issues to be discussed include public-private partnerships, the fundamentals of project finance, contract and discretionary regulation, and managing the political context in which infrastructure decisions are made. The course will rely on case material taken from infrastructure programs in developing countries, including Brazil, Mexico, Thailand, Laos, Argentina, Chile, Lesotho, Uganda, Madagascar, and India, as well as some developed countries, including the United Kingdom, Canada, and Australia.	Lee, Henry	50	0.5		71	88	X
HKS-PED-308	Social Institutions and Economic Development	Most people for most of history have depended upon various types of social institutions -- i.e. kinship systems, community organizations, and social networks -- as their primarily resource for both survival ("getting by") and mobility ("getting ahead"). Social institutions are also a central basis of identity, meaning, and aspiration, even as they can be altered by the development process in quite contentious ways; as such, the broader policy challenge remains one of discerning how to sustain effective complementary relationships between social and 'formal' institutions as they change over time. This course explores the various ways in which social institutions have evolved historically in different contexts and uses this knowledge as a basis on which to better incorporate social institutions into the design, implementation, and assessment of development strategies. Our particular focus will be on strategies seeking to improve risk management, dispute resolution, service delivery, effective governance, and the extension of markets. A strong emphasis is placed on -- and assessment is geared towards -- developing the ability to: (a) analyze, integrate, and interpret data from different sources and levels of quality; (b) communicate with diverse audiences (scholars, practitioners, and the general public); and (c) understand how coalitions of actors, organizational imperatives, and political forces shape the nature and extent of support for (and/or resistance to) reform.	Woolcock, Michael	25	0.5		69	39	X
HKS-PED-313	The Politics of Development Policy	Not yet available.	TBA	25	1		N/A	N/A	X
HKS-PED-320M	Scaling Up for Development Impact	Not yet available.	Guerrero, Isabel	25	0.5		N/A	N/A	X
HKS-PED-375	The Informal Economy: Links with Poverty, Growth, and Economic Crises	Since its "discovery" in the early 1970s, the informal economy has attracted much interest and debate. Despite early predictions to the contrary, the informal economy has continued to grow, appearing in new guises and new places. Today, at least half of the workforce in most developing countries -- as much as 90% of the workforce in some countries -- is informally employed. Many of the workers in today's global production system are informally employed. Given these trends, there is renewed interest in -- and rethinking of -- the informal economy. The course begins with an overview of the historical debates, recent rethinking, and current evidence on the informal economy, including its size, composition, causes, and consequences. Special attention is given to the conditions and perspectives of the working poor in the informal economy, especially in the context of the recent economic crisis and current modernization of cities. The course focuses on alternative policy and programmatic responses to the informal economy, from regulating and taxing informal enterprises to promoting the productivity, rights, and protection of informal workers.	Chen, Martha	25	0.5		27	9	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HKS-SUP-450	The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact	The past two decades have seen the emergence of numerous rigorous evaluations of educational interventions in developing countries. These studies employ methodologies that allow researchers to reach causal conclusions about the effects of the programs that they evaluated. This course aims to distill the main policy lessons from these studies by reviewing the main theories that motivated them, the empirical strategies used to assess them, the emerging puzzles, and the substantive results and their policy implications. The course will analyze new evidence emerging from developing countries concerning basic education (K-12), and have an economic perspective on educational problems. By the end of the course, students will have acquired: comprehensive knowledge of the evidence of the impact of various strategies to improve access to education and learning in developing countries; an understanding of the policy consequences of these educational strategies, and of the strengths and weaknesses of different methodological approaches to impact evaluation in education; and strong analytical and communication skills to make evidence-based judgments and convey them effectively to non-technical audiences. The course is designed for masters and doctoral students, and for other graduate students across Harvard interested in education and economics of education in developing countries.	Barrera-Osorio, Felipe	25	0.5	GSE-A-822	21	36	X
HKS-SUP-518	Economics of Global Health	Not yet available.	Fink, Gunther; McConnell, Margaret	25	1	ECON-389	N/A	N/A	X
HKS-SUP-662	Housing and Urbanization in Global Cities	This course analyzes housing policy and planning in developing urban societies around the world and especially in the Global South. Through slide presentations, guest lectures, texts, and class discussions, we will examine the significance of shelter and its production in urban contexts ranging from informal settlements to booming neighborhoods. To understand the effects of different national and cultural environments, we will study the ways private developers, planners, designers, non-government organization officers, and government officials work within local systems of land use, law, and finance to produce homes for people. In particular, we will investigate issues related to slums, such as irregular land tenure; housing microfinance; upgrading and redevelopment schemes; the capacity of municipal governance and planning; and the role of bi-lateral and multilateral organizations. In addition, we will explore the way that the production of residences shapes the spatial forms of global cities. This course will prepare students for courses in international housing, social policy, planning, and design, as well as be of interest to students who are interested in social engagement and the diverse methods of producing low-income housing in global cities.	von Hoffman, Alexander and Schmidt, Deidre Lal	25	0.5	GSD-5337	N/A	31	X
HKS-SUP-701	Workshop on Crime and Criminal Justice Reform in Global Context	This workshop involves students in the comparative study of the operation of criminal justice systems, examining strategies for controlling crime and delivering justice across many different countries. The course combines reading, lecture, and discussion with work in small groups on a current project of practical reform in one or more of the governments collaborating with the Kennedy School's Program in Criminal Justice Policy & Management. Contingent on funding, students may be able to conduct field work in support of these projects over Spring Break. The course first reviews reforms underway in China, Turkey, and Russia, and the response to crises in criminal justice the United Kingdom and United States. It then examines the governance and measurement of criminal justice in Jamaica, Nigeria, and Ethiopia, and the practices of international development organizations for promoting justice, safety, and rule of law. Students with prior course work or professional experience in criminal law or procedure, law enforcement, criminal justice, or criminology will be in a strong position to take full advantage of the course material, but the workshop is open to all students.	Stone, Christopher (2011-2012) and Foglesong, Todd (2013-2014)	25	0.5	HLS-2255 (Formerly HLS 48855A)	20	20	N/A

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25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-1008	Public International Law	This course is designed to provide a general introduction to the international legal process. As the name itself suggests, "inter-national" law has traditionally been understood as the law governing relations among states. States constituted the basic units, and to a large extent the only units, of the international legal and political system. While states are still the most important participants in the international system, non-state actors have come to participate in all stages of the international legal process, and to acquire status, rights and obligations under international law. In addition, the substantive scope of coverage of international law has greatly expanded. Increasingly, international legal norms regulate areas that in the not-too-distant past were deemed to be part and parcel of the domestic jurisdiction and internal affairs of states such as human rights, protection of the environment, trade and monetary policies, labor law, and criminal law. Furthermore, major shifts have also taken place in some of the more "traditional" areas of international law—such as those pertaining to territory and borders, use of force and the law of the sea, and state responsibility. The course will expose you to many substantive areas within international law—such as human rights, international criminal law, the reception of international law within national legal systems and use of force—however learning in depth the black letter rules and doctrines that govern these distinct areas is not the primary goal. Rather, throughout the semester the course will focus on issues pertaining to the formation, interpretation, application, compliance with, and at times even enforcement of, international legal norms and rules.	Aolain, Fionnuala Ni; Blum, Garbriella; Lee, Thomas	25	4		132	184	X
HLS-1009	Law and the International Economy	This course is designed to introduce first-year students to the architecture of the international economic law system. Its emphasis is on elements of international law that affect cross-border economic transactions and deals. The first part of the course examines the nature and sources of international law. The course then shifts to provide an overview of international commercial litigation, the trade and investment regimes, and emergent areas such as international regulation of corruption and intellectual property. The course will introduce students to the various types of law that affect cross-border transactions (bilateral and multilateral treaties, customary international law, domestic law, foreign law, and hard/soft law) as well as the various dispute resolution mechanisms available to resolve crossborder disputes (including domestic courts, international courts, international commercial arbitration, and investor-state disputes).	Wu, Mark	25	4		96	78	N/A
HLS-1015	International Investment, Development, and the Law	This course is designed to introduce first-year students to the foreign, comparative, and international law relating to international investment, an increasingly powerful force for global economic growth, development, and integration. While economic forces are the essential drivers of international investment, legal rules and institutions also affect international capital flows. Law determines whether and how foreign investment may be made in a particular country, the nature of the respective rights of investors and host states, the means by which investors and host governments may adjust their legal relationships to changing circumstances, and the processes they may use to resolve investment disputes. The rules applicable to international investments are derived from three basic legal frameworks: 1) national laws, both of the host country and the investor's home country; 2) contracts, whether between foreign investors and host governments or among investors; and 3) international law, consisting of applicable treaties, customs, and general legal principles developed by states. These three legal frameworks form the basic structure of the course. After an initial consideration of the nature of international investment and theories about its role in economic development, the course will examine the various ways that national legal systems influence, encourage, and control foreign investment. It will then consider how host governments and foreign investors negotiate and employ contractual devices to maximize rewards and minimize risks arising out of investment transactions. The final and largest part of the course is devoted the international law of investment and in particula the nature, advantages, and disadvantages of the rapidly emerging global investment regime founded upon more than 3000 bilateral and multilateral treaties.	Salacuse, Jeswald	25	4		N/A	78	N/A
HLS-1016	International Law and Human Rights	This course offers a general introduction to public international law and then explores the evolution of international human rights law. It will consider the various contemporary mechanisms and institutions in place to monitor and enforce these laws, focusing primarily on the United Nations system. Throughout the course we will consider the legitimacy and enforceability of human rights norms, with particular attention to challenges lodged on cultural relativist and state sovereignty grounds. Other possible topics include the right of self-determination, indigenous peoples' rights, domestic enforceability, and matters of individual and corporate responsibility. The topics will be explored through a series of focus questions and problems, and will include a current events component.	Graham, Lorie	25	4		N/A	82	N/A

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HLS-2028	Comparative Constitutional Law	This course will cover a series of topics arising in the comparative study of constitutional structure and law in countries including Canada, Colombia, Great Britain, France, Germany, Hungary, India, Israel, South Africa, and the United States. It will take up questions of constitutional purpose, function, design, and doctrine.	Tushnet, Mark	25	3		69	28	X
HLS-2095	Gender and Sexuality in Transnational Law	This course will study the rapid institutionalization of feminist ideas over the course of the 1990's and early years of the 2000's, particularly in international humanitarian, international human rights and international criminal law. We will pay particular attention to feminists' use of state-based, international-legal-organization-based, and NGO-based institutions as instruments and as fora for implementing feminist legal reform ideas. The emergence of mainstreamed feminism, providing for professional jobs requiring expertise in "women's issues" or "sexual violence" or "gender," will be an object of our attention: what is the current content of this expertise? Increasingly a new, somewhat distinct project is emerging: sexual orientation and gender identity (SOGI), a rubric that is by intention not limited to women and can house both men and sexual minorities: we will examine these emerging theoretical and reform ideas. The course will cover a wide range of topics: rape and sexual violence in and out of armed conflict, the emerging concept of "gender violence," trafficking, gender and family policy in economic development, sexual and reproductive health, prostitution/sex work, gender in low-wage labor migration, etc.	Halley, Janet	25	3		N/A	N/A	X
HLS-2098	Gender Violence, Law and Social Justice	This course offers an in-depth examination of the phenomenon of gender-motivated violence. Following a survey of the prevalence and varieties of sexual violence and coercion around the world, we consider questions such as: How, if at all, is violence against women different from other types of violence? How effective have been legal strategies to address violence against women, and what shifts in thinking about gender-motivated violence would be necessary finally to eradicate it? How does the toleration of sexual violence shape people's expectations and sense of entitlements? What are the implications of gender-based violence for the constitutional guarantee of equal protection of the laws? Does equal protection itself have a gendered meaning and impact? Among the types of violence against women we will consider are: intimate-partner violence; domestic homicide; prostitution; rape; sex trafficking; and violence facilitated by the Internet. The readings consist of primary and secondary materials drawn from several disciplines: law, social science, political science, psychology, evolutionary biology, and women's studies. There are no prerequisites for this class.	Rosenfeld, Diane	25	3		N/A	N/A	X
HLS-2101	Global Law and Governance	This course explores ideas about how we are governed globally and projects to improve global governance through law. We will focus on the field of international law and organization, examining the history of ideas, legal doctrines, institutional and administrative structures developed over the last century to organize and legalize international economic and political life. The readings will focus on various ways to think about the legal organization of global order, and on the history of legal efforts to organize and institutionalize international affairs.	Kennedy, David	25	4		41	35	N/A
HLS-2112	Human Rights Frontier: Disability Rights in Comparative and International Perspectives	This reading group will examine the current and future status of disability rights around the globe. Beginning with the first human rights treaty of the twenty-first century -- the United Nations Convention on the Rights of Persons with Disabilities, whose negotiation the instructor participated in -- we will study how disability rights are conceived and developed around the world. In so doing, we will consider several countries where the Harvard Law School Project on Disability is advising governments on drafting or revising their laws (e.g., Vietnam), as well as conducting hands-on human rights training with disabled persons organizations (for example, Bangladesh). We also will look at a few specific disabilities (such as Deafness) as a way of identifying themes that cross boundaries and cultures.	Stein, Michael Ashley	25	1		10	12	N/A
HLS-2115 (formerly 8020)	Immigration and Refugee Advocacy (Fall)	For the fall 2013 semester, students interested in the Harvard Immigration and Refugee Clinic will have the option to enroll through the registration lottery to pursue refugee and asylum advocacy work. Students who enroll in the clinic will be automatically enrolled in the co-requisite Immigration and Refugee Advocacy Seminar. HIRC students in the Refugee and Asylum Advocacy clinical take the lead in representing clients from all over the world who are seeking protection from being returned to human rights abuses in their country of origin, as well as those who are seeking protection from exile after years of living in the United States. About forty-five students are placed each year with HIRC for clinical credit. Students typically work between ten and twenty hours per week. Students are either placed at Harvard or at its partner clinic, Greater Boston Legal Services, Boston's oldest legal services organization.	Anker, Deborah	50	2		21	20	X

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HLS-2115 (formerly 8020)	Immigration and Refugee Advocacy (Spring)	HIRC students take the lead in representing clients from all over the world who are seeking protection from being returned to human rights abuses in their country of origin, protection from exile after years of living in the United States, or reunification with their families. About forty students are placed each year with HIRC either at Harvard or at its partner clinic, Greater Boston Legal Services, Boston's oldest legal services organization (located in downtown Boston)	Ardalan, Sabrineh	50	2		16	19	X
HLS-2123	International Environmental Law	This course explores the economic, political, and legal concepts relevant to international efforts to promote environmental protection. After laying a foundation in the nature of international law, institutions and the challenges of sustainable development, the course addresses concrete regimes designed to deal with specific international environmental problems, such as ozone depletion, marine pollution, fisheries depletion, biodiversity loss and, of course, climate change, among others. The course focuses principally on the dynamic of treaties, negotiations, and state and non-state actors on the international plane, with some discussion of the interplay between domestic legislation and international protection efforts	Salzman, James	25	2		44	N/A	X
HLS-2126	International Human Rights	This course provides a general introduction to the law, theory, and practice of internationally recognized human rights. The course is designed to provide students with an informed and critical perspective on international instruments and institutions (including the UN Human Rights Committee, of which the instructor is currently a member), and domestic legal arrangements relating to the articulation and implementation of human rights. Topics will include the historical origins of modern human rights law; connections between civil, political, social, and economic rights; and global, regional, and national methods of implementation and enforcement.	Neuman, Gerald	25	3		20	27	X
HLS-2129	International and Comparative Law Workshop	This class is intended to provide students with the opportunity to engage scholarly writing in international and comparative law, by bringing to the workshop authors of some of the most interesting new work in this field. Generally, our speakers will present work in progress. Students will be required to submit brief "reflection" pieces commenting on the papers to be discussed and will also have the opportunity to engage in dialogue with our guests. Some sessions will be reserved for meetings for enrolled students and the instructor.	Alford, William and Rabb, Intisar	25	2		N/A	N/A	X
HLS-2129	International Law Workshop	This class is intended to provide students with the opportunity to engage scholarly writing in international law, by bringing to the workshop authors of some of the most interesting new work in this field. Generally, our speakers will present work in progress. Students will be required to submit brief "reflection" pieces commenting on the papers to be discussed and will also have the opportunity to engage in dialogue with our guests. Some sessions will be reserved for meetings for enrolled students and the instructor.	Alford, William and Blum, Garbriella	25	2		26	16	N/A
HLS-2132	International Trade Law	This course focuses on the law governing international trade as established by the World Trade Organization. It engages in an in-depth analysis of WTO rules and case law. The class will examine the strengths and weaknesses of the existing regime and discuss the difficulties in reforming the system. Besides focusing on the basic principles governing trade in goods and services, the course will also examine specialized areas such as technical standards, agriculture, food safety, environment, and intellectual property. In addition, the course will focus on the geopolitcal tensions between major trading powers, particularly with respect to the US, EU, and emerging powers (China, India, Brazil). Students will participate in a mock simulation of a multilateral trade round.	Wu, Mark	25	4		40	27	X
HLS-2145	Law and Economic Development	This course will explore past and present debates about the role of the legal order in economic development. We will explore the relationships among economic ideas, legal ideas and the development policies pursued at the national and international level in successive historical periods. We will focus on the potential for an alliance of heterogenous traditions from economics, law and other disciplines to understand development.	Kennedy, David	25	4		25	22	X
HLS-2202	Poverty, Human Rights, and Development	This course uses a multidisciplinary lens to explore the linkages between global poverty, human rights, and development from an historical, theoretical, institutional, and policy-making perspective. Its departure point is the emergence of a recent "human rights and development" trend, both in academia and policy, as a result of the combined failure of development economics and the human rights movement to effectively address the challenge of global poverty and inequality.	White, Lucie	50	2		46	N/A	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-2322	Transitional Justice in Southern Africa: A Comparative Perspective	The field of transitional justice took hold in the late 1980s and early 1990s in response to political upheaval, first in Latin American and then in Eastern Europe. Countries emerging from pervasive abuses by former regimes sought to balance demands for justice with the need for political stability and transformation. Transitional justice approaches are now deployed around the world in response to systematic or widespread violations of human rights. These approaches seek to support survivors and to promote justice, accountability, peace, reconciliation, and democracy through various means such as truth commissions, tribunals, and reparations schemes.	Farbstein, Susan	100	1		N/A	N/A	N/A
HLS-2326 (Formerly HLS 43610A)	Making Rights Real: The Ghana Project	In this course, students will assist the Ghana Legal Resources Centre with a community-based Right to Health project. The partnership between HLS and the LRC on this project began in 2000. Each year a team from law and other disciplines collaborates with the LRC to plan and realize that winter's activities, which seek to make basic health care available to all Ghanaians. The work targets urban and rural areas and combines law, social movement organizing, and grassroots empowerment strategies. The fall workshop, for 2 classroom credits, will focus on Ghana in the context of African development, and will include, outside speakers, short reflection papers, and student presentations. While in Ghana during the Winter Term, students will receive 1 classroom and 2 clinical credits. They will take part in seminars, strategy sessions, and field activities. There will also be time to visit Ghana's cultural sites and nature reserves. Students will keep a journal, write a reflection paper, and work together on a Final Report documenting their work.	White, Lucie	100	3		10	8	N/A
HLS-2343	Human Rights in the UN Treaty Bodies	This advanced seminar will focus on selected topics relating to the work of the UN human rights treaty bodies, especially the Human Rights Committee (of which the instructor is currently a member). Topics vary from year to year, but may include such subjects as arbitrary detention, religious exemptions, military trials, forced evictions, "hate speech," rights of persons with disabilities, and international monitoring procedures. The seminar will meet six times each semester, in two-hour sessions. Grading will be based on class participation and a series of short reaction papers.	Neuman, Gerald and Roseman, Mindy	25	2		N/A	N/A	X
HLS-2343	Advanced Human Rights Seminar for Human Rights Concentration	This seminar will focus primarily on the work of the UN treaty bodies, especially the Human Rights Committee (of which Prof. Neuman is currently a member). The seminar is required for LL.M. students in the LL.M. human rights concentration. It is also open to selected J.D. students with advanced training in human rights, by permission of the instructor. Auditing will not be permitted.	Neuman, Gerald	25	2		4	N/A	N/A
HLS-2374	Globalization of Law in Historical Perspective	This course will examine the process by which western legal rules and ideas globalized during the period 1850-2000. It will review the development of western classical legal thought in the late 19th century, and its diffusion through colonization, unequal treaties and prestige/influence. It will then take up 'the Social,' the dominant western mode of the first half of the 20th century, and contemporary legal thought, each with characteristic modes of diffusion. Throughout, we will study the ways in which receiving countries 'selected' what ideas to import, transformed those ideas on arrival, and sometimes became exporters in their turn. The readings are mainly law review articles, in many fields of public, private and international law, comparative law and legal theory, and they are fairly extensive and difficult. The exam will be an open book take home distributed on the last day of class and due on the last day of exam period.	Kennedy, Duncan	25	2		N/A	N/A	X
HLS-2395	International Investment Law	This seminar introduces students to basic concepts of international investment treaty law and investment treaty arbitration. The course will examine the background to the current international investment law regime and the sources of international investment law. It will also discuss: (1) the institutions and rules that govern investor-state arbitration, (2) the substantive principles and standards that may apply to the investor-state relationship under investment treaties (i.e., national treatment, most-favoured-nation treatment, expropriation, and fair and equitable treatment), and (3) the interactions between the international investment regime and other international regimes (e.g., trade regime). Participants will be expected to write two memos from a choice of research topics.	Wu, Mark	25	2		20	N/A	N/A

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-2395	Advanced International Trade	This seminar focuses on the proliferation of preferential trade agreements within the international trade regime. It will offer an overview of the role and impact of such agreements as well as dissect the different forms of agreements undertaken by WTO Members. The seminar will discuss the geopolitical and domestic reasons for the actions taken by major trading powers and their counterparts in these agreements. We will also examine specific areas of t he agreements themselves, including labor, environment, standards, investment, intellectual property, and dispute settlement. Students are invited, but not required, to undertake original research in conjunction with the seminar. Please note that any interested student should have taken a previous course in international trade law.	Wu, Mark	25	2		N/A	N/A	N/A
HLS-2399	Human Rights Advocacy and Litigation: Clinical Seminar	Human rights advocacy and litigation are mainstays in efforts to protect and promote the rights of communities around the world. From the Arab Spring, to debates over U.S. policy at home and abroad, to the role of corporations in alleged violations, to potential reform and transition in countries like Burma, the discourse of rights today pervades and influences numerous international and national arenas. Nonetheless, serious questions face the human rights advocate when translating words and law into action and sustainable change for affected communities. Through case studies and role plays, this seminar examines the various dimensions and limitations of human rights advocacy and litigation, including strategic, ethical, and tactical challenges.	Giannini, Tyler and Farbstein, Susan	50	2		18	N/A	N/A
HLS-2399	Advanced Skills Training for Human Rights Advocacy	This seminar offers advanced training on a variety of skills relevant to the work of human rights advocates. It is designed for students who already have at least one semester of experience in the International Human Rights Clinic. Through intensive skills-modules, students develop and refine advanced skills in key areas: media work, fact-finding and interviewing, and negotiation and coalition-building. Students also build leadership skills crucial for a career in human rights, such as how to set and advance human rights agendas, mobilize constituencies, and manage projects including supervising other members of a team. The seminar also explores professional ethics and responsibilities by drawing from scenarios based on human rights practitioners' experiences in the field. Finally, the seminar considers organizational questions, including the effect of organizational mandates on research and advocacy, different institutional cultures, and how to build human rights organizations. Students will have an opportunity to workshop clinical projects and undertake in-depth participatory evaluation of advocacy and litigation strategies.	Giannini, Tyler	50	2		7	4	N/A
HLS-2407	Visual Justice: Documentary Film and Human Rights	This course will examine how visual stories affect the practice of human rights advocacy. With weekly documentary film screenings, we will examine the interconnectedness of advocacy and visual representations. Considering that documentaries make a claim to represent "the real," is there a commensurate way to visually represent human capacities for suffering and violence? What are the challenges that activists and filmmakers face when they are representing experiences and perspectives different than their own? How have visual representations of mass atrocities simultaneously informed and reformed the meanings we ascribe to such events?	Cohen, Rebecca Richman	25	1		12	12	X
HLS-2454	Proportionality in U.S. Constitutional Law: History and Comparison	In this seminar, we will explore proportionality as a principle or doctrine in U.S. Constitutional law. In so doing, we will bring historical and comparative perspectives to bear, considering doctrines of proportionality that have been developed in public law adjudication in courts in Canada, Europe, Israel, South Africa and elsewhere. We will take up positive as well as normative questions. Unlike some other constitutional democracies, the United States does not have a general trans-substantive doctrine of proportionality that applies across constitutional areas, or even in areas of individual rights. U.S. doctrine does require to resort to proportionality in discrete areas, including, for example, Eighth Amendment cruel and unusual punishment claims, evaluation of punitive damages under the Due Process Clause, the law of "takings" of property, and in evaluating remedial legislation enacted by Congress under its Fourteenth Amendment powers. Justice Breyer has argued for somewhat broader use of "proportionality" approaches in other areas of constitutional law.	Jackson, Vicki	25	2		N/A	N/A	X
HLS-2465	International Law	The course examines the history and sources of international law as well as the principles, rules and norms pertaining to particular subject matters and international legal regimes. The course will survey such areas as the law of international organizations, international protection of human rights, individual accountability under international law, the regulation of the use of force, and international economic law. In addition we will examine the interface and relationship between the international and domestic legal systems.	Gross, Oren	25	3		24	N/A	N/A

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HLS-2482	Human Rights Research	This seminar will consist of supervised research and writing on the following contemporary human rights issues: human rights and national sovereignty; roles of NGOs in human rights; human rights and foreign aid; and foreign and international norms in national courts. Applicants should send a C.V. and project description to Prof. Glendon (glendon@law.harvard.edu). Prerequisite: Submission and approval of a project outline in one of the above areas.	Glendon, Mary Ann	25	2		5	N/A	N/A
HLS-2486	Human Rights: History and Theory	This course examines international human rights from a variety of historical and theoretical perspectives to understand their origins and their purchase on our both our moral imagination and our political life today. Applying tools from history, political theory, and international relations to concrete legal case studies, our goal is to understand the sources and logic of human rights ideas in modern and contemporary political life. No prerequisites. This course complements, but does not presuppose, the standard International Human Rights law class.	Moyn, Samuel	25	3		17	N/A	N/A
HLS-2509	Armed Conflict and Humanitarian Protection	Minimizing the suffering that war inflicts on civilians presents many challenges for lawyers and rights advocates. This clinical seminar will explore ways to advance civilian protection during and after armed conflict. Following an introduction to relevant international humanitarian and human rights law, it will examine a wide spectrum of strategies, including naming and shaming, international criminal justice, treaty negotiation, military intervention, and victim assistance. Students will assess the promises and limitations of each strategy and consider how to determine the most appropriate one for a specific situation. Through role-playing exercises on fact-finding, media work, and treaty negotiation, they will also learn practical skills needed to work in the field.	Docherty, Bonnie	50	2		N/A	15	
HLS-2510	Human Rights Advocacy (Fall)	Human rights norms and discourse are employed widely by advocates around the world in their struggles for social justice. This course explores what it means to be a human rights advocate, whether one is engaged in debates over U.S. policy at home and abroad, the role of corporations in alleged violations, or the role of rights in times of transitions from conflict. Through case studies and role plays, this seminar examines the various dimensions and limitations of human rights advocacy, including strategic, ethical, and tactical challenges. What are the different ways that human rights can be used? In developing strategies for effecting meaningful change, how do advocates decide which tactics to use and when? The goal is for students to develop core advocacy skills while thinking critically about their work. To that end, the seminar engages seriously with the major critiques and dilemmas faced by human rights advocates, in particular by lawyer-advocates from the Global North. The seminar also grapples with the limits of established approaches of the movement such as litigation and "naming and shaming", and explores community lawyering and human rights. How do we engage without perpetuating power differentials along geopolitical, class, race, gender, and other lines? How do we find ways to work in collaboration with directly affected communities and movements? In addition to case studies, students workshop and reflect on their participation in supervised clinical projects, which include fact-finding investigations, media work, negotiations, advocacy, and litigation. Critical reflection will not be the end, but rather the means to find responsible ways of advancing justice.	Giannini, Tyler and Popowski, Deborah	50	2		N/A	16	X
HLS-2510	Human Rights Advocacy (Spring)	Human rights norms and discourse are employed widely by advocates around the world in their struggles for social justice. This course explores what it means to be a human rights advocate, whether one is engaged in debates over U.S. policy at home and abroad, the role of corporations in alleged violations, or the role of rights in times of transitions from conflict. Through case studies and role plays, this seminar examines the various dimensions and limitations of human rights advocacy, including strategic, ethical, and tactical challenges. What are the different ways that human rights can be used? In developing strategies for effecting meaningful change, how do advocates decide which tactics to use and when? The goal is for students to develop core advocacy skills while thinking critically about their work. To that end, the seminar engages seriously with the major critiques and dilemmas faced by human rights advocates, in particular by lawyer-advocates from the Global North. The seminar also grapples with the limits of established approaches of the movement such as litigation and "naming and shaming", and explores community lawyering and human rights. How do we engage without perpetuating power differentials along geopolitical, class, race, gender, and other lines? How do we find ways to work in collaboration with directly affected communities and movements? In addition to case studies, students workshop and reflect on their participation in supervised clinical projects, which include fact-finding investigations, media work, negotiations, advocacy, and litigation. Critical reflection will not be the end, but rather the means to find responsible ways of advancing justice.	Farbstein, Susan and Delgado, Fernando	50	2		N/A	15	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-2511	Gender and Human Rights	This seminar examines the intersection of gender and human rights norms and advocacy in a variety of arenas, including labor, health, property, criminal justice, international humanitarian law, and the environment. The seminar uses feminist and other critical discourses to analyze the international human rights movement and its legal structures. Although the seminar highlights the gender lens, the goal of this class is to permit students in the International Human Rights Clinic to think critically about their work, whether in areas where gender or sexuality is already salient or in areas where those factors have been given less attention.	Popowski, Deborah and Roseman, Mindy	25	2		15	N/A	N/A
HLS-2517	The Social and Cultural Lives of Islamic Law	This course seeks to understand Islamic law as a part of the larger cultural life of Muslim society. We will take as an exemplary case-study the most powerful Muslim society in history: namely, Ottoman society in the sixteenth and seventeenth centuries. Two prominent heresy trials (one of a professor of philosophical theology, the other of a madrasah-graduate turned business tycoon) will be studied as the means to open up the question of the relationship of Islamic law to social and cultural norms at large. The course will examine the Ottoman-Muslim understanding of the relationship of the law to intellectual discourses such as philosophy and Sufism that subordinated the law to their respective cosmologies, as well its relationship to social practices such as wine-drinking and figural painting that were practiced with regularized impunity despite the fact that they violated legal norms, as well to canonical forms of self-expression and communication such as poetry and moral tales assertive of ethical values that tempered or marginalized the law. In this way, we will treat subjects such as freedom of expression, public and private, ethics and morality, education, social hierarchy, literary self-statement, political theory, executive and judiciary, so as to understand how Muslims conceived of the law and its authority and function in relation to other discourses and practices that made alternative claims about the constitution of Islamic norms.	Ahmed, Shahab	50	2		4	N/A	N/A
HLS-2521	Great Negotiators, Effective Diplomacy and Intractable Conflicts	What can we learn from studying great negotiators and diplomats grappling with some of the world's most challenging problems? This course explores how modern diplomacy and negotiation can effectively address seemingly "intractable" international conflicts and overcome high barriers to agreement in civil wars, interstate conflicts, as well as in trade and finance. We will draw on in-depth cases from global politics and business. We will also seek to develop diagnostic and prescriptive generalizations about effective negotiation as well as the potential and limitations of diplomacy as central policy instruments for addressing contemporary issues of war and peace.	Mnookin, Robert and Sebenius, James	25	3		N/A	N/A	X
HLS-2536	Harvard Africa Workshop: Changing Economies, Changing Polities, Changing Faces of Capitalism	In this Workshop Course, law students will be included as active participants in the Harvard Africa Workshop (HAW), a University-wide interdisciplinary seminar convened by Faculty of Arts and Sciences Professors John and Jean Comaroff, internationally renowned South African anthropologists and critical social theorists. The HAW's intellectual theme for the first three years, 2012-2015, is Africa and the World at Large: Or, What the New Global Order Has to Learn from the Contemporary Africa. To explore this theme, leading scholars of international repute will present weekly papers that address the rapidly changing position of Africa in the global political economy and the impact of that change on global distributions of wealth, well-being, and power. Participating scholars tentatively include, among others, Professors Christine Desan from the Law School and Caroline Elkins, Caroline from the Harvard Faculty of Arts and Sciences (History) The HAW is an interdisciplinary initiative which will be comprised of this Law School Workshop, a seminar in the Graduate School of Arts and Sciences, a professional apprenticeship for doctoral Africanists-in-training across the disciplines, and a laboratory for international scholarly exchange. The Law School Workshop will meet simultaneously with the HAW throughout the academic year, i.e., for weekly ninety minute paper presentations, followed by bi-weekly sixty minute sessions for the law students. The HAW initiative is designed to cultivate a spirit of engaged, constructive critique and inter-generational mentorship.	White, Lucie	100	2		17	18	N/A

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HLS-2538	Introduction to Islamic Law	This course will survey Islamic law in historical and comparative modern contexts. Historically, the term Islamic law (shari?a), refers to a diverse set of legal rules and concepts that developed within institutional structures quite different from those of the modern nation-state. The replacement of those traditional models with foreign models in the 18th century—mostly from English, French, and Dutch colonial powers—meant the introduction of new governmental and constitutional structures in the modern Middle East and larger Muslim world. Now in the 20th and 21st centuries, including developments that follow the 2010 Arab uprisings, many Muslim-majority countries have established Islamic law as a source of state law in their constitutions. These developments raise fundamental questions about issues of legality, authority, and institutional development in the legal systems of the Muslim world, past and present. This course will initially focus on Islamic law in the context of comparative law and legal history, to provide (a) a basic introduction to the sources and methods of classical Islamic legal interpretation, (b) a backdrop for assessing the appeal to and re-assertion of Islamic law today in select countries. It will then survey the most pressing areas in which traditional Islamic norms remain relevant today—criminal law, family law, and commercial law; it will also survey the developments and new constitutional controversies in the public law spheres in Egypt, Tunisia, and other countries in transition after the 2010 Arab uprisings.	Rabb, Intisar	50	3		N/A	N/A	X
HLS-2538	Islamic Law and Human Rights	This seminar will address difficult questions in the contemporary world at the intersection of human rights law and some interpretations of Islamic law. Topics to be examined include religious freedom, free expression, sexual relations and sexuality, gender equality, the rights of children, and public dress and behavior. The seminar will focus on how human rights organizations—international, regional, and local—have worked on cases in these areas of concern, and will consider how such organizations can most effectively address issues that involve religious belief.	Stilt, Kristen	25	2		N/A	N/A	X
HLS-2538	Introduction to Islamic Law	This course will survey Islamic law in historical and comparative modern contexts. Traditional Islamic law (shari?a) refers to a diverse set of doctrines that developed within institutional structures quite different from those of the modern nation-state. The replacement of traditional modes and adoption of foreign models in the modern Middle East and larger Muslim world accompanied the introduction of new governmental and constitutional structures. Many Muslim-majority countries accorded constitutional status to Islamic law as a source of law. These developments raise fundamental questions about issues of legality, legal authority, and institutional development in the legal systems of the Muslim world, past and present. The course will initially focus on comparative legal theory and Islamic legal history, to provide (a) a basic introduction to the sources and methods of classical Islamic legal interpretation, (b) a backdrop for assessing the appeal to and re-assertion of Islamic law in the modern period in select countries and with comparative study in mind. It will then survey the most pressing areas in which traditional norms remain relevant today—criminal law, family law, and Islamic finance—and survey the developments and new constitutional controversies in the public law spheres in Egypt, Tunisia, and other countries in transition after the 2011 Arab Spring. The course aims to provide students with an introduction to the sources, nature and function of law in historical context, together with changes and echoes from that period to the modern. It also aims to encourage comparative legal analysis to assess generalizations about law typically formulated with respect to Western legal traditions. There are no prerequisites.	Rabb, Intisar	50	3		10	N/A	X
HLS-2540	Reproductive Rights and Justice	This seminar will examine reproductive rights and justice, domestically and globally. The concept of reproductive rights cuts across many legal doctrines such as family law, property, health law , criminal law, immigration, human rights, and constitutional law. Reproductive rights include access to fertility treatment, pre-natal care, contraception, pregnancy termination, perinatal and post-natal care, genetic counseling, gender equality and more--and yet in public and political discussions, attention is often limited to questions involving abortion.	Roseman, Mindy	25	2		22	17	X
HLS-2554	Selected Topics in International Corruption	This reading group will discuss a selection of recent academic papers on the problem of government corruption in developing countries.	Stephenson, Matthew	25	1		13	N/A	N/A

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HLS-2576	Trauma, Refugees and Asylum Law	Refugees are the quintessential trauma survivors. Trauma affects refugees' memory, emotions, and demeanor. Refugees who have experienced trauma often dissociate themselves from their past, exhibit patterns of forgetfulness and avoidance, and experience a distorted and fragmented sense of time. Representation of refugees requires lawyers to surmount cross-cultural barriers to elicit information about the harm suffered, and to narrate the refugee's story persuasively and effectively in order to present a coherent legal case. Close collaboration with psychologists and medical doctors is often critical both to treat refugees and to substantiate their claims, which necessarily involves explaining the effects of trauma to adjudicators and corroborating the fact that the persecution occurred.	Ardalan, Sabrineh	25	1		N/A	12	X
HLS-2600	Law, Culture, and Social Change in Developing Countries	The lives of billions of people in developing countries are to a greater or lesser extent governed by some form of indigenous customary law, the unwritten legal rules that are based on the tradtions, practices and cultures of individual ethnic groups, rather than on the acts of national legislatures and courts. Customary law is particiualrly vigorous with respect to land, the family, personal status, and inheritance. While customary law is adapted to the cultural values and living conditions of the groups concerned, it also often embodies institutions and practices, such as insecure land tenure, the subservient status of women, child and forced marriage, and female genital cutting, which national governments and international organizations consider problematic. This reading group wiill explore the nature and role of customary law in developing countries and the various strategies and policies that their governments may follow to adapt and reform customary law to meet the demands of development, modernization, and international human rights.	Salacuse, Jeswald	50	1		N/A	7	N/A
HLS-2643	Indigenous Peoples in International Law	In 2007, the U.N. General Assembly adopted the United Nations Declaration on the Rights of Indigenous Peoples. This ushered in a new era in Indigenous/State relations, with the international community overwhelming adopting a human rights-based approach to Indigenous Peoples' issues. How did we reach this point in Indigenous/State relations and what does the Declaration signify for Indigenous Peoples' rights in the future? This reading group will explore these and other related topics, such as the meaning of self-determination under international law and how indigenous rights are redefining this important human rights norm. The primary readings will be from Indigenous Peoples in International Law (Oxford Press) and International Human Rights and Indigenous Peoples (Aspen Elective Series). We will also consider cases filed with regional and international human rights bodies (such as the Inter-American Commission on Human Rights and the UN Special Rapporteur on the Rights of Indigenous Peoples) and explore how this advocacy is shaping the normative expression of rights under the Declaration and international law generally.	Graham, Lorie	50	1		N/A	11	N/A
HLS-2646	Global Anticorruption Lab	This course will provide an opportunity for students interested in anticorruption (from legal, social scientific, or policy perspectives) to work on independent research projects in a collaborative, interactive setting. Students will select one or more topics of interest to explore during the semester; we will meet each week for an hour to discuss one another's research, and to brainstorm new topics. In lieu of a long final paper or short weekly response papers, students will instead be expected to contribute four substantive posts (1-3 paragraphs each) to the *Global Anticorruption Blog*. Participants will also be expected to participate in online discussions and debates about other blog entries. Students interested in expanding their research into a full paper may do so for an appropriate number of additional independent writing credits.	Stephenson, Michael	25	2		N/A	N/A	X

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HLS-2688	Digital Islamic Law Lab: Online Analysis of Contemporary Islamic Legislation and Interpretation	This course (inspired by the Global Anticorruption Lab, taught in Spring 2013), will provide an opportunity for students interested in assessing the way Islamic law manifests and functions in contemporary contexts to work independently on discrete research projects in a collaborative, interactive setting. Students will select one or more topics in legislation and interpretation in a Muslim-majority or Muslim-minority country to explore during the semester. Typical topics will include issues in criminal law, family law, Islamic finance in addition to Islamic constitutional law. We will meet each week for an hour to discuss each other's research, offer feedback, and brainstorm approaches for accessing and analyzing research questions. In lieu of a final paper or short weekly response papers, students will instead be expected to contribute four substantive posts (1-3 paragraphs each) to a newly-created blog called SHARIAsource, which aims—SCOTUSblog style—to collect and contextualize new legal developments in Islamic law globally. Unlike SCOTUSblog, which focuses on the decisions issued by a single institution in one country, SHARIAsource will focus on comparable institutions in different countries. Participants will also be expected to participate in online discussion and debates about other blog entries, and to monitor online sources and blogs for new developments on Islamic law online related to their chosen research projects. Students interested in expanding their research into a full paper may do so for an appropriate number of additional independent writing credits.	Rabb, Intisar	25	2		N/A	N/A	X
HLS-2696	Globalization: Business, Legal and Public Policy Issues	This course explores business, legal and public policy issues arising in the global economy. The class discussions focus on cases which set out factual settings which raise questions of substance, strategy and tactics for many parties involved in the matter, including business organizations, civic groups, governments and multilateral organizations. The topics for the cases include financial crises, trade, intellectual property, global labor standards and human rights, law enforcement in multiple jurisdictions, and corruption. In the class sessions, we will concentrate on the choices available to each major participant and we will ask members of the class either individually or in small groups to address those choices throughout the discussion on that case from the position of one of the interests involved in the matter.	Kaden, Lewis	25	3		N/A	N/A	X
HLS-2719	Transnational Corruption	This course will explore the emergence of the global anti-corruption movement and will provide students with: a brief overview of the trends in the burgeoning field of anti-corruption enforcement including various global norms on the subject; the work of select regulatory and enforcement authorities and international and multilateral institutions; and the day-to-day lawyering skills required of practitioners. Through readings, lectures, case studies, class discussions, and potential guest speakers, the course aims to introduce students to significant substantive and practical issues in international anti-corruption work and the fundamentals required for a future career in this exciting field.	Butuyan, El Cid	25	0.5		N/A	N/A	X
HLS-38731A	International Humanitarian Law	International Humanitarian Law (or the laws of war) is a set of rules which seek to reconcile the realities of armed conflicts with humanitarian concerns for those affected by them. Although some humanitarian norms have been part of human history from its earliest times, the complexities of modern conflicts combined with the growing reach of international law and a greater public and media interest all make IHL a topic of greater relevance and interest than ever before. Through a historical and thematic journey, we will examine the application of IHL in a variety of conflict settings, its normative drive and moral underpinnings, and the inevitable compromises it must make to be relevant for parties in conflict. Specific topics covered include the rules of distinction, proportionality, military necessity, conduct of hostilities, the regulation of weapons, and belligerent occupation.	Blum, Gabriella	50	2		N/A	N/A	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-8021	International Human Rights Clinic (Fall)	Through the International Human Rights Clinic, students merge theory with practice and learn core skills necessary to become effective and thoughtful human rights advocates. Students work on pressing and timely human rights problems around the world, in collaboration with leading international and local human rights organizations. Those in the Clinic have the opportunity to explore a range of approaches to advancing the interests of clients and affected communities. For example, students interview survivors and document abuse; undertake legal, factual, and strategic analysis; and interact with media to build campaigns and message on human rights--all under the close supervision of the Clinic's expert human rights practitioners. Students work in small teams on a variety of human rights projects and cases. When appropriate, students travel to investigate abuses or pursue advocacy outside Cambridge, participate in sessions before intergovernmental bodies and arguments before courts, and formulate policy to promote respect for human rights principles and the rule of law. In any given term, the Clinic delves into a wide range of issues, including extrajudicial executions, torture, and criminal justice; the unlawful use of cluster munitions and other weapons; civilian protection in armed conflict; sexual and reproductive rights; human rights and the environment; business and human rights; the role of health professionals in torture; Alien Tort Statute litigation; transitional justice; civil and political rights; economic, social, and cultural rights; and many more. Our clinicians have expertise in numerous regions and countries, including in Latin America, Southern Africa, Eastern and Central Europe, the Middle East, Southeast Asia, and the United States. This wide range of skills, as well as thematic and geographic knowledge, exposes students to a variety of strategies and innovative techniques for promoting and protecting human rights.	Giannini, Tyler and Farbstein, Susan	50	2		27	25	X
HLS-8021	International Human Rights Clinic (Spring)	Through the International Human Rights Clinic, students merge theory with practice and learn core skills necessary to become effective and thoughtful human rights advocates. Students work on pressing and timely human rights problems around the world, in collaboration with leading international and local human rights organizations. Those in the Clinic have the opportunity to explore a range of approaches to advancing the interests of clients and affected communities. For example, students interview survivors and document abuse; undertake legal, factual, and strategic analysis; and interact with media to build campaigns and message on human rights--all under the close supervision of the Clinic's expert human rights practitioners. Students work in small teams on a variety of human rights projects and cases. When appropriate, students travel to investigate abuses or pursue advocacy outside Cambridge, participate in sessions before intergovernmental bodies and arguments before courts, and formulate policy to promote respect for human rights principles and the rule of law. In any given term, the Clinic delves into a wide range of issues, including extrajudicial executions, torture, and criminal justice; the unlawful use of cluster munitions and other weapons; civilian protection in armed conflict; sexual and reproductive rights; human rights and the environment; business and human rights; the role of health professionals in torture; Alien Tort Statute litigation; transitional justice; civil and political rights; economic, social, and cultural rights; and many more. Our clinicians have expertise in numerous regions and countries, including in Latin America, Southern Africa, Eastern and Central Europe, the Middle East, Southeast Asia, and the United States. This wide range of skills, as well as thematic and geographic knowledge, exposes students to a variety of strategies and innovative techniques for promoting and protecting human rights.	Giannini, Tyler and Farbstein, Susan	50	2		27	25	X
HLS-8025	Making Rights Real: The Ghana Project Clinic	The Making Rights Real clinic will build on a partnership between Professor White, Harvard law students, and a network of Ghanaian Human Rights / Development organizations which began in 2002. Each year this team plans and implements the winter's activities, which focus on a dimension of economic and social rights implementation on the ground. Thus the team might focus on the negative impact of mining or similar development issues that are exploitive to communities, on the ground. Within such a broad issue, the work will address a range of human rights, such as access to education, health care, securing a livelihood, and having a voice in policy formation. Specific clinical activities include the full range of conventional and community lawyering strategies, such as legal research and analysis; reviewing and drafting legislation and regulations; strategy mapping; human rights documentation; participatory action research; partner briefings; designing and facilitating grassroots education and empowerment workshops; conducting community meetings; and working with media. In January of 2014, the work will take place primarily in Ghana's high poverty far north, with some activities taking place in the Accra region.	White, Lucie	100	2		10	8	N/A

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25%: international studies/global scope with content related to Africa
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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
HLS-94611A	Human Rights and the Environment: Advocacy Seminar	Over the past half century, human rights law and international environmental law have made great strides, largely independent of one another. This course examines the connection between human rights and the environment, and efforts to bridge the two distinct legal discourses in the context of advocacy and social movements. This seminar introduces students to human rights and environmental advocacy through participation in supervised projects, as well as readings, class discussion, role-playing and participatory evaluation of advocacy strategies. The clinical projects will involve work individually or in small groups in collaboration with nongovernmental organizations (NGOs) and/or before intergovernmental bodies. The projects will also expose students to ethical and strategic issues that arise in the course of doing fact-finding and advocacy and balancing the often differing agendas of the western international NGOs and their counterparts in the (frequently non-western) Global South. Class sessions will focus on analysis of advocacy from the recent history of the human rights and environmental movements.	Giannini, Tyler	50	2		N/A	N/A	X
HMS-HT-934	Introduction to Global Medicine: Bioscience, Technologies, Disparities, Strategies	This course is an exploration of basic themes in social medicine via a specific examination of issues in global medicine. The course seeks to understand new paradigms for global health that focus on providing complex medical services to treat complex health conditions (e.g. multi-drug resistant TB, HIV/AIDS, and mental health problems) in low resource settings. Special attention will be given to the development of new technologies or adapting existing technologies in ways that enable new solutions to global health problems, as well as overcoming barriers to translation of medical technologies for use in settings of great need. The course will address themes of social inequalities and health disparities, as well as issues of patenting and the development and delivery of pharmaceuticals or other biotechnologies in international context. The course will include presentations by Harvard faculty involved in global health, basic or clinical research with a global reach, or medical humanitarian activities, as well as class discussion.	Fischer, Michael; Good, Joseph;Good, Mary-Joand Jones, David	75	0.5		30	30	X
HMS-HT-939	Designing and Sustaining Technological Innovation for Global Health Practice	Innovation in global health practice requires leaders who are trained to think and act like entrepreneurs. Whether in a hospital or remote village, global health leaders must understand the business of running a social venture as well as how to plan and provide access to life saving medicines and essential services. By taking this course the student will discuss specific case studies and best practices for strengthening service delivery, human resources in health, and rationale pharmaceutical and diagnostic design as well as review technologies that influence change agency in the delivery of health services in resource poor settings. Each week, the course features lecture and skills-based tutorial sessions led by industry, foundation, and academic leaders to help students think creatively to solve problems. The lectures provide the foundation for a design project that may involve creation of a market or business plan, product design spec , or research study.	Blander, Jeffrey and Demirci, Utkan	50	0.5		N/A	N/A	X
HMS-ME-715 J	Clinical Topics in Global Health	There is a clear and pressing need for clinicians trained in the prevention and management of diseases found in developing countries. "Clinical Topics in Global Health" introduces students to the evidence-based knowledge and skills they will need to be effective clinicians in resource-limited settings. Ten evening sessions, led by Harvard faculty who practice clinically in developing countries in Africa, will orient students to the most important global health problems, explore each of these conditions with particular focus on clinical practice, and provide practical guidance for students interested in pursuing further training or careers in global health. Topics covered will include the leading causes of morbidity and mortality in developing countries, including malnutrition, malaria, diarrheal illness, perinatal disease, HIV/AIDS, TB, and chronic non-communicable diseases. The elective will explore key concepts relevant to the delivery of clinical services in resource-limited settings. The elective will also include discussion of clinical issues particularly relevant to populations affected by humanitarian crisis, including refugees, internally displaced persons, and orphans. Teaching methods will be tailored to each clinical topic and will include lectures, practical skills sessions, case discussions, and ongoing reinforcement of core material. Selected guest speakers will address current innovations in global health practice.	Dhillon, Ranvir and Nelson, Brett	100	0.25		11	5	X

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HMS-SM-750	Introduction to Social Medicine and Global Health	All physicians, regardless of their specialty, will work in setting where social, economic, and political forces powerfully influence who gets sick, the diseases that afflict them, the treatments that are available, and the outcomes of those treatments. This course will introduce students to the theory and practice of social medicine so that they will both be able to recognize and understand how these forces affect their patients, and be able to respond appropriately. Through lectures and tutorials, the course will explore (1) the determinants of disease; (2) why patterns of disease differ between different societies and change over time; (3) the causes of health disparities in both national and international contexts; and (4) the role of medical and public health interventions in combating health disparities.	Kasper, Jennifer; Farmer, Paul; Jones, David	50	0.25		134	140	X
HSDM-DH-601	Global Oral Health: Interdisciplinary Approaches	This is a discussion-based critical thinking course that examines the extensive relationship between oral health and global health, and concept development is heavily determined by class participation. By incorporating the global burden of oral diseases into discussions of readings by Amartya Sen, Jeffrey Sacks, Paul Collier, and others, students will begin to define the principles of global oral health. These include the ways in which globalization affects oral health, and how oral diseases are associated with poverty, HIV/AIDS, diabetes, maternal and child health, poor mental health, cardiovascular disease, poor nutrition, tobacco, and alcohol. Complete health and an end to global poverty are not possible without including oral health in global policies and practices, and this course demonstrates how interdisciplinary approaches can be incorporated into policy and practice through the example of oral health. By the end of this course, the student will be able to demonstrate an understanding of: the global burden of oral diseases/conditions: prevalence, distribution, associated risk factors, and the relationship between oral disease, population trends, and global disease patterns, the range of global oral health research questions and issues of research conduct and resulting health policies, including ethical concerns and human rights, the concepts of interdisciplinary collaboration regarding global health policy and practice; how global oral health systems impact their respective populations, including the components of those systems such as workforce, financing mechanisms, and service delivery; how oral health may be integrated into primary care; Understanding roles and functions of global and domestic oral health and related agencies and organizations and an understanding of cultural competence regarding oral health services and interactions with global health systems.	Seymour, Brittany	25	0.5		9	3	N/A
HSS-GOVT-S-1967	Muslim Politics	The course analyzes the competition over the meanings of symbols in post-colonial Muslim societies. Course participants survey the thought of prominent twentieth-century Muslim political thinkers (Islamists and liberals) as well as factors leading to the spread of Islamism in the last quarter of the twentieth century. We pay attention to the continuous reconfiguration of Islamist political thought in recent decades and address ongoing debates on post-Islamism, liberalism, and democracy.	Kane, Ousmane	50	0.5		N/A	N/A	X
HSS-AAAS-S-171	Study Abroad in South Africa: African Economy, Society, Politics and Law - Pre-Colonial and Colonial Perspectives	This course will explore precolonial and colonial African societies, examining their social organization, political and legal systems, economies, and, more generally, their cultural orders. It begins by interrogating popular European images of Africa, and the ways in which the "precapitalist" societies of the continent have been understood – and colonized – by Western social scientists. Examples will be drawn from different parts of the continent, but particular attention will be paid to the to the the Zulu, Sotho, and Tswana of South Africa, the Nuer of the Sudan, and the Ndembu of Zambia. The relevance of understanding "traditional" African practices for understanding the African present, and for understanding the present and future of the global north, will be a parallel theme of the course throughout.	Comaroff, John	100	0.5		15	N/A	N/A
HSS-AAAS-S-172	Chinua Achebe and the Postcolonial African Novel	In this course we examine a representative selection of African novels with a view to charting the development of the genre from the double heritage of the oral tradition in Africa and the literate conventions of the West. In this general perspective, the African novel is studied in relation to the dominant themes that have shaped its development—the impact of European colonialism, social and cultural change, the post-colonial dilemma—as well as to the various modes of fictional writing adopted by African writers in their depiction of the African experience in modern times. Our study of texts is supplemented by feature films produced by African directors.	Irele, Francis Abiola	100	0.5		N/A	2	X

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HSS-AAAS-S-181s	Study Abroad in Kisumu, Kenya: Innovating for Health Transformations in Africa	The aim of this summer program is to equip students with an in-depth understanding of approaches to tackling intractable healthcare challenges through innovations and technologies. The course is divided into four broad sections. It begins with an introduction to the language, history, and culture of Kenya and the east-African community (one week). This is followed by an in-depth exploration of what it means to take a chosen identified healthcare problem and to innovate in order to develop and deploy a sustainable and scalable solution. We initially develop an understanding of the greatest healthcare challenges confronting the African continent; try case-based approaches to problem characterization, solution development, and refinement; and ultimately test delivery models for healthcare improvement. In these cases we review policy and economic implications (two weeks).	Burke, Thomas F.; Roy, Ahn; Eckardt, Melody J.; Keith, Robert W.; Flannery, John P.; Nelson, Brett D.; Prestipino, Ann L.	100	1		15	21	X
HSS-AAAS-S-188	Study Abroad in South Africa: Colonialism and the Dialectics of Modernity	This course deals with the rise of African modernity. In the first week we consider classic accounts of "traditional" African culture, in particular the centrality accorded to religion, magic, and ritual. The course aims students to rethink accounts that place these worlds outside of history, and seek instead to track their complex engagement with translocal forces of various kinds. In the second week, students explore the novel cultural schemes and identities produced under colonial conditions, and the distinctive forms of politics these conditions engendered. The final week will be devoted to processes of decolonization and the growing impact on the continent of global neoliberalism. This era has given rise to distinctive forms of postcolonial modernity, which calls for a unique perspective on the contemporary world order.	Comaroff, Jean	100	0.5		15	N/A	N/A
HSS-AFAM-S-136	Study Abroad in Ghana: Representing Ghana's Past — Slave Trades, the African Diaspora, and Slave Roots Tourism	This program explores the history and material culture of slavery and slave trade in West Africa (Ghana) and the Caribbean (Danish Caribbean and Jamaica). It combines lectures; the critical use of contemporary sources, oral history, film, and images; trips to sites of enslavement and slave trade (European forts along the coast, interior slave marts and settlements that survived slave raids); and archaeological fieldwork on Danish plantations in the reconstruction of the period between about 1650 and 1850. Gold Coast influences on the material and socio-political cultures of the Caribbean are examined through slave lifeways and revolts. The course engages the politics of memory and the presentation of Ghana's place in the Atlantic world through contemporary slave roots/routes tourism, cultural festivals, and museum exhibitions.	Akyeampong, Emmanuel; Kankeyeng, Benjamin	100	1		N/A	N/A	X
HSS-ANTH-S-1600	Introduction to Social Anthropology	The course explores anthropological approaches to society, culture, history, and current events. Themes include social organization, ideology, religion, exchange, subsistence, gender, land use, ethnicity, ethnic conflict, and local/global interrelations. Students explore these themes through detailed studies of women in North Africa, ethnicity in Bosnia, ritual exchange in the South Pacific, and political organization in Southeast Asia. The instructor also reviews his current applied research on contemporary indigenous responses to political, economic, and ecological changes in Latin America, with special emphasis on the Amazon Basin. Students grapple with the intellectual and ethical challenges, both past and present, of anthropologists.	Macdonald, Jr., Theodore	25	0.5		14	10	X
HSS-ANTH-S-1725	Anthropology and Film	This course offers deep immersion into anthropological film and is recommended for all students interested in visual anthropology and documentary film. Its objective is to provide a substantial understanding of the nature of anthropological film as a whole, and to enable students to take part in a specific discourse related to social relationships articulated in filmic texts. The course has a topical approach in a historical context; the theoretical overview is grounded in a perspective that applies concepts of culture to processes of visual communication. Examples of anthropological film are taken from the tradition of ethnographic filmmaking, indigenous film, dramatic fiction film, and minority film. Classical works and the contribution of major ethnographic filmmakers are studied, alongside the work of other filmmakers.	Jhala, Jayasinhji	25	0.5		9	5	X
HSS-ANTH-S-1750	The Anthropology of Water	This course shows the usefulness of anthropology, conceptually and methodologically, for understanding water consumption and management in contemporary societies. Topics include cultural notions and values of water; the hydrology and technologies of water purification and conservation; water as a right versus water as a commodity, and local and national water management.	Caton, Steve	25	0.5		12	3	X
HSS-ARAB-S-Aab	Elementary Arabic	This course introduces students to the phonology and script of classical/modern standard Arabic and covers the basic morphology and syntax of the written language. We emphasize the development of the four skills: reading, speaking, listening, and writing. Samples of modern (contemporary) and classical styles of writing are introduced, and audiovisual material from the contemporary Arabic media is included.	Hijazi, Feryal	50	1		8	5	X

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HSS-ARAB-S-Bab	Intermediate Modern Standard Arabic	his course aims to afford students a mastery of intermediate-level Arabic grammar, expand vocabulary by 600–700 words, develop intermediate-level reading and aural comprehension skills, increase their ability to express ideas in writing, and acquire the ability to converse confidently and comfortably at the upper-intermediate level on a wide range of topics.	Wulfsberg, Paul	50	1		6	N/A	N/A
HSS-ENVR-S-130	Global Climate Change: The Science, Social Impact, and Diplomacy of a World Environmental Crisis	This course introduces students to the science of climate change, drawing attention to the latest research and the evolving pattern of scientific data on climate that has emerged in recent years. In addition, emphasis is given to analyzing the social changes and adaptations that human communities have already made and those they will most likely have to make as the Earth's climate continues to change in the coming years. Special attention is given to the diplomatic efforts that have been launched since the creation of the Framework Convention on Climate Change (FCCC) in 1992.	Weiskel, Timothy C.; Moomaw, William R.	25	0.5		48	9	X
HSS-GOVT-S-1056	Religion and World Politics	The aim of this seminar is to introduce students to the crucial topic of religion in world politics. It is accepted wisdom that religion is resurgent and matters, but exactly what this entails and precisely how religion matters is less understood. The seminar presents a variety of linkages between religion and politics: transnational religious ties; the rise and potential demise of secularization and secularism; the role of religion in shaping state-society relations including democratization and respect for human rights; Islamist visions of political order; the specific manifestation of religiosity and state management of religion among Asia's pivotal powers; the influence of religion on foreign policy and particularly the US freedom of religion agenda; and the question of whether religion is part of the problem or part of the solution when it comes to violent conflict and broader forms of contestation such as resentment among civilizations. Covering all these multifaceted linkages between religion and politics, the seminar discusses some of the most topical issues in contemporary world politics and possible approaches to dealing with them.	Friedrichs, Joerg	25	0.5		N/A	10	X
HSS-GOVT-S-1111	Comparative Political Corruption: Causes, Consequences and (Potential) Cures	Political corruption has become a major research frontier in economics and political science. Over the past few decades, social scientists and policymakers have increasingly focused on corruption as a major obstacle to economic development and an impediment to effective governance. Conventional wisdom is that corruption demoralizes society, impedes the processes of democratization, and inhibits economic growth. In this course, we critically examine the concept of corruption and explore the literature on the causes of corruption and its political, economic, and social consequences in developing countries. Are there general causes of corruption? How does corruption affect economic and social development? Why has corruption inhibited economic growth and democratization in some countries but not others? Might corruption be efficient, and even positive, in some settings? We also consider the possible solutions to corruption, and the varying success of different types of reforms undertaken by governments and advocated by international organizations. Can corruption be eliminated? What policy reforms have proved more effective in reducing or containing political corruption? Each week combines key theoretical readings central to the study of corruption, with case studies that illuminate how corruption has been experienced on the ground across a range of developing and transition societies. In addition to enhancing students' familiarity with the substantive issues, the course also intends to introduce students to the latest methods and techniques used by scholars and practitioners to analyze corruption.	Hedberg, Masha	25	0.5		23	N/A	N/A
HSS-GOVT-S-1112	Pathways to Democracy	In this course, we answer the question of how a country becomes a democracy by examining theories of democratization, and analyzing the different paths democratizing nations have taken. Following a theoretical overview, we examine the first case of democratization in ancient Greece. We then turn to study cases from each of the "waves" of democracy. In the first wave (eighteenth and nineteenth centuries) we focus on the United States, testing the ability of competing democratic theories to predict the emergence of American democracy. In our study of the second wave (post-World War II), we investigate Germany's transition from dictatorship to democracy. To explore the third wave (in the 1980s and 1990s), we examine the cases of Chile and South Africa, aiming to determine whether these cases conform to or challenge classic theories of democratization. The course concludes with an overview of the Arab Spring, and the potential for popular protest to culminate into democratic practices. The goal of this course is to provide students with a solid understanding of democratic theory and the process of democratization, as well as the analytical tools necessary for evaluating democratic development. By the end of this course, students are able to explain and evaluate different theories of democratization, describe key democratic milestones in the selected countries, and use this theoretical and empirical knowledge to assess current political events around the world.	Malone, Mary Frances	25	0.5		15	7	X

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HSS-GOVT-S-1113	Tough Transitions: Consolidating Democracy in Adverse Circumstances	This course addresses the question of tough transitions. Democracy has come to many different lands in the twentieth and twenty-first centuries, but its record of success once there has been remarkably variable. Consequently, we ask two interrelated questions, drawing upon both theoretical literature and case studies: what conditions are propitious or deleterious for democratic consolidation? And, in the latter instance, are there ways of overcoming less than ideal starting points? Posing these questions requires distinguishing between the process of democratization and the outcome of a stable, well-functioning democratic regime. In doing so, we examine problematic cases, historic and contemporary, where democracy has survived and thrived despite the initial odds (India, Germany). We also look at democratic reversals, where hopes of competitive elections and representative governance have been thwarted (Russia). The point of doing so is to have students think critically about democratic theory and regime change in order to assess events such as the Arab Spring and evaluate what factors are unfavorable to democracy (and why), as well as whether these might be overcome through institutional design or other means.	Soroka, George	25	0.5		N/A	8	X
HSS-GOVT-S-1511	Global Energy and Environmental Politics	We examine international politics from the perspective of the exhaustibility of global resources and the expansion of global demand. The course concentrates on issues including oil and other energy sources, global environmental challenges and governance, and the relations of these issues to consumption and development concerns. Also included are global interdependence and the appearance of new institutional frameworks of global public policy making.	VanDeveer, Stacy D.	25	0.5		10	1	X
HSS-GOVT-S-1731	The Future of War: Conflict and Order in the Twenty-First Century	This course is about the future of war and considers how both the reasons and the ways states go to war are changing. The course considers questions such as the following: How and why have states gone to war in the past? What were considered legitimate reasons for going to war? How will violence in the international system be governed in a world where norms about the use of force have changed? Specific topics to be addressed include the problem of military force for humanitarian intervention, the future of nuclear deterrence, the dilemma of preventive war, coercive approaches to nuclear nonproliferation, and ethical issues related to military conflicts in failed states or with nonstate actors.	Nichols, Thomas M.	25	0.5		28	16	X
HSS-GOVT-S-1732	War Crimes, Genocide, and Justice	This course examines the relationship between law and warfare, including the historical evolution of the law of war; war crimes and crimes against humanity, and their punishments; the Geneva Conventions; the growth of international human rights; and the concept of genocide. We examine the trial of Nazi war criminals at Nuremberg, the 1968 massacre at My Lai in Vietnam, the 1994 genocide in Rwanda, the International Criminal Court, and US policies on detention, torture, and trial, including the response of Congress and the Supreme Court, and related topics. The focus is on broad concepts of law, justice, and accountability in warfare and genocide.	Ryan, Allan A.	25	0.5		35	14	X
HSS-GOVT-S-1740	International Law	This course is an introduction to public international law for students of international relations. The primary purpose is to enhance students' understanding of the ways in which international law orders international politics. Emphasis is on the substantive rules of international law, the relationship between law and politics, and cases that illustrate the issues. Topics include international human rights law, international economic law and institutions, the use of force, war crimes, and terrorism.	Simmons, Beth	25	0.5		90	45	X
HSS-GOVT-S-20	Introduction to Comparative Politics	Why are some countries democratic while others are not? Why are some countries rich while others are poor? Why does diversity lead to conflict and violence in some countries but not in others? This course seeks answers to these questions, which relate to the three most important political challenges of our time: democracy, development, and diversity. We begin by developing and debating the core paradigms of comparative politics: modernization, Marxism, state, culture, rationality, institutions, and civil society. In the remainder of the course, we develop explanations for the empirical evidence drawn from the varieties of world regions and country cases: Africa (Nigeria and Rwanda), the Americas (Mexico and the United States), Asia (China, India, Japan, South Korea), Europe (Britain and Germany), Middle East (Iran) and post-communist (Russia and former Yugoslavia).	Fujihira, Shinju	25	0.5		19	17	X
HSS-GOVT-S-40	Introduction to International Relations	This course focuses on the essential characteristics and patterns of international relations, including the causes of war and the pathways to peace; new threats to international security; the role of international organizations; and globalization. Special topics include the causes of major wars and of ethnic conflicts, humanitarian intervention, weapons of mass destruction, international terrorism, human rights, and global environmental and economic challenges.	VanDeveer, Stacy D.	25	0.5		58	43	X

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HSS-GOVT-S-90qb	Summer Seminar—International Law and Human Rights	This course covers the development of international human rights norms over time. We discuss the history of international human rights, the development of international legal institutions designed to define and address them, and we look at the role of treaties in furthering human rights norms internationally. Topics include civil and political rights, women's rights, freedom from torture, children's rights, and the International Criminal Court.	Simmons, Beth	50	0.5		16	15	X
HSS-HIST-S-1887	Perspectives on Islam: Religion, History, and Culture	This course is an overview of Islam in its religious, historical, cultural, and societal context. It examines beliefs, practices, sects, family organization, women's rights and status, the relationship between religion and politics, and the concepts of war (jihad), peace, and human rights. The course also explores Islam's encounter with the West, the impact of modernization, and the rise of revivalism, fundamentalism, and terrorism.	Nazzal, Nefez Yousef; Nazzal, Laila Ahed	25	0.5		8	N/A	N/A
HSS-HIST-S-1967/W	From Cold War to Global Terror: World History from 1945 to the Present	This course is an integrative study of the world from the end of World War II to the present. Topics include the cold war; the Arab-Israeli conflict; creation of independent states in Africa; apartheid and its demise; Latin America's struggle for democracy and economic stability; the development of the European Union; the rise and fall of the Berlin Wall and collapse of the Soviet Union; Communist China; shooting wars in Korea, Vietnam, Afghanistan, and the Persian Gulf; the expansion of rights for women; atomic power and the problem of energy resources; environmental change; space exploration; the computer revolution; and the phenomenon of global terrorism.	Ostrowski, Donald	25	0.5		56	20	N/A
HSS-HSCI-S-26n	Summer Seminar—Child Health in America and Around the Globe	Children's health is determined both by their biology and the environment around them. There is a delicate interplay between children's physical endowment and the social and community factors that impact their growth and development. This course examines how children's health is envisioned by society. The course helps students examine how systems are created to promote health and to provide care for children when they are sick or become disabled. We explore the twenty first-century challenges to health and discuss how health care and public health providers are working to confront the new threats to children's health—including environmental pollutants and toxins, obesity, drug and alcohol related issues, mental health concerns, and the effects of violence and disasters. We compare health care systems and ask why the US system does not produce the healthiest outcomes among developed nations. We also discuss the child health issues from the global perspective using data from the World Health Organization and UNICEF. Students have the opportunity to read papers from the current child health literature and learn how to use large population-based databases to draw inferences about trends in children's health. They also have the opportunity to discuss a number of the current controversies in child health care delivery. While students who are interested in health and public health careers will find this course of particular interest, it is also geared to students who are not heading toward a scientific or medical career. The readings and discussions are appropriate for any student who has an interest in how the US and other societies approach the provision of health care to infants, toddlers, children, adolescents, and young adults.	Palfrey, Judith S. and Palfrey, John Sean G.	25	0.5		9	N/A	N/A
HSS-LITR-S-121	Comparative Renaissances: Humanists, Reformers, Scientists, Colonialists	What was the Renaissance? We can distinguish at least four actors—humanists, reformers, scientists, and colonialists—who sometimes agreed but often disagreed. Their debates are staged with unparalleled force in the literature of the time. By reading literary texts from Marlowe, Shakespeare, Spenser, Donne, Herbert, and Milton in tandem with discursive texts from Copernicus, Erasmus, Montaigne, Galileo, and Walter Raleigh we trace the great early modern disputes on the nature of education, writing, the church, the universe, and foreign peoples—disputes which continue to form our world today.	Taylor, Luke	25	0.5		N/A	4	N/A
HSS-LITR-S-134	Study Abroad in Aix-en-Provence, France: The Arab World and France, Textual Encounters	This course introduces students to a variety of writings, in Arabic or in French, including travel accounts, ethnographies, memoirs, essays, short stories, and novels. The central themes unifying the readings is a shared interest in imperialism, nationalism, modernity, and the complex nature of identity. The readings explore anti-colonial resistance, decolonization, and the interconnectedness of economic, political, and cultural phenomena in recent Mediterranean history. The syllabus additionally features texts that treat labor migration, musical culture, and the interplay of religion and language in the construction of national cultures.	Al-Masri, Khaled and Azab, Lamiss	75	0.5		14	16	X

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HSS-LITR-S-137	Study Abroad in Aix-en-Provence, France: The Arab and European Mediterranean from Colonial to Postcolonial	This course introduces students to contemporary theoretical, critical, and political debates that informs Franco-Arab (read: East-West) relations throughout the recent history of the Mediterranean.	Granara, William	75	0.5		14	16	X
HSS-PORT-S-Aa	Beginning Portuguese	This course is designed for students with little or no knowledge of Portuguese. It enables beginning students to develop the skills of listening, speaking, reading, and writing Portuguese in a cultural context. Classroom activities include video comprehension and grammar exercises, conversation, and role-playing.	Seawright, Max A.	25	0.5		11	4	X
HSS-RELI-S-1805	Islam: Fundamentals of Thought and Practice	This course seeks to introduce students to the core beliefs and practices of Islam, with special focus on how Islam has manifested in diverse cultures throughout its vast history (China, Spain, the United States, and the Middle East). Students obtain a comprehensive literacy in the subject of Islam, enabling them to better interpret the various literary, cultural, artistic, religious, or political expressions of Islam in history and the modern world. Topics explored include theology, ritual, art, music, law, politics, and Sufism. Students have opportunities to relate course material to their own interests through research papers and presentations.	Spevack, Aaron	25	0.5		22	6	X
HSS-SOCI-S-192	Globalization and Global Justice	This course provides an opportunity to discuss diverse theories of globalization and global justice via perspectives from sociology, economics, political science, anthropology, geography, and the emerging literature from civil society. The course considers research on issues such as technology, poverty, ecology, democracy, and the search for identity.	Ponniah, Thomas	25	0.5		12	15	X
ISLAMCIV-170	Islam, Modernity, and Politics	The aim of this seminar is to study the evolution of Islamic thought and political practices in Muslim societies from the 19th to the early 21st centuries. Attention will be devoted to the patterns of interaction between the Muslim World and the West because it is our assumption that these patterns contribute to influence ideological formations and modes of religious/political mobilizations in the Muslim World. By the end of the 18th century, much of the Muslim World was in "decline" whereas European imperial powers, mainly France and Great Britain, were on the rise. The course will explore the response of Muslim societies and intellectuals to the rise of European prominence. The major 19th century reformist movements that appeared in the Muslim World will be discussed, ranging from movements advocating mild reform to those rejecting all influence of "Western civilization" and advocating a return to the Tradition of Muhammad. In the 20th century, virtually all the Muslim World came under European colonial domination. During colonial rule and after, the Muslim world experienced major transformations which affected the nature and administration of law, politics and society. It is in this context, that the new Islamic revival that some have called "Islamism" was articulated as an alternative to Westernization. The course will address the rise of contemporary "Islamism," as an alternative to Western domination and modernization/Westernization. The major theorists of political Islam as well as the different trajectories of "Islamism" in diverse Muslim societies will be covered. The impact of political Islam in the West will also be addressed. The final part of the course will assess the trajectories of political Islam and address the ongoing debates on post-Islamism, secularism and modernity.	Kane, Ousmane	25	0.5	HDS-3368	8	7	X
ISLAMCIV-175	Islam in African History	As of 2009 according to the Pew Charitable Trust Survey of the Global Muslim population, 241 million Muslims lived south of the Sahara. This is about 15 percent of the Muslim global population. The course is designed to provide an understanding of the spread of Islam and the formation and transformation of Muslim societies in Sub-Saharan Africa. The course is organized in two parts. The first part of the course will focus on the history of Islamization of Africa, and topics will include the ways in which Islam came to Africa, the relationships of Islam to trade, the growth of literary in Arabic and Ajami, the rise of clerical classes and their contribution to State formation in the pre-colonial period. The second part of the course will address Muslim responses to European colonial domination, and the varieties of Islamic expressions in the post-independence period (rise of Islamist, Shiite and Salafi jihadi movements) and Muslim globalization. In addition to the lectures, the course will include film showing and two discussion sections: one in English and one in Arabic.	Kane, Ousmane	100	0.5	HDS-3365	9	3	X

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ISLAMCIV-176	Islam in Modern West Africa	At the beginning of European colonial rule in the early 20th century, less than a half of the West African population was Muslim. By independence from European colonial rule in the early 1960s, close to 90 percent of many West African countries have been Islamized. More people converted to Islam during the six decades of European colonial rule than in the preceding thousand years of slow Islamization. The aim of this lecture course is to analyze contemporary West African Muslim societies with particular reference to the 20th and 21st centuries. This course will look at how colonialism created a favorable ground for the spread of Islam. It will also address the main institutions and movements of modern Islam in West Africa as well as the postcolonial transformations in education, gender, the arts, interfaith relations etc. In addition to the discussion section in English, this lecture course will also offer a section in Arabic in which participants will be initiated to the intellectual production of Muslim intellectuals in Africa.	Kane, Ousmane	100	0.5		N/A	5	N/A
ISLAMCIV-177	Readings in the Islamic Archive of Africa	The majority of Arabs live in Africa, and Arabic is by far the most spoken language in Africa. Yet in the academic division of labor, North Africa has been excised from the rest of Africa on the assumption that the Sahara has historically been a barrier separating Arabs from other Africans. Prior to the rise of Western hegemony, North African Arabs have maintained close ties with Saharan and Sub-Saharan Africans through religion, trade, war and diplomacy. These relations are documented by a rich archive in Arabic language and in African languages written with the Arabic script. Focusing on the intellectual production of West Africa in the last five centuries, this seminar will attempt to identify the different genres of this archive and analyze them in their context of production. The first part of the seminar will cover the testimonies of Arab historians and geographers describing the Saharan trade routes and the early Islamization of the Bilad al-Sudan (Land of the Blacks). The second part of the course will focus on the many chronicles that provide our knowledge of African medieval political and social history, from the Chronicle of Kilwa to the Kano Chronicle through the 17th century Timbuktu tawarikh. The third part of the course will deal with the 19th century jihad and state building literature of West Africa. The seminar will conclude with the analysis of the 20th century doctrinal polemics associated with the fragmentation of religious authority.	Kane, Ousmane	100	0.5		N/A	3	N/A
ISLAMCIV-230	Islamic Modernism I: 1700-1800	This is the first of three courses on the development of Islamic Modernism from the 18th to the 21st century. All three seminars focus on a notion of "Modernism" and "Modernity" that is not simply imported into the Middle East. We will, therefore, have to discuss concepts of "Modernity" that see modernity produced in Europe or the US and then imported into the Middle East in order to show their shortcomings. We will also have to look closely at discussions within the field of Islamic Studies that deny or defend the existence of an Islamic modernism before the second half of the 19th century. The underlying assumption of the course organization is that Islamic Modernism cannot be understood when it is cut off from the intellectual and religious history of the centuries preceding it. The first of these three courses will therefore focus on the 18th-century religious reform movements: the *Muwaḥḥidun* in the Arabian Peninsula, the Sufi thinkers in Morocco, Sudan, Libya and Upper Egypt. These movements challenged dominant forms of scholastic thought, legal reasoning, and historical consciousness, as well as the barriers built by them that denied non-theologians and non-jurists the right to interpret revelation and Islamic normativity.	Johansen, Baber	50	0.5		N/A	N/A	X
ISLAMCIV-232	Islamic Modernism II: 1870-1970	This is the second of the three seminars on Islamic Modernism. It treats the period between 1870-1970. It focuses on the development, within a colonialist context, of the learned Islamic modernism that develops in Egypt during the last third of the 19th century in the spheres of Qur'anic exegesis, the reinterpretation of Islamic normativity in a way that is compatible with the institutions of the modern nation state. This modernism also pleads for a selective reception of modern sciences from the West. This type of Islamic modernism is best represented by Muhammad 'Abduh, the mufti of Egypt at the end of the 19th and the beginning of the 20th century. 'Abduh sees in the earliest period of Islam, the lifetime of the Prophet and the first four caliphs, the model by which all Islamic societies have to abide. The Muslim societies of the 19th and the 20th centuries that deviate from this model are characterized by him as living in "ignorance" or "paganism" (jāhiliyya), much as the pre-Islamic societies. This approach leads to a devaluation of the historical forms of political organization, law, and science that were developed after the early model period, a development that facilitates the adaptation of Islam to the requirements of a modern national state.	Johansen, Baber	50	0.5		N/A	N/A	X

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ISLAMCIV-233	Islamic Modernism III: 1970-2011	The seminar will discuss three developments; a.) The growing identification of Islam with political institutions and political modes of action (the Iranian revolution of 1979, the political doctrines of the Muslim Brethren from 1954 to 2011; Al-Qa'ida and terror in the name of Islam); b.) the identification of Islam with legislative principles of constitutional ranking (in many of the Arab constitutions since the 1970s); c.) the formation of a hermeneutics that critically reflects on the politicization of Islam.	Johansen, Baber	25	0.5	HDS-3965	1	N/A	N/A
ITALIAN-136	Cultural Migrations Between Africa and Italy	From the novels of Emilio Salgari, written at the height of the Italian colonial adventure, to the comics of Hugo Pratt and postmodern films of Pasolini and Antonioni, this course will investigate the representation of Africa in Italian culture. And reversing the gaze, what is the image of Italy in the texts of recent African immigrant writers?	Minghelli, Giuliana	50	0.5		N/A	4	X
JEWISHST 139	Jewish Literature in the Islamic World, 650-1300	Jewish scholarship and literature flourished during the period when the western world was dominated by Arabic and Islamic culture. We will see Jewish literary culture and religious sensibility responding to the Arabo-Islamic environment by studying the respective roles of Hebrew and Arabic among Jews: the concept of literature; the impact of Islamic humanism, pietism and mysticism; and of Arabic poetry. Readings from Saadiah, Samuel the Nagid, Ibn Gabirol, Ibn Paquda, Judah Halevi, Maimonides, Abraham Maimuni.	Scheindlin, Raymond P.	25	0.5		N/A	N/A	X
LING-185	Issues in Austronesian Linguistics	This course is an in-depth investigation into comparative Austronesian syntax. The Austronesian language family -- roughly 1,200 genetically-related languages dispersed over an area encompassing Madagascar, Taiwan, Southeast Asia, and islands of the Pacific -- exhibits several unusual properties: verb-first word order, ergativity, wh-agreement, articulated voice systems, and cleft structures. The course examines these phenomena from the perspective of comparative Austronesian syntax.	Polinsky, Maria	25	0.5		N/A	8	N/A
LITER-101 (Formerly AESTH&INTP-19)	Writing Across Cultures: Literatures of the World (from 1750 to the present)	An overview of world literature in the modern period through a series of international styles and literary ideological movements. In lectures, discussions, and close readings of theoretical and imaginative texts from around the world, we will examine "world literature" as an emerging concept in relation to such forces as censorship, propaganda, translation, centers, contact zones, and canon formation.	Damrosch, David (2010-2011;2013), Todd, William (2012),	25	0.5		14	N/A	X
LITER-137	Postcolonial Bildungsroman	Coming-of-age narratives from the non-Western world are analyzed to understand how postcolonial writers and heroes conceived the tension between modernity and tradition, freedom and responsibility, conformity and adventure. The literary genre of the bildungsroman, which centers on the young hero's early development, is explored through the lens of postcolonialism. Salient themes of postcolonial literature are introduced including: cultural imperialism, economic development, religious and Western pedagogy, cultural conflict, identity crisis.	Tanoukhi, Nirvana	50	0.5		N/A	N/A	N/A
LITER-141	Comparative Modern Anglophone Drama- A Seminar on Genealogy	The course will explore Anglophone drama in diverse areas of the English-speaking world. Through an attention to the genealogical filiations in the works of Irish, African, Caribbean and U.S. playwrights like Friel, Soyinka, Fugard, Walcott and Shange, the seminar will be organized around two principal issues: the use of folk, ritual, vernacular and carnivalesque performance idioms to transform the received genre of Western literary drama; themes of empire, colony and postcolony in the making of the modern world. Some knowledge of classical and avant-garde theories of drama and theatre would be useful, but is not a prerequisite for this course.	Jeyifo, Biodun	50	0.5		N/A	3	X
LITER-150	Colonial and Post-Colonial Spaces: France-North Africa (Formerly Mediterranean Spaces)	Focuses on transformations of colonial and postcolonial spaces in North Africa that include Morocco, Tunisia, and especially, Algeria by way of literature, film and theory. Readings include Albert Memmi, Kateb Yacine, Mohammed Dib, Driss Chraibi, Albert Camus, Frantz Fanon, Assia Djebar, Malika Mokkedem, Amara Lakhous, Amin Maalouf, Helene Cixous, Nina Bouraoui. Further readings by Deleuze and Guattari, Jacques Derrida, Edward Said and others. Special attention is given to problems of language, subjectivity, identity and citizenship, nation and community.	Conley, Verena	100	0.5		N/A	8	N/A
LITER-195	Modernism's Global Afterlife	This course examines works contemporary literature that demonstrate a continued engagement with the formal, cultural and thematic ambitions of modernism as well as an investment in working to respond to or revise the aesthetic and ideological challenges that are modernism's most recognizable legacy to world literature. Reading more recent literary works alongside their modernist precursors not only sheds light on the ethical, aesthetic and political stakes of contemporary fiction, but also opens up new ways of understanding their relationship to the various crises of language, identity, faith and empire that complicate modernism's modes of experimental realism.	Zumhagen-Yekplé, Karen	25	0.5		9	N/A	N/A

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LITER-196	The Booker Price: Aesthetics, Commerce, and Canon-Making	This study of a selection of Booker Prize winning novels focuses on the publicity and politics of prize culture; canon-building, literary innovation and its relationship to a diverse set of linguistic, theoretical, and world literary traditions. Course readings will include novels by Murdoch, Rushdie, Hulme, Ishiguro, Byatt, Okri, Ondaatje, Roy, McEwan, Coetzee, Pierre, Hollinghurst, Desai and Barnes, each seen and through the lens of the cultural phenomenon of a prize Barnes has described as "posh bingo."	Zumhagen-Yekplé, Karen	25	0.5		12	N/A	N/A
LS-120	Global Health Threats	The multidisciplinary application of epidemiology, molecular biology and genetics, pathogenesis, drug discovery, immunology and vaccine development, and economic analysis to understanding and combating major threats to human health in developing countries. Emphasis will be on critical readings and scientific writing. Grades will be based on papers in which students will propose the application of multidisciplinary approaches to global health threats not covered in lecture.	Bloom, Barry and Losick, Richard	25	0.5		26	N/A	X
MODMID EAST-120	The Arab Revolutions popular uprisings and political transformations	Examines the causes of the 2010-2011 Arab uprisings, the subsequent political transformations in the Middle East and North Africa and the prospects for democratic transitions.	Zeghal, Malika	50	0.5		26	N/A	X
MODMID EAST-170 (Formerly ARABIC-170)	Introduction to the Arab World II: Politics, Religion, and Culture from World War I to Present	The course examines the major intellectual, political and sociocultural trends in the Arab world, from the anti-colonial struggle to self-determination. Topics include Arab nationalism, political reform, cultural production, economic development, and the emergence of the Arabian Gulf.	Granara, William	50	0.5		11	N/A	N/A
MODMID EAST-175r (ARABIC-175r)	Understanding Modern North Africa	An introduction to the history, politics, cultures, societies and economics of the modern Maghrib (Morocco, Algeria, Tunisia and Libya). Emphasis on the formation of evolving post-colonial identities within Islamic, Arabo-Berber, African, and Mediterranean contexts.	Rollman, Wilfrid	100	0.5		N/A	N/A	X
MUSIC-190gew	Music in Islamic Contexts	No description.	Wolf, Richard K.	25	0.5		N/A	N/A	X
MUSIC-201b	Current methods in Ethnomusicology	Focuses on the introduction to scholarly study of music with emphasis on the history and methodologies of ethnomusicology. Theories of music in culture, field methods, analytical and notational strategies, and critical tools for scholarship.	Wolf, Richard (2009), Monson, Ingrid (2012), and Shelemay, Kay Kaufman (2011; 2012-2013)	50	0.5		5	6	X
MUSIC-206r	Research Methods in Ethnomusicology: Musical Ethnography	An introduction to the theories and methods of ethnomusicological fieldwork, including changing conceptions of the research site, ethical concerns, interview techniques, the ethnography of musical performance, and data analysis and interpretation.	Shelemay, Kay Kaufman	50	0.5		7	N/A	X
MUSIC-207r	Ethnomusicology: Seminar	Music and Language. Methods of phonetics, social linguistics and ethnomusicology are combined to examine music and speech, including epic storytelling and laments, instrumental speech surrogates and poetry. Materials potentially drawn from any period or location.	Wolf, Richard (2009-2011; 2013) and Marshall, Wayne (2012)	25	0.5		8	6	X
MUSIC-208r	Ethnomusicology: Seminar	Musical Communities. A cross-cultural and comparative approach to the social and musical process that give rise to musical communities. Research project required.	Shelemay, Kay Kaufman (2009) and Marshall, Wayne (2013)	25	0.5		2	N/A	N/A
MUSIC-208rs	Ethnomusicology: Seminar	African Musical Ethnographies. This seminar will explore selected African musical traditions through a critical, comparative reading of recent musical ethnographies, with accompanying audio and visual materials. We will survey African music histories, performance styles, and systems of meaning, taking into account the prominence and heterogeneity of musical materials across the African continent; the manner in which musical expression is linked to other aspects of African life; and insights that the transmission and performance of music can offer into a wide range of subjects and issues. This seminar is designed for students interested in the expressive culture of African societies as well as the manner in which these traditions have been studied. Seminar members will be designated to serve as leaders for discussion of assigned monographs. A term project is required.	Shelemay, Kay Kaufman	100	0.5		8	N/A	N/A

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MUSIC-209r	Ethnomusicology: Seminar	The Sensory Turn. This course examines the senory turn in musical scholarship with particular attention to relationship of embodiment and musical perception.	Monson, Ingrid	25	0.5		N/A	7	N/A
MUSIC-97c	Music History and Repertory: Music in Cross Cultural Perspective	An intensive introduction to selected world music repertories, as well as research methods and interpretive issues in the field of ethnomusicology. Explored are the musical, intellectual, and cultural challenges posed by the cross-cultural study of music.	Shelemay, Kay Kaufman	50	0.5		N/A	N/A	X
NELC-97r	Sophomore Tutorial	An introduction to the cultures and literatures of the Near East in ancient, classical, and modern times, emphasizing major themes and problems that cut across individual cultures and historical periods.	Russell, James and Members of the Department	25	0.5		3	5	X
PORTUG-40 (Formerly PORTUG-44)	Images of Brazil: Contemporary Brazilian Cinema	Examines major Brazilian films in their historical, political, and social context. Class discussion also focuses on documentaries, reviews, and critical articles. In-depth textual and grammatical analysis, vocabulary building, reflections on the similarities and differences of the oral and written Portuguese will lead students to achieve a high level of competency.	Jouet-Pastre, Clemence (and staff)	25	0.5		19	19	X
PORTUG-Aa (Formerly PORTUG-A)	Beginning Portuguese I	An introductory course designed to introduce the student with little or no knowledge of the language to the Portuguese-speaking world. Focuses on fundamental communication skills -- listening, speaking, reading, and writing -- and, at the same time, provides exposure to Portuguese-speaking cultures through media broadcasts, literature, films, music, and videos.	Jouet-Pastre, Clemence (and staff)	25	0.5		36	24	X
PORTUG-Ba	Introduction to Portuguese	A basic introductory course for students who can devote only one term to the study of Portuguese. Teaches fundamental communication skills-understanding, speaking, reading and writing-but does not offer a complete study of grammar.	Jouet-Pastre, Clemence (and staff)	25	0.5		22	15	N/A
PORTUG-C	Intermediate Portuguese	An intermediate course for students interested in expanding and strengthening their basic Portuguese linguistic skills. Reading, writing, and conversational competency is emphasized through the study of the Luso-African-Brazilian cultures. The course aims to promote cross-cultural understanding through the use of authentic materials such as literary texts, multimedia, film, music, and videotapes.	Jouet-Pastre, Clemence (and staff)	25	0.5		27	18	X
PORTUG-144	Waves of Change	Studies Antropofagia, Sertanismo, and Tropicalia as aesthetic movements that shaped modern Brazilian culture.	Sevcenko, Nicolau	25	0.5		9	N/A	X
PORTUG-162	Circus and Utopia in Brazilian Culture	Analyzes the circus as an image of Brazil and explores how this image allows for an interpretation of Brazilian history and culture from the perspective of utopian discourses found, for example, in literature, popular music, and cinema. Authors, songwriters, film directors, and critics include Jorge de Lima, Murilo Rubião, Adriana Lisboa, José Miguel Wisnik, Edu Lobo, Chico Buarque, Elis Regina, Arnaldo Jabor, Cacá Diegues, Sérgio Buarque de Holanda, Luc Ferry, and Bronislaw Baczko, among others.	Ribeiro, Guilherme Trielli	25	0.5		N/A	6	N/A
PORTUG-164	Urban Space as Cultural Spheres: Rio, São Paulo, Brasília	Studies the tensions and impacts of megalopolitan growth on cultural creativity in contemporary Brazil.	Sevcenko, Nicolau	25	0.5		N/A	7	N/A
PORTUG-165	The Third Margin: Lusophone Literatures, World Literature	Studies the circulation and the reception of Lusophone literary works as World Literature. From close readings of individual works to the analysis of their connections to world literary systems, the course combines different approaches in order to discuss the cultural impact a work can have both in its original context and in a global perspective. The course will also address the gap between original and translation as well as the new dimensions that translated literary works can create. Readings by João Guimarães Rosa, Clarice Lispector, Mia Couto, José Saramago, Lídia Jorge, Germano Almeida, Pepetela, and Luandino Vieira, among others.	Ribeiro, Guilherme Trielli	50	0.5		N/A	4	N/A
PORTUG-167	Brazillian Poetry, from Baroque to "Barroso"	An overview of Brazilian poetry from its origins to contemporary and transborder currents.	Sevcenko, Nicolau	25	0.5		N/A	5	X
PORTUG-180	Themese of Enchantment, Radiance and Epiphany in Brazilian Culture	Brazilian culture is characterized by strong, diverse, and very peculiar spiritual legacies coming from its three main sources: Luso-European, African, and Native. They are expressed not only in literary works, but throughout cultural creations of all kinds, verbal and non-verbal, visual and aural, popular and mainstream.	Sevcenko, Nicolau	50	0.5		10	N/A	X

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PORTUG-220	Theorists of the Sea	An inquiry into the ocean as literary and cultural principle in Portugal. We will study maritime texts across many genres and periods (with an emphasis on earlier works), and supplement our readings and discussions with the holdings of Houghton Library.	Blackmore, Josiah	25	0.5		N/A	1	N/A
PORTUG-250	Marginal, Underground, and Eccentric: an aesthetics of subversion	Studies some lesser-known but quintessentially important writers, artists, dramatists and filmmakers who dissented, deviated from or confronted the cultural mainstream, thus helping to define the singularity of cutting-edge contemporary Brazilian culture.	Sevcenko, Nicolau	25	0.5		5	N/A	X
PORTUG-252	The Myth of "Sertão" (Backlands) in Brazilian Culture	Focuses on the fantasies, prophecies, and narratives related to the Brazilian imaginary geography.	Sevcenko, Nicolau	25	0.5		N/A	6	X
PORTUG-254	Tropicalismo: Brazilian Culture Upside Down	Studies the most important cultural trends of the second part of the 20th and beginning of the 21st centuries in Brazil.	Sevcenko, Nicolau	25	0.5		N/A	12	X
PORTUG-260	The Devil at the Crossroads	Focuses on revolutionary changes in Brazilian culture in the 1950s and 1960s.	Sevcenko, Nicolau	25	0.5		6	N/A	X
PORTUG-30 (Formerly PORTUG-37)	Brasil hoje: Contemporary Brazilian Culture through Media	Students engage in systematic grammar review, along with practice in writing and vocabulary enrichment, while examining contemporary Brazil as presented in the Portuguese-language press, television, literature, and film. They analyze the ways Brazilians and non-Brazilians construct different and conflicting images of Brazil and "Brazilness." Issues of race relations, national identity, ethnicity, and gender addressed. Discussions based on historical and literary tests, advertisements, films, videotapes of Brazilian television, and current issues of newspapers and magazines.	Jouet-Pastre, Clemence (and staff)	25	0.5		26	13	N/A
PORTUG-330	Direction of Doctoral Disserations	No description.	Sevcenko, Nicolau	25	0.5		1	1	N/A
PORTUG-59 (Formerly PORTUG-60)	Portuguese and the Community	An advanced language course examining the Luso-African-Brazilian experience in the US. Promotes community engagement as a vehicle for greater linguistic fluency and cultural understanding. Students will be placed with Boston-area community organizations and agencies. Class work focuses on readings and films by and about Luso-African-Brazilians and specific uses of Portuguese language from these communities. Authors include D. Macedo, Braga Martes, Margolis, Sales, Albues, and Villas Boas.	Jouet-Pastre, Clemence (and staff)	25	0.5		8	10	X
PORTUG-61	The Portuguese-Speaking World via the Performing Arts: The Interspaces of Language and Culture in Brazil and Beyond	Through plays, visual media, poetry, songs, and other cultural creations, this course discusses historic and cultural connections between Portuguese-speaking countries (Angola, Brazil, Cape Verde, East Timor, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Principe). The course uses the performing arts as a point of departure for cultural and linguistic development, having class discussions and student presentations as a basis for journal entries, essay writing, and performance. Grammar review and stylistic analysis are integrated with activities and projects throughout the course.	Jouet-Pastre (and staff) (2012) and Ribiero, Guilherme Trielli (2013)	50	0.5		5	4	X
PORTUG-91r	Supervised Reading and Research	Tutorial supervision of research on subjects not covered in regular courses	Jouet-Pastre, Clemence (and staff)	25	0.5		N/A	N/A	X
PORTUG-97	Tutorial—Sophomore Year: Lusophone Poetry and Literary Criticism in the Digital Era	From printed books to digital text, how does technology change the making of poetry and its criticism? From the study of canonical works and their analyses by literary critics to the examination of contemporary poetry and some of its most prominent scholars, the course explores how (or whether) Lusophone poetry and literary criticism are changing in the digital era. Students will be constantly invited to respond to Lusophone poetry and literary criticism through essays, close readings, and translations, among other scholarly projects.	Ribeiro, Guilherme Trielli	50	0.5		6	6	X
PORTUG-98	Tutorial--Junior Year	Weekly individual instruction for juniors pursuing a thesis honors track in Portuguese and Brazilian Studies, culminating in the writing of a 20-25 page research paper in Portuguese.	Jouet-Pastre, Clemence (and staff)	25	0.5		N/A	N/A	X
PORTUG-Ab	Beginning Portuguese II	This course is a continuation of Portuguese Aa. By the end of the course, students should be able to communicate with native speakers about a wide range of topics, and they should have acquired insights into basic elements of Luso-Brazilian culture.	Jouet-Pastre, Clemence (and staff)	25	0.5		28	21	X

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013 2014	To be offered 2014-2015
PORTUG-Ac	Beginning Portuguese for Spanish Speakers I	An introductory language course designed for Spanish-speakers. Along with the fundamental communication skills—understanding, speaking, reading and writing—the course will focus on those features of Portuguese which are most difficult for Spanish speakers: pronunciation, idioms and grammatical structures particular to Portuguese. Students will be introduced to the cultures of the Portuguese-speaking world through readings and authentic materials, including films, music, and videotapes.	Jouet-Pastre, Clemence (and staff)	25	0.5		69	54	X
PORTUG-Ad	Beginning Portuguese for Spanish Speakers II	A continuation of Portuguese Ac. By the end of the second term, students should be able to communicate easily with native speakers and be acquainted with basic elements of Luso-Brazilian culture.	Jouet-Pastre, Clemence (and staff)	25	0.5		43	33	X
RELIGION 1025a	Anthropology of 'the Religious' Part I	Conducting fieldwork with groups and people based on their religious/spiritual beliefs requires a complex understanding as well as critical knowledge of both the theory and methods of the "field research" process. This year-long course will provide students interested in conducting anthropological style "field research" with religious/spiritual groups/peoples, an in-depth and critical survey of theory and methodological approaches towards an anthropology of "the religious." The first semester will focus primarily on the theoretical questions/problems in the study of religion in anthropology, including what is a field site, how is it constituted, and how do we understand our own research and theory in relation other academic projects? The second semester is a methodological workshop, where students will be required to conduct method-intensive weekly projects. Through different methodological modalities, students will be required to think about what their research means to the communities they intend to work with as well as questions of positionality, the divide between participant/observer, new forms of research methods and other problematics of research.	Beliso-De Jesus, Aisha M.	25	0.5	HDS-3103	2	N/A	X
RELIGION 1025b	Anthropology of the Religious Part 2: Methods	This year-long course will provide students with an in-depth and critical survey of theory and methodological approaches towards an anthropology of "the religious." The second semester is a methodological workshop, where students will be required to conduct method-intensive weekly projects. Students will be required to think about what their research means to the communities they intend to work with as well as questions of positionality, the divide between participant/observer, new forms of research methods and other problematics of research.	Beliso-De Jesus, Aisha M.	25	1	HDS-3104	5	N/A	X
RELIGION 1090	Voodooizations and Politics of Representation	This course will examine the process by which representations of Black spiritualities in film and media have constructed a genre of "voodoo" as well as "voodooizations" of different religious and spiritual beliefs. Addressing differing politics of representation, we will engage in theories of reception and commodification, cultural studies, performance theory, postcolonial theories, critical feminist and queer media studies. Through the watching and interrogating of Black Horror "voodoo" films and other media in different historical contexts students will be introduced to ideas around the imaginings of the body and self, gendered and racialized Others, colonialism, imperialism and empire as well as the circular production and consumption of erotic, popular and religious media.	Beliso-De Jesus, Aisha M.	50	0.5	HDS 2735	N/A	N/A	N/A
RELIGION 110	Religion and International Politics	Rather than slowly disappearing from the world stage as advocates of the secularization thesis predicted, religious actors and arguments are a vital - and often unpredictable - force the world over. This course grounds an investigation into thematic questions such as the relationship between religion and regime, religion and human rights and religion and the politics of identity in a series of case studies drawn from Africa, Europe, the United States and the Middle East.	Roantree, Bronwyn	25	0.5		90	N/A	N/A
RELIGION 1429	Augustine and His Heretics	This course will survey Augustine of Hippo's theological career through the lens of his encounters with three heretical communities of Roman North Africa: Manichaeism, Donatism, and Pelagianism. Particular attention will be paid to following themes: evil, freedom, the will, and selfhood.	Stang, Charles	100	0.5	HDS-1752	2	N/A	N/A
RELIGION 1802	Introduction to Islamic Mysticism: The Sufi Tradition	Introductory survey of Sufism, focusing on its fundamental concepts, ritual practices, institutions, and its impact on literary and sociopolitical life in different Muslim societies.	Asani, Ali S.				N/A	N/A	X
RELIGION 1806	The Vocabulary of Islam	Provides students with knowledge of a broad range of key concepts, technical terms, seminal questions, and cultural motifs internal to the Islamic tradition. These constitute a vocabulary related to Quran and exegesis, Hadith, law, theology, political thought, philosophy, Sufism, ritual, literature, art, and architecture, that has permeated Islamic discourses, practices, and identities down to the modern period, and that is central to an informed understanding and further study of Islam as religion and civilizational complex.	Ahmed, Ragab	50	0.5	HDS-3978	N/A	15	N/A

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RELIGION 1816	Ismaili History and Thought	A seminar surveying the development and evolution of Ismaili interpretations of Islam in various historical and cultural settings.	Asani, Ali S.	50	0.5	HDS-3939	N/A	7	N/A
RELIGION 2010	Space and Place: Seminar	This course is a cross-cultural exploration of human modes of constructing, experiencing and conceptualizing the dynamic relationship between abstract space and particular or intimate places, between natural or built environments and human subjects, between macrocosm and microcosm.	Jackson, Michael	25	0.5	HDS-3808	22	N/A	N/A
SCI-LIVSYS-19	Nutrition and Global Health	This course will introduce students to nutrition and global health problems through exploration of demographic, epidemiological, biological, social, political, and economic determinants of nutritional status. Emphasis will be placed on the role of nutritional status and dietary intake, both as a determinant and as a consequence, of these health problems. Students will be encouraged to think critically about the major challenges to improve nutrition and health at a global level, with a focus on nutrition and infectious diseases, maternal and child health, and chronic diseases. Nutritional assessment, study design, and efficacy of nutrition interventions, will be explored in detail.	Duggan, Catherine; Fawzi, Wafaie and Lo, Clifford W.	25	0.5		201	300	X
SCI-PHYUNV-12 (Formerly SCIENCE A-43)	Natural Disasters (Formerly Environmental Risks and Disasters)	Natural disasters, such as earthquakes, hurricanes, and floods, claim thousands of lives and cause tens of billions of dollars in damage each year. Moreover, changes in Earth's climate are raising sea level, changing precipitation patterns, and likely causing an increase in the occurrence of damaging storms, putting more of our increasing exposed global population at risk. In this course we develop an understanding of these natural hazards from an earth science perspective, and examine several case studies to assess their catastrophic impacts. Given our scientific understanding of these phenomena, we examine ways to assess and forecast future natural disasters, and to mitigate the adverse impacts to our societies. Sections will emphasize the use of GIS technology to measure the impacts of natural hazards.	Shaw, John H. (2010-2012) and Meade, Brendan J. (2012-2013)	25	0.5		74	N/A	X
SOCIOL-175	Sociology of Immigration	This course examines global migration and the sociopolitical responses of national communities to this phenomenon. In the first half of the course, students consider the process of international migration, and the dynamics of immigration policy, border control and citizenship. In the second half, students address contemporary approaches to settlement, integration and political incorporation. The course concludes by evaluating the impact of transnational affiliations and supranational governance on a process that conventionally has been overseen by national authorities. At hand each week are some of the great social and political debates confronting American society and many other countries today.	Heredia, Luisa (2009-2010) and Gest, Justin(2012-2013)	25	0.5		10	40	N/A
SOCIOL-27	Introduction to Social Movements	Social movements and revolution have long been driving forces behind political, social, and cultural change. From the Civil Rights movement of the 60s to the recent and unpredicted "Arab Spring," the extraordinary mobilization of ordinary people is routinely credited with fundamentally re-shaping societal institutions--the polity, the economy, religion, gender, race, and even the environment. But can we really define and study something as ephemeral as social mobilization? Do we know how social movements begin? Why might they become revolutionary? Can they make a difference in the societies they target? This course examines these questions within the sociological literature on collective action. Theories of social movements and revolutions are then applied to a series of case studies around the globe. Case studies may include the US, Iran, China, El Salvador, Chile, India, Poland, Argentina, Egypt, and Nigeria, among others. Students will also be required to apply course readings to the collective action case of their choosing throughout the semester.	Viterna, Jocelyn	25	0.5		N/A	60	X
SOC-STD 98ax	Development and Modernization: A Critical Perspective	What assumptions about human beings underlie the conviction that development and modernization constitute progress, that the developed West points the way for the rest of the world? Does economic growth involve a package that necessarily changes the society, the polity, and the culture along with the economy? This tutorial provides a framework for thinking about these questions, both in the context of the West, and in the context of the Third World.	Marglin, Stephen	50	0.5		10	10	X
SOC-STD 98jw	Citizenship Rights: Theory and Practice	The Cold War's demise brought to the fore new rights claims by groups-e.g. participation, recognition, and equity. Focusing on major theories and debates on multiculturalism, recognition, redistribution, liberalism, group rights, and self-determination, the tutorial explores the illusive and controversial "what" and the "why" of the claims. Then, asking the "how," demands are explored as international human rights, contextualized in case studies that locate claims within local politics, contested histories, and globalization.	Macdonald, Theodore	25	0.5		N/A	7	N/A

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SOC-STD 98kg	Politics of Health and Welfare in the Developing World	This course places the politics of health care in the context of economic development. Although health care and social programs are often considered secondary to economic growth, they have come to play an increasingly central role in development policy. This course explores the interaction between development and health through a survey of different theoretical approaches to development, combined with empirical research on public health, AIDS, family planning, and development programs.	Dillon, Nara	50	0.5		5	5	X
SOC-STD 98lf	Globalization and the Nation State	Despite globalization, the nation is still a major actor in today's world. This course tries to understand why this is so by examining the role that nationalism plays in peoples' identities and the effects of globalization on nations and nationalism. Examples from the United States, Western Europe, Latin America, India, and the Middle East.	Prevelakis, Nikolas	25	0.5		10	10	X
SOC-STD-98kb	Gender in Developing Countries	This seminar examines national identities, international solidarities, and struggles for social justice in the modern world from gendered perspectives. We take an historical approach, informed by ethnography and social theory. We first explore how gendered ideals and relations shaped colonial and anti-colonial projects in the nineteenth and twentieth centuries. We then analyze how gender has shaped transnational movements since the Second World War, emphasizing international development projects and 'Third World' and 'Global South' alliances.	Viterna, Jocelyn (2010) and Healy-Clancy, Meghan (2011-2014)	25	0.5		N/A	7	N/A
SOC-STD-98nd	Mass Violence, Memory, and Justice/Reconciliation	This tutorial examines the problem of national reconciliation after mass violence. How does a nation sundered by genocide, civil war, or political repression reestablish the social trust and civic consciousness required of individual and collective healing? What makes some reconciliations successful, others less so? The course will engage these and other questions from historical and contemporary perspectives, exploring the legacy of mass violence going back centuries, while comparing reconciliation projects across cultures, countries, and continents.	Hansen, Jonathan M.	25	0.5		10	10	X
SOC-STD-98oa	Human Rights in Africa	How and to what extent are human rights discussed, contested, and protected in Sub-Saharan Africa? This course considers answers to this question by taking seriously both variation and commonalities across Sub-Saharan African countries. Topics covered include slavery, apartheid, social and economic rights, LGBT rights, the International Criminal Court, and Kony 2012. The study of human rights in any context also requires some understanding of the configurations of power, state institutions and civil society in that context. We therefore also devote some time to considering colonial institutions, contemporary state-society relations, democratization, and social identity groups across SSA countries.	McClendon, Gwyneth	100	0.5		N/A	6	X
SOC-STD-98of	Democracy and Psychology of Inequality	This course explores individuals' and societies' responses to economic inequality in the context of democracy. Why is economic inequality met in some democracies and at some times with discontent and in other democracies and at other times with acceptance or even celebration? How do the sources and structure of economic inequality shape citizens' reactions to it? And do citizens' responses to inequality then actually shape politics and public policymaking in democracies? In investigating these questions, we examine research from political science, social psychology and economics conducted in Sub Saharan Africa, the United States, Western and Eastern Europe, and India.	McClendon, Gwyneth	25	0.5		N/A	10	N/A
SOC-WORLD 15 (Formerly HIST-STD B-64)	The Cuban Revolution: A Self-Debate	Focus on the insurrectionary war, the consolidation of power, Fidel Castro's role, the role of organized labor and the peasantry, the US-Cuban conflict, the alliance with the Soviet Union, the choice of economic strategy, the "remaking of human beings," the role of intellectuals, the support for revolutions in Africa and Latin America, and the change toward "orthodox" policies. The instructor will debate himself, presenting two or more views on each issue. Readings include original documents in translation.	Dominguez, Jorge	25	0.5		N/A	35	N/A
SOC-WORLD 44	Human Trafficking, Slavery and Abolition in the Modern World	This course surveys the nature, types and extent of modern servitude, distinguishing broadly between those resulting from international trafficking such as trans-national prostitution, human smuggling into bonded labor, child soldiering and organ trafficking, and more intra-national forms such as debt-bondage and the domestic exploitation of women and other vulnerable groups. Examines the conceptual and theoretical issues raised in attempts to distinguish among these types of differential power relations; the empirical difficulties of estimating the magnitude of what are inherently secretive processes; and the ideological controversies surrounding the subject. Explores ethical, socio- political and practical issues raised by these trends.	Patterson, Thomas	25	0.5		98	55	X

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SOC-WORLD-19	Western Ascendancy: The Mainsprings of Global Power from 1400 to the Present	From the scientific revolution to the industrial revolution, from representative government to the consumer society, from capitalism to nationalism and socialism, the ideas and institutions of "the West" (meaning Europe and its colonies of settlement) came to dominate the world in the five centuries after around 1500. But what were the mainsprings of Western power? Taking a comparative historical approach, this course seeks to identify the key economic, cultural, social, political and military differences between the West and "the Rest."	Ferguson, Alex	25	0.5		N/A	59	N/A
SOC-WORLD-24	Global Health Challenges: Complexities of Evidence-Based Policy	This course introduces the global health challenges posed by failure to adequately reduce infections, malnutrition, and maternal-child health problems in the most vulnerable populations, escalating rates of non-communicable diseases/injuries, and emerging health risks that cross national boundaries. We will assess social responses to these challenges at the community, national, and global levels. Through an understanding of population health measures, we will examine patterns of disease/mortality between and within countries, capture important time trends, and identify determinants of health inequalities. While emphasizing science driven policy, comparative case examples will illuminate influential systemic factors, health system performance, and the economic/social/political climate.	Goldie, Sue	25	0.5		N/A	241	X
SOC-WORLD-25 (Formerly ANTHRO-1825)	Health, Culture and Community: Case Studies in Global Health	Examines, through lecturers and case-based discussions, a collection of global health problems rooted in rapidly changing social structures that transcend national and other administrative boundaries. Students will explore case studies (addressing AIDS, tuberculosis, mental illness, and other topics) and a diverse literature (including epidemiology, anthropology, history, and clinical medicine), focusing on how a broad biosocial analysis might improve the delivery of services designed to lessen the burden of disease, especially among those living in poverty.	Kleinman, Arthur & Farmer, Paul (2009), Becker, and Keshavjee, Salmaan (2010-2013)	50	0.5		184	197	X
SOC-WORLD-26 (Formerly HIST-STD-A-21)	Africa and Africans: The Making of a Continent in the Modern World	Understanding Africa as it exists today requires an understanding of the broader historical trends that have dominated the continent's past. This course will provide an historical context for understanding issues and problems as they exist in contemporary Africa. It will offer an integrated interpretation of sub-Saharan African history from the middle of the 19th century and the dawn of formal colonial rule through the period of independence until the present time. Particular emphasis will be given to the continent's major historical themes during this period. Selected case studies will be offered from throughout the continent to provide illustrative examples of the historical trends.	Elkins, Caroline	100	0.5		N/A	N/A	N/A
SOC-WORLD-31	Political Economy After the Crisis	Alternative ways of thinking about contemporary market economies and their reconstruction, explored in three contexts: the recent worldwide financial and economic crisis and the struggle for recovery, the effort to advance socially inclusive economic growth in richer as well as in poorer countries, and the character and consequences of globalization. In considering these substantive themes, we also explore the nature of economics as a discipline: its past, present, and future. Students should have some acquaintance with economics, but no advanced training is required. Addressed to undergraduate and graduate students outside as well as within economics.	Unger, Roberto & Freeman, Richard (2010), Unger, Roberto & Hausmann, Ricardo (2011), Unger, Roberto (2012), and Unger, Roberto & Rodrik, Dani (2013-2014)	25	0.5	HKS PED-233 and HLS 2390	17	35	X
SOC-WORLD-34 (Formerly FOR-CULT 46)	Caribbean Societies: Socioeconomic Change and Cultural Adaptations	Caribbean societies are largely the economic and political creations of Western imperial powers. Though in the West, they are only partly of it, and their popular cultures are highly original blends of African and European forms. The course examines the area as a system emerging from a situation of great social and cultural diversity to the present tendency toward socio-economic and cultural convergence. Patterns of underdevelopment are explored through case studies of Latin and Afro-Caribbean states, as are cultural adaptations through studies of Afro-Caribbean religions, folkways, and music.	Patterson, Thomas	25	0.5		14	N/A	X
SOC-WORLD-38	Pyramid Schemes: The Archaeological History of Ancient Egypt	Surveys ancient Egyptian pharaonic civilization. Emphasizes Egyptian material culture: pyramids, temples, tombs, settlements, and artifacts. Explores major developmental themes that defined the Egyptian state: the geographical landscape, kingship, social stratification, and religion. Follows a chronological path with excursions into Egyptian art, history, politics, religion, literature, and language (hieroglyphs). Also touches on contemporary issues of object repatriation, archaeology and cultural nationalism, and the evolution of modern Egyptology. Includes field trips to the Egyptian collections of the Peabody Museum and the Museum of Fine Arts, Boston, along with immersive 3D computer models in Harvard's Visualization Center. No prior experience in Egyptology expected.	Manuelian, Peter Der	100	0.5		N/A	N/A	X

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SOC-WORLD-50	Political Corruption	Political corruption exists everywhere, but which countries are most corrupt? Do highly corrupt countries share common characteristics? How much corruption is there? The social costs of political corruption, from the stealing of public funds to bribes paid to avoid basic safety and health regulations, are often extremely high. Why are so few recent attempts to fight corruption successful? The course is comparative, draws historical connections, and as far as possible requires no background knowledge.	Alt, James and Ziblatt, Daniel	25	0.5		N/A	42	X
SPH-EH-278	Human Health and Global Environmental Change	Human activity has changed the atmosphere and altered terrestrial and marine ecosystems on a global scale for the first time in history. Evidence is mounting that these changes may already be having serious effects on human health, and there is growing concern that in coming decades the effects could be catastrophic. This course will examine in detail climate change and biodiversity loss as two primary examples of global environmental change and their human health dimensions. The challenges of addressing global environmental problems from a public policy and communications standpoint will also be explored. A multi-disciplinary faculty will provide an integrated assessment of these issues. The course will be open to all students at Harvard University, but preference will be given to students from HSPH, HMS, and KSG, as well as to Environmental Science Public Policy majors in the Faculty of Arts and Sciences.	Bernstein, Aaron	25	2.5		58	45	X
SPH-EH-524	Water and Development	Societies blessed with reliable, adequate supplies of good quality water have developed better than societies not so blessed. In order to provide adequate water security, societies invest in infrastructure and institutions to manage water resources more effectively, and to provide better water services. The course will explore the paths taken by now-rich countries and examine the consequences for human well-being, and will assess what is and what is not relevant from this experience for developing countries. Discussions will be organized around real-world case studies in which the instructor has been an active participant. The course will take an inter-disciplinary view and employ tools of history, hydrology, engineering, economics, political science and epidemiology.	Briscoe, John	25	0.5	HKS-IGA-435	3	N/A	N/A
SPH-EPI-228	Global Oral Epidemiology	Oral Epidemiology is linked with most disciplines of epidemiology and public health. The first part of the course will discuss the principal measures and methods of epidemiology as they apply to oral conditions internationally, with an emphasis on practical aspects of data collection, and analyses of continuous and correlated measures at multiple sites. The second part will discuss the global distribution and determinants for dental caries, periodontal disease, tooth loss, cleft lip and palate, and oral cancer. The third part will evaluate the relationships of oral diseases with nutrition and systemic conditions, and emphasize prevention using a modifiable common risk factor approach to influence international health policy and clinical practice.	Joshipura, Kaumudi	25	0.25		N/A	1	N/A
SPH-EPI-255	Epidemiology of HIV, Part I: Etiology, Natural History & Transmission	This course is designed to introduce students to the epidemiology of HIV infection. It is designed for those students with a keen interest in both HIV/AIDS and epidemiologic methods. This course will survey state-of-the-art knowledge of the epidemiology of HIV infection and will emphasize epidemiologic principles and methods; including studies of the etiology of AIDS, estimation of the incidence and prevalence of HIV and AIDS, natural history and survival. The use of appropriate study designs and potential sources of bias will be discussed, with a focus on observational designs. This course will provide the student with experience in the critical review of epidemiologic studies in this area.	Seage, George	50	0.25		41	N/A	X
SPH-EPI-256	Epidemiology of HIV, Part II: Therapeutic & Prevention Interventions	This course is designed to introduce students to the design and conduct of HIV therapeutic and prevention interventions. It is designed for those students with a keen interest in both HIV/AIDS and epidemiologic methods. This course will survey state-of-the-art knowledge of the epidemiology of HIV infection and will emphasize epidemiologic principles and methods including the design and conduct of ethical HIV intervention trials. The use of appropriate study designs and potential sources of bias will be discussed. This course will provide the student with experience in the development of a research proposal.	Seage, George	50	0.25		34	N/A	X
SPH-EPI-501	Dynamics of Infectious Diseases	This course covers the basic concepts of infectious disease dynamics within human populations. Focus will be on transmission of infectious agents and the effect of biological, ecological, social, political, economic forces on the spread of infections. We will emphasize the impact of vaccination programs and other interventions. The dynamics of host-parasite interaction are illustrated using basic mathematical modeling techniques.	Murray, Megan & Cohen, Theodore (2009), Murray, Megan (2010-2012), and Buckee, Caroline (2013)	50	0.25		31	15	X

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SPH-EPI-505	Epi Methods for Global Health	The course will cover introductory level epidemiology and a biostatistics primer introducing basic principles of statistics, with a specific focus on problems related to global health. Students who take this course will fulfill the introductory level course requirement in epidemiology; however, it will not fulfill a course requirement for biostatistics. A key difference in this course compared with other introductory level courses in epidemiology is that it offers examples from global health to illustrate epidemiologic methods and describe statistical approaches used. At the conclusion of the course, students will have gained an understanding of how to apply basic epidemiologic methods to evaluate global health programs and to critically analyze literature focused on global health problems for the purpose of advancing program design and service provision that is evidence-based.	Smith-Fawzi, Mary Kay	25	2.5		N/A	N/A	X
SPH-GHP-210	Concepts and Methods for Global Health and Population Studies	This course is intended as a survey of the main perspectives, methods, insights and issues in the study of global health and population dynamics. It is organized around three themes. The first theme focuses on population dynamics and their relationships with population health. It will provide overviews of the main theories of change of population size and composition as well as important facts on levels, trends and differentials of fertility, mortality and migration. This theme will cover theories and empirical findings on the effect of changes in population size and structure on health, and human and economic development. The second theme focuses on collection and analysis of global health data. It will cover both common data collection methods and important types of analysis in global health. The third theme focuses on the institutions of global health governance, such as WHO, and recurring dilemmas in global health. In each of the three themes, the course will draw on prominent examples of research, intervention and policy in global health, in order to illustrate underlying concepts and methods. The course is required for all incoming doctoral students in GHP and open to doctoral students from other departments.	Baernighausen, Till	25	0.5		12	11	X
SPH-GHP-211	Management Control: Health Organizations	This course is designed for students interested in learning about finance and management of health care in low and middle income countries. The focus will be on the development of knowledge and skills that are needed by managers of health care organizations in a variety of settings. It will cover a broad range of topics including cost analysis, budgeting and control, financial analysis, revenue generation, and performance monitoring. While some theory will be presented, this course will emphasize practical applications of the techniques discussed through the use of the case study method. Although no prior education in financial or managerial accounting is required to take this course, students without any prior training will be expected to do extra work to learn the basics of financial accounting.	Mitchell, Marc	25	0.25		27	22	X
SPH-GHP-214	Health, Human Rights, and the International System	This course provides an overview of how international institutions deal with health and human rights issues. Focus is on the responses of the United Nations system, regional organizations, and non-state actors to some of the pressing issues of health from a human rights perspective. Issues include: mother-to-child transmission of HIV and ARV drug pricing in Africa; practices such as female genital cutting (FGC); forced sterilization and rights of indigenous people in Latin America; and accountability for mass violations of human rights. Among the institutions examined are the WHO, UNAIDS, the World Trade Organization (WTO), UNESCO, the Council of Europe, the Organization of American States, the World Bank, and the International Criminal Court (ICC). The teaching method is case-based; students prepare and present positions of various protagonists, based on research. Ultimately the course prepares students to work for and interact with international institutions to advance health and human rights objectives, through governmental, intergovernmental or non-governmental processes.	Marks, Stephen;	75	0.25		9	18	N/A

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25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-GHP-215	Foundations in Humanitarian Studies, and Human Rights	This course will provide students with an introduction to the frameworks and constructs that form the foundation of humanitarian and human rights studies. Lectures, case studies and table top exercise will provide students with an essential understanding of the humanitarian architecture, the historical context for humanitarian response, international humanitarian law frameworks, basic processes of standard setting and interpretation of international human rights norms and operational and policy issues in crisis contexts. The historical evolution of humanitarian action will be explored and emerging issues in the sector will be discussed. Students will develop their capacity to undertake sound policy analysis and suggest practical recommendations on measures to promote the protection of vulnerable groups.There are no prerequisites for taking the course and it is open to all. This course also serves as part of the core (required) curriculum for the Interdisciplinary Concentration in Humanitarian Students, Ethics and Human Rights.	VanRooyen, Michael	25	0.5		N/A	19	X
SPH-GHP-220	Introduction to Demographic Methods	This is an introductory level class on the analysis of mortality, fertility and population change. It is required for all masters' and doctoral students in the department of Global Health and Population. Students are introduced to the core literature in this field through lectures, and assigned readings selected from peer-reviewed journals and textbooks. Together, these provide a graduate-level introduction to the principle sources and characteristics of population data and to the essential methods used for the analysis of population problems. The emphasis throughout is on understanding the key processes, models and assumptions used primarily for the analysis of demographic components. Practical training will be given through a required weekly laboratory session, assignments, and a final examination. Examples presented in class and used in assignments are drawn from several countries, combining both developed and developing in assignments are drawn from several countries, combining both developed and developing world realities.	Castro, Marcia	50	0.25		36	N/A	X
SPH-GHP-225	Population, Health, and Development	The course looks at the interrelationship between health and population on the one hand and economic growth and development on the other. The two key ideas that will be developed will be the role of health as a form of human capital that leads to economic returns both for the individual and at the aggregate level, and that changes in health, longevity and fertility can affect economic growth through changes in life span and life cycle behavior as well population age structure. The feedback from economic growth to changes in health and fertility, and the evolution of development as a multi-dimensional system will also be examined. The course will focus in particular on the methods employed to identify the direction of causality between health and economic development. The course will require preparation based on the readings each week. For each topic students will be expected to prepare a presentation based on the readings. Those not presenting will be expected to take part in a discussion based on the readings. This will count towards the students mark for class participation. There will be 3 assignments that will give students familiarity with the data sets used in the literature. In addition, there will be a 30 minute mid-term examination and a final 90 minute examination at the end of the course.	Canning, David	25	0.5		2	12	X
SPH-GHP-231	Sexual and Reproductive Health	This course is designed to provide an overview of sexual and reproductive health (SRH) from a global perspective with a focus on the most disadvantaged populations. The course will cover the most critical topics in this field from diverse perspectives, i.e. historic, conceptual, research, methodological, policy, programmatic, rights, and advocacy. The topics will include the role of the global community in shaping the sexual and reproductive health agenda, maternal health quality of care and critical interventions, unsafe abortion, contraception, cancer and reproductive health, integration of reproductive healthcare, and the Women and Health Initiative. Gender will be an underpinning dimension along the entire course. Students will be introduced to the core SRH literature and the specific topics, and learn about the outstanding debates in this field, the most pressing knowledge gaps, effective evidence-based interventions, progress so far, current challenges and the most promising public health approaches to overcome them. This course will be fully participatory. Students are expected to reflect on readings, lead discussions, prepare group or individual case studies, and prepare assigned homework.	Langer, Ellen	50	0.25		13	16	X

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SPH-GHP-237	Behavioral Economics and Global Health	This course provides an overview of behavioral economic theory and surveys the most recent evidence in behavioral economics applied to global health. The course will introduce students to the process of defining and diagnosing challenges in global health policy that are rooted in human behavior. They will also learn how to design solutions to these problems using principles from behavioral economics and rigorously test those solutions in applied settings.	McConnell, Margaret	25	2.5		N/A	14	X
SPH-GHP-244	Health Sector Reform: A Worldwide Perspective	This course surveys the impact of the global movement to reform national health care systems in the lower and middle income countries. It introduces a framework for analyzing health care systems and designing strategies for system reform, including political dimensions, with specific references to developing countries. It then examines some of the major elements of reform strategies as they are being applied in these countries, including goal-setting, financing, the organization of health care and the role of the private health sector, governmental reform, regulation, and change in consumer behavior. Studies and case material from many different countries are used.	Bossert, Thomas	50	0.5		45	52	X
SPH-GHP-245	Financing and Delivery of Health Care in Developing Countries	This course seeks to familiarize students with the major approaches to health care financing and delivery currently prevelenat in developing countries. Approaches to financing and delivery can be studied as "ideal types", but in reality they exist in countries with many variations and combinations. This course, then, also provides a cross-country comparative perspective on the range and composition of financing and delivery arrangements in different countries. To develop students' abilities to critically analyze these different arrangements and their possible impact on health system performance, the course begins with a review of health systems frameworks and theories and concepts, primarily from economics, that provide a foundation for further analysis.	Berman, Peter A.	25	2.5		33	18	X
SPH-GHP-255	HIV Interventions: Rationale, Design, and Evaluation	This course introduces students to the underlying theories, mechanisms and rationales for the major biological, behavioral and structural HIV prevention interventions, such as male medical circumcision, vaccination, female microbicides, treatment as prevention, counseling, and combined approaches. In addition to HIV prevention, the course covers HIV treatment, care and impact mitigation. The focus of the course will be both on developing countries and on high-risk, vulnerable and underserved populations in developed countries. Students will learn to critically analyze studies evaluating HIV interventions and to assess global and national HIV strategies.	Baernighausen, Till	100	0.25		12	24	X
SPH-GHP-265	Ethics of Global Health Research	This course is designed to expose students to the key ethical issues that may be encountered in the course of conducting global health research. Using case presentations and discussion-based class sessions, students will have the opportunity to begin developing their own tools for dealing with these important issues in an applied context.	Cash, Richard (2010) and Wikler, Daniel (2012)	25	0.5		8	N/A	X
SPH-GHP-268	Field Experience in Health and Human Rights	In this course, students will acquire the basic skills in applying a human rights framework to health issues in a professional work environment. Depending on their field placement, they may learn about operational skills in settings where health and human rights are practiced or about organizing a study to investigate human rights conditions affecting health. Each student will be expected to identify an organization with which they would like to work for the Winter Session period and secure a placement within that organization. Students are expected to attend a short preparatory workshop in the Fall 2 quarter. Participants will study materials pertinent to their placement and project before heading to the field assignment.	Marks, Stephen	50	0.25		6	4	X
SPH-GHP-269	Applied Politics and Economics I: Political Economy of International Health	Presents theoretical perspectives, empirical cases and research issues in policy analysis, political economy, political strategies and governance in international health. Focus is on analytical and methodological issues as applied to international health policy. Examines the political economy constraints on national and international health initiatives, the role of international agencies, the impact of non-governmental organizations, and the role of the state	Reich, Michael	25	0.25		60	64	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-GHP-272	Foundations of Global Population and Health	This course is required for all incoming master of science and doctoral students. It is intended as a broad survey of the main facts, issues, perspectives, methods, results, and conclusions in the areas of global population and health. The course is organized into three blocks. The first block deals with theory, methods, and evidence related to the state of global health and population and reviews salient population and health issues, both past and present. Environmental concerns linked to health and population are also addressed. The second block deals with the economic, social, legal, political, and ecological context in which global health and population issues arise and must be addressed. This block introduces economic, political, and rights-based perspectives on the place of health in the process of international development. The third block covers approaches to the design and implementation of policies and programs to address health and population problems. Medical interventions, non-medical health interventions, and non-health interventions will all be considered.	Bloom, David (2009-2010; 2012-2013) and Baernighausen, Till (2011)	50	0.5		29	28	X
SPH-GHP-283	Pharmaceutical Policy and Global Health	The course consists of readings and presentations on major issues related to pharmaceutical policy and global health, with particular attention to access to medicines. Topics will include: essential drugs, the global market for pharmaceuticals, patents, drug development, price policy, international trade agreements, drug development for neglected diseases, non-governmental organizations, generic drugs, vaccines, AIDS medicines, drug donation programs, and the politics of national drug policies. Each session will consist of a brief presentation by a student, followed by general discussion. Some topics will be presented by visiting experts. Each student will be required to write a 15-20 page paper.	Reich, Michael	50	0.25		N/A	N/A	N/A
SPH-GHP-288	Issues in Health and Human Rights	The aim of this course is to introduce students to the application of the human rights framework to a wide range of critical areas of public health. Through lectures, cases and guest speakers, students will become familiar with the human rights perspective as applied to selected public health policies, programs and interventions. The course clarifies how human rights approaches complement and differ from those of bioethics and public health ethics. Among the issues to be considered from a human rights perspective are the bioethics and human rights as reflected in the Nuremberg code, torture prevention and treatment, infectious diseases: MDRTB and incarceration, violence prevention and responses, genetic manipulation, access to affordable drugs, community-based health management and financing, child labor, aging, and tobacco control.	Marks, Stephen	25	0.25		38	8	N/A
SPH-GHP-504	Qualitative Research Methods for Global Health	The aim of this course is to provide students with an introduction to qualitative methods for global health research. The module is designed to expose students to a wide range of topics including developing research questions, sampling and site selection, frequently used qualitative methods (such as interviews, observations, focus groups), design of qualitative research protocols, as well as data management and analysis. Students will engage in a variety of active learning exercises (such as constructing and conducting a short informal interview) and will work in small groups on the preparation of a qualitative research project on a defined topic area of international or multicultural health. Class activities and discussions will aim at building a research community in the class, where students support each other¿s development as researchers recognizing the complexity, benefits and limitations of conducting cross-cultural qualitative research.	Betancourt, Theresa Lynn	25	2.5		N/A	N/A	X
SPH-GHP-515	International Humanitarian Response (formerly Humanitarian Studies in the Field)	This course offers a practical and in-depth analysis of the complex issues and skills needed to engage in humanitarian work in field settings. Through presentations by faculty of the Humanitarian Studies Initiative and guest speakers who are experts in their topic areas, students will gain familiarity with the primary frameworks in the humanitarian field and will focus on practical issues that arise in the field, such as rapid public health assessments, field cluster sampling techniques, application of minimum standards for food security, and operational approaches to relations with the military in humanitarian settings. Topics will be presented in case studies and in structured participatory modes. These topics will provide the foundational knowledge and skills needed to perform successfully during a Spring-02 course which will involve a three-day intensive simulation of a humanitarian crisis, which is a required component of the HSI program.	VanRooyen, Michael (2011) and Kayden, Jerold (2013-2014)	50	0.5		30	36	X
SPH-GHP-518	International Humanitarian Response - II	This course is a weekend-long field simulation that takes place between Friday, April 26, 2013 and Sunday April 28, 2013 at Harold Parker State Forest in North Andover, MA. Students will spend two nights in the forest as part of an aid agency team during a complex disaster and conflict scenario. During this simulated humanitarian crisis, students will carry out rapid assessments, plan refugee shelter, water, sanitation, food and health programs, and manage relations with other humanitarian actors and militia groups. Each student team will produces a 10-15 page service delivery plan of response during the simulated crisis	Kayden, Stephanie	25	1.25		31	35	X

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SPH-GHP-519	Foundations in Humanitarian Studies	This course will provide students with an introduction to the frameworks and constructs that form the foundation of humanitarian studies. The course will provide students of humanitarian action and response with essential understanding of the humanitarian architecture, the historical context for humanitarian response, international humanitarian law, and operational and policy issues in crisis contexts. The course intends to: Provide a comprehensive overview of international humanitarian law applicable in conflict; Review the historical and current context of humanitarian action, with particular attention to the evolution of mission mandates and the roles of governments, militaries, international organizations, and non-governmental organizations; Develop students' capacity to undertake sound policy analysis and suggest practical recommendations on measures to promote the protection of vulnerable groups; Examine the various technical sectors (e.g., nutrition, shelter, protection, emergency telecommunications, waste, sanitation, hygiene) involved in humanitarian response as well as the coordination and interaction of the United Nations with other lead agencies in humanitarian response operations.	Leaning, Jennifer	25	0.25		8	N/A	N/A
SPH-GHP-520	The Ecology of Health Development	The Eco-social Distress Syndrome, a multidimensional imbalance between our species and the rest of nature against conflicting demands for a rising and equitable standard of living for all and the constraints of sustainability. Each society has its own pattern of relations with the rest of nature including resources, waste, microorganisms, pests, habitats, climate and demography giving rise to distinct patterns of knowledge and ignorance. Each habitat provides human societies with its own constraints, opportunities and health spectrum. To span a range of alternatives situations, the course is organized around selected geographic areas (Lake Victoria basin, Thailand, the Philippines, Central America and the Caribbean), habitats (tropical forests, savannas, coastlines, cities), health problems (malnutrition, malaria, cholera, emerging viruses) and development strategies for resource use, agricultural development, national science strategy (neo-liberal, nationalist, socialist) with an emphasis on less familiar approaches, and international efforts to reconcile development with ecology.	Levins, Carol	50	0.5		4	3	X
SPH-GHP-530	Global Health Practice and Networks	This course is required for all students in the MPH/Global Health concentration as part of the program's culminating experience requirements. The course emphasizes practical skills and strategic planning methodologies, and provides opportunities to connect with professionals and communities of practice in global health. The course sessions, workshops, and networking opportunities are organized around: * the global health practice experience, either through the Winter Session Field Study trip, a practice project during the Winter Session (full-time), or a practice project throughout Spring (part time). For all projects at least 125 work hours need to be documented. * the preparation of a global health practice report demonstrating the application of theoretical and conceptual frameworks acquired at HSPH within the context of the global health practice experience. Course ions take place on a weekly basis (on Monday afternoons) during the Fall Term and take place on a monthly basis in the Spring Term. A detailed course schedule will be provided with the syllabus at the beginning of the course	Bruderlein, Till (2010-2012), Berman, Peter (2012-2014)	25	1		36	38	X
SPH-GHP-532	Introduction to Global Health Care Delivery	This course will engage students in analysis of case studies that describe interventions to improve health care delivery in resource-poor settings. Class room discussion of these case studies will help illuminate principles and frameworks for the design of effective global health interventions. Through a focus on HIV, tuberculosis, and malaria, these cases will allow students to carefully consider the question of how epidemiology, pathophysiology, culture, economics, and politics inform the design and performance of global health projects.	Rhatigan, Joseph	50	0.25		88	88	X
SPH-GHP-535	Applied Demography Analysis	This course is recommended for doctoral students in the Population and Reproductive Health Concentration. Students are introduced to the commonly used methods through review of the literature in interactive lectures, assigned readings, case studies and web-based sources. The most important part of the course is the application of a variety of analytic methods to cases mostly from Africa and the Middle East. The section of data sources provides a guide to the use of complex data sets including those provided by DHS-MACRO as well as other public domain surveys. Together, these provide a graduate-level introduction to the concepts and application of standard as well as newer methods of demographic analysis, especially in populations where the data are incomplete or inaccurate. The emphasis is on understanding the key relationships, models and assumptions used primarily for the analysis of levels, trends and differentials in fertility, mortality and migration in developing countries. Practical training will be provided through sessions in the MicroLab.	Hill, Alan	50	0.25		7	N/A	N/A

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SPH-GHP-537	Field Methods in Humanitarian Crisis (formerly Public Health Field Research in Complex Emergencies & Conflict)	This course focuses on adapting epidemiological research methods to complex settings such as disasters and armed conflict. The course begins with a discussion of the complexities of the humanitarian environment, and then works through a series of case studies to teach students the approach to population sampling and field research methods.	Van Rooyen, Michael & Greenough, Paul (2010); Greenough, Paul (2011-2014)	25	0.25		10	21	X
SPH-GHP-538	Field Methods in Humanitarian Crisis II - Digital Methods	The purpose of this Digital Methods course is to provide an introduction to the capabilities of the new digital tools, methods and research resources for increasing quality and efficiency of data collection, access, analysis, and visualization and overcoming methodological limitations. The use of technology for data collection, storage, analysis and visualization will be explored, with a particular emphasis on data collection and visualization.	Pham, Phuong	25	1.25		9	15	X
SPH-GHP-539	Control of Infectious Diseases in Low/Mid Income Countries: Social, Political & Economic Dimensions	The course reviews the epidemiology of infectious disease of greatest public health importance in developing countries in terms of distribution in time, place, and person. Context is emphasized in describing each of the conditions. Effects of social, economic, and cultural dimensions of these conditions will discussed as well as a framework for conducting these analyses. Case studies of different diseases from different countries are used throughout the course.	Cash, Richard	25	0.25		30	14	X
SPH-GHP-547	Field Experience in Maternal Health	This course will provide students with an opportunity to apply their skills and knowledge to maternal health issues in developing countries (such as India, Ethiopia, and Nigeria) through direct experiences with Maternal Health Task Force partner organizations. Each student's experience is individually designed to meet the needs of both the student and the host organization. In January, students will spend three weeks working at a Maternal Health Task Force partner institution under qualified supervision. The work may involve collecting data, visiting sites, conducting interviews, preparing draft reports and proposals, and conducting needs assessments. The time in the field will vary according to the needs of the host institution. Any student who thinks s/he may be engaged in research involving human subjects, such as focus groups, individual interviews and similar activities, must apply to the Human Subjects Committee for appropriate authorization during Fall 2 At the conclusion of the winter session term, students will present their final product to the class over one or two evening sessions. The type of final project will be determined in the fall and will be based on the needs of the host institution and agreed upon by the student and the teaching team. The teaching team will assign grades based on these products and will share them with the students¿ host institutions.	Langer, Ana	50	0.25		7	9	X
SPH-GHP-547	Field Experience in Maternal Health	This course will provide students with an opportunity to apply their skills and knowledge to maternal health issues in developing countries (such as India, Ethiopia, and Nigeria) through direct experiences with Maternal Health Task Force partner organizations. Each student's experience is individually designed to meet the needs of both the student and the host organization. In January, students will spend three weeks working at a Maternal Health Task Force partner institution under qualified supervision. The work may involve collecting data, visiting sites, conducting interviews, preparing draft reports and proposals, and conducting needs assessments. The time in the field will vary according to the needs of the host institution. Any student who thinks s/he may be engaged in research involving human subjects, such as focus groups, individual interviews and similar activities, must apply to the Human Subjects Committee for appropriate authorization during Fall 2.	Langer, Ann	25	1.25		7	9	X
SPH-GHP-548	The Global Health System: Governance Challenges and Institutional Innovations	Public health challenges -- for example, pandemic flu, HIV/AIDS, obesity, neglected diseases, tobacco use, environmental degradation, and understanding health systems -- increasingly shape and are shaped by the political, economic, and social aspects of globalization. Outbreaks of new diseases, such as SARS or H1N1 flu, can wreak immediate economic havoc on a regional or global scale. Neglected diseases, such as sleeping sickness or dengue fever, continue to cause immense human suffering. Meanwhile, international rules that fall outside the traditional health sphere, such as those governing intellectual property, agriculture, human migration, and greenhouse gas emissions -- can have profound impacts of human health. While strong national health systems are critical for meeting population needs, the effects of and capacities to respond to a particular heath threat often lie outside the control of any one nation state.	Moon, Suerie	25	2.5	HKS IGA-490	25	11	X

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SPH-GHP-549	The Right to Health in Resource Poor Settings: Maternal Health in Tanzania	In recent years there has been a proliferation of rights-based approaches to health (RBAs). There is substantial consensus at the international level as to the elements of an RBA. However, there are still few examples of operationalization and implementation of RBAs to health in practice. Using the 'Concise Technical Guidance on the application of a human-rights based approach to the implementation of policies and programmes to reduce preventable maternal morbidity and mortality¿ adopted by resolution of the Human Rights Council, the course will examine implications of adopting an RBA for multiple actors across the policy-making, implementation and review cycle, as well as with respect to enforcement mechanisms and international assistance and cooperation. Through interviews with multiple stakeholders as well as facility visits, students will also explore the challenges to implementing an RBA to maternal health in a resource-poor setting, such as Tanzania.	Yamin, Alicia	100	0.25		4	N/A	N/A
SPH-GHP-552-1	Leadership Development in Public Health	The eight week course focusing on leadership development will be taught by a Brundtland Senior Leadership Fellow in conjunction with Professor Robert Blendon, through the Division of Policy Translation and Leadership Development. The goal of this course is to give students an opportunity to explore decision-making and leadership first hand in the realm of public health, with particular emphasis on the role of evidence in the process. The course will examine leadership and decision making to the extent which evidence was and is used in the formulation of health programs in Tanzania, and will address the components of access, equity, quality and effectiveness while impacting health outcomes, especially among the poor, women, and children. A comprehensive look at decision making-- related to global health will be examined from the fellow¿s perspective as the former Minister of Health and Social Welfare for Tanzania, a current member of the Parliament of Tanzania and, professor of medicine at the University of Dar es Salaam. The course will include, but not be limited to required readings, guest speakers, and interactive class sessions. It is an experiential rather theory based course. This course (open to all masters and doctoral students) will seek to unravel aspects of the complex sets of issues facing health systems and decision making in Tanzania.	Mwakyusa, David	100	0.25		17	N/A	N/A
SPH-GHP-552-2	Leadership Development in Global Health: Health System Strengthening Towards Universal Health Coverage	This course outlines the challenges for Universal Health Coverage (UHC) in Africa through the lens of Ghana. While households are often seen as the primary producers of health, governments are making efforts to move available health services closer to households within communities. Strengthening health systems is essential for ensuring progress toward universal health coverage (UHC). The course will highlight experience of Ghana in ensuring equitable access to essential health services through community-based health planning and services (CHPS) and other initiatives, and in providing finanacial protection for the poor through the National Health Insurance Scheme. The sessions will focus on country-specific political, economic, social and historical context, which interacted to make these policy initiatives possible. The course will enhance the importance of securing financial sources and improving health systems management. Finally, challenges encountered and implications for other African countries will be shared.	Nyonator, Frank Kwadjo	100	0.25		N/A	4	X
SPH-GHP-552-3	Leadership Development in Global Health & Policy Making in Kenya: The Case of Four Parastatals	Covering selected topics in political economy of health and development institutions in Africa, this course will bring datat and rigours empirical evidence to bear on policy choices. The course will discuss: How do political institustions determine policy choices? How do economic structures impact politics? Do political leaders really matter for the economic and health performance of a country? Why do governments employ policies that hinder development? Why do seemingly inefficient institutions survive? Why do seemingly inefficient institutions survive? What pressures do governments respond to when they make health policy decisions? Is there a "right" timing and sequcing of reforms?	Nyong'o, Anyang	100	0.25		N/A	9	N/A

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-GHP-552-5	Leadership Development in Global Health/Health Policy: Transforming the Global Fund	In this course, the students will obtain a first- hand experience of the 2012 transformation of the Global Fund To Fight AIDS, Tuberculosis and Malaria. Students will gain an insight on how an institution like the Global Fund can reinvent itself from challenging its culture to implementing an entirely new business model. They will hear and discourse from representatives of different stakeholders. Through the lens of the transformation of the Global Fund, the students will learn about: a) the role of leadership in implementing change; b) the opportunities to become more effective by implementing new organizational structures; c) the complexity of introducing an entrepreneurial point of view in an organization's business model; d) the need to introdu ce rigor and discipline to management processes; e) the challenges to bring together diverse stakeholders such as donor governments, recipient governments, private sector entities and civil society around a major overhaul; and f) the human rights issues in trying to improve the coverage of health interventions to marginalized populations such as sex workers, MSM, drug addicts and prison inmates.	Jaramillo, Gabriel	25	0.25		N/A	22	X
SPH-GHP-553	Human Rights Dilemmas in Child Protection	The perspective of this course is twofold. One focus is on the child protection issues themselves, their genesis and impact. The other is on the human rights strategies and dilemmas relevant to those (at both the individual and societal level) charged with responding to rights violations affecting children and fulfilling public child protection obligations. In the midst of historic technological advances and significant progress in the realm of international human rights, the strategic choices and responsibilities facing leaders and others concerned with child protection are of increasing complexity and scope. Some challenges require long term structural planning and the ability to marshall resources for child protection across agencies and governments. Other challenges require immediate emergency responses that entail diplomatic, logistical and leadership skills. Yet others require multidisciplinary, integrative talents in order to understand and impinge on detrimental contemporary transformations that have aggravated the plight of many of the world's most vulnerable children. Little work has been carried out systematically in any of these areas, with the result that expertise on the ground is thin and operates in a somewhat "evidence-free" zone. A key concern of the course will be to integrate legal approaches with those developed in the health and social sciences. A recurring theme will be the evaluation of how international obligations map onto policy outcomes and how human rights mechanisms affect problems facing vulnerable children on the ground. The course will begin with a brief review of the theory and literature relating to child protection and international human rights. It will proceed with an in depth discussion of case studies covering central aspects of child protection – child labor, child trafficking, child soldiering and child persecution. Analytic points will be derived from an investigation of specific problems, the legal frameworks relating to them and the solutions that have been advanced to address them.	Bhabha, Jacqueline	50	0.25	HKS-IGA-342M	13	9	X
SPH-GHP-554	Innovation, Access to Medicines and Global Governance	This graduate course will explore global policy issues affecting innovation and access to health technologies in developing countries. In particular, the course will examine the importance of innovation and access to health technologies like drugs, diagnostics and vaccines for achieving better global health; the role that global governance in a broad sense plays in facilitating and preventing achievement of these goals; the challenges of fostering research, development and innovation in medicines and health technologies in the discovery and development phases for diseases that primarily affect the world's poor (e.g., lack of markets/incentives, lack of capacity); barriers to providing access to medicines for people around the world at the delivery stage (e.g., intellectual property protections, trade regimes, corruption, counterfeiting, regulatory processes, health systems capacity, markets); and the role that international institutions and other actors can play in responding to these challenges (i.e., intellectual property reform, pooled funding mechanisms, incentives, information and accountability). Students will also review various proposals for reform and global efforts to address this challenge. This course will focus on international and global factors and will to a lesser extent address national pharmaceutical polices in developing countries. The course will be in a seminar format with active involvement of students through case study discussions and simulations. Students will learn about current policy processes and understand how countries are negotiating reforms in this field of global health.	Rottingen, John-Arne (2013) and Hoffman, Steven (2014)	25	0.25	HKS-SUP-517M	18	11	X

Appendix 1 - Harvard University Course Listing - Courses with 25% - 100% African Content

25%: international studies/global scope with content related to Africa
25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-GHP-555 (Summer Course)	Management Practices in Health Delivery	Management Practices in Health Care Delivery educates students in the fundamental principles of strategy and management in leading global health programs. This course is designed to train current and future managers how to apply, test, and refine current frameworks in health care delivery. Health care delivery is complex and context-dependent and requires an interdisciplinary effort including the application of value-based delivery to global health. It provides a review of key strategy and management practices and students are challenged to apply the value-based delivery framework to current programs in which they work. The course consists of four modules which engage multiple disciplines and draw on leading experts to help us explore each module. * Module 1: Defining Value in Health Care Delivery * Module 2: Building Systems: Design and Monitoring Delivery * Module 3: Managing Operations: Workforce, Supply Chains, Technology * Module 4: Planning for Scale Throughout the progra e course highlights the array of relationships which characterize global health, including relationships with purchasers, insurers, providers, and patients. The principles addressed in the seminar supplement and complement the case studies discussed in GHP532: Introduction to Global Health Care Delivery. Students will complete exercises pulling data from the Global Health Delivery (GHD) Case Collection (www.ghdonline.org/cases). Course note: Students will need general understanding of current players in global health systems, as well as a general understanding of health delivery within ambulatory and inpatient care, including treatment and prevention of HIV, TB, and malaria Prerequisite: The course is open to all summer students, but priority will be given to students enrolled in the Global Health Delivery Summer Intensive (GHDI).	Weintraub, Rebecca	25	0.25		33	N/A	N/A
SPH-ID 205	Societal Responses to Disease and War	Designed for physicians, public health officers, or others who may be charged with responsibility for intervention during crisis situations. The focus will be on societal response to disasters and war as well as decision-making under stress. The course will examine U.S. and international case studies within the established research and policy frameworks for disaster response and humanitarian action.	Leaning, Jennifer	25	2.5		30	23	X
SPH-ID-217	Nutrition and Global Health	The course will cover the nutrition problems of less-developed countries. We will review the epidemiological, biological and behavioral consequences of malnutrition, with emphasis on infectious disease and perinatal outcomes. Many of the readings will address the latest on the efficacy of various nutrition interventions, as this knowledge is a pre-requisite to planning sound programs. Practical aspects related to programs, including nutrition assessment, types of study design, and other aspects of monitoring and evaluation will also be presented and discussed in class.	Fawzi, Wafaie	25	0.5		21	18	X
SPH-ID-262	Introduction to the Practice of Global Health	How is global health defined? What are its historical roots and modern manifestations? Which are the major contemporary issues and debates on policies and practices? These questions are addressed in this introductory course that defines the scope of the field, highlights contemporary issues, and reviews selective case studies of global health policies and practices. The course begins with an examination of world health and development and the rapid health transitions taking place. Key contemporary issues are critically examined--burden of disease, primary health care, disease control, child survival, pharmaceutical policy and essential drugs, health policy, and the evolving roles of international and non-governmental organizations. Interspersed throughout are several case studies of challenges facing the modern practice of global health.	Cash, Richard	25	0.5		44	40	X
SPH-ID-272	Financing Health Care in Developing Countries	This course provides a comprehensive survey on the major health care financing options for developing countries. It begins with introduction of system diagnostic criteria such as equity and efficiency, as well as assessment tools such as the National Health Account technique. Drawing on economic theory and international experiences, the course analyzes strengths and weaknesses of alternative approaches to healthcare financing, including tax-based financing, social insurance, user fee financing, community financing and other innovative financing methods. The aim is to prepare students for applied work in policy and operational analysis related to health financing. This course makes extensive use of country case studies.	Hsiao, William (2010-2011) and Liu, Yuanli (2012-2013)	50	0.5		33	N/A	N/A

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25% - 75%: Africa and the diaspora, dominant case studies from Africa

Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-IID-206 (Formerly IMI-206)	Biology and Control of Insect Vectors of Human Health (Formerly Principles of Public Health Entomology)	The course will provide an introduction to the biology, genetics and control of insect vectors of infectious diseases that are relevant for Public Health. The focus will be on the mosquito vectors of human malaria, however students will study other vector-borne diseases including African Trypanosomiasis, Dengue and Yellow Fever. The course will address the major biological components shaping vectorial capacity: vector/parasite interactions; immunity; host seeking behavior, reproduction; chemoreception. The role of symbionts and microbiota in insect physiology and disease transmission will also be discussed. Strengths and limitations of current control strategies based on the use of insecticides (bednets and sprays), traps, larvicidal compounds, biological agents and environmental strategies will be discussed, as well as novel strategies based on genetically modified organisms and paratransgenic control (bacteria/fungi). Students will also learn current methods for functional and comparative genomics of principal disease vectors.	Pollack, Richard & Muskavitchm, Marc (2010) and Catteruccia, Flaminia (2014)	25	0.25		N/A	4	X
SPH-IID-233	Infections Transmitted through Water and Food	The course will focus on infectious diseases of public health importance that are transmitted through water and food. The course will cover modes of transmission, epidemiology, clinical manifestations, pathogenesis, diagnosis, treatment, prevention, and control of diseases of particular import in resource-poor areas. Focus areas will include intestinal viruses (including enteroviruses, rotavirus, caliciviruses, hepatitis viruses), intestinal bacterial pathogens (including shigella, salmonella, typhoid, cholera, enterotoxigenic E. coli), intestinal protozoa (including amebiasis, giardiasis, cryptospordiosis, cyclosporiasis), intestinal helminths (ascariasis, hookworm, trichuriasis, strongyloidiasis), dracunculiasis, larva migrans, taeniasis, cysticercosis, echinococcosis, liver flukes, lung flukes, and schistosomiasis. Focus areas will include disease prevention strategies, public health treatment strategies including oral rehydration, and effects of globalization, urbanization, and climate change. Course activities include lectures, case and field studies, lab practica, readings. Evaluation will be based on examination and class participation.	Edward, Thomas Ryan	25	2.5		N/A	N/A	X
SPH-IID-234	Science of Malaria Eradication	An eradication effort fifty years ago - based on one insecticide (DDT) and one anti-malarial drug (chloroquine) - led to regional successes, but failed to achieve global eradication. This course will explore the genetics and cell biology of malaria parasites, mosquito vectors and human hosts, to achieve a better understanding of malaria biology; the successes and failures of the previous eradication effort; and prospects for eradication in our lifetimes.\This seminar will address a variety of topics relevant to malaria and its control, including the basic biology of malaria parasites, as well as many other aspects of this endemic Student will review literature covering malaria biology and control, understand and present to scientific audiences historical and current content and review literature on malaria biology and control.	Muskavitch, Marc	25	0.25		6	N/A	N/A
SPH-NUT-207	Analysis of Country-Level Data	Students will learn core skills in the analysis and interpretation of nutrition and health program data from low income countries. They will learn how to identify international and country-level databases from different sources that contain relevant health information, and how to assess data quality and link multiple diverse databases to enable integrated analyses. Students will learn to compile core health indicators for maternal and child health and nutrition, and for health program coverage and implementation. They will assess links between social factors and other determinants of health, and spatial and temporal trends in health and nutrition outcomes and their determinants. Students will learn how to utilize data to answer key policy and epidemiological questions related to program planning and evaluation, and to interpret findings and write reports or manuscripts for publication.	Anuraj, Shankar	25	2.5		N/A	N/A	X
SPH-NUT-217	Global Nutrition	Malnutrition is the leading cause of death and disability worldwide, and is a major impediment to population health and economic development. Under-nutrition has dominated the health profile of developing countries, within a vicious cycle of poverty, under-nutrition, and infectious diseases. However, economic development, urbanization, and associated changes in diet and lifestyle patterns have contributed to the rapid emergence of chronic health conditions in these regions, including obesity, diabetes mellitus, and cardiovascular disease. This course will provide acomprehensive overview of the state of the science in global health nutrition. It will discuss major nutrition-related problems seen in developed and developing countries, ranging from micro- and macronutrient deficiencies to diet-related chronic diseases. Building on the understanding of these problems, the course will discuss types of study design to further advance knowledge as well as programmatic solutions.	Kupka, Roland	25	0.25		22	20	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SPH-SBS-511	Social Policy and Health in International Perspective	By the end of this course students will be able to critically assess theories and evidence on how social policies and Welfare State institutions can influence health and health disparities, with particular emphasis on comparisons across the United States and European countries. The course provides students with an understanding of how specific social policies are linked to health, and critically discusses key methodological approaches to study the impact of specific social policies and welfare state interventions on health and health disparities. By the end of the course, students will be able to (a) critically assess theories and evidence on the impact of welfare state institutions and social policies on health and health disparities, (c) describe the strengths and weaknesses of methodological approaches to assess the causal effect of social policies on health using both state-level and country-level data; and (e) outline a research plan to assess the impact of a specific social policy on health.	Pabon, Mauricio Avendano	25	2.5		N/A	N/A	X
SPH-SHDH-207 (Formerly SPH-SHH-207)	Race, Ethnicity & Health	Health outcomes in the U.S. vary dramatically as a function of race and ethnicity. The purpose of this course is to address the possible pathways by which such disparities in health status arise at different stages in the life cycle. The course will highlight research that explores this issue from social, behavioral and psychological perspectives, as well as ideas about the meaning of race and ethnicity in American society. Students will be asked to develop their own research ideas that might help illuminate the nature of specific health disparities.	Williams, David	25	0.25		69	N/A	X
SPH-SHH-215	Disease Distribution Theories	This course focuses on social and scientific contexts, content, and implications of theories of disease distribution, past and present. It considers how these theories shape questions people ask about, and explanations and interventions they offer for, patterns of health, disease, and well-being in their societies. After examining the role of theory in the production of scientific knowledge, Part I reviews both text-based theories of disease distribution developed in ancient Greece, China, and India, and oral traditions reflecting diverse American Indian, Latin American, African, and medieval European explanations of disease distribution. Parts II and III then focus on theories employed in past and present epidemiologic research because of their influence on current efforts to understand and improve the public's health.	Krieger, Nancy	50	0.5		N/A	N/A	X
SPH-WGH-200	Women, Gender, and Health	This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions asked and explanations and interventions offered for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples pertaining to breast cancer, smoking, cumulative trauma disorders of hands and wrists, HIV/AIDS, violence, access to health services, sexual health, reproductive health, and population policy. In all these cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being of women and men.	Gruskin, Sofia & Krieger, Nancy	25	0.25		N/A	N/A	X
SPH-WGH-250	Embodying Gender: Public Health, Biology, and the Body Politic	This course will focus on the social and biological processes and relationships from interpersonal to institutional involved in embodying gender, as part of shaping and changing societal distributions of, including inequities in, health, disease, and well-being. It will consider how different frameworks of conceptualizing and addressing gender, biological sex, and sexuality (that is, the lived experience of being sexual beings, in relation to self, other people, and institutions) shape questions people ask about and explanations and interventions they offer for a variety of health outcomes. Examples span the lifecourse and historical generations and include chronic non-communicable diseases, HIV/AIDS, occupational injuries, reproductive health, mental health, and mortality, each analyzed in relation to societal and ecological context, global health policy and human rights, work, and the behaviors of people and institutions. In all these cases, issues of gender and sexuality will be related to other societal determinants of health, including social class, racism, and other forms of inequality. The objective is to improve praxis for research, teaching, policy, and action, so as to advance knowledge and action needed for producing sound public health policy and health equity, including in relation to gender and sexuality.	Krieger, Nancy	25	0.25		8	9	X
SWAHILI-101ar	Reading in Swahili	Prerequisite: Swahili B or equivalent.	Mmari, Judith	100	0.5		8	6	X
SWAHILI-101br	Reading in Swahili II	Prerequisite: Swahili 101ar or equivalent.	Mmari, Judith	100	0.5		7	15	X
SWAHILI-A	Elementary Swahili	A study of the lingua franca of East Africa at the elementary level. Contact hours supplemented by language lab sessions. Emphasis on written expression, reading comprehension, and oral fluency.	Mugane, John M.	100	1		21	12	X

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Course No.	Course Title	Description	Instructor	% African Content	Credits	Cross-listed	Enrollment 2012-2013	Offered 2013-2014	To be offered 2014-2015
SWAHILI-B	Intermediate Swahili	Continuation of Swahili A. A study of the lingua franca of East Africa at the elementary level. Contact hours supplemented by language lab sessions. Emphasis on written expression, reading comprehension, and oral fluency.	Mmari, Judith	100	1		7	6	X
TWI-101ar	Reading in Twi	Prerequisite: Twi B or equivalent	Mugane, John M. & assistant	100	0.5		1	4	X
TWI-101br	Reading in Twi II	Prerequisite: Twi 101ar or equivalent.	Mugane, John M. & assistant	100	0.5		2	2	X
TWI-A	Elementary Twi	Twi is one of the regional languages of the Akan speaking peoples of Ghana, constituting the largest ethnic group in Ghana. Twi, is fast becoming the lingua franca of the country. This course aims to help students acquire the Twi language at the basic or elementary level.	Mugane, John M.	100	1		7	5	X
TWI-B	Intermediate Twi	Continuation of Twi A. Twi is one of the regional languages of the Akan speaking peoples of Ghana constituting the largest ethnic group in Ghana. Twi, is fast becoming the lingua franca of the country. The Akan people are well known for their art and culture, especially the traditional colorful Kente cloth.	Mugane, John M. & assistant	100	1		2	4	X
US-WORLD-28	Slavery/Capitalism/Imperialism: The US in the Nineteenth Century	This course treats the history of the 19th-century U.S. and the Civil War in light of the history of U.S. imperialism, especially the War of 1812, the Mexican-American War, and the illegal invasions of Cuba and Nicaragua in the 1850s. Likewise, it relates the history of slavery in the U.S. to the Haitian Revolution, the Louisiana Purchase, Indian removal, Atlantic cotton, land and money markets, and the hemispheric history of anti-slavery.	Johnson, Walter	25	0.5		N/A	60	N/A
US-WORLD-33 (Formerly AFRAMER-193)	Religion and Social Change	Religion has inspired new understandings of social and political engagement. From early protest oriented struggles for civil rights in the US to the more recent personal responsibility calls of neo-pentecostal discourses, this course takes African American religious engagement with the process of democracy as a starting point for thinking about how other communities around the world have employed religion as a means of advancing social change. Through ethnography, auto/biography, and documentary film, this class compares and contrasts the influence that religious moods and motivations have had on calls for democracy and social change in places like Latin America, the Middle East and West Africa. In each instance the course questions the place of the US government and US religious bodies in these global efforts towards change.	Frederick, Marla	50	0.5	HDS-3700	N/A	N/A	X
WOMGEN-1249	Gender in African History	This seminar surveys the changing politics of gender across African history, in conversation with global histories of gender and sexuality. We investigate three questions: How can we understand the history of gender in Africa before colonialism? What role did gender play in the making and unmaking of colonialism? How have nationalist and postcolonial politics been defined by gendered categories? Readings include case studies from west, east, and southern Africa, treating themes from the history of sexuality to the history of political culture. Each student will present an original research project related to course themes.	Healy-Clancy, Meghan	100	0.5		N/A	4	X
YORUBA-101ar	Reading in Yoruba	Prerequisite: Yoruba B or equivalent.	Mugane, John M. & assistant	100	0.5		3	4	X
YORUBA-101br	Reading in Yoruba II	Prerequisite: Yoruba 101a or equivalent.	Mugane, John M. & assistant	100	0.5		4	3	X
YORUBA-A	Elementary Yoruba	Yoruba is spoken in the West African countries of Nigeria, Benin Republic, and parts of Togo and Sierra Leone, therefore constituting one of the largest single languages in sub-Saharan Africa. Yoruba is also spoken in Cuba and Brazil. Students will acquire the Yoruba language at the basic or elementary level.	Mugane, John M.	100	1		5	9	X
YORUBA-B	Intermediate Yoruba	Continuation of Yoruba A. Yoruba is spoken in the West African countries of Nigeria, Benin Republic, and parts of Togo and Sierra Leone, therefore constituting one of the largest single languages in sub-Saharan Africa. Yoruba is also spoken in Cuba and Brazil. Students will acquire the Yoruba language at the basic or elementary level.	Mugane, John M.	100	1		3	1	X

Appendix 2

Harvard University Africa-Affiliated Faculty & Staff

Name	Rank	% Africa-related	Page
African and African American Studies			
Emmanuel Akyeampong Δ ✦ ✤	Professor	90	163
Ali S. Asani Δ ✦ ✤	Professor	30	167
Robert Bates Δ ✦ ✤	Professor	80	172
Aisha M. Beliso-De Jesus ✤	Professor	80	173
Homi Bhabha Δ ✤	Professor	30	177
Suzanne Preton Blier Δ ✦ ✤	Professor	80	180
Lawrence Bobo Δ ✦ ✤	Professor	50	181
Vincent Brown Δ ✤	Professor	50	185
Thomas Burke ✦ ☆	Assistant Professor	90	187
Jean Comaroff Δ ✦ ✤	Professor	100	197
John Comaroff Δ ✦ ✤	Professor	100	197
Alejandro de la Fuente Δ ✤ ✦	Professor	20	203
Boubacar Diakite ж	Preceptor	100	206
Caroline Elkins Δ ✦ ✤	Professor	90	214
Henry Louis Gates, Jr. Δ ✦ ✤	Professor	25	225
Evelynn Hammonds Δ ✦ ✤	Professor	25	233
Evelyn Brooks Higginbotham Δ ✦ ✤	Professor	25	239
Jennifer Hochschild ✤Δ	Professor	25	242
Bassey Irele ✦ ж	Librarian	100	248
Walter Johnson ✤	Professor	20	252
Jamaica Kincaid ✤	Professor	60	265
Michèle Lamont Δ ✤	Professor	30	271
Carla Martin ж	Harvard College Fellow	65	284
George Paul Meiu ✦Δ	Assistant Professor	100	288
Ingrid Monson ✤ ✦Δ	Professor	40	293
Marcyliena Morgan ✤ ✦	Professor	65	294
John Mugane ✦ ✤	Professor	100	296
Jacob K. Olupona ✦ ✤Δ	Professor	100	307
Laurence Ralph ☆	Assistant Professor	20	318
Tommie Shelby ✤Δ	Professor	30	336
Kay Kaufman Shelemay Δ ✦ ✤	Professor	75	337
Doris Sommer ✤Δ	Professor	25	340
David R. Williams Δ ✤	Professor	25	356
African Language Program			
Saeed Aden ж	Instructor	100	160
Bisi Asere ж	Instructor	100	167
Josephine Babariye ж	Instructor	100	169
Oscar Bayingana ж	Instructor	100	172
Cheiha Chleuh ж	Instructor	100	194
Lamine Diallo ж	Instructor	100	206
Patricia Ediamen ж	Instructor	100	212

✦ Member, Committee on African Studies
Δ Cross-Listed
Ω Staff
✳ Visiting Faculty
✤ Tenured Faculty
☆ Tenured-Track Faculty
ж Non-Tenured Faculty

Name	Rank	% Africa-related	Page
Aminu Gamawa ж	Instructor	100	223
Stella Ihenetu ж	Instructor	100	248
Evelyn Kachaje ж	Instructor	100	255
Muzasadila Kapitao ж	Instructor	100	257
Mohamed Khalifa ж	Instructor	100	263
Judith Mmari ж	Instructor	100	292
Sunday Oluokun ж	Instructor	100	306
Chukwuemeka Onaga ж	Instructor	100	307
Cynthia A. Owusu ж	Instructor	100	309
Ntuli Qoboza ж	Instructor	100	317
Jean L Rene ж	Instructor	100	321
Antonio Tata ж	Instructor	100	342
Lynn Withers ж	Instructor	100	359
Ruth Worrede ж	Instructor	100	361
Mulugeta Zegeye ж	Instructor	100	364
Anthropology			
Asad Ahmed ☆	Assistant Professor	25	161
Theodore Bestor ✤	Professor	25	176
Steve Caton ✤	Professor	80	191
Kerry Chance ж	Faculty Fellow	90	193
Arthur Kleinman ✤	Professor	75	266
C.C. Lamberg-Karlovsky ✤	Professor	30	270
Mary Steedly ✤	Professor	25	341
Kimberly Theidon ✤	Associate Professor	25	343
Christian Tryon ✦ ☆	Assistant Professor	100	345
Comparative Literature			
Verena Conley ✳	Visiting Professor	60	198
Biodun Jeyifo Δ ✦ ✤	Professor	50	251
Werner Sollors Δ ✤	Professor	25	339
Susan Rubin Suleiman ✤	Professor	25	341
Karen Thornber ✤ Δ	Professor	40	344
Economics			
Richard Freeman ✤	Professor	25	221
Michael Kremer Δ ✦ ✤	Professor	50	268
David Laibson ✤	Professor	25	270
Nathan Nunn ✦ ✤	Professor	65	304
Amartya Sen ✤	Professor	40	333
Earth and Planetary Sciences			
Francis A Macdonald ☆	Associate Professor	25	279
Expository Writing Program			
Kelsey McNiff ж	Preceptor	25	287
Folklore and Mythology			
Deborah Foster ж	Senior Lecturer	50	220
Government			
Jeffry Frieden ✤	Professor	25	222
Amanda Lynn Garrett ж	Lecturer	30	224
Gwyneth Hartman-McClendon Δ ✦	Assistant Professor	75	236
Michael J. Hiscox ✦ ✤	Professor	25	241

✦ Member, Committee on African Studies
Δ Cross-Listed
Ω Staff
✳ Visiting Faculty
✤ Tenured Faculty
☆ Tenured-Track Faculty
ж Non-Tenured Faculty

Name	Rank	% Africa-related	Page
Nahomi Ichino ✦ ✤	Associate Professor	80	247
Gary King ✤	Professor	25	265
Steven Levitsky ✤	Professor	25	274
James Robinson ✤	Professor	50	324
Cheryl Brown Welch ж	Senior Lecturer	40	354
Daniel Ziblatt ✤	Professor	40	365
Harvard Business School			
Rawi Abdelal ✤	Professor	25	159
David Ager ж	Senior Fellow	25	161
Nava Ashraf ☆	Associate Professor	45	168
David E. Bell ✤	Professor	40	173
Shawn A. Cole ☆	Associate Professor	25	196
Diego A. Comin ☆	Associate Professor	75	198
John A. Davis ж	Senior Lecturer	25	201
John A. Deighton ✤	Professor	25	202
Rohit Deshpandé ✤	Professor	25	205
Rafael M. Di Tella ✤	Professor	25	207
Catherine S.M. Duggan ж	Assistant Professor	75	210
Alnoor Ebrahim ✤	Associate Professor	75	211
Robert G. Eccles ✤	Professor	50	212
Benjamin C. Esty ✤	Professor	25	215
William E. Fruhan ✤	Professor	30	223
Shikhar Ghosh ж	Senior Lecturer	20	228
Lena G Goldberg ж	Senior Lecturer	60	229
David F. Hawkins ✤	Professor	80	236
Paul M. Healy ✤	Professor	25	237
Regina E. Herzlinger ✤	Professor	25	238
Lakshim Iyer ☆	Associate Professor	25	249
Geoffrey Jones ✤	Professor	50	253
Rosabeth M. Kanter ✤	Professor	25	256
William R. Kerr ☆	Associate Professor	25	261
Joshua D. Margolis ✤	Professor	40	282
Christopher Marquis ☆	Associate Professor	25	283
Noel Maurer ☆	Associate Professor	30	285
Henry W. McGee ж	Senior Lecturer	25	286
Kathleen L. McGinn ✤	Professor	75	286
Nitin Nohria ✤	Professor	20	301
Michael I. Norton ☆	Associate Professor	25	302
Felix Oberholzer-Gee ✤	Professor	40	304
Elie Ofek ✤	Professor	25	305
Lynn S. Paine ✤	Professor	25	310
Andre F. Perold ✤	Professor	25	311
Dina Pomeranz ☆	Assistant Professor	25	314
Michael E. Porter ✤	Professor	30	315
Ryan Leo Raffaelli ☆	Assistant Professor	25	318
Ananth Raman ✤	Professor	30	319

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Karthik Ramanna ☆	Associate Professor	30	320
V. Kasturi Rangan ✤	Professor	60	320
Forest Reinhardt ✤	Professor	25	322
Nicolas P. Retsinas ж	Senior Lecturer	25	323
Dante Roscini ✤	Professor	25	325
James K. Sebenius ✤	Professor	25	332
Arthur I Segel ✤	Professor	25	332
George Serafeim ☆	Assistant Professor	25	334
Jordan Siegel ☆	Associate Professor	25	337
J. Gunnar Trumbull ✤	Professor	25	345
Michael Tushman ✤	Professor	25	347
Louis T. Wells ✤	Professor	25	354
Eric Werker ☆	Associate Professor	40	355
Harvard Divinity School			
Leila N. Ahmed ✦ ✤	Professor	40	162
Jocelyne Cesari ж	Lecturer	25	192
Hauwa Ibrahim ✳	Visiting Lecturer	75	247
Michael D. Jackson ✳	Visiting Professor	50	249
Ousmane Oumar Kane ✦ ✤ Δ	Professor	100	255
Peter Manuelian ✤ Δ	Professor	100	281
Jonathan L. Walton ✤	Professor	25	351
Harvard Graduate School of Design			
Neil Brenner ✤	Professor	25	184
Diane Davis ✤	Professor	25	201
Rosetta Elkin ж	Lecturer	25	214
Michael Hooper ☆ ✦	Assistant Professor	60	244
Judith Grant Long ☆	Associate Professor	25	278
Toshiko Mori ✤	Professor	25	294
David Sanderson ✳	Visiting Professor	30	329
Hashim Sarkis ✤	Professor	25	329
Deidre Schmidt ✤	Lecturer	30	331
Alexander von Hoffman ж	Lecturer	30	350
Harvard Graduate School of Education			
Felipe Barrera-Osorio ☆	Assistant Professor	40	171
Sarah Dryden-Peterson ✦ ☆	Assistant Professor	100	209
Fernando M. Reimers ✤	Professor	25	322
Harvard Kennedy School			
Matt Andrews ☆	Associate Professor	50	166
R. Nicholas Burns ✤	Professor	25	186
Martha Chen ж	Lecturer	25	193
Charles Clements ☆	Adjunct Lecturer	25	194
Ishac Diwan ✳	Visiting Lecturer	100	207
Simeon Djankov ✳	Visiting Adjunct Lecturer	50	208
Todd Foglesong ж	Senior Research Associate	25	219
Marshall Ganz ж	Senior Lecturer	20	224
Joshua Goodman ☆	Assistant Professor	25	230

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Sam Gregory ж	Adjunct Lecturer	25	232
Rema N. Hanna ☆	Associate Professor	50	234
Kessely Hong ж	Lecturer	25	243
Swanee Hunt ж	Lecturer	25	246
Sheila Jasanoff ✤	Professor	25	250
Douglas Johnson ж	Lecturer	25	251
Calestous Juma ✦ ✤	Professor	75	254
Alex Keyssar ✤	Professor	40	263
Asim Khwaja ✤	Professor	25	264
Henry Lee ж	Senior Lecturer	25	273
Brian Mandell ж	Senior Lecturer	25	281
Tarek Masoud ☆	Associate Professor	60	284
Steven E. Miller ж	Adjunct Lecturer	25	289
Francisco Monaldi ✳	Visiting Professor	25	293
Pippa Norris ж	Lecturer	25	302
Meghan O'Sullivan ✤	Professor	30	308
Robert Paarlberg ж	Adjunct Professor	60	309
Rohini Pande ✤	Professor	25	311
Pauline Peters ж	Senior Lecturer	80	312
Paul Peterson ✤Δ	Professor	25	312
Lant Pritchett ✤	Professor	25	316
John Ruggie ✤	Professor	30	327
Sandra Sequeira ☆	Assistant Professor	100	333
Ryan Sheely ☆	Assistant Professor	100	336
Kathryn Sikkink ✤	Professor	25	338
Moshik Temkin ☆	Associate Professor	25	343
Petia Topalova ж	Adjunct Lecturer	25	344
Dean Williams ж	Adjunct Lecturer	50	357
Michael Woolcock ж	Lecturer	25	360
Harvard Law School			
William Alford ✤	Professor	25	163
Susan Farbstein ✦	Assistant Clinical Professor	100	217
Tyler Giannini ✤	Clinical Professor	40	228
David Kennedy ✤	Professor	25	260
Duncan Kennedy ✤	Professor	25	261
Frank Michelman ✤	Professor	25	289
Martha Minow ✤	Professor	25	291
Intisar A. Rabb ✤	Professor	60	317
Mindy Jane Roseman ✦	Lecturer	90	326
Elizabeth Warren ✤	Professor	25	352
Lucie White ✦ ✤	Professor	90	355
Harvard Medical School			
Jennifer Dacey Allen ☆	Assistant Professor	40	164
Galit Alter ☆	Associate Professor	60	164
Marcus Altfeld ✤	Professor	60	165
David Matthew Altshuler ✤	Professor	25	165
Ingrid Valerie Bassett ☆	Assistant Professor	90	171

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William Robert Berry Δ ж	Principal Research Scientist	40	175
Theresa Stichick Betancourt ✦	Associate Professor	100	176
Agnes Binagwaho ж	Senior Lecturer	100	178
Asaf Bitton ж	Instructor	50	179
Laura M Bogart ☆	Associate Professor	100	182
James Elliott Bradner ☆	Assistant Professor	30	183
Gail H Cassell ж	Senior Lecturer	40	191
Mary-Jo Delvecchio Good ✤	Professor	40	203
Utkan Demirci ☆	Assistant Professor	25	204
Paul Drain ж	Instructor	100	208
Scott Lee Dryden-Peterson ж	Instructor	80	209
Nir Eyal ☆	Associate Professor	50	216
Paul Edward Farmer ✤ ✦	Professor	40	217
Bethany Lynn Gauthier ж	Instructor	30	225
Atul Atmaram Gawande ✤	Professor	60	226
Thomas Andrew Gaziano ☆	Assistant Professor	60	226
Richard David Gelber ✤	Professor	25	227
David C. Henderson ☆	Associate Professor	25	238
Caterina Hill ☆	Associate Professor	40	240
David J. Hunter Δ ✤	Professor	90	246
David Jones ✤	Professor	20	252
Anne G. Kasmar ж	Instructor	90	258
Jennifer Kasper ж	Instructor	50	259
Jeffrey Neil Katz ✤	Professor	90	259
Ichiro Kawachi ✤	Professor	40	260
Salmaan Keshavjee ☆	Associate Professor	60	262
Ronald Kessler ✤	Professor	30	262
John R. Knight ☆	Associate Professor	25	266
David Mahan Knipe ✤	Professor	40	267
Daniel Robert Kuritzkes ✤	Professor	100	269
Jennifer Leaning Δ ✦ ✤	Professor	25	272
Shahin Lockman Δ ☆	Associate Professor	90	278
Elena Losina ☆	Associate Professor	40	279
Kenneth Hugh Mayer ✤	Professor	90	285
Kenneth McIntosh ✤	Professor	90	287
John Gerard Meara ☆	Associate Professor	30	288
Danny Arnold Milner ☆	Associate Professor	100	290
Dariush Mozaffarian Δ	Associate Professor	50	295
Joia Stapleton Mukherjee ☆	Associate Professor	40	296
Megan Blanche Murray Δ ✤	Professor	40	297
Rosalynn Nazarian ☆	Assistant Professor	25	299
Nawal M. Nour ✦ ☆	Associate Professor	90	303
Barbara Ogur ☆	Associate Professor	25	305
Claire-Cecile Pierre ж	Instructor	25	314
Carlos Rodriguez-Galindo ☆	Associate Professor	25	325
Roger L. Shapiro ☆	Associate Professor	100	335

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Mary C. Smith-Fawzi ☆	Assistant Professor	40	338
Aliyah Sohani ☆	Assistant Professor	75	339
Alexander C. Tsai ☆	Associate Professor	90	346
Michael Johannes VanRooyen Δ ж ✦	Professor	50	348
Rochelle P. Walensky ✤	Professor	75	350
Bruce David Walker ✤	Professor	25	351
Norma Clara Ware ☆	Associate Professor	75	352
Milton Charles Weinstein ✤Δ	Professor	75	353
Mitchell G. Weiss ж	Lecturer	25	353
Walter C. Willett ✤	Professor	50	358
David Wypij Δ ж	Senior Lecturer	40	362
Brian C. Zanoni ж Ω	Research Fellow	100	363
Alan M. Zaslavsky ✤	Professor	75	364
Harvard School of Public Health			
Hans Olav Adami ✤	Adjunct Professor	25	159
Clement A Adebamowo ☆	Adjunct Associate Professor	90	160
Ambroise Dioum Ahouidi ✳	Visiting scholar	80	162
Rifat Atun ✤	Professor	80	168
Till Baernighauwen ✤	Professor	80	169
David Bangsberg ✤	Professor	70	170
John M. Benson Ω	Research Scientist	25	174
Jacqueline Bhabha Δ ✦ ✤	Professor	25	177
Lisa Faye Berkman ✤	Professor	25	174
Peter Berman ✤	Professor	25	175
Robert J. Blendon ✤	Professor	60	179
Barry R. Bloom ✤	Professor	25	180
David Bloom ✦ ✤	Professor	25	181
Ronald J Bosch Ω	Senior Research Scientist	30	182
Thomas Bossert ж	Senior Lecturer	25	183
Claude Bruderlein ☆	Adjunct Professor	25	185
Caroline Buckee ☆	Assistant Professor	30	186
Frederick Burkle ✳	Visiting Scientist	40	187
Hermann Bussmann Ω	Research Associate	25	188
David J. Canning ✤	Professor	40	189
Richard Cash ж	Senior Lecturer	25	190
Marcia Castro ☆	Associate Professor	90	190
Flaminia Catteruccia ☆	Associate Professor	25	192
Jessica Cohen ☆ ✦	Associate Professor	60	195
Theodore H Cohen ☆	Associate Professor	50	196
Shona Dalal Ω ж	Research Associate	75	199
Goodarz Danaei ☆	Assistant Professor	60	199
Norman Daniels ✤	Professor	25	200
Victor Gerard DeGruttola ✤	Professor	60	202
Charles Deutsch Ω ж	Senior Research Scientist	80	205
Christopher Duggan Δ ✦	Associate Professor	30	210
Manoj T Duraisingh ☆	Associate Professor	40	211

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Mryon (Max) Essex Δ ✦ ✤	Professor	90	215
Majid Ezzati ж	Adjunct Professor	65	216
Wafaie Wahib Fawzi ✦ ✤	Professor	80	218
Günther Fink ☆ ✦	Assistant Professor	90	218
Sarah Fortune ✤	Professor	40	219
Kenneth Alan Freedberg ✤	Professor	90	221
Julio Frenk ✤	Professor	25	222
Allan Charles Geller Ω	Senior Research Scientist	25	227
Christopher Deweir Golden Ω	Research Associate	50	229
Sue J. Goldie ✦	Professor	90	230
Paul Greenough ☆	Assistant Professor	25	231
Sofia M Gruskin ☆	Adjunct Professor	30	232
James K. Hammitt ✤	Professor	25	233
Christian Tientcha Happi ✳ Ω	Visiting Scientist	50	235
Allan Graham Hill ✤	Professor	70	239
Kenneth Hill ☆	Adjunct Professor	25	240
Steven Justin Hoffman ✳	Visiting Assistant Professor	25	242
Michelle Holmes ☆	Associate Professor	30	243
William Hsiao ✤	Professor	25	244
Michael David Hughes ✤	Professor	40	245
Salal Humair Ω	Research Scientist	40	245
Kaumudi Joshipura ☆	Adjunct Professor	40	253
Deborah Kacanek Ω	Research Scientist	60	254
Phyllis Kanki ✤	Professor	90	256
Nadira Dharshani Karunaweera ✳ ✧	Visiting Scientist	25	258
Jane Jooyun Kim ☆	Associate Professor	25	264
Nancy Krieger ✤	Professor	25	268
Roland Kupka ☆	Adjunct Assistant Professor	25	269
Ana Langer ✤	Professor	25	271
Richard Levins ✤	Professor	25	274
Marc Lipsitch ✤	Professor	25	276
Yuanli Liu ж	Senior Lecturer	30	277
Stephen Marks ✤	Professor	25	282
Richard G. Marlink ✤	Professor	100	283
Kenneth Hugh Mayer ✤	Professor	90	285
Marc Mitchell ж	Lecturer	50	291
Rosemary Mubanga Musonda Ω	Research Associate	60	298
Edward Anthony Nardell Δ ✤	Associate Professor	50	299
Daouda Ndiaye ✳ Ω	Visiting Scientist	25	300
Daniel Edward Neafsey ✳ Ω	Visiting Scientist	25	300
Vladimir A. Novitsky Ω	Principal Research Assistant	25	303
Cassandra A. Okechukwu ☆	Assistant Professor	25	306
Marcello Pagano ✤	Professor	25	310
Phuong Ngoc Pham ✦ Ω	Research Scientist	90	313
Lisa Alison Prosser ✳	Visiting Assistant Professor	25	316
Michael Reich ✤	Professor	25	321

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Joseph Rhatigan ☆	Assistant Professor	25	323
John-Arne Rottingen ✳	Adjunct Professor	25	326
Joshua A. Salomon ✤	Professor	70	328
Ousmane Sarr ✳ Ω	Visiting Scientist	90	330
George R. Seage III ✤	Professor	25	331
David Eric Shapiro Ω	Research Scientist	25	335
Jonathan Michael Spector Ω	Research Scientist	20	340
Norma Swenson ☆	Adjunct Lecturer	25	342
Clarissa Valim Ω	Research Scientist	30	347
Patrick Vinck ж	Visiting Scientist	80	349
Daniel Wikler ✤	Professor	25	356
Dyann Fergus Wirth ✤	Professor	25	359
Alicia Yamin ж	Lecturer	25	362
Pierre A. Zalloua ☆	Adjunct Professor	25	363
Harvard School of Dental Medicine			
Brittany Seymour ж	Instructor	80	334
Harvard School of Engineering and Applied Science			
Sujata Bhatia Δ ✤	Assistant Director	80	178
John Briscoe Δ ✤	Professor	25	184
History			
Maya Jasanoff ✤	Professor	25	250
Walter Johnson ✤ Δ	Professor	20	252
Mary D. Lewis ✤	Professor	30	275
Charles Maier ✤	Professor	30	280
Roy Mottahedeh ✤ Δ	Professor	25	295
Afsaneh Najmabadi ✤	Professor	25	298
History and Literature			
Meghan Healy-Clancy Δ ж	Lecturer	80	237
Teresa Villa-Ignacio ж	Lecturer	25	348
History of Art & Architecture			
Gulru Necipoglu-Kafadar ✤	Professor	25	301
History of Science			
Rebecca Lemov ☆	Associate Professor	25	273
Ahmed Ragab ✤ Δ	Professor	40	319
Human Evolutionary Biology			
Charles Davis ☆	Professor	20	200
Peter Ellison ✤	Professor	25	214
James Hanken ✤	Professor	25	234
Daniel Eric Lieberman ✤	Professor	20	275
Zarin Machanda Ω	Lecturer	50	280
Naomi Pierce ✤	Professor	25	313
Heather Jane Ribaudo Ω	Senior Research Scientist	60	324
Maryellen Ruvolo ✤	Professor	25	327
Noreen Tuross ✤	Professor	25	346
Richard Wrangham ✤	Professor	25	361
Journalism			
Ann Marie Lipinski ✦ Ω	Curator	25	276

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Near Eastern Languages & Civilizations			
William Granara ✤	Professor	25	231
Leonard Wood ж	Lecturer	25	360
Malika Zeghal ✤	Professor	60	365
Organismic & Evolutionary Biology			
Daniel L. Hartl Δ ✤	Professor	25	235
Andrew Knoll ✤	Professor	25	267
George Lauder ✤	Professor	50	272
Pardis Sabeti ☆ Δ	Associate Professor	80	328
Romance Languages & Literatures			
Joaquim-Franciso Coelho ✤	Professor	40	195
Giuliana Minghelli ☆	Associate Professor	25	290
Mylene Priam ☆	Associate Professor	25	315
Sociology			
Jocelyn Viterna ☆	Associate Professor	40	349
Christopher Winship ✤	Professor	25	358
Social Studies			
Kevin Caffrey ж	Lecturer	25	189
Brendan Karch ж	Lecturer	25	257
Stem Cells & Regenerative Biology			
David Thomas Scadden Δ ✤	Professor	50	330
Women, Gender & Sexuality			
Chiwen Bao ж	Lecturer	25	170
Jacquelyn Williamson ✳	Visiting Lecturer	50	357

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Rawi Abdelal

Current Harvard Title: Herbert F. Johnson Professor of International Management
Year of First Appointment at Harvard: 1999
Education: Ph.D. Cornell University (1999); M.A. Cornell University (1997); B.S. Georgia Institute of Technology, (1993)
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Chair, Helen Dwight Reid Award Committee, American Political Science Association
Field Experience: South Africa, Ghana
Percentage of Time Dedicated to African Activities: 25
Africa-Related Courses Taught in Past Five Years: Business, Government, and the International Economy
Research and Teaching Specializations: International political economy; emerging markets; globalization; government and business; political economy
Recent Publications: *Doing Business in South Africa* (2012)
Distinctions: Marshall Shulman Prize for Outstanding Book on International Relations for *National Purpose in the World Economy*; Apgar Award for Innovation in Teaching; Charles M. Williams Award for Excellence in Teaching; Robert F. Greenhill Award; HBS Student Association Faculty Award for Outstanding Teaching in the Required Curriculum, Harvard University.

Hans Olov Adami

Current Harvard Title: Adjunct Professor of Epidemiology, Department of Epidemiology, Harvard School of Public Health
Year of First Appointment at Harvard: 1992
Education: 1969 M.D. Medicine, Uppsala University, Sweden; 1978 Ph.D., Surgery, Uppsala University, Sweden; 1979 Associate Professor (Docent) of Surgery, Uppsala University, Sweden
Relevant Experience: Continuing collaboration with Makerere and Mbarara Universities in Uganda, Stellenbosch, South Africa, Muhimbili University, Dar es Salaam, Tanzania and Professor Clement Adebamovo in Nigeria.
Field Experience: Uganda, Nigeria, Tanzania, South Africa
Percentage of Time Dedicated to African Activities: 25
Research and Teaching Specializations: Genetic determinants of cancer in humans
Recent Publications: *Non-communicable diseases in sub-Saharan Africa: what we know now* (2011). *Non-communicable diseases in sub-Saharan Africa: The case for cohort studies* (2010)
Distinctions: 1998-2008 Member of the Nobel Assembly; 2001 Distinguished Visiting Lecturer, Harvard Center for Cancer Prevention; Cutter Lecturer of Preventive Medicine, Harvard School of Public Health; Wratislaviensia Polonia, Medical University of Wroclaw, Poland; Distinguished Visiting Lecturer, Harvard Center for Cancer Prevention; Tore Anderson Prize for Epidemiologic Research

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Clement Adebayo Adebamowo

Current Harvard Title: Adjunct Associate Professor of Nutrition, Harvard School of Public Health
Education: Sc.D. Harvard University
Relevant Experience: Chairman, the National Health Research Ethics Committee of Nigeria
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Medical education, clinical oncology, general surgery, bioethics and epidemiology- including genetic, molecular, nutrition and environment health epidemiology
Recent Publications: *Association of HIV and ART with cardiometabolic traits in sub-Saharan Africa: a systematic review and meta-analysis* (2013); *Non-communicable diseases in sub-Saharan Africa: what we know now* (2011); *HIV and cancer in Africa: mutual collaboration between HIV and cancer program may provide timely research and public health data (2011); Emerging breast cancer epidemic: evidence from Africa (2010); NeuroAIDS in Africa* (2010); *Relationships among obesity, inflammation, and insulin resistance in African American West Africans* (2010); *Non-communicable diseases in sub-Saharan Africa: the case for cohort studies* (2010); *Lead levels in new enamel household paints from Asia, Africa and South America* (2009); *Cancer in Africa: opportunities for collaborative research and training* (2009)

Saeed Aden

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: Ph.D. Candidate, University of Southern New Hampshire; M.A. University of Massachusetts (2011); B.A. University of Massachusetts (2008)
Africa-Related Courses Taught in Past Five Years: Somali
Relevant Experience: Co-Founder, Global Peace Aid, Inc
Proficiency in Languages Used in Africa: Somali 5; Arabic 3
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Somali Language Course
Distinctions: Archstone Smith 10 Year of Service Excellence Award (2012) Paul Dolson Award, University of Massachusetts (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

David Ager

Current Harvard Title: Senior Fellow at Harvard Business School and Senior Director of Executive Education
Year of First Appointment at Harvard: 2004
Education: Ph.D. Harvard University (2004); MBA University of Western Ontario; M.A. Harvard University; B.Sc. University of Toronto
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Leadership and Organizational Challenges that firms face as they conduct post-acquisition integration
Distinctions: Phi Beta Kappa Prize; Levenson Memorial Teaching Prize of Harvard University

Asad Ahmed

Current Harvard Title: Assistant Professor, Department of Anthropology
Year of First Appointment at Harvard: 2006
Education: PhD University of Chicago (2006); M.Phil Cambridge University (1997); M.Sc. London School of Economics (1991); B.Sc. London School of Economics (1986)
Percentage of Time Dedicated to African Activities: 20=5 percent
Africa-Related Courses Taught in Past Five Years: Legality, Security, Emergency; Foucault in the Colonies: Power, Colonialism, and the Law; Contemporary Themes in the Anthropology of Politics
Research and Teaching Specializations: Secularism and Religion, Liberalism, Language and the Law, Colonial and Post-Colonial Studies, Ethnography of the State, South Asia.
Recent Publications: "The Paradoxes of Ahmadiyya Identity: The Legal Appropriation of Muslimness and the Construction of Ahmadiyy a Difference" (2010)
Distinctions: Guggenheim Dissertation Fellowship; Junior Faculty Development Grant, Harvard Academy for International & Area Studies, Harvard University

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Leila Ahmed

Current Harvard Title: Victor S. Thomas Professor of Divinity
Year of First Appointment at Harvard: 1999
Education: Ph.D. University of Cambridge; M.A. University of Cambridge; B.A. University of Cambridge **Relevant Experience:** Professor of women's studies and Near Eastern studies at the University of Massachusetts- Amherst; Director of the women's studies program from 1992 to 1995; director of the Near Eastern studies program from 1991 to 1992.
Field Experience: Egypt
Proficiency in languages used in Africa: Arabic 5
Percentage of Time Dedicated to African Activities: 40 percent
Africa-related Courses Taught in Past Five Years: Journeys; Religion, Gender, Identity in 21st Century Diasporic Muslim Fiction
Research and Teaching Specializations: Islam and gender in America; Issues of gender, race, and class in the Middle East in the late colonial era.
Recent Publications: *A Quiet Revolution: The Veil's Resurgence, from the Middle East to America* (2011); *A Border Passage: From Cairo to America- A Woman's Journey* (2009)
Distinctions: Grawmeyer Award in Religion for *A Quiet Revolution*; Distinguished Faculty Fellowship Award, University of Massachusetts Amherst; Fellow, National Humanities Center; Ford Foundation Grant to study Islam in America

Ambroise Dioum Ahouidi

Current Harvard Title: Visiting Scholar of Harvard School of Public Health; Fogarty Fellow
Education: Ph.D. Cheikh Anta Diop University (Pending); M.S. Cheikh Anta Diop University (1999); B.S. Valdiodio Ndiaye College (1993)
Field Experience: West Africa, The Gambia, Senegal
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: Viral diagnostic techniques and evaluating HIV rapid test efficacy
Recent Publications: *Population genetic structure of Plasmodium falciparum across a region of diverse endemicity in West Africa* (2012); *Improving malaria control in West Africa: interruption of transmission as a paradigm shift* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Emmanuel K. Akyeampong

Current Harvard Title: Professor of History and Professor of African and African American Studies
Year of First Appointment at Harvard: 1993
Education: Ph.D. University of Virginia (1993); M.A., Wake Forest University (1989); B.A., University of Ghana, Legon (1984)
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Executive Committee Member, Committee on African Studies; Member, West African Research Association; Member, African Studies Association; **Member**, Historical Society of Ghana; Member, Ghana Studies Council
Field Experience: Ghana, Nigeria, Sierra Leone, The Gambia
Proficiency in Languages Used in Africa: French 2; Twi 5; German 3
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Alcohol in Sub-Saharan Africa, 1850 to the Present; Health, Disease and Ecology in African History; West Africa from 1800 to the Present; Sources, Methodology, and Themes in African History; Slavery and the Slave Trade in Africa and the Americas
Research and Teaching Specializations: Social and political history; disease and ecology; urban history; religious interaction; environmental history
Recent Publications: "Dictionary of African Biography" edited with Henry Louis Gates, Jr. (2012); *Themes in West Africa's History* (2005); *Between the Sea and the Lagoon: An Eco-Social History of the Anlo of Southeastern Ghana, 1850 to Recent Times* (2001)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 4 B.A. =1
Distinctions: Corresponding Fellow, Royal Historical Society (United Kingdom); Council Member of the International African Institute; Fellow, Ghana Academy of Arts & Sciences; Visiting Professor, Bayreuth University, Germany; Zora Neale Hurston Fellow at the Institute for Advanced Study and Research in the African Humanities at Northwestern University

William Alford

Current Harvard Title: Henry L Stimson Professor of Law; Director of East Asian Legal Studies Program, Chair of Harvard Law School Project on Disability
Education: J.D. Harvard University (1977); M.A. Yale University (1975); B.A. Amherst College (1970)
Relevant Experience: Vice Dean for Graduate Program and International Legal Studies; Director East Asian Legal Studies Program; Chair, Harvard Law School Project on Disability
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: International Law Workshop

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Jennifer Dacey Allen

Current Harvard Title: Adjunct Assistant Professor of Social and Behavioral Sciences, Harvard School of Public Health
Education: Ph.D. Harvard School of Public Health (1997); M.S. Boston College (1991);
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Eliminating racial disparities in cancer morbidity and mortality through community -based approaches to cancer control among multi-ethnic, low income populations, with a particular focus on informed decision making for cancer screening tests
Recent Publications: I*mproving Breast Cancer Control via the Use of Community Health Workers in South Africa: A Critical Review* (2011)

Galit Alter

Current Harvard Title: Associate Professor of Medicine, HMS
Education: Ph.D. McGill University
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Understanding the role of the innate immune response to chronic viral infections, including HIV and HCV, with a focus on defining the role of Natural Killer (HK) cells in antiviral control
Recent Publications: *Natural Killer Cell-Mediated Innate Sieve Effect on HIV-1: The Impact of KIR/HLA Polymorphism on HIV-1 Subtype-Specific Acquisition in East Africa* (2013); *Alterations in natural killer cell receptor profiles during HIV type 1 disease progression among chronically infected South African adults* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Marcus Altfeld

Current Harvard Title: Professor of Medicine, HMS
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: HIV-1 specific CD8+ T cell responses in Acute Infection
Recent Publications: *Factors predicting discordant virological and immunological responses to antiretroviral therapy in HIV-1 clade C infected Zulu/Xhosa in South Africa* (2012); *Impairment of CD1d-restricted natural killer T cells in chronic HIV type 1 clade C infection* (2011); *Alterations in natural killer cell receptor profiles during HIV type 1 disease progression among chronically infected South African adults* (2010)

David Matthew Altshuler

Current Harvard Title: Professor of Genetics and Professor of Medicine, HMS
Year of First Appointment at Harvard: 2000
Education: M.D. Harvard Medical School; Ph.D. Harvard University; B.S. Massachusetts Institute of Technology
Relevant Experience: Elected member, American Society of Clinical Investigation; Elected member, the Association of American Physicians; Elected member, the US Institute of Medicine
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: human genetic variation and developing laboratory and analytical methods for associating genotype and phenotype; type 2 diabetes, with projects in prostate cancer, blood cholesterol, heart attack, systemic lupus, erythematosus, and rheumatoid arthritis;
Recent Publications: *Genetic variants in novel pathways influence blood pressure and cardiovascular disease risk* (2011)
Distinctions: Curt Stern Award, the American Society of Human Genetics and the Outstanding Scientific Achievement Award from American Diabetes Association; Fellow, American Academy of Arts & Sciences

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Matt Andrews

Current Harvard Title: Associate Professor of Public Policy, HKS
Year of First Appointment at Harvard: 2006
Education: Ph.D., Syracuse University; M.Sc., University of London; B.Com., University of Natal, Durban
Relevant Experience: Faculty Associate, Center for International Development, Harvard Kennedy School; Public Sector Specialist, World Bank
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Getting Things Done: Management in a Development Context; Money Management and Policy Implementation in Developing Countries
Research and Teaching Specializations: Teaching - Public Management and Development; Research - Public sector reform, particularly budgeting and financial management reform, and participatory governance in developing and transitional governments;
Recent Publications: *Good Government Means Different Things in Different Countries* (2010); *Development as Leadership-led Change* (2010); *Isomorphism and the Limits to African Public Financial Management Reform* (2009)
Distinctions: HKS- Dinner on the Dean (Teaching Award)

David Armitage

Current Harvard Title: Lloyd C. Blankfein Professor of History; Chair, Department of History at Harvard University; Affiliated Faculty Member at Harvard Law School
Year of First Appointment at Harvard: 2004
Education: Ph.D. University of Cambridge (1992); M.A. University of Cambridge (1990); B.A. University of Cambridge (1986)
Research and Teaching Specializations: Intellectual History and International History
Distinctions: Walter Channing Cabot Fellow; The Caird Medal from National Maritime Museum; Thomas Temple Hoopes Prize for Excellence in the Art of Teaching

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ali S. Asani

Current Harvard Title: Chair, Department of Near Eastern Languages and Civilizations; Director, Prince Alwaleed Bin Talal Islamic Studies Program; Professor of Indo-Muslim and Islamic Religions and Cultures
Year of First Appointment at Harvard: 1983
Education: Ph.D., Harvard University, 1984; B.A., Harvard College, 1977
Relevant Experience: Director, Near Eastern Languages and Civilizations Doctoral Program in Indo-Muslim Culture; Member, Committee on African Studies
Field Experience: Kenya, Uganda, Tanzania
Proficiency in Languages Used in Africa: Swahili 5; Arabic 3; Gujarati/Kutchi 5
Percentage of Time Dedicated to African Activities: 30 percent
Africa-related Courses Taught in Past Five Years: Muslim Voices in Contemporary World Literatures; Islamic History and Thought; Understanding Islam and Contemporary Muslim Societies; For the Love of God and His Prophet: Religion, Literature, and the Arts in Muslim Cultures
Research and Teaching Specializations: Swahili language and literature; Islamic societies; Muslim devotional literature in African languages; Indian communities in East and South Africa; Muslim education in Africa **Recent Publications:** *"An Infidel of Love": Exploring Muslim understandings of Islam* (forthcoming); *Let's Study Urdu: An Introductory Course* (2007); *Let's Study Urdu: An Introduction to the Script* (2007)
Distinctions: National Endowment for the Humanities; Carnegie Endowment; Dean's Commendation for Distinguished Teaching, Harvard; Virani Lectures, University of British Columbia; Harvard Foundation Medal; AGA Khan Development Network; Consortium for Language Learning and Teaching

Bisi Asere

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: A.A. Wakefield College (1979)
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Yoruba
Research and Teaching Specializations: African languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Nava Ashraf

Current Harvard Title: Associate Professor, Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. Harvard University (2005); M.A. Harvard University (2003); B.A. Stanford University (1998)
Relevant Experience: Founder/Director, Rural Women's Training Institute, Cote d'Ivoire; Summer Associate, World Bank, Middle East and North Africa Department, Division of Natural Resources and the Environment; Consultant, BASED (health and agriculture NGO), Cameroon; Evaluation Consultant, DRUMNET- PRIDE Africa, Kenya
Field Experience: Zambia, Kenya, Cameroon, Democratic Republic of Congo, Cote D'Ivoire
Percentage of Time Dedicated to African Activities: 45 percent
Africa-Related Courses Taught in Past Five Years: Managing Global Health: Applying Behavioral Economics to Create Impact
Research and Teaching Specializations: Decision-Making, Economic Development; Experimental Economics
Recent Publications: *Household Bargaining and Excess Fertility: An Experimental Study in Zambia (*2013); *Rx: Human Nature: How Behavioral Economics is Promoting Better Health around the World* (2013); *Uptake of Malaria Rapid Diagnostic Tests* (2011); *Evaluating the Effects of Large-Scale Health Interventions in Developing Countries: The Zambian Malaria Initiative* (2010); *Can Higher Prices Stimulate Product Use? Evidence from a Field Experiment in Zambia* (2010); *Deworming Kenya: Translating Research into Action (TN) (A) and (B) (2011); Community Health Workers in Zambia: Incentive Design and Management* (2011); *Evaluating the Effects of Large-Scale Health Interventions in Developing Countries: The Zambian Malaria Initiative* (2010)
Distinctions: Winner of 2006 TIAA-CREF Paul A. Samuelson Award Certificate of Excellence for Outstanding Scholarly Writing on Lifelong Financial Security for the article " Tying Odysseus to the Mast: Evidence from a Commitment Saving Product in the Philippines"; Recipient of the 2003 Queen Elizabeth II Golden Jubilee Medal from the Chancellery of Honours, Canada; Member, Phi Beta Kappa

Rifat Atun

Current Harvard Title: Professor of Global Health Systems, Harvard School of Public Health; Director of Global Health Systems Cluster at Harvard School of Public Health
Education: MBBS, University of London; M.B.A. Imperial College, London
Relevant Experience: Honorary Professor, London School of Hygiene and Tropical Medicine; Founding Director, MSc in International Health Management, BSc in Management and Medical Science, and Founding Co -Director of the Masters in Public Health Programme at Imperial College; Chair, STOP TB Partnership Coordinating Board
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: The design and implementation of health systems transformation and their impact on outcomes; explore adoption and diffusion of innovations in health systems; Innovative financing in global health
Recent Publications: *Drug-resistant tuberculosis--current dilemmas, unanswered questions, challenges, and priority needs* (2012*); Tuberculosis and tuberculosis/HIV/AIDS-associated mortality in Africa: the urgent need to expand and invest in routine and research autopsies* (2012); *Towards an improved investment approach for an effective response to HIV/AIDS* (2011*); Tuberculosis in prisons in sub-Saharan Africa -- the need for improved health services, surveillance and control* (2011); *Scaling up towards international targets for AIDS, tuberculosis, and malaria: contribution of global fund-supported programs in 2011-2015* (2011*); Effect of investment in malaria control on child mortality in sub-Saharan Africa in 2002-2008* (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Josephine Babarive

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Luganda
Research and Teaching Specializations: Luganda

Till Baernighauwen

Current Harvard Title: Associate Professor of Global Health, Harvard School of Public Health
Education: Sc.D. Harvard University (2008); MSc. University of London (2002); MSc. London School of Hygiene & Tropical Medicine; M.D./ Ph.D. University of Heidelberg (1998)
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: Population health economic and social impacts of global health interventions, HIV epidemiology and health systems in developing countries
Recent Publications: *Health systems and HIV treatment in sub-Saharan Africa: matching intervention and programme evaluation strategies* (2012); *Interventions to increase antiretroviral adherence in sub-Saharan Africa: a systematic review of evaluation studies* (2011); *High uptake of HIV testing for tuberculosis patients in an integrated primary health care HIV/TB programme in rural KwaZulu-Natal* (2010); *" Conditional scholarships" for HIV/AIDS health workers: educating and retaining the workforce to provide antiretroviral treating sub-Saharan Africa* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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David Bangsberg

Current Harvard Title: Professor in the Department of Global Health and Population, Harvard School of Public Health and Professor of Medicine, HMS
Year of First Appointment at Harvard: 2008
Education: M.P.H., University of California, Berkley, 1997; M.D., Johns Hopkins University, 1990; M.Sc., University of London, 1986; B.S., University of Rochester, 1985
Relevant Experience: Director, Massachusetts General Hospital Center for Global Health; Senior Scientist, Harvard Initiative for Global Health; Director, Harvard Global Health Scholars Program; Director, International Programs-Partners AIDS Research Center, Massachusetts General Hospital; Director, International Programs, Harvard Center for AIDS Research; Member, South African Center for Epidemiological Modeling and Analysis
Field Experience: South Africa, Uganda
Percentage of Time Dedicated to African Activities: 70 percent
Research and Teaching Specializations: HIV in impoverished populations
Recent Publications: *A Qualitative Analysis of factors Influencing HPV Vaccine Uptake in Soweto, South Africa among Adolescents and Their Caregivers* (2013); *Understanding reasons for and outcomes of patients lost to follow-up in antiretroviral therapy programs in Africa through a sampling-based approach* (2010)
Distinctions: Scientific Advisory Board, South African Center for Epidemiological Modeling and Analysis; UCSF AIDS Research Institute Award for Outstanding Mentoring; SmithKline Beecham Junior Faculty Award

Chiwen Bao

Current Harvard Title: Lecturer in Studies of Women, Gender, and Sexuality and Social Studies
Education: Ph.D. Boston College
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: schooling, identities and inequalities

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Felipe Barrera-Osorio

Current Harvard Title: Assistant Professor of Education and Economics, Harvard Graduate School of Education
Year of First Appointment at Harvard: 2011
Education: Ph.D. University of Maryland (2003); M.A. University of Chicago (1996); Magister, Universidad de los Andes, Colombia (1992); B.A. Universidad de los Andes, Colombia (1992)
Relevant Experience: Senior Economist, Human Development Network Education; Deputy Director, Social Area of Fedesarrollo at Colombia
Proficiency in Languages Used in Africa: Spanish 5
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: The Consequences of Educational Policy Interventions in Developing Countries: Evidence from Recent Impact
Research and Teaching Specializations: Determine how different educational incentives impact the learning outcomes of primary- and secondary school-aged children in different contexts and levels of education development
Distinction: Fellow, Ford Foundation

Ingrid Bassett

Current Harvard Title: Assistant Professor of Medicine, Infectious Diseases, HMS
Education: A.B., Biological Anthropology Harvard College, *magna cum laude* 1995; M.D. Harvard Medical School 2000; M.Ph. Clinical Effectiveness Harvard School of Public Health 2000
Relevant Experience: 2009 Member of International AIDS Society; On 2011 Harvard University Center for AIDS Research
Field Experience: South Africa, Nigeria, Uganda
Proficiency in Languages Used in Africa: Zulu =2
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Infectious disease specialist with an interest in HIV testing and linkage to care and TB screening in South Africa
Recent Publications: *Routine HIV testing in adolescents and young adults presenting to an outpatient clinic in Durban, South Africa* (2012). *The clinical impact and cost-effectiveness of routine, voluntary HIV screening in South Africa* (2011).
Distinctions: 2012 Fellow, Infectious Disease Society of America; 2012 Poster of Distinction, Massachusetts General Hospital Scientific Advisory Committee (SAC); 2010 #1 Comparative Effectiveness Paper of 2010, National Institute of Allergy and Infectious Diseases (NIAID)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Robert Bates

Current Harvard Title: Eaton Professor of the Science of Government and Professor of African and African American Studies
Year of First Appointment at Harvard: 1993
Education: Ph.D., Massachusetts Institute of Technology (1969); B.A., Haverford College (1964)
Relevant Experience: Multiple field trips to Africa; close collaboration with the University of Ghana; Member, African Economic Research Consortium; Member, Committee on African Studies; Member, Board of Directors, African Studies Association; Member, Political Instability Task Force
Field Experience: Democratic Republic of Congo, Sudan, Uganda, Kenya, Tanzania, Rwanda, Ghana
Proficiency in Languages Used in Africa: Bemba 3; Swahili 3; French 3; Portuguese 3
Percentage of Time Dedicated to African Activities: 80 percent
Africa-related Courses Taught in Past Five Years: The Political Economy of Development; Political Economy of Development; The Political Economy of Africa
Research and Teaching Specializations: political economy of development, particularly in Africa
Recent Publications: "African Politics and Society," *The Encyclopedia of Political Science* (forthcoming); Bates RH. *The Industrial Organization of Violence* (2011.); *The Political Economy of Economic Growth in Africa, 1960-2000: Case Studies*, co-editor (2007)
Distinctions: Guggenheim Fellow; Fellow, American Academy of Arts and Sciences; Moore Distinguished Scholar; Carnegie Corporation, Carnegie Scholar; United States Institutes for Peace; Inaugural Ralph Bunche Lecturer, University of California, Los Angeles; Fellowship, Bellagio Conference Center, Rockefeller Foundation; Research Fellow, Russell Sage Foundation

Oscar Bayingana

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2009
Education: Ph.D. Pune University (1999); M. Comm, Pune University (1992); B. Comm. Pune University (1990)
Relevant Experience: Consultant and Coordinator of the African Language Textbooks Writing Project, Harvard University; Member, Alliance Culturelle Francaise, Cape Town, South Africa
Field Experience: South Africa, Zimbabwe, Botswana, Rwanda
Proficiency in Languages Used in Africa: Kinyarwanda 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Kinyarwanda
Research and Teaching Specializations: African Languages
Distinctions: Certificate of Distinction in Teaching by Harvard University

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Aisha M. Beliso-De Jesus

Current Harvard Title: Assistant Professor of African American Religions
Year of First Appointment at Harvard: 2009
Education: Ph.D., Stanford University, 2009; M.A., Stanford University, 2003; B.A., University of California, Berkeley, 2002
Relevant Experience: Member, Society for Cultural Anthropologist; Research Assistantship, Department of Anthropology, Stanford University; Research Consultant, Women's Wellness Substance Abuse Program; Executive Assistant, Instituto Familiar De La Raza, Inc.; Youth Educator, San Francisco State University, Step to College Program
Proficiency in Languages Used in Africa: Lukumi 5
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: Introduction to Afro-Modernity and Trans-Atlantic Religion; Ethnography of the African Diaspora: Race, Gender and Power; Voodooizations and Politics of Representation; Anthropology of 'the Religious' Part 1; Witchcraft, Rituals and Colonialism; Anthropology of the Religious part 2: Methods; Transnational Feminism;
Research and Teaching Specializations: African and African Diaspora religious studies; globalization, religion, and media; Diaspora and transnational feminism; activist anthropology; anthropology of the Caribbean and Latin America; media studies and ethnography; commodification of culture; postcolonial theory; U.S., Latin American and Caribbean history, race, gender, and sexuality; theories of identity and subject formation
Recent Publications: *A Genealogy of Santeria: Colonial Terror, Knowledge Production and Transnational Subjectivities* (2009)
Distinctions: Fellow, Ford Foundation Fellowship; Magna cum Laude graduate, University of California, Berkeley

David E. Bell

Current Harvard Title: George M. Moffett Professor of Agriculture, Harvard Business School
Year of First Appointment at Harvard: 1977
Education: Ph.D. Massachusetts Institute of Technology; B.A. Oxford University
Relevant Experience: Chairman, Special Interest Group in Decision Analysis, ORSA; Board of Directors, Boston Acoustics, Inc.; Board of Directors, Pilgrim's Pride Corporation
Field Experience: Nigeria, Kenya
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Brands and Branding; Consumer Psychology; Decision-making; Marketing; Pricing
Recent Publications: *Olam: On a New Course* (2012)
Distinctions: Ramsey Medal (2000); HBS Robert F. Greenhill Award (2006)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

John M. Benson

Current Harvard Title: Research Scientist, Harvard School of Public Health; Managing Director of Harvard Opinion Research Program
Education: M.A. University of Wisconsin
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: National and International Polling Projects
Recent Publications: *Survey in sub-Saharan Africa shows substantial support for government efforts to improve health service* (2011)

Lisa Faye Berkman

Current Harvard Title: Thomas D. Cabot Professor of Public Policy and of Epidemiology, Harvard School of Public Health
Education: Ph.D. University of California, Berkeley (1977); M.S. University of California, Berkeley (1975); B.A. Northwestern University (1972)
Relevant Experience: Former head, the Division of Chronic Disease Epidemiology at Yale University; President, Society for Epidemiologic Research
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Inequalities in health related to socioeconomic status, different racial and ethnic groups, and role of social networks, support and isolation
Recent Publications: *Racial disparities in job strain among American and immigrant long-term care workers* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Peter Berman
Current Harvard Title: Professor of the Practice of Global Health Systems and Economics; Director of GHP Educational Initiatives, HSPH
Year of First Appointment at Harvard: 1991
Education: M.Sc. Cornell University (1984); Ph.D. Cornell University (1984)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Global Health Practice and Networks
Research and Teaching Specializations: Strategies for health system reform to improve outcomes; Analysis of the supply side of health care systems
Recent Publication: *Sexual lubricants in South Africa may potentially disrupt mucosal surface and increase HIV transmission risk among men who have sex with men* (2014)

William Robert Berry

Current Harvard Title: Principal Research Scientist, Harvard School of Public Health
Relevant Experience: Director, The Surgical Simulation Program at the Center for Medical Simulation; Boston Project Director, The Safe Surgery Saves Lives Initiative, World Health Organization/ World Alliance for Patient Safety
Percentage of Time Dedicated to African Activities: 40 percent
Recent Publications: *Hospital management practices and availability of surgery in sub-Saharan Africa: a pilot study of three hospitals* (2013); *Global operating theatre distribution and pulse oximetry supply: an estimation from reported data* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Theodore Bestor

Current Harvard Titles: Professor of Anthropology and Japanese Studies; Chair, Department of Anthropology
Year of First Appointment at Harvard: 2001
Education: Ph.D. Stanford University (1983); B.A. Fairhaven College (1973)
Relevant Experience: Teaching comparative courses in social/cultural anthropology
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Ethnographic Encounter: An Introduction to Social Anthropology; Food, Culture, and Society;
Research and Teaching Specializations: Markets, globalization, urban studies, economic institutions and exchange; food systems and cultures; space, place and identity; Japan; East Asia; North Atlantic
Distinctions: Walter Channing Cabot Fellow, Harvard University; Best Book Award, Society for Economic Anthropology; Distinguished Alumni Award, Western Washington University

Theresa Stichick Betancourt

Current Harvard Title: Associate Professor of Child Health and Human Rights, Department of Global Health and Population, Harvard School of Public Health; Director, Research on Children and Global Adversity, FXB Center for Health and Human Rights
Education: ScD, Harvard School of Public Health (2003); M.A., University of Louisville (1993); B.A., Linfield College (1991)
Relevant Experience: Peter C. Alderman Foundation consultant on bringing psychiatric services to West Africa (2012); Welbodi Clinic, Sierra Leone Consultant (2012); Ministry of Health, Government of Rwanda (2010-11); Member, Committee on African Studies; Post-Doc Fellow Department of Epidemiology, Harvard School of Public Health (2004)
Field Experience: Rwanda, Sierra Leone, Uganda, Tanzania, Kenya
Proficiency in Languages used in Africa: French=3; Kinyarwanda=2; Krio=2
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Foundations of Global Health and Populations; Societies of the World 25: Health, Community, and Culture: Case Studies in Global Health; International Childhood, Rights, and Globalization
Research and Teaching Specializations: Child psychiatric epidemiology, health and human rights, global mental health.
Recent Publications: " Global Mental Health Programs for Children and Families Facing Adversity: Development of a Family Strengthening Intervention in Rwanda" *(co-author), Children and Families Affected by Armed Conflicts in Africa: Implications and Strategies for Helping Professionals in the United States* (2012); "Moderators of Treatment Effectiveness for War-Affected Youth with Depression in Northern Uganda" (contributing author), Journal of Adolescent Health, (2012)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 3 M.A.= 5
Distinctions: Caribbean and African Studies in Education SIG Outstanding Research Proposal Award, American Educational Research Association (AERA); Teaching Citation Award, Harvard School of Public Health; Distinguished Alumna of the Year, Linfield College; Implementation Research Institute Fellow, Implementation Research Institute, Washington University in St. Louis; Research Fellow, Mellon-MIT Inter-University Program on NGOs and Forced Migration; Putting Children First Summer Fellows in Child and Family Policy, Columbia University Teacher's College

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Homi Bhabha

Current Harvard Titles: Anne F. Rothenberg Professor of the Humanities in the Department of English and Director of the Mahindra Humanities Center and Senior Advisor to the President and Provost at Harvard University.
Education: D. Phil., MA, MPhil, Christ Church, Oxford University (1990); B.A. University of Bombay (1970)
Relevant Experience: Chair, World Economic Forum's Global Agenda Council on Human Rights; Advisory Board, the Graduate School of North American Studies; Advisory Board, International Research Center; Advisor, the Institute of Contemporary Arts London; Advisor, the Whitney Museum of American Art; Advisor, Rockefeller Foundation; Juror, 53rd International Art Exhibition, Venice Biennale
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: The Postcolonial Classic; Human Rights in Peace and War; International Human Rights: The Challenge of Protecting Vulnerable Populations; Human Rights, State Sovereignty, and Persecution: Issues in Forced Migration and Refugee Protection; International Childhood, Rights and Globalization; Human Right Dilemmas in Child Protection
Research and Teaching Specializations: Cosmopolitanism; Human Rights
Distinctions: Padma Bhushan Award from Republic of India

Jacqueline Bhabha

Current Harvard Title: FXB Director of Research, Professor of the Practice of Health and Human Rights, Harvard School of Public Health; the Jeremiah Smith Jr. Lecturer in Law, Harvard Law School, Adjunct Lecturer in Public Policy, Harvard Kennedy School.
Year of First Appointment at Harvard: 2001
Education: J.D., College of Law, London (1978); M.Sc., Oxford University (1975); B.A., Oxford University (1973)
Relevant Experience: Director, Human Rights Program, University of Chicago; Human Rights Lawyer, European Court of Human Rights, Strasbourg; Editorial Board, Journal of Refugee Studies; Board of Directors, International Social Services; Associate Fellow, Carr Center for Human Rights Policy, HKS
Field Experience: South Africa
Proficiency in Languages Used in Africa: French = 4
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Children, Youth, and International Human Right; Human Rights Dilemmas in Child Protection
Research and Teaching Specializations: Human rights; refugee protection; international childhood
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinctions: HKS- Dinner on the Dean (Teaching Award)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Sujata Bhatia

Current Harvard Title: Associate, Harvard Kennedy School; Assistant Director for Undergraduate Studies in Biomedical Engineering, School of Engineering and Applied Sciences; Assistant Dean, Harvard Summer School
Year of First Appointment at Harvard: 2011
Education: Ph.D. University of Pennsylvania (2003); M.D. University of Pennsylvania (2003); M.S. University of Delaware (1999); B.S. University of Delaware (1999)
Relevant Experience: Principal Investigator, DuPont Applied BioSciences; Faculty Member, International Biopolymer Workshop, Jomo Kenyatta University of Agriculture and Technology, Kenya; Member, the National Academy of Engineering
Field Experience: Kenya; Ghana
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: Cell and Tissue Engineering and Biomaterials; Science and Engineering Education
Recent Publications: *Doctoral Training in Science and Engineering in Africa* (2013); *Global Grand Challenges for Engineering and International Development* (2013); *Medical Devices and Biomaterials for the Developing World: Case Studies in Ghana and Nicaragua* (2012)
Distinctions: Women of Color STEM Outstanding Achievement Award, Technology Rising Star; Capers and Marion McDonald Award for Excellence in Mentoring and Advising (2013); Winner, Star Family Prize for Excellence in Advising (2013); One of the 73 National Academy of Engineering, Frontiers of Engineering Education; DuPont Volunteer Recognition Award; Girls Incorporated of Delaware, Strong Smart & Bold Award (2009); Hall of Fame of Delaware Women (2007); University of Delaware Presidential Citation for Outstanding Achievement (2006)

Agnes Binagwaho

Current Harvard Title: Senior Lecturer on Global Health and Social Medicine, Harvard Medical School
Education: Sc. D. Dartmouth College (2010)
Relevant Experience: Permanent Secretary of the Ministry of Health in Rwanda; Chair, Rwandan Pediatric Society; Chair, Rwanda Country Coordinating Mechanism of The Global Fund to fight AIDS, Tuberculosis, and malaria; Co-chair Millennium Development Goal Project Task Forces on HIV/AIDS
Field Experience: Rwanda
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: pediatrics, neonatology, and the treatment of HIV/AIDS
Recent Publications: *Moving the goal posts for tuberculosis targets in Africa* (2013); *Uniting to address pediatric heart disease in Africa: Advocacy from Rwanda* (2013); *From medical rationing to rationalizing the use of human resources for AIDS care and treatment in Africa: a case for task shifting* (2011); *The role of social capital in successful adherence to antiretroviral therapy in Africa* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Asaf Bitton

Current Harvard Titles: Instructor in Health Care Policy, Harvard Medical School; Instructor in Medicine, Brigham and Women's Hospital; Assistant Medical Director of Brigham and Women's Hospital
Education: MPH, Harvard School of Public Health; M.D. University of California, San Francisco (2004); B.S. Brown University
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Global health; Patient-centered medical care; Preventive medicine; Primary care; smoking cessation
Recent Publication: *Improving the delivery of global tobacco control* (2011); *Tobacco Control in South Africa. Cases in Global Health Delivery: GHD-012* (2011)

Robert J. Blendon

Current Harvard Title: Richard Menschel Professor of Public Health; Senior Associate Dean for Policy Translation and Leadership Development, Harvard School of Public Health.
Education: Sc.D. Johns Hopkins University, 1969; M.P.H. The Johns Hopkins University (1967); M.B.A. University of Chicago (1966); B.A. Marietta College, (1964)
Relevant Experience: UNICEF grant to conduct polls in seven Middle Eastern and African countries on parents' attitudes towards polio vaccination
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Political Strategy in Health Policy and Public Opinion Polling
Recent Publications: *Survey In Sub-Saharan Africa Shows Substantial Support For Government Efforts To Improve Health Services* (2011).
Distinctions: The Baxter Distinguished Investigator Award for Lifetime Achievement, AUPHA, 2003; American Association for the Advancement of Science Fellow, 2005; HSPH Mentoring Award, 2012; Warren J. Mitofsky Award for Excellence in Public Opinion Research, 2008; Everett I. Mendelsohn Excellence in Mentoring Award, 2007; John M. Eisenberg Excellence in Mentorship Award, 2006;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Suzanne Preston Blier

Current Harvard Titles: Allen Whitehall Clowes Professor of Fine Arts; Professor of African and African American Studies
Year of First Appointment at Harvard: 1993
Education: Ph.D. Columbia University (1981); M.Phil. Columbia University (1976) ; M.A. Columbia University (1976); B.A., University of Vermont (1973)
Relevant Experience: Co-Chair of AfricaMap; Board of Directors, Society of Architectural Historians; *Harvard Magazine*, Contributor; Advisory Editorial Board, *Journal of African History*; Member, Committee on African Studies; Editor-in-Chief, *Baobab: Visual Sources in African Visual Culture*; Member, Arts Council of African Studies Association
Field Experience: Benin, Togo, Nigeria, Cameroon, Morocco, Egypt, Mali
Proficiency in Languages Used in Africa: French 5; Fongbe 2; Batamaliba 2; Yoruba 1
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: Art & Colonialism; Contemporary Art in Africa; Majesty and Mythology in African Art; Visualizing Africa; The African Past: Art and History 1000-1850, African Landscape and Environment; African Art: An Introduction; Primitivism; The African City; Image of the Black in Western Art; Individual Research; Directed Writing
Research and Teaching Specializations: African art and architecture; cultural and social history; Benin; Togo; Nigeria
Recent Publications: "Imaging African Amazons: The Art of Dahomey Women Warriors" (Submitted); "Past Presence: Ancient Ife and the Yoruba C. 1300" (Submitted); "Art and Risk in Ancient Yoruba: Ife History, Power, and Identity C. 1300 (2012); "Africans' Worlds: A History" (Submitted);
Distinctions: Guggenheim Fellow; Fulbright Scholar; Charles Rufus Morey Prize for African Vodun; National Gallery Paul Mellon Senior Fellow; Arnold Rubin Prize for Anatomy of Architecture; Choice Award, Book Selection for *African Royal Art: The Majesty of Form*; Chair, Editorial Board, Art Bulletin; Committee Member, CAA's Distinguished Lifetime Achievement for Writing on Art Award

Barry R. Bloom

Current Harvard Titles: Harvard University Distinguished Service Professor and Joan L. and Julius H. Jacobson Professor of Public Health, HSPH
Education: Ph.D. Rockefeller University; D.Sc. Amherst College
Relevant Experience: Chair, Technical and Research Advisory Committee to the Global Programme on malaria at World Health Organization; Chair, World Health Organization's Committees on Leprosy Research and tuberculosis Research; Founding Chair of the board of trustees, the International Vaccine Institute in South Korea
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *Public Health. From financing to fevers: lessons of an antimalarial subsidy program* (2012)
Distinctions: Bristol-Myer Squibb Award; Novartis Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

David Bloom

Current Harvard Title: Clarence James Gamble Professor of Economics and Demography, Harvard School of Public Health; Director, Harvard University Program on Global Demography of Aging
Year of First Appointment at Harvard: 1982
Education: Ph.D., Princeton University (1981); M.A., Princeton University (1978); B.Sc., Cornell University (1976)
Relevant Experience: Member, APHRC-UNECA-AUC Working Group on Ageing, Food and Nutrition Security and a Demographic Dividend in Africa; Member, Editorial Board, *International Journal of African Higher Education*; Faculty Associate, Harvard Center for International Development; Member, DFID Higher Education Taskforce
Field Experience: South Africa, Nigeria, Kenya, Egypt
Percentage of Time Dedicated to African Activities: 25 percent
Africa-related Courses Taught in Past Five Years: Field Course: Impact Investing and Social Commerical Models; Field Studies: Commercial Opportunities and High Impact Public Health Interventions; Foundations of Global Health and Population
Research and Teaching Specializations: Applied Economics – labor, population, health, education and development; Demography; Global Health; International Education
Recent Publications: "The Economic Case for Devoting Public Resources to Health" (forthcoming); "Population" in *Achieving Sustainability: Visions, Principles, and Practices, Debra Rowe, ed.*(forthcoming); "Chronic Disease Prevention and Control" in *Global Problems, Smart Solutions: Costs and Benefits* (2013)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 3 M.A. = 5
Distinctions: Fulbright Scholar; Fellow, Alfred P. Sloan Foundation Fellow; Fellow, American Academy of Arts and Sciences; Dr VKRV Rao Chair Professor, Institute for Social and Economic Change, Bangalore, India; Appointed Ambassador in the Paul G. Rogers Society for Global Health Research, Research! America; Citation for Excellence in Teaching, Harvard School of Public Health

Lawrence Bobo

Current Harvard Titles: W.E.B. Du Bois Professor of the Social Sciences; Chair, Department of African and African American Studies
Year of First Appointment at Harvard: 2008
Education: Ph.D., University of Michigan, Ann Arbor (1984); M.A., University of Michigan, Ann Arbor (1981); B.A. Loyola Marymount University (1979)
Relevant Experience: Director of Graduate Studies, Department of Afro-American Studies; Acting Director, W.E.B. Du Bois Institute for Afro American Studies; Director, Center for Comparative Study in Race and Ethnicity and Program in African and African American Studies of Stanford University
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Race and ethnicity, social inequality, and political psychology
Recent Publications: *The Oxford Handbook of African American Citizenship, 1865-Present* (2012); "The Real Record on Racial Attitudes" (2012); "Somewhere Between Jim Crow & Post-Racialism: Reflections on the Racial Divide In America Today" (2011);
Distinctions: Guggenheim Fellow (2007); Member, National Academy of Science; Fellow, American Academy of Arts and Sciences; Fellow, American Academy for the Advancement of Science; Alphonse M. Fletcher Sr. Fellow; Fellow of the Center for Advanced Study in the Behavioral Sciences; Russell Sage Foundation Visiting Scholar. Doctor of Humane Letters (Honoris Causa) 2001; W.E.B. Du Bois Medal of W.E.B. Du Bois Institute for African and African American Research (2004); William L. Strickland '71 Alumni Excellence Award by African American Alumni Association of Loyola Marymount University (2007)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Laura M. Bogart

Current Harvard Title: Associate Professor of Pediatrics, Harvard Medical School
Year of First Appointment at Harvard: 2008
Education: Ph.D University of Pittsburgh (1997); M.S University of Pittsburgh (1994); B.A. Brandeis University (1991);
Relevant Experience: 2012- Executive Committee Harvard University Center for AIDS Research, Member; 2006- International Association of Physicians in AIDS Core Member; 2012 International AIDS Society Member, 2012; Collaborations with Stellenbosch University, South Africa, Makerere University, Uganda and City of Cape Town, South Africa ; 2008-2011 Experimental Analysis of HIV Risk Assessment Reactivity in South African Clinics; 2012 A pilot South African worksite-based parenting program: preliminary effects on parent-child communication about sex and HIV Colloquium, McCord Hospital, Durban, South Africa
Field Experience: South Africa, Uganda
Proficiency in Languages Used in Africa: None
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: None
Research and Teaching Specializations: Application of social psychological theory to understanding and reducing health disparities
Recent Publications: *HIV misconceptions associated with condom use among black South Africans: an exploratory study* (2011); *Barriers to care among people living with HIV in South Africa: contrasts between patient and healthcare provider perspectives.* (2013); *A qualitative analysis of factors influencing HPV vaccine uptake in Soweto, South Africa among adolescents and their caregivers* (2013); *Boarts JM The impact of HIV diagnosis- related vs. non-diagnosis related trauma on PTSD, depression, medication adherence, and HIV disease markers* (2009)
Distinctions: 2011, 2012 Outstanding Mentor of Errol Academic Pediatric Association Fields, MD, Ph.D., MPH, recipient of APA Research Award for Best Abstract by a Resident

Ronald J. Bosch

Current Harvard Title: Senior Research Scientist, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Data synthesis to improve medical treatment and understand disease pathogenesis in HIV/AIDS
Recent Publications: *Factors associated with mortality in HIV-infected and uninfected parties with tuberculosis* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Thomas Bossert

Current Harvard Title: Senior Lecturer on Global Health Policy; Director of International Health Systems Program, HSPH
Education: Ph.D. University of Wisconsin (1976): B.A. Princeton University (1968)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Health Sector Reform: A Worldwide Perspective
Research and Teaching Specializations: International Health Systems Program

James Elliott Bradner

Current Harvard Title: Assistant Professor of medicine of Dana-Farber Cancer Institute
Year of First Appointment at Harvard: 2005
Education: M.D. The University of Chicago (1999)
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Gene regulatory pathways using the emerging discipline of chemical biology; Cancer; Interface between chemical biology and molecular oncology
Recent Publications: *Chemical genetic strategy identifies histone deacetylase 1 (HDAC1) and HDAC2 as therapeutic targets in sickle cell disease* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Neil Brenner

Current Harvard Title: Professor of Urban Theory, Graduate School of Design
Year of First Appointment at Harvard: 2011
Education: Ph.D. University of Chicago (1999); M.A. University of California at Los Angeles (19996); B. A. Yale College
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Neoliberal Urbanism, North and South; Urban Theory Lab, Project-Based Seminar: Extreme Territories of Urbanization
Research and Teaching Specializations: Global and comparative urban, metropolitan, suburban and regional development; critical urban theory, socio spatial theory and state theory; comparative-historical geopolitical economy; generalized urbanization; neoliberalization.
Distinction: Fulbright Scholar

John Briscoe

Current Harvard Title: Gordon McKay Professor of the Practice of Environmental Engineering; Professor of the Practice of Environmental Health, SEAS
Year of First Appointment at Harvard: 1976
Education: Ph.D., Harvard University (1976); M.S., Harvard University (1972); B.Sc., University of Cape Town (1969)
Relevant Experience: Registered Professional Engineer, South Africa; ESCOM, South African Electricity Company; Department of Water Affairs, South Africa; Project Coordinator, Harvard/India Water Resource Program; National Directorate of Water, Mozambique; 20-years work experience with The World Bank; World Water Council; Global Water Partnership; World Commission on Dams; Water Science and Technology Board, National Research Council; International Water Association; National Resources Fellow, Council of Foreign Relations
Field Experience: South Africa, Mozambique, Nigeria, Sudan, Kenya
Proficiency in Languages Used in Africa: Afrikaans 5; Portuguese 5; Spanish 5
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Water and Development
Research and Teaching Specializations: Water Management
Recent Publications: *Water science and policy in a changing world: Implications of non-stationary hydrology, economics and politics* (2011); *Next generation water policies for business and government* (2010); *The practice and teaching of American water management in a changing world* (2010);
Distinctions: The President's Award from the International Water Association (2009); Grande Medalha da Inconfidencia, one of Brazil's highest civilian honors (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Vincent Brown

Current Harvard Title: Charles Warren Professor of American History and Professor of History and of African and African American Studies
Year of First Appointment at Harvard: 2003
Education: Ph.D., Duke University, 2002; B.A., University of California, San Diego, 1990
Relevant Experience: Association for the Study of the Worldwide African Diaspora; Consultant, *The History of African-American People*
Proficiency in Languages Used in Africa: French 5
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Civil Society and Development; Early American Slave Revolts; African Diaspora the Americas;
Research and Teaching Specializations: Atlantic slavery; British Atlantic World; Caribbean history; early American history; American Revolutions in Atlantic perspective; Diaspora Studies; History and the audiovisual media
Recent Publications: *History Attends to the Dead* (2010); *Social Death and Political Life in the Study of Slavery* (2009)
Distinctions: Walter Channing Cabot Fellowship, Harvard University; Co-winner, Merle Curti Award for The Reaper's Garden, Organization of American Historians; John E. O'Connor Film Award of the American Historical Association; Best Documentary, Herskovits at the Heart of Blackness, Hollywood Black Film Festival; Harvard Academy Junior Faculty Development Grant; William F. Milton Fund of Harvard University Grant; Dunwalke Associate Professorship in American History, Harvard University

Claude Bruderlein
Current Harvard Title: Adjunct Lecturer on Global Health; Co- Director of the Master's Program in Global Health, HSPH
Education: LL M. Harvard University; B.A. McGill University
Relevant Experience: Co-Founder, the International Association of Professionals in Humanitarian Assistance and Protection; Special Adviser, UN Secretary General on Humanitarian Affairs
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Global Health Practice and Networks; Humanitarian Protection in Conflict: Legal and Policy Changes
Research and Teaching Specializations: Humanitarian Assistance

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Caroline Buckee
Current Harvard Title: Assistant Professor of Epidemiology; Associate Director, Center for Communicable Disease Dynamics, HSPH
Education: D. Phil University of Oxford
Year of First Appointment at Harvard: 2010
Field Experience: Kenya
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Using Mathematical models to bridge the biological scales underlying malaria epidemiology
Africa-Related Courses Taught in Past Five Years : Dynamics of Infectious Diseases

R. Nicholas Burns

Current Harvard Title: The Sultan of Oman Professor of International Relations; Director, The Future of Diplomacy Project; Faculty Chair for the Programs on the Middle East and on India and South Asia, HKS
Education: M.A. John Hopkins University (1980); B.A. Boston College (1978)
Field Experience: Egypt
Relevant Experience: Director, Aspen Strategy Group; Columnist, Boston Globe on foreign affairs; U.S. Ambassador to NATO
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Foreign Affairs; Peacekeeping; Defense Policy
Africa-Related Courses Taught in Past Five Years: Modern Diplomacy : Peace and War in the 21st Century
Distinction: Secretary of State's Distinguished Service Award; Fellow, American Academy of Arts & Sciences; HKS- Dinner on the Dean (Teaching Award)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Thomas Burke

Current Harvard Title: Assistant Professor of Surgery, Harvard Medical School
Education: M.D., Albany Medical Center (1989); B.S., University of Massachusetts, Amherst (1984)
Relevant Experience: Founder and President of African Institute of Innovation and Technology, Kenya; Reviewer for *African Journal of Midwifery* and *South Sudan Medical Journal*; Projects include: Ultrasound Training Center of Kisumu, Kenya; Initiative to End Child Malnutrition, Uganda; Maternal, Newborn and Child Survival Training, South Sudan; Ultrasound Training and Research in East Africa; Member, Committee on African Studies
Field Experience: Liberia, Zambia, Mali, South Sudan, Kenya, Uganda, Senegal, Rwanda, Ethiopia, Libya
Proficiency in Languages Used in Africa: German=5
Percentage of Time Dedicated to African Activities: 90 percent
Africa-related Courses Taught in Past Five Years: Innovation and Globalization; Innovations and Technologies for Health Care Transformation in Africa
Research and Teaching Specializations: Global health, Human rights, Public Health and Safety, Malnutrition, Maternal Health, Anti-Trafficking
Recent Publications: "An International Comparative Public Health Analysis of Sex Trafficking of Women and Girls in Eight Cities: Achieving a More Effective Health Sector Response" (2013); *Undiagnosed hypoxemia: prevalence in an under-resourced district hospital in Zambia* (2010); *Focused maternal ultrasound by midwives in rural Zambia* (2010)
Dissertations/Theses Supervised in Past Five Years:
MPH= 4 B.A. = 6
Distinctions: Barry Walcott Emergency Medicine Award, Madigan Army Medical Center, Fort Lewis, WA; U.S. Army Commendation Medal, United States Army; U.S. Army Meritorious Service Medal, United States Army; Teaching Award, Madigan Army Medical Center, Department of Emergency Medicine

Frederick Burkle

Current Harvard Title: Visiting Scientist, Harvard School of Public Health
Year of First Appointment at Harvard: 1989
Education: University of Vermont College of Medicine (1965); Saint Michael's College (1961)
Relevant Experience: Founder and Director, Center of Excellence in Disaster Management and Humanitarian Assistance
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Emergency Medicine; Pediatrics; Pediatric Emergency Medicine; Psychiatry
Recent Publications: *The reality of Pediatric emergency Mass Critical care in the developing world* (2011)
Distinctions: Colonel Donald G. Cook Award for Humanitarian Service; the Humanitarian Award from the International Federation of Emergency Medicine

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Hermann Bussmann

Year of First Appointment at Harvard: Research Associate, Department of Immunology and Infectious Disease, Harvard School of Public Health
Field Experience: Botswana
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: The Development and delivery of safe and effective antiretroviral treatment options; the monitoring of ARV drug resistance in resource-limited settings
Recent Publications: *Extended high viremics: a substantial fraction of individuals maintain high plasma viral RNA levels after acute HIV-1 subtype C infection* (2011)

Soha Bayoumi

Current Harvard Title: Lecturer, Department of the History of Science, Harvard University
Year of First Appointment at Harvard: 2011
Education: Ph.D., Paris Institut d'Etudes Politiques (2012); M.A. Paris Institut d'Etudes Politiques (2005); B.A. Cairo University (2004)
Relevant Experience:
Proficiency in Languages Used in Africa: Arabic 5; French 5
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Justice in Health: Ethics of Public Health in the Contemporary World; "What is Enlightenment?": Science, Religion, and the Making of Modernity; Bodies in Flux: Medicine, Gender, and Sexuality in the Modern Middle East; Taking Science to the People: Popularization of Scientific Knowledge in the Modern Arab World
Research and Teaching Specializations: European and American intellectual history; intellectual history of the modern and contemporary Middle East; questions related to gender, health and medicine
Recent Publications: *Doctors of the Revolution: Medicine and Politics in Revolutionary Egypt* (forthcoming); Les socialistes, sont-ils libéraux? De l'Egypte, des camps politiques et des convergences intellectuelles" (submitted); *The Book of Secrets in the Results of Ideas* (2009); "Egyptian views of the EU: pragmatic, paternalistic and partnership concerns" (2007)
Distinctions: Fellowship of the Center of the Americas, Sciences Po Paris; Research grant, Watson Institute for International Studies - Brown University; Eiffel Excellence award of the French Ministry of Foreign Affairs

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kevin Caffrey

Current Harvard Title: Lecturer on Social Studies, Committee on Degrees in Social Studies
Education: Ph.D. University of Chicago (2007)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: China and Highland Southeast; Muslims Frontiers; Ritual; Poetics; Culture; Fear
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2

David J. Canning

Current Harvard Title: Richard Saltonstall Professor of Population Sciences and Professor of Economics and International Health, Harvard School of Public Health
Year of First Appointment at Harvard: 2003
Education: Ph.D. Cambridge University (1984); B.A. Queen's University Belfast (1979)
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Population, Health, and Development
Research and Teaching Specializations: Demographic change focuses on the effect of changes in age structure on aggregate economic activity, and the effect of changes in longevity on economic behavior
Recent Publications: *National HIV Prevalence Estimates for sub-Saharan Africa: Controlling Selection Bias with Heckman-type Selection Models* (2012); *Health Trends in Sub-Saharan Africa: Conflicting Evidence from Infant Mortality Rates and Adult Heights* (2010); *Population, Health, and Development (2011-2014); Research in Global Health and Population* (2010)
Distinctions: Honorary Professor, Queen's University Belfast

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Richard Cash

Current Harvard Title: Senior Lecturer on International Health at the Department of Population and International Health, Harvard School of Public Health
Year of First Appointment at Harvard: 1977
Education: : M.P.H., Johns Hopkins University, 1973; M.D., New York University, 1966; B.S., University of Wisconsin, 1963
Relevant Experience: Principal Investigator, National Institutes of Health Training Grant- "Ethical Issues in International Health Research"; Principal Investigator, Applied Diarrheal Disease Research Project, USAID; Principal Investigator, Primary Health Care Project, Mali
Field Experience: South Africa, Ghana, Mali, Kenya, Sudan, Nigeria
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Ethical Issues in International Health Research; Social, Political, and Economic Dimensions of Infectious Diseases in Developing Countries; Introduction to the Practice of International Health; Ethics of Global Health Research;
Research and Teaching Specializations: Rural and urban health systems; infectious diseases; ethical issues in international health research; development of schools of public health; Social, Political, Economic Dimensions of Infectious Disease in Developing Countries
Distinctions: Prince Mahidol Award in Public Health; Samuel Bereson Award for Distinguished Medical Alumni, New York University; Distinguished Alumni Award, New York University

Marcia Castro

Current Harvard Title: Associate Professor, Demography of Department of Global Health and Population, Harvard School of Public Health
Year of First Appointment at Harvard: 2004
Education: M.A. Minas Gerais (1997); B.S. Rio de Janeiro State University, Brazil (1986)
Federal University, Center for Development and Urban Planning, Brazil; 2002 Ph.D. Princeton University,
Relevant Experience: 2003 Discussant, Colloquium "Local Responses to a Global Crisis: Making Sense of AIDS in Haiti, Brazil, and South Africa", (2007-2012) Health, Poverty and Place: Modeling inequalities in Accra using RS and GIS; Population-based environmental health surveillance: a pilot study in The Gambia; Urban diversity in Dar es Salaam, Tanzania
Field Experience: Tanzania
Proficiency in Languages Used in Africa: Portuguese 5
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: (2012) Member of the organizing committee for SoE Malaria leadership course; (2012-13) Core Course in Health Policy-Trends and Patterns in Global Health and Population; (2007-13) Ecology, Epidemiology and Control of Important Parasitic Diseases of Developing Countries - Malaria epidemiology and control; Introduction to Demographic Methods
Research and Teaching Specializations: Infectious diseases and early childhood development.
Recent Publications: T*he Importance of Drains for the Larval Development of Lymphatic Filariasis and Malaria Vectors in Dar es Salaam, United Republic of Tanzania* (2010); *Trends in malaria morbidity among health care-seeking children under age five in Mopti and Sévaré, Mali between 1998 and 2006* (2010); *Urban agriculture and Anopheles habitats in Dar es Salaam, Tanzania* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2 M.A. = 4 B.A. =1
Distinctions: 2011 Mentoring Award, Harvard School of Public Health ; 2011 ASPH/Pfizer Early Career in Public Health Teaching Award Nominee; 2002 Ames Research Center, National Aeronautics and Space Administration (NASA), training fellowship

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Gail H. Cassell

Current Harvard Title: Senior Lecturer on Global Health and Social Medicine, Harvard Medical School
Education: Ph.D. University of Alabama, Birmingham; B.S. University of Alabama, Tuscaloosa (1993)
Relevant Experience: Vice President, TB Drug Development; Vice President, Scientific Affairs and Distinguished Lilly research Scholar for Infectious Disease, Eli Lilly and Company; Charles H. McCauley Professor and Chairman of the Department of Microbiology, University of Alabama School of Medicine and Dentistry
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Formulate science policy and legislation related to biomedical research and public health
Recent Publications: *Outcomes of multi-drug resistant tuberculosis (MDR-Tb) among a cohort of South African Patients with High HIV prevalence* (2011)
Distinction: 2003 Distinguished Alumnus of University of Alabama, Birmingham

Steve Caton

Current Harvard Titles: Khaled bin Abdullah bin Abdurahman Al Saud Professor of Contemporary Arab Studies, Department of Anthropology
Year of First Appointment at Harvard: 1998
Education: Ph.D. The University of Chicago, (1984); M.A. Northwestern University (1973); B.A. University of Pennsylvania (1972)
Relevant Experience: Consultant in Museum Practices, King Abdullah Center for World Culture, Dhahran, Kingdom of Saudi Arabia
Field Experience: Yemen
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: The Ethnographic Encounter: An Introduction to Social Anthropology; Middle East Ethnography: Discourse, Politics, and Culture; Junior Tutorial in Social Anthropology;
Research and Teaching Specializations: The archaeological, evolutionary, and geological context of early *Homo sapiens*, reconstruction of hominid behavior, Paleolithic archaeology (including African Early and Middle Stone Age sites)
Recent Publications: *The fossil history of Grevy's zebra (Equus grevyi) in Equatorial East Africa* (2013); T*he environmental context for the origins of modern human diversity: A synthesis of regional variability in African climate 150,000-30,000 years ago* (2012); *Middle Stone Age artifacts and associated fauna from Rusinga and Mfangano islands, Lake Victoria, Kenya*(2012); *Approaches for Understanding Flake Production in the African Acheulean* (2011); *Archaeology and human evolution. Evolution: Education and Outreach* (2010); *Alternative explanations for early hominin non-utilitarian behavior at Wonderwerk Cave, South Africa* (2010)
Distinctions: Honorary Dean,Yemen College of Middle East Studies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Flaminia Catteruccia

Current Harvard Title: Associate Professor of Immunology and Infectious Diseases, HSPH
Education: Ph.D. Imperial College London (1999)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Biology and Control of Insect Vectors of Human Health
Research and Teaching Specializations: Reproductive biology of the malaria vector; Develope vector control
Distinctions: MRC Career Development Award; Welcome Trust Value in People Award

Jocelyne Cesari

Current Harvard Title: Lecturer on Islamic Studies (HDS); Research Associate of the Center for Middle Eastern Studies; Director of Islam in the West Program; Senior Research Fellow at Ecole Prtique des Hautes Etudes, Paris
Year of First Appointment at Harvard: 2008
Education: Ph.D. University of Aix-en-Provence (1991)
Relevant Experience: Associate Research Scholar, Columbia University
Proficiency in Languages Used in Africa: French 5; Arabic 5
Field Experience: Egypt, Tunisia, Morocco, Aleria
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Conflict, Ethics and Human Rights: Assessing the role of Religion in International Politics
Research and Teaching Specializations: Islam and globalization, Islam and secularism, immigration, and religious pluralism
Recent Publications: *Why the West Fears Islam: An Exploration of Islam in Western Liberal Democracies (2013); The Islamic Awakening: Religion, Democracy and Modernity* (forthcoming)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kerry Chance

Current Harvard Title: Visiting Faculty, Department of Anthropology
Relevant Experience: American Council of Learned Societies (ACLS) new Faculty Fellow
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Africa, Modernity, and Ethnography: Seminar; Readings and Research in Contemporary Africa: Seminar; Junior Tutorial in Social Anthropology
Research and Teaching Specializations: Political Anthropology, African Studies; Social theory; Everyday life; slums; protest and popular movement; violence; democracy; South Africa
Dissertations/Theses Supervised in Past Five Years:
B.A. =4

Martha Chen

Current Harvard Title: Lecturer in Public Policy of Hauser Center for Nonprofit Organizations, HKS
Year of First Appointment at Harvard: 1997
Education: Ph.D. University of Pennsylvania (1989); B.A. Connecticut College (1965)
Relevant Experience: International Coordinator, Women in Informal Employment: Globalizing and organizing; Project officer for India and Bangladesh, Oxfam America
Proficiency in Languages Used in Africa: French 1
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Informal Economy Links with Poverty Growth and Economic Crisis
Research and Teaching Specializations: Employment, gender, and poverty with a focus on the working poor in the informal economy
Distinctions: Padma Shri from the Republic of India; MacArthur Foundation Grant; Rockefeller Foundation Grant; Ford Foundation Grant

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Cheiha Chleuh

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: A.A. University of Niamey (1986)
Field Experience: Niger; Guinea; Mali, Congo
Proficiency in Languages Used in Africa: Hassaniya=5; Bambara=5; Songhai=5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Hassaniyah African Language
Research and Teaching Specializations: Hassaniya

Charles Clements

Current Harvard Title: Adjunct Lecturer in Public Policy; Executive Director of the Carr Center for Human Rights Policy, HKS
Year of First Appointment at Harvard: 2010
Education: M.P.H. University of Washington; M.D. University of Washington; M.Sc. University of California, Los Angeles; B.Sc. United States Air Force Academy
Relevant Experience: Executive Director, Border WaterWorks; President and CEO of UUSC; Executive Director, SatelLife
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Tools for Human Rights Practice
Research and Teaching Specializations: Advocacy, human rights, and humanitarian assistance
Distinctions: Founding Board Member, Physicians for Human Rights; Humanitarian Physician Award; National Hispanic Heritage Award; Letelier-Moffitt Human Rights Award; Tom Paine Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Joaquim-Fransisco Coelho

Current Harvard Title: Nancy Clark Smith Professor of the Language and Literature of Portugal, Emeritus of David Rockefeller Center for Latin American Studies at Harvard University
Education: Ph.D. University of Wisconsin, Madison; M.A. University of Wisconsin, Madison; B.A. University of Pará, Brazil
Proficiency in Languages Used in Africa: Portuguese 5
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Comparative Literature; Hispanic Literature; Camões; Fernando Pessoa, Theory and Practice of Translation
Dissertations/Theses Supervised in Past Five Years:
B.A. =1

Jessica Cohen

Current Harvard Title: Assistant Professor of Global Health of Department of Global Health and Population, Harvard School of Public Health
Year of First Appointment at Harvard: 2000
Education: Ph.D. Massachusetts Institute of Technology (2007); B.A. Wesleyan University (2000)
Relevant Experience: co-founder, TAMTAM Africa, Inc.; field trials related to appropriate treatment and diagnosis for malaria, technology adoption, messaging and behavior change and pharmaceutical supply chains; Member, Committee on African Studies
Percentage of Time Dedicated to African Activities: 60 percent
Africa-related Courses Taught in Past Five Years: Quantitative Methods in Impact Evaluation
Research and Teaching Specializations: The methods of program design, randomized trials and impact evaluation to maternal and child health programs and policies in sub-Saharan Africa; Sustainable financing for public health programs and financing vehicles to reduce aid volatility
Recent Publications: "Effect on Malaria Testing and Treatment in Uganda of Introducing Malaria Rapid Diagnostic Tests in Drug Shops: An Impact Evaluation" (forthcoming); "Do Factory Gate Subsidies on Artemisinin Combination Therapy for Malaria Increase Household Use? Evidence from a Repeated Cross-Sectional Study in Remote Regions of Tanzania" (2013); "Access to Subsidized Artemisinin Combination Therapy (ACT) and Malaria Treatment – Evidence from the First Year of the Affordable Medicines Facility – malaria (AMFm) Program in Six Districts in Uganda" (2013); *What Works in Development?: Thinking Big and Thinking Small*, co-editor with William Easterly (2009)
Distinctions: Non-Resident Fellow, Brookings Institute; Burke Fellow, Harvard Global Health Institute; Junior Faculty Fellow, Harvard Defeating Malaria Initiative

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Theodore H. Cohen

Current Harvard Title: Associate Professor in the Department of Epidemiology, Harvard School of Public Health; Associate Professor of Medicine of Brigham and Women's Hospital
Education: D.P.B. Harvard University (2006); M.D. Duke University (2001); M.P.H. University of North Carolina at Chapel Hill (2001)
Field Experience: Sub-Saharan Africa
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Transmission dynamics of infectious disease, including, HIV, influenzae, S. pneumoniae, and SARS
Africa-Related Courses Taught in Past Five Years: Dynamics of Infectious Diseases
Recent Publications: *Modelling the performance of isoniazid preventive therapy for reducing tuberculosis in HIV endemic settings: the effects of network structure* (2011); *Mixed-strain Mycobacterium tuberculosis infections among patients dying in a hospital in KwaZulu-Natal, South Africa* (2011); *Test and treat in HIV: success could depend on rapid detection* (2011); *Prolonged deferral of antiretroviral therapy in the SAPIT trial: did we need a clinical trial to tell us that this would increase mortality?* (2010)

Shawn A. Cole

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. Massachusetts Institute of Technology (2005); B.A. Cornell University (1998)
Relevant Experience: Assistant Economist, Federal Reserve Bank of New York
Field Experience: South Africa; Morocco
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Consumer Finance, Corporate Finance, Economic Development, financial intermediaries, social enterprise
Proficiency in Languages Used in Africa: French 4
Recent Publications: *First National Bank's Golden Opportunity (TN)*

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Jean Comaroff

Current Harvard Title: Alfred North Whitehead Professor of African and African American Studies and of Anthropology, Oppenheimer Fellow in African Studies; Honorary Professor, University of Cape Town
Year of First Appointment at Harvard: 2012
Education: Ph.D., London School of Economics (1974); B.A. University of Cape Town (1966)
Relevant Experience: Co-convenor, African Studies Workshop at Harvard University; Chair, Social Sciences Advisory Council, Fetzer Institute; Executive Committee Member, Committee on African Studies, Harvard University; Member of Advisory Board, Bayreuth Program of Graduate African Studies; Member, Editorial Board of the Journal of the Royal Anthropological Institute
Field Experience: Botswana, South Africa
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Medicine, Culture, and Society; African Rising? New African Economies/Cultures and Their Global Implications
Research and Teaching Specializations: Medicine, culture, and society; new African economies, cultures and their global implications; making and unmaking of colonial society; late modern world viewed from the Global South
Recent Publications: "Theory from the South: A Rejoinder (2012); The Uses of 'Ex-Centricity': Cool Reflection from Hot Places," The Salon: Volume Three (2011); *Theory from the South: Or, how Euro-America is evolving toward Africa* (2011); "Zombies and Frontiers in the Age of Neoliberalism: The Case of Postcolonial South Africa" (2010); *Ethnicity, Inc.: On Indigeneity and Its Interpellations* (2008).
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 30 M.A. = 35 B.A. = 15
Distinctions: Fellow American Academy of Arts & Sciences; Anders Retzius Gold Medal from the Swedish Society for Anthropology and Geography 2007

John Comaroff

Current Harvard Titles: Hugh K. Foster Professor of African and African American Studies and of Anthropology, Oppenheimer Fellow in African Studies
Year of First Appointment at Harvard: 2012
Education: Ph.D., London School of Economics (1973); B.A. University of Cape Town (1966)
Relevant Experience: Co-convenor, African Studies Workshop at Harvard University; Fellow, International African Institute, UK; Executive Committee Member, Committee on African Studies, Harvard University; Executive Committee, Association of Social Anthropologists, UK; Member of Editorial Board, Journal of Southern African Studies; Member, Fulbright-Hayes panel (Africa); Consulting Editor, *Africa*; Member, Editorial Board, International African Library, International African Institute
Field Experience: Botswana, South Africa
Proficiency in Languages Used in Africa: Setswana 3; Afrikaans 3
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: The Anthropology of Law: Perspectives from Africa and Elsewhere; Africa Rising? New African Economies/Cultures and Their Global Implications
Research and Teaching Specializations: South Africa: crime, policing and workings of the state; Democracy and Difference; Postcolonial Politics
Recent Publications: *Theory from the South: or, How Euro-America is Evolving Toward Africa* (2012); *Anthropologists are Talking: About Anthropology and Post-Apartheid South Africa* (2012); *Theory from the South: A Rejoinder* (2012); *Ethnicity, Inc.: On Indigeneity and Its Interpellations (2008).*
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 15 M.A. = 8 B.A. = 2
Distinctions: Fellow, American Academy of Arts & Sciences; Anders Retzius Gold Medal from the Swedish Society for Anthropology and Geography 2007

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Diego A. Comin

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2007
Education: Ph.D. Harvard University (2000); M.A. Harvard University (2000); B.A. Universitat Pompeu Fabra (1995)
Relevant Experience: Associate Professor of Business Administration, New York University
Field Experience: Tanzania; South Africa; Egypt
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Economic Development; Economic Institutions; Globalization; Innovation; Macroeconomics; Technology Change; Technological Innovation
Recent Publications: *CoET: Innovation in Africa* (2012); *Egypt: Turbulence, and Transition* (2012); *An Exploration of Luxury Hotels in Tanzania* (2012); *South Africa (A): Stuck in the Middle* (2011); *South Africa (B): Getting Unstuck* (2012)

Verena Conley

Current Harvard Title: Visiting Professor Literature and Comparative Literature of Romance Languages and Literatures
Education: Ph.D. University of Wisconsin- Madison
Percentage of Time Dedicated to African Activities: 60 percent
Africa-Related Courses Taught in Past Five Years: Introduction to French Literature II: 19th and 20th Centuries: Tales of Identity; Introduction to French Literature III: The Francophone World; Colonial and Post-Colonial Spaces: France-North Africa;
Distinction: Fulbright Scholar

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Goodarz Danaei

Current Harvard Title: Assistant Professor of Global Health, Department of Global Health and Population, Department of Epidemiology, Harvard School of Public Health, Boston, MA
Year of First Appointment at Harvard: 2011
Education: Sc.D., Harvard University (2010); M.S. Harvard University (2006); M.D., Tehran University of Medical Sciences, Tehran, Iran (2000)
Relevant Experience: Collaboration with Muhimbili University of Health and Allied Sciences. African Academy of Public Health, Ifakara Health Institute; NIA pilot grant to fund work with MUHAS in Tanzania on NCD risk factors and determinants of hypertension
Field Experience: Tanzania
Proficiency in Languages Used in Africa: None
Percentage of Time Dedicated to African Activities: 60 percent
Africa-Related Courses Taught in Past Five Years: Population Health Risk Factors; Advanced Population Health Risk;
Research and Teaching Specializations: Epidemiology
Recent Publications: *Nutrition Impact Model Study (anthropometry cohort pooling). The Effect of Multiple Anthropometric Deficits on Child Mortality: Individual-level meta-analysis of Ten Prospective Studies from Developing Countries.* (2013)
Distinctions: 2006-2009 Presidential Scholar, Harvard School of Public Health; 2009 Best Open Access Medical Paper, Public Library of Science (PLoS) Medicine; 2006 Best MSc Thesis Award, Harvard School of Public Health

Shona Dalal

Current Harvard Title: Research Associate, Harvard School of Public Health
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: AIDS
Recent Publications: *Non-communicable disease in sub-Saharan Africa: what we know now* (2011) *Providing-initiate HIV testing and counseling: increased uptake in two public community health center in South Africa and implications for scale- up* (2011); *Advancing public health genomics in Africa through prospective cohort studies* (2010); *Non-communicable diseases in sub-Saharan Africa: the case for cohort studies* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Norman Daniels

Current Harvard Title: Mary B. Saltonstall Professor of Population Ethics and Professor of Ethics and Population Health, Harvard School of Public Health
Education: Ph.D Harvard University (1970); M.A. Balliol College, Oxford (1966); B.A. Wesleyan University
Relevant Experience: Formerly Goldthwaite Professor and Chair of the Philosophy Department, Tufts University and Professor of Medical Ethics at Tufts Medical School;
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Global Health & Global Justice
Research and Teaching Specializations: Moral Epistemology; Theory of Justice; Justice and Health; Justice and Intergenerational Equity; Ethics and Health Reform on Both the Domestic and Global Aspects;
Recent Publications: *Decision maker priorities for providing antiretroviral therapy in HIV-infected South Africans* (2012)
Distinctions: Award from Graduate School Council

Charles Davis

Current Harvard Title: Professor of Organismic and Evolutionary Biology; Curator of Vascular Plants, Department of Organisms and Evolutionary Biology, Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Plant diversity: integrates the disciplines of systematics, paleobiology, evolution, ecology, and molecular biology.

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Diane Davis
Current Harvard Title: Professor of Urbanism and Development; Co-Director of Risk and Resilience Track, Harvard Advanced Studies Program
Year of First Appointment at Harvard: 2011
Education: Ph.D. University of California at Los Angeles (1986); M.A. University of California at Los Angeles (1978); B.A. Northwestern University (1976)
Relevant Experience: Chair, Distinguished Scholarly Publication Committee of American Sociological Association
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Urban Governance and the Politics of Planning in the Developing World; Neoliberal Urbanism, North and South
Research and Teaching Specializations: The relations between urbanization and national development, comparative international development, the politics of urban development policy, and conflict cities
Distinctions: Fellow, Ford Foundation; Carnegie Scholar; Outstanding Author Contribution Award; Bernard Brodie Prize; MacArthur Grant

John A. Davis

Current Harvard Title: Senior Lecturer of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 1996
Education: Ph.D Harvard University (1982);
Relevant Experience: Founder and Chairman, Cambridge Advisors,
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Boards of Directors, Conflict Management, Corporate Governance, Family Business, Succession
Recent Publications: *An Entrepreneur's Journey: Simi Nwogugu* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Victor Gerard DeGruttola

Current Harvard Title: Henry Pickering Walcott Professor of Biostatistics, Harvard School of Public Health; Chair, Department of Biostatistics, Harvard School of Public Health
Year of First Appointment at Harvard: 1996
Education: Sc.D. Harvard University (1986); S.M. Harvard University (1978); S.M. Harvard University (1974); B.S. Brown University (1972)
Relevant Experience: Chairman, Scientific Advisory for the Community-Based Clinical Trials of American Foundation for AIDS Research; Associate Director, Statistic and Data Analysis center, AIDS Clinical Trials Group
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Human Immunodeficiency Virus, Natural history of infection with HIV, clinical research on AIDS therapies
Recent Publications: *Strengthening biostatistics resources in sub-Saharan Africa: research collaboration through U.S. partnership* (2011);
Distinctions: Fulbright Scholar; FIRST Award, NIAID

John A. Deighton

Current Harvard Title: Harold M. Brierley Professor of Business Administration, Harvard
Year of First Appointment at Harvard: 2000
Education: Ph.D. University of Pennsylvania (1983); MBA University of Cape Town (1972); B.S. University of Natal (1968)
Relevant Experience: Executive Director, Marketing Science Institute;
Field Experience: South Africa
Proficiency in Languages Used in Africa: Afrikaans 5
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Brands and Branding; Communication Technology; Consumer behavior; Electronic commerce; Interactive communication
Recent Publications: *Interactivity's Unanticipated Consequences for Marketers and Marketing* (2009)
Distinctions: Edward N. Mayer Education Leadership Award, Direct Marketing Education Foundation (2011); Robert B. Clarke Outstanding Educator, Direct Marketing Education Foundation, (2002); Alpha Kappa Psi Award of American Marketing Association for Best Article in Journal of Marketing (1990); Hillel J. Einborn Excellence in Teaching Award, University of Chicago Graduate School of Business (1995)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Mary-Jo DelVecchio Good

Current Harvard Title: Professor of Global Health and Social Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1984
Education: Ph.D. Harvard University (1977); M.A. Harvard University (1969); B.S. Simmons College (1964)
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Medicine, Health Policy and Bioethics in Comparative and Global Perspective: Conference Course; Introduction to Global Medicine: Bioscience, Technologies, Disparities, Strategies; Seminar in Global Health Equity
Research and Teaching Specializations: Culture and political economy of biomedicine, biotechnology and bioethics, including clinical realities and moral dilemmas encountered by physicians in the United States and globally
Distinctions: Honorary Fulbright Senior Scholar; Silver Magnolia Award;

Alejandro de la Fuente

Current Harvard Title: Robert Woods Bliss Professor of Latin-American History and Economics and Professor of African and African American Studies; Director, Afro-Latin American Research Institute, Hutchins Center for African and African American Research
Year of First Appointment at Harvard: 2013
Education: Ph.D. University of Pittsburgh (1996); Graduate Certificate, University of Pittsburgh (1996); Licenciado, University of Havana (1985)
Relevant Experience: curator, art exhibit *Drapetomania: Grupo Antillano and the Art of Afro-Cuba*; Member, Committee on African Studies; Senior Editor, Cuban Studies;
Proficiency in Languages Used in Africa: French 3; Portuguese 3
Percentage of Time Dedicated to African Activities: 25 percent
Africa-related Courses Taught in Past Five Years: Proseminar: Race and Ethnicity in Latin America; Seminar: New Themes in the Study of the African Diaspora: Editorial Internship with Transition; Pre-Modern Slavery: the Making of the Atlantic Slave System; Slaves, Rights and the Law in Latin America; Afro-Americas I: Comparative Slavery
Research and teaching interests: Atlantic world, Caribbean, Latin American history in 16th-20th centuries
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1 M.A.= 1
Recent Publications: *Grupo Antillano: The Art of Afro-Cuba* (2013); "Slaves, Free Blacks, and Race in the Legal Regimes of Cuba, Louisiana and Virginia: A Comparison" (2013); *Havana and the Atlantic in the Sixteenth Century* (2008); *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba* (2001)
Distinctions: National Endowmenf for the Arts grant; National Endowment for the Humanities Fellowship for University Teachers; National Science Foundation, Program of Law and Social Science, Doctoral Dissertation Grant; Christopher Reynolds Foundation Grant; Ford Foundation Grant; Book Prize, Latin American and Caribbean Section of the Southern Historical Association for "best book in Latin American history," for *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba*

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Utkan Demirci

Current Harvard Title: Assistant Professor of Medicine and Health Sciences and Technology, Harvard Medical School, Brigham & Women's Hospital
Education: Ph.D. Stanford University (2005); M.S. Stanford University (2005); B.S. University of Michigan- Ann Arbor (1999)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Micro and nano-scale technologies to solve problems in medicine; Global health; Tissue engineering; Microfluidics for Cryopreservation
Africa-Related Courses Taught in Past Five Years: Designing and Sustaining Technological Innovation for Global Health Practice
Distinction: 2008 The Outstanding Young Persons of the World, Junior Chamber International; 2007 Honorary Nano-Biotechnology Award, National Science Council of Turkey and the Turkish Industrialist's Businessmen's Association

Christine Desan

Current Harvard Title: Leo Gottlieb Professor of Law,Harvard Law School
Year of First Appointment at Harvard: 1992
Education: J.D. Yale University (1987); B.A. Princeton University (1987)
Relevant Experience: Co-founder, Program on the Study of Capitalism; President, Ames Foundation
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: International monetary system; Constitutional law of money; Constitutional history; Political economy; Legal theory

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Rohit Deshpandé

Current Harvard Title: Sebastian S. Kresge Professor of Marketing, Harvard Business School
Education: Ph.D. University of Pittsburgh; M.B.A. Northwestern University; M.M.S. University of Bombay; B.Sc. University of Bombay
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Corporate Culture, Customer focus, ethics, ethnic marketing, international marketing
Recent Publications: *Putting Patients First: Social Marketing Strategies for Treating HIV in Developing Nations* (2009)
Distinctions: Distinguished Alumnus Award, University of Pittsburgh (2008)

Charles Deutsch

Current Harvard Title: Senior Research Scientist, Department of Social and Behavioral Sciences, Harvard School of Public Health; Deputy Director, Harvard Catalyst Community Health Innovations and Research program; Co-Founder and Deputy Director, Harvard School of Public health Prevention Research Center on Nutrition and Physical Activity
Year of First Appointment at Harvard: 1994
Education: Sc.D., Harvard University (1987); M.A.T., Yale University (1970); B.A., Brooklyn College (1968)
Relevant Experience: Co-Principal Investigator and Deputy Director, Harvard Prevention Research Center on Nutrition and Physical Activity; Principal Investigator, Maine-Harvard Prevention Research Center; Principal Investigator, Centre for the Support of Peer Education in South Africa; Principal Investigator, Evaluating and Expanding Peer-Led Support Groups for Orphans in South Africa; Consultant, World Health Organization, UNFPA, US CDC; Advisor, South African Higher Education Sector
Field Experience: South Africa, Kenya
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: HIV prevention, care, and support; education and community health; Substance abuse prevention; Adolescent health; South Africa
Recent Publications: *Vhutshilo: Peer-Led Prevention and Support Groups for OVC* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Boubacar Diakite

Current Harvard Title: Language Preceptor, Department of African and African American Studies
Education: Doctoral candidate, Indiana University; M.A., Indiana University; B.A., University of Bamako,
Africa-Related Courses Taught in Part Five Years: Bamanankan
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: African languages: phonetics and phonology of Mande languages
Distinctions: Non-academic Achievement: Assisted Microsoft develope software to use Nko on PCs and helped Eatony Company to develop Twtoll and triage for Nko on I-devices.

Lamine Diallo

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2007
Education: B.A. Lycee Seydina Limamou Laye College (1989)
Relevant Experience: Consultant, Transparent Language; Technical Director, Urban D' Entreprises, Dakar, Senegal; Director, Sahelienne de Valorisation des Dechets, Dakar, Senegal
Field Experience: Senegal
Proficiency in Languages Used in Africa: Pulaar 5; Wolof 5; French 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Pulaar; Wolof
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Rafael M. Di Tella

Current Harvard Title: Joseph C. Wilson Professor of Business Administration
Year of First Appointment at Harvard: 1997
Education: D. Phil, Oxford University (1996); B.S. Universidad de Buenos Aires (1990)
Field Experience: Kenya
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Institutions; Macroeconomics; and Global Economy
Research and Teaching Specializations: Corruption, Crime, Happiness, Political Economy, Welfare State
Recent Publications: *The International Criminal Court* (TN) (2010)

Ishac Diwan

Current Harvard Title: Lecturer in Public Policy; Director, Africa and the Middle East, Growth Lab, Center for International Development, Harvard Kennedy School
Education: Ph.D. University of California, Berkeley (1985); BA University of Montreal (1979); BA University of Paris XII (1977)
Relevant Experience: World Bank Country Director for Ghana, Liberia, Sierra Leone, Burkina Faso, Guinea (2007 – present); Conflict prevention (Guinea) and state building (Liberia and Sierra-Leone); Accra Agenda for Action, World Bank, Country Director, Ethiopia and Sudan (2002-2007); Participated in Sudan Comprehensive Peace Agreement, and the Darfur Peace Negotiations
Field Experience: Ethiopia, Sudan, Ghana, Liberia, Sierra Leone, Burkina Faso, Guinea, Egypt, Kenya, Morocco, Tunisia
Proficiency in Languages Used in Africa: Arabic, French
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: Foreign Aid Policy Strategies, African Growth Strategies
Dissertations/Theses Supervised in Past Five Years:
M.A. = 12

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Simeon Djankov

Current Harvard Title: Adjunct Lecturer in Public Policy, Harvard Kennedy School
Education: Ph.D. University of Michigan, Ann Arbor (1997); M.A. University of Michigan, Ann Arbor (1995); B.A., Geneva College (1993);
Relevant Experience: Chief Economist, finance and private sector, World Bank, 2008 – 2009; Regional trade agreements in North Africa
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: The Politics of Development Policy
Research and Teaching Specializations: Regulation of product and labor markets
Recent Publications: *Employment Laws in Developing Countries* (2009)
Distinctions: President's Award, The World Bank, April 2007; President's Award, The World Bank, April 2005; Bulgaria's Most Successful Politician, 4th place, Dec 2010; Bulgaria's Most Successful Politician, 3rd place, Dec 2009

Paul Drain

Current Harvard Title: Instructor in Medicine, Harvard Medical School
Education: M.D. University of Washington (2007); M.P.H. University of Washington (2001); B.A. B.A. Miami University, Oxford, Ohio (1996)
Relevant Experience: Member, International AIDS Society; Collaborations with Nelson Mandela School of Medicine, University of KwaZulu-Natal, South Africa; Edendale Hospital Pietermaritzburg, South Africa, iThembalabantu Clinic; AIDS Healthcare Foundation, Umlazi Township, South Africa
Field Experience: Morocco, Kenya, Tanzania, Madagascar, and South Africa
Proficiency in Languages Used in Africa: French=2; Swahili=1; Zulu=1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Introduction to Social Medicine and Global Health, Harvard Medical School
Research and Teaching Specializations: Diagnostic point-of-care testing for HIV and HIV-related opportunistic infections in resource-limited settings
Recent Publications: *Predictors of weight loss after highly-active antiretroviral therapy (HAART) initiation among HIV-infected adults in Tanzania.* (2012); *Risk factors for late-stage HIV disease presentation at initial HIV diagnosis in Durban, South Africa.* (2013) "Caring for the World: A Guidebook to Global Health Opportunities" (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 3 M.A. = 1 B.A. = 1
Distinctions:2009 Drs. Anvar and Pari Velji Emerging Leader in Global Health Award; 2011 Faculty Teaching Award; 2012 David Brudnoy Scholar Award, Massachusetts General Hospital; 2013 Young Investigator Award, Conference on Retroviruses and Opportunistic Infections (CROI), Atlanta

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Sarah Dryden-Peterson

Current Harvard Title: Assistant Professor, Harvard Graduate School of Education
Year of First Appointment at Harvard: 2012
Education: Ed.D. Administration, Planning, and Social Policy; Communities and School (2009); M.A. Tufts University (2000); M. Phil University of Cape town, South Africa (1999); B.A. Harvard University (1997)
Relevant Experience: Co-Chair, Inter-Agency Network for Education in Emergencies (INEE); Working Group, Education and Fragility; Founder & Co-Director, Mbeleni Foundation, Kampala, Uganda; Founder & Director, The Idea Tuck/ Inqwelo Yolwazi Incorporated, Cape Town, South Africa; Education Consultant, United Nations High Commissioner for Refugees Development of UNHCR Education Strategy; Academic Consultant, Curriculum Development IRC-University of Nairobi Partnership for Education in Emergencies; Member, Committee on African Studies
Field Experience: South Africa, Madagascar, Uganda, Botswana, Kenya
Proficiency in Languages Used in Africa: French 4; Luganda 1; Setswana 1; Kiswahili 1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-related Courses Taught in Past Five Years: Education and Armed Conflict; Interviewing in Qualitative Research; Education Systems and Community Building in Settings of Armed Conflict
Research and Teaching Specializations: The connection between education and community development; the role of social institutions in immigrant/refugee integration and transnational institution-building
Recent Publications: "The Politics of Higher Education for Refugees in a Global Movement for Basic Education" (2011); *Educating Children in Conflict Zones: Research, Policy, and Practice for Systemic Change, A Tribute to Jackie Kirk* (2011); "Education as Livelihood for Refugee Children: Emergency, Protracted, and Urban Experiences (2011)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. =2
Distinctions: Fulbright Scholar; Rhodes Scholar; Harvard University Presidential Fellow; Postdoctoral Fellow, Social Sciences and Humanities Research Council of Canada; National Science Foundation Dissertation Fellowship Honorable Mention; Joyce Cain Award for distinguished research on African descendants (2011); HGSE Commencement Class Marshall (elected position)

Scott Lee Dryden-Peterson

Current Harvard Titles: Instructor in Medicine, Brigham and Women's Hospital; Research Associate, HSPH
Education: M.D. Harvard Medical School (2003); Harvard College
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: HIV/AIDS; Infections in patients with cancer; infectious disease; International health
Recent Publication: *Cancer in Botswana: the second wave of AIDS in Sub-Saharan Africa* (2013)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Catherine S.M. Duggan

Current Harvard Title: Assistant Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2007
Education: Ph.D., Stanford University (2008); B.A., Brown University (1998)
Relevant Experience: Member, Committee on African Studies; Coordinator, Institutional Foundations of Capitalism and BGIE Seminars; Adjunct member, Working Group on Credit Reference Services in Uganda; International Studies Association; Working Group in African Political Economy
Proficiency in Languages Used in Africa: French 2; Luganda 1; Iteso 1; Swahili 1
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Development, financial-sector regulation, and economic growth in emerging markets, with a focus on sub-Saharan Africa
Recent Publications: *Nigeria: Opportunity in Crisis* (2013); N*egotiating Trust: Borrower, Lenders, and the Politics of Household Debt* (2013); *Uganda: the Constitution of Development* (2013); *Doing Business in South Africa (*2012)
Distinctions: 2013 HBS Student Association Faculty Award for Outstanding Teaching in the Required Curriculum; 2013 Charles M. Williams Award for Excellence in Teaching

Christopher Duggan

Current Harvard Title: Associate Professor of Nutrition, Harvard School of Public Health; Associate Professor of Pediatrics, Children's Hospital Boston
Year of First Appointment at Harvard: 1994
Education: MPH, Harvard University (1994); M.D. Johns Hopkins University (1987); B.A. Dartmouth College (1983)
Relevant Experience: Society of Pediatric Research; Nutrition Advisory Council, Children's Hospital; Director, Clinical Nutrition Service, Children's Hospital; Principal Investigator, NIH/NICHD- "A Trial of Zinc and Micronutrients in Tanzanian Children"; Member, Committee on African Studies
Field Experience: Tanzania, Egypt, South Africa
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Nutritional management of acute and persistent diarrhea; Micronutrient trails in developing countries to prevent diarrhea and respiratory infectious; The definition of biomarkers of environmental enteropathy; General aspects of energy and protein metabolism in catabolic disease
Recent Publications*: Multivitamin supplementation improves haematologic status in children born to HIV-positive women in Tanzania* (2013); *Effect of Multivitamin Supplementation on Measles Vaccine Response among HIV-Exposed Uninfected Tanzanian Infants* (2013); *Predictors of anaemia and iron deficiency in HIV-infected pregnant women in Tanzania: a potential role for vitamin D and parasitic infections* (2012); *Relationship of exclusive breast-feeding to infectious and growth of Tanzanian children born to HIV-infected women* (2011)
Distinctions: Physician Nutrition Specialist Award; Advisory Board, Newton Tanzania Collaborative; Harvard Medical School Student Teaching Award, Children's Hospital, Boston

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Manoj T. Duraisingh

Current Harvard Title: Associate Professor of Immunology and Infectious Diseases, Harvard School of Public Health
Education: Ph.D. London School of Hygiene and Tropical Medicine (1999)
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Malaria
Recent Publications: *Improving malaria in West Africa: interruption of transmission as paradigm shift* (2012)
Distinctions: Investigator in the Pathogenesis of Infectious Disease Award, Burroughs Wellcome Fund; Katherine States Burke and T.R. Burke Fellowship Award

Alnoor Ebrahim

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Organizational design; Performance management; Developing countries; Board of Directors, Social Enterprise
Africa-Related Courses Taught in Past Five Years: Leading and Governing High Performing NonProfit Organizations
Recent Publication: *ActionAid International: Globalizing Governance, Localizing Accountability (2010); Acumen Fund: Measurement in Impact Investing (TN) (A) and (B) (2011); The Millennium Challenge Corporation and Ghana (2010)*
Distinction: Runner-up, 2010 Carlo Masini Award for Innovative Scholarship; 2010 Carolyn Dexter Award, Academy of Management; Winner, 2005 Editors' Prize for Best Scholarly Paper; Winner, 2003 Outstanding Article; Winner, the Outstanding Book Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Robert G. Eccles

Current Harvard Title: Professor of Management Practice, Harvard Business School
Year of first Appointment at Harvard: 1979
Education: Ph.D. Harvard University (1979); M.A. Harvard University (1975); B.S. Massachusetts Institute of Technology (1983)
Relevant Experience: Member of the Steering Committee, International Integrated Reporting Committee; Chairman, the Sustainability Accounting Standard Board
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Sustainability; Integrated reporting
Recent Publication: *Integrated Reporting in South Africa* (2012)
Distinctions: 2010 Prose award; Top 100 Thought Leaders in Trustworthy Business Behavior- 2012

Patricia Ediamen

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2014
Africa-Related Courses Taught in Past Five Years: Tshiluba
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Tshiluba
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Einer Elhauge

Current Harvard Title: Carroll and Milton Petrie Professor of Law, Harvard Law School; Founding Director of the Petrie-Flom Center for Health Law Policy, Biotechnology and Bioethics
Year of First Appointment at Harvard: 1995
Education: J.D. Harvard University (1986), B.A. Harvard College (1982)
Relevant Experience: Chairman, Antitrust Advisory Committee to the Obama Campaign
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Antitrust; contracts; health law; law and economics: economic analysis of the law; law and political theory; public choice; theory and law

Rosetta Elkin

Current Harvard Title: Daniel Urban Kiley Fellow and Lecturer, Landscape Architecture, Harvard Graduate School of Design
Year of First Appointment at Harvard: 2013
Relevant Experience: Registered landscape architect in the Netherlands; Principle of *re-landscape* a design studio that was founded in 2007, operating as a design studio and consultancy
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Cultivating Scale: Territorial Planting Strategies; Landscape Architecture III; The Ocean State
Research and Teaching Specializations: Teaching and research focuses on innovative application of ecological and vegetative technology that consider the role of plants from innovative seed mechanics to bionetwork; Current research is focused on the historical and geopolitical procedures of using live matter to address complex urban and rural issues.
Distinctions: Daniel Urban Kiley Fellow at the Graduate School of Design, 2012-13

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Caroline Elkins

Current Harvard Title: Professor of History and African and African American Studies; Chair, Committee on African Studies
Year of First Appointment at Harvard: 2001
Education: Ph.D., Harvard University (2001); M.A., Harvard University (1996); B.A., Princeton University (1991)
Relevant Experience: Acting Chair, Committee on African Studies; Founder and Co-Editor, Kenya Oral History Centre; Policy Fellow, Carr Center for Human Rights Policy; BBC Documentary: "Kenya: White Terror"; Series Editor, Empire in Perspectives; African Studies Association
Field Experience: Kenya
Proficiency in Languages Used in Africa: French 5; Swahili 5; Kikuyu 3
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Human Rights in Africa: Protest, Rebellion, and Power in East African History; Human Rights in Africa: A Historical Perspective Research Seminar; British Colonial Violence in the 20th Century: Research Seminar; History of Sub-Saharan Africa to 1860, Themes in Modern Sub-Saharan History; Introduction to African Studies
Research and Teaching Specializations: Mau Mau emergency and comparative reconciliation process; late colonial empire; Kenya; British Empire; 20th-century counter-insurgencies
Recent Publications: *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya* (2005); "Alchemy of Evidence: Mau Mau, the British Empire, and the High Court of Justice" (2011)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Pulitzer Prize for General Non-Fiction, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*; Guggenheim Fellow; Walter Cabot Channing Fellow; Fulbright Scholar; The New York Times Editor's Choice Award. Elkins and her research were also the subjects of a 2002 BBC documentary titled, "Kenya: White Terror," which was awarded the International Committee of the Red Cross Award at the Monte-Carlo Film Festival.

Peter Ellison

Current Harvard Title: John Cowles Professor of Anthropology and Human Evolutionary Biology, Harvard University
Year of First Appointment at Harvard: 1983
Education: Ph.D. Harvard University (1983); M.S. University of Massachusetts- Amherst (1980); B.A. University of Vermont (1975)
Percentage of Time Dedicated to African Activities: 25 percent
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2
Distinctions: Guggenheim Fellow

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Myron (Max) E. Essex

Current Harvard Title: Mary Woodard Lasker Professor of Health Sciences, Department of Immunology and Infectious Diseases, Harvard School of Public Health; Chairman, Harvard School of Public Health AIDS Initiative
Year of First Appointment at Harvard: 1972
Education: Ph.D. University of California at Davis (1970); DVM/MS Michigan State University (1967) B.S. University of Rhode Island (1962)
Relevant Experience: Chairman, Botswana–Harvard AIDS Institute; Chairman, Department of Immunology & Infectious Diseases, Harvard; Advisory Board, African AIDS Association ; Scientific Advisory Board, International AIDS Vaccine Initiative, Rockefeller Foundation; Member, Committee on African Studies
Field Experience: Botswana, Tanzania, Democratic Republic of Congo, Senegal
Proficiency in Languages Used in Africa: None
Percentage of Time Dedicated to African Activities: 90 percent
Africa-related Courses Taught in Past Five Years: AIDS in Africa
Research and Teaching Specializations: Virology, immunology, and molecular epidemiology of HIV-1 viruses.
Recent Publications: *Frequent Intra-Subtype Recombination among HIV-1 Circulating in Tanzania* (2013); *HIV/AIDS Treatment in Resource-Poor Countries: Public Health Challenges* (2012); *Non-Nucleoside Reverse Transcriptase Inhibitor Outcomes among Combination Antiretroviral Therapy-Treated Adults in Botswana* (2010)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2
Distinctions: Lifetime Achievement Award, Institute of Human Virology; Bronze Medal, American Cancer Society; Presidential Medal of Honor, Senegal; Honorary Professor, Universidad Autónoma del Estado de México; 2000 Heroes in Medicine Award, Int. Assn. Physicians in AIDS Care; Presidential Awards, University of Nuevo Leon, Mexico; Heroes in Medicine Award, International Association of Physicians in AIDS Care; Honorary Doctor of Science, University of Maryland; Honorary Doctor of Science, University of Illinois

Benjamin C. Esty

Current Harvard Title: Roy and Elizabeth Simmons Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard:1993
Education: Ph.D. Harvard University (1993); MBA, Harvard Business School (1991); B.A. Stanford University (1985)
Relevant Experience: Director, the Harvard University Employees Credit Union; Financial Manager Commercial Mortgage Corporation; Associate, Booz Allen & Hamilton, Singapore; Director, Eaton Vance Funds; Member, American Finance Association; Financial Management Association
Field Experience: Chad; Cameroon, Uganda, Mozambique
Proficiency in Languages Used in Africa: French 2
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Corporate Finance; Infrastructure; Leadership Development; Project finance; Valuation
Recent Publications: *The Chad- Cameroon Petroleum Development and Pipeline Project (E)* (2009)
Distinctions: Robert F. Greenhill Award for Outstanding Faculty Service; Apgar Award for Innovation in Teaching; Student Association Award for Teaching Excellence, Harvard Business School; Best Paper Award, Conference on International Corporate Governance; Best Paper in Corporate Finance," 7th Annual Global Finance Conference, DePaul University; Outstanding Paper on Financial Institutions, Southern Finance Association; George S. Dively Award for Distinguished Pre-Thesis Research, Harvard Business School; HBS Charles M. William Award for Excellence in Teaching

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Nir Eyal

Current Harvard Title: Associate Professor, Department of Global Health and Social Medicine, Harvard Medical School; Associate Professor Harvard University Program in Ethics and Health, Harvard University
Year of First Appointment at Harvard: 2006
Education: D.Phil Politics, Oxford University (2003); M.A., Hebrew University of Jerusalem (1998); B.A. Tel Aviv University (1995)
Relevant Experience: Editor, Philosophical Papers, an International Journal of Philosophy, South Africa; Address:The Ethics of Priority Setting in Global Health, Arusha, Tanzania; 2009 A Dilemma for Pediatric Cardiac Surgeons Volunteering in Ghana, Lecture; 2012 Ph.D. Course on Theories of Justice, Yaoundé University, Yaoundé, Cameroon
Proficiency in Languages Used in Africa French 3
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: The Ethical Basis of the Practice of public Health
Research and Teaching Specializations: Investigating medical ethics
Distinctions: 2010 Winner of the Mark S. Ehrenreich Prize in Healthcare Ethics Research, U of S. California and the International Association of Bioethics (IAB); 2011 Winner of the Academics Stand Against Poverty (ASAP) Award, 2013; Winner of the LS Rockefeller Fellowship

Majid Ezzati

Current Harvard Title: Adjunct Professor of Global Health, Harvard School of Public Health
Year of First Appointment at Harvard: 2003
Education: Ph.D., Princeton University (2000); M.A., Princeton University (1997); M.Eng, McGill University (1995); B.E., McMaster University (1993)
Relevant Experience: Fellow, Global Health Leadership, World Health Organization; Fellow, Resources for the Future; Member, Harvard Initiative for Global Health; Member, Harvard Center on Global Demography of Aging; Member, Harvard Center for International Development; Member, Committee on African Studies; Member, Harvard Center for the Environment; Member International Union for the Scientific Study of Population
Field Experience: Ghana; The Gambia, Kenya
Percentage of Time Dedicated to African Activities: 65 percent
Research and Teaching Specializations: Energy, air pollution, and health in developing countries; Major health risk factors and their role in current and future disease burden globally or in specific countries and regions; Household energy technology; indoor air pollution; health in sub-Saharan Africa
Recent Publications: *Chemical characterization and Source apportionment of household fine particulate matter in rural, Peri-urban, and Urban West Africa* (2014); *National, regional, and global trends in systolic blood pressure since 1980:l systematic analysis of health examination surveys and epidemiological studies with 786 country-years and 5.4 million participants* (2011); *Global and regional child mortality and burden of disease attributable to zinc deficiency* (2009); *Patterns and Sources of Particle Pollution in Four Accra Neighborhoods: Mobile Monitoring and GIS Analysis* (2009)
Distinctions: Global Health Leadership Fellowship, World Health Organization

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Susan Farbstein

Current Harvard Title: Assistant Clinical Professor of Law; Co-Director, International Human Rights Clinic, Harvard University
Year of First Appointment at Harvard: 2012
Education: J.D. Harvard University (2004); M. Phil, University of Cambridge (2001); A.B. Princeton University (2000)
Relevant Experience: Co-counsel in South African Apartheid Litigation; Legal Intern, International Criminal Tribunal for Rwanda; Legal Extern, Special Court for Sierra Leone; Member, Committee on African Studies
Field Experience: South Africa, Tanzania Rwanda, Kenya
Proficiency in Languages Used in Africa: French 2
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Transitional Justice in Africa; Human Rights Advocacy; International Human Rights Clinic
Research and Teaching Specializations: Alien Tort Statute litigation, transitional justice, South Africa, and economic, social, and cultural right
Recent Publications: *Prosecuting Apartheid-Era Crimes? A South African Dialogue on Justice* (2009)
Dissertations/Theses Supervised in Past Five Years:
L.L.M. = 2
Distinctions: Finalist, Public Justice Trial Lawyer of the Year Award; Harvard Kaufman Fellow; Princeton-in-Africa Fellow; Leadership in Action Award, Harvard University; President's Innovation Fund for Faculty Grant, Harvard University

Paul Edward Farmer

Current Harvard Title: Kolokotrones University Professor of Global Health and Social Medicine,Harvard Medical School; Head, Department of Global Health and Social Medicine, Harvard Medical School; Professor of Medicine, Brigham and Women's Hospital
Education: Ph.D. Harvard University; M.D. Harvard University, B.A. Duke University
Relevant Experience: Founding Director, Partners in Health; Deputy UN Special Envoy for Haiti; Medical Director, L'Hôpital Bon Sauveur; Board Member, Kageno Worldwide; Member, Committee on African Studies
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Introduction to Social Medicine and Global Health; Case Studies in Global Health: Biosocial Perspectives
Research and Teaching Specializations: Health and human rights, the role of social inequalities in the distribution and outcome of infectious diseases, global health
Recent Publications: *In the Company of the Poor: conversations between Dr. Paul Farmer and Fr. Gustavo Gutierrez* (2013); *To Repair the World: Paul Farmer Speaks to the Next Generation* (2013); *Sustainability in global health* (2010); *Early outcomes of MDR-TB treatment in a high HIV-prevalence setting in Southern Africa* (2009)
Distinctions: MacArthur Fellow; Margaret Mead Award; the American Medical Association's Outstanding International Physician Award; Conrad N. Hilton Humanitarian Prize for Partners in Health; 9th Annual Heinz Award in the Human Condition; International Human Rights Award; Dr. Nathan Davis International Award in Medicine, American Medical Association; named by *Foreign Policy* magazine to its list of top global thinkers; Member, American Academy of Arts and Sciences

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Wafaie Wahib Fawzi

Current Harvard Title: Richard Saltonstall Professor of Population Sciences, Professor of Nutrition, Epidemiology and Global Health, Harvard School of Public Health; Chair, Department of Global Health and Population
Year of First Appointment at Harvard: 1994
Education: Dr.P.H. Health Harvard University (1992); M.S. Harvard School of Public Health (1991); M.P.H. Harvard School of Public Health (1989); M.B., B.S. Bachelor of Medicine and Surgery (1986)
Relevant Experience: AIDS Prevention Initiative in Nigeria, Ltd., Board Member; Data Safety and Monitoring Board, "Zambian Exclusive Breastfeeding Study", NICHD, Boston University and University of Zambia, Lusaka; Partnerships on Nutrition and HIV/AIDS Research in Tanzania; Board Member, Credo International; Member, Committee on African Studies
Field Experience: Botswana, Sudan, Tanzania, Uganda, Zimbabwe
Proficiency in Languages Used in Africa: Arabic 5; Kiswahili 3
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: Nutrition Problems in Developing Countries; Combating Infectious Diseases in the Developing World; Global Nutrition; Nutrition and Global Health
Research and Teaching Specializations: Maternal, neonatal and child health, and infectious diseases, with emphasis on nutritional factors; Epidemiology of maternal morbidity; HIV/AIDS, TB and malaria.
Recent Publications: *Multivitamin supplementation improves haematologic status in children born to HIV-positive women in Tanzania* (2013); *Non-communicable diseases in sub-Saharan Africa: the case for cohort studies* (2010); *Predictors of Breastfeeding Cessation Among HIV-Infected Women in Dar es Salaam, Tanzania* (2011)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 12 M.A. = 3
Distinctions: Medical Students Association Prize, University of Khartoum; Sir Robert Archibald Prize in Community Medicine, University of Khartoum ; Sudanese Society for Preventive and Social Medicine Award; International AIDS Society Young Investigator Award

Günther Fink

Current Harvard Title: Assistant Professor of International Health Economics, Harvard School of Public Health
Year of First Appointment at Harvard: 2008
Education: Ph.D. Bocconi University, Milan, Italy (2006); M.A. University of Michigan (1999)
Relevant Experience: Ongoing collaboration with the University of Zambia for the Zambia Early Childhood Development Project; Post-doctoral Fellow, Program on the Global Demography of Aging, HSPH
Field Experience: Ghana, Uganda, Zambia, Angola, Ethiopia, Congo Brazzaville, Gambia, Namibia
Proficiency in Languages Used in Africa: French 2, Portuguese 2
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Economics of Global Health
Research and Teaching Specializations: Childhood Development; Econometric for Health Policy
Recent Publications: *Does Health Insurance Improve Health? Evidence from a Randomized Community Based Insurance Rollout in Rural Burkina Faso* (2013); *Health impact and cost effectiveness of a private sector bed net distribution: experimental evidence from Zambia* (2013); *Feasibility of Distributing Rapid Diagnostic Tests for Malaria in the Retail Sector: Evidence from an Implementation Study in Uganda* (2012)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 5 B.A. = 1
Distinctions: Fulbright Scholarship; Ph.D. Fellowship, Bocconi University; Austrian Government Grant for Foreign Studies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Todd Foglesong

Current Harvard Title: Adjunct Lecturer in Public Policy and Senior Research Associate, Criminal Justice Policy and Management, Harvard University
Education: Ph.D. University of Toronto; M.A. University of Toronto; B.A. Bowdoin College
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Workshop on Crime and Criminal Justice Reform in Global Context
Research and Teaching Specializations: the use of arrest and pretrial detention around the world; the alignment of government efforts to administer criminal justice

Sarah Fortune

Current Harvard Title: Melvin J. and Geraldine L. Glimcher Associate Professor of Immunology and Infectious Diseases
Education: Ph.D. Columbia University (1996); B.S. Yale University (1990)
Percentage of Time Dedicated to African Activities: 40percent
Africa-Related Courses Taught in Past Five Years: Tuberculosis
Research and Teaching Specializations: ESX1 Secretion System; Genetic and Epigenetic Variation in M. tuberculosis; Hypermutability and the Acquisition of Multidrug Resistance
Distinctions: Doris Duke Medical Foundation Early Career Award; Howard Hughes Medical Institute Physician Scientist Early Career Development Award; Harvard Medical School Teaching Award for Residents in Internal Medicine

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Deborah Foster

Current Harvard Title: Senior Lecturer in Folklore and Mythology; Director of Studies, Special Concentrations
Year of First Appointment at Harvard: 1988
Education: Ph.D., University of Wisconsin, Madison (1984); M.A., University of Wisconsin, Madison (1976); B.S., University of Wisconsin, Madison (1972)
Relevant Experience: African Institute's Department of Folklore, University of Khartoum, Sudan; Assistant Dean, Harvard College; Consultant, Social Science Research Council--Africa Program; Program Officer, Southern African Training Program, African American Institute; Member, Committee on African Studies; Member, African Studies Association; Member, African Literature Association; Member, American Folklore Society
Field Experience: Kenya, Sudan, Mali
Proficiency in Languages Used in Africa: Swahili=3
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Hero and Trickster; Fieldwork and Ethnography in Folklore; Embodies Expression/ Expressive Body: Dance in Cultural Context; The Art of Storytelling
Research and Teaching Specializations: Fieldwork and ethnography in folklore; Swahili oral narrative and dance performance; interface between oral and literary forms
Distinctions: American Association of University Women Educational Foundation Fellow; Vilas Graduate Fellow; Vilas Travel Grant Recipient; NDFL Language Fellow; A.C. Jordan Award

Molly Forest Franke

Current Harvard Title: Instructor, Department of Global Health and Social Medicine, Harvard Medical School
Field Experience: Rwanda
Proficiency in Languages Used in Africa: French 2
Percentage of Time Dedicated to African Activities: 70 percent
Research and Teaching Specializations: Risk factors for adverse outcomes among individuals with HIV and/or tuberculosis and the identification of effective care delivery strategies for these patient populations
Recent Publications: *Implementation of GenoType MTBDRplus Reduces Time to Multidrug-Resistant Tuberculosis Therapy Initiation in South Africa* (2013); *Alcohol, Hospital discharge, and socioeconomic risk factors for default from multidrug resistant tuberculosis treatment in rural South Africa: a retrospective cohort study* (2013)
Dissertations/Theses Supervised in Past Five Years:
MS=1 MMS=1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kenneth Alan Freedberg

Current Harvard Title: Professor, Health Policy and Management, Harvard School of Public Health; Professor of Medicine, Massachusetts General Hospital
Year of First Appointment at Harvard: 2000
Education: M.D. Harvard University (1984); M.Sc. Harvard University (1989)
Relevant Experience: Former Chair, AIDS Clinical Trials Groups (ACTG) Outcomes Committee
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Decision analysis, cost-effectiveness analysis, and clinical epidemiology, particular related to HIV clinical care and policy
Recent Publications: *Risk Factors for Late-Stage HIV Disease Presentation at Initial HIV Diagnosis in Durban, South Africa* (2013); *Factors Associated with Self-Reported repeat HIV testing after a Negative Result in Durban, South Africa* (2013); *A randomized trial to optimize HIV/TB care in South Africa: design of the Sizanani trial* (2013); *Linkage to HIV, TB and Non-Communicable Disease Care from a Mobile testing Unit in Cape Town, South Africa* (2013); *Not all are lost: interrupted laboratory monitoring, early death, and loss to follow-up (LTFU) in a large South African treatment program* (2012); *Virologic failure of protease inhibitor-based second-line antiretroviral therapy without resistance in a large HIV treatment programme in South Africa* (2012); *Depressive Symptoms and Their Impact on Health-seeking Behaviors in Newly-diagnosed HIV-infected Patients in Durban, South Africa* (2012); *Early outcomes and the virological effect of delayed treatment switching to second-line therapy in an antiretroviral roll-out programme in South Africa* (2011); *Screening for acute HIV infection in South Africa: finding acute and chronic disease* (2011); *First-line antiretroviral therapy after single-dose nevirapine exposure in South Africa: a cost-effectiveness effectiveness analysis of OCTANE trial* (2011); *Loss to follow-up in community clinic in South Africa--roles of gender, pregnancy and CD4 count* (2011); *The "ART" of linkage: pre-treatment loss to care after HIV diagnosis at two PEPFAR sites in Durban, South Africa* (2010); *Cost-effectiveness of laboratory monitoring in sub-Saharan Africa: a review of the current literature* (2010); *Impact of select immunologic and virologic biomarkers on CD4 cell count decrease in patients with chronic HIV-1 subtype C infection: results from Sinikithemba Cohort, Durban, South Africa* (2009); *HIV testing rates and outcomes in a South African community, 2001-2006: implications for expanded screening policies* (2009)

Richard Freeman

Current Harvard Title: Herbert Ascherman Professor of Economics; Director, of Labor and Worklife Program at Harvard Law School
Education: Ph.D. Harvard University (1969); B.A. Dartmouth College (1964)
Relevant Experience: Assistant Professor of Economics, Yale University; Assistant Professor of Economics, University of Chicago; International Advisory Panel of World Bank, Regional Flagship on Tertiary Education and Economics Growth & Competitiveness in Africa
Percentage of Time Dedicated to African Activities: 25 percent
Distinctions: Member, the American Academy of Arts and Science; Frances Perkins Fellow; Mincer Lifetime Achievement Prize from the Society of Labor Economics; IZA Prize

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Julio Frenk

Current Harvard Title: Dean of Faculty, Harvard School of Public Health; T & G Angelopoulos Professor of Public Health and International Development, Harvard School of Public Health and Harvard Kennedy School
Education: M.D. National University of Mexico; M.P.H. University of Michigan
Relevant Experience: Minister of Health, Mexico; Founder and Director, National Institute of Public Health, Mexico; President, Carso Health Institute, Mexico; Chair of the Board, Institute for Health Metrics and Evaluation, University of Washington
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *Women's and children's health: from pledges to action* (2010); *The growing movement for universal health coverage* (2011)
Distinctions: Clinton Global Citizen Award; Member, the American Academy of Arts and Sciences

Jeffry Frieden

Current Harvard Title: Standfield Professor of Government
Year of First Appointment at Harvard: 1995
Education: Ph.D. Columbia University (1984); B.A. Columbia College (1979);
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: International Political Economy
Research and Teaching Specializations: Politics of international monetary and financial relations
Recent Publications: *World Politics: Interests, Interactions, and Institutions* (2013); *After the Fall: The Future of Global Cooperation* (2012); *Global Economic Governance After the Crisis* (2012); T*he Political Economy of Exchange Rate Regimes in Transition Economies* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

William E. Fruhan

Current Harvard Title: George E. Bates Professor, Emeritus
Education: D.B.A. Harvard University; M.B.A. Harvard University; B.S. Yale University
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Competitive Advantage; Corporate Strategy; Financial Strategy; Mergers and Acquisitions; Value Creation
Recent Publications: *New Earth Mining, Inc.* (2013)

Aminu Gamawa

Current Harvard Title: African Language Instructor, Department of African and African-American Studies
Year of First Appointment at Harvard: 2013
Proficiency in Languages Used in Africa: 100 percent
Africa-Related Courses Taught in Past Five Years: Hausa
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Marshall Ganz

Current Harvard Title: Senior Lecturer, Public Policy, Hauser Center for Nonprofit Organization
Year of First Appointment at Harvard: 1994
Education: Ph.D. Harvard University (2000); M.P.A. Harvard University (1993); B.A. Harvard College (1992)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Public Narrative: Conflict, Continuity, Change; Organizing: People, Power, Change
Research and Teaching Specializations: Leadership, Organization, Strategy
Distinction: HKS- Dinner on the Dean (Teaching Award)

Amanda Lynn Garrett

Current Harvard Title: Lecturer, Department of Government, Harvard University
Year of First Appointment at Harvard: 2013
Education: Ph.D. Harvard University (2013); B.A. University of California- Berkeley (2005)
Relevant Experience: Visiting Scholar, NYU's Center for European and Mediterranean Studies (AY 2013/14)
Visiting Fellow, Institute d'Etudes Politiques, Centre d'Etudes Europeans, Paris, France (09/11- 5/12)
Visiting Fellow, Institute d'Etudes Politiques, Observatoire Sociologie du Changement, Paris, France (10/10-1/11)
Doctoral Fellow, Multidisciplinary Program for Inequality and Social Policy, Kennedy School of Government
The Minda de Gunzburg Center for European Studies Graduate Student Affiliate, Harvard University
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Comparative Ethnic Politics and Conflict
Research and Teaching Specializations: Interdisciplinary analysis of international, political, and economic dynamics affecting immigrant and minority integration, primarily with respect to flow from the Middle East/North Africa to the United States and Western Europe; presence of Islam in Western Europe, the influence of remittances on integration, immigrant inequality vis-à-vis comparative welfare states, and minority political violence and ethnic conflict.
Recent Publications: *When Cities Fight Back: Minorities, Local Politics, and Conflict in Europe* dissertation book (2013); *The Changing Faces of Inequality: The Story of European Political Economies and their Immigrants* (forthcoming)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Henry Louis Gates, Jr.

Current Harvard Titles: Alphonse Fletcher University Professor; Director, Hutchins Center for African and African American Research
Year of First Appointment at Harvard: 1991
Education: Ph.D., University of Cambridge (1979); M.A., University of Cambridge (1979); B.A., Yale University, (1973)
Relevant Experience: Member, Council on Foreign Relations; Union of Writers of the African Peoples; African Roundtable; African Literature Association; Member, Committee on African Studies; Afro-American Academy; Trans Africa Forum Scholars Council; *From Great Zimbabwe to Kilimantinde*, narrator and screenwriter
Field Experience: Tanzania, Ghana, Nigeria, Angola, South Africa
Proficiency in Languages Used in Africa: Swahili 1
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Introduction to African American Studies
Research and Teaching Specializations: African and African American literature and theory; African and African American cultural criticism
Recent Publications: *Life Upon These Shores: Looking at African American History* (2013); *Tradition and the Black Atlantic: Critical Theory in the African Diaspora* (2010); *In Search of Our Roots* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2
Distinctions: George Foster Peabody Award; MacArthur Foundation Genius Award; Ralph Lowell Award; Carl Sandburg Literary Award; Fellow, American Academy of Arts & Sciences; William C. Nell Living Legend Award; National Humanities Medal; Walter Channing Cabot Fellow; PBS Channel Thirteen Annual Award; Teachers College Medal for Distinguished Service, Columbia University; Time Magazine "25 Most Influential Americans"

Bethany Lynn Gauthier

Current Harvard Title: Instructor, Global Health and Social Medicine, Harvard Medical School
Education: Ph.D. Harvard University (2008); B.S. University of North Carolina-Chapel Hill (1999)
Field Experience: Malawi, Tanzania, Rwanda, Lesotho
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Developing methods to support program monitoring and evaluation or disease surveillance that are informative without unnecessarily draining resource ; HIV, TB, Malaria, electronic health systems, data quality assessments, community health workers
Recent Publications: *Electronic decision protocols for ART patient triaging to expand access to HIV treatment in South Africa: a cross sectional study for development and validation* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Atul Atmaram Gawande

Current Harvard Title: Professor, Health Policy and Management, Harvard School of Public Health; Professor of Surgery, Brigham and Women's Hospital
Education: M.P.H. Harvard School of Public Health (1999); M.D. Harvard Medical School; (1995) M.A. Oxford University; B.A.S. Stanford University (1978)
Relevant Experience: Co-Founder, Lifebox; Director, the World Health Organization's Global Campaign 2007; Senior Health Policy Advisor, Clinton presidential campaign and White House from 1992-1993;
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Problems at the intersection of surgery and public health; Current state of care in developing countries for illness requiring surgery or other high technology interventions
Recent Publications: *Hospital management practices and availability of surgery in sub-Saharan Africa: a pilot study of three hospitals* (2013); *Access to essential technologies for safe childbirth: a survey of health workers in Africa and Asia* (2013); *Global operating theatre distribution and pulse oximetry supply: an estimation from reported data* (2010)
Distinctions: MacArthur Fellowship; Rhodes Scholar; Finalist, the National Book Award (2002); Academy Health's Impact Award; Named one of the world's hundred most influential thinkers by Foreign Policy and TIME

Thomas Andrew Gaziano

Current Harvard Title: Assistant Physician, Cardiovascular Medicine, Brigham and Women's Hospital; Assistant Professor, Health Policy and Management, Harvard School of Public Health
Education: MSc, Harvard School of Public Health (2002); MD Harvard Medical School (1996)
Relevant Experience: Co-Leader, Chronic & Cardiovascular Diseases Working Group of Harvard Institute for Global Health
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: The treatment of cardiovascular diseases (CVD) in developing countries including the epidemiology and management of its risk factors
Recent Publications: *Progress in National and Regional Guidelines Development and Deployment for the Clinical Prevention and Control of CVD and Diabetes in Africa* (2013); *Participation in fitness-related activities of an incentive -based health promotion program and hospital costs: a retrospective longitudinal study* (2011); *The association between medical costs and participation in the vitality health promotion program among 948, 974 members of a South African Health insurance company* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Richard David Gelber

Current Harvard Title: Associate Professor of Medicine, Dana-Farber Cancer Institute; Senior Research Scientist, Biostatistics, Harvard School of Public Health
Education: Ph.D. Cornell University (1975)
Relevant Experience: Developer, Q-TWIST method and the STEPP method; Director, International Breast Cancer Study Group
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Q-TWiST method; interpretation of meta-analysis and evaluation of successful treatments for childhood cancers
Recent Publications: *Assessment of letrozole and tamoxifen alone and in sequence for postmenopausal women with steroid hormone receptor-positive breast cancer: the BIG 1-98 randomised clinical trial at 8·1 years median follow up* (2011)

Allan Charles Geller

Current Harvard Title: Senior Research Scientist
Year of First Appointment at Harvard: 2009
Education: M.P.H. Boston University (1990); R.N. Mass Bay Community College (1984); B.A. University of Buffalo (1973)
Relevant Experience: 2010-Senior Lecturer, Department of Society, Human Development, and Health; 2009-2010, Deputy Director, Division of Public Health Practice, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Cancer Disparities; Melanoma; Tobacco use in low-SES populations; Obesity; Community Interventions
Recent Publications: *Improving Breast Cancer Control via the Use of Community Health Workers in South Africa: A Critical Review* (2011)
Distinctions: 2011-American Academy of Dermatology-Presidential Citation; 2010-National Council on Skin Cancer Prevention-Executive Citation; 2009-Astellas Award-Public Health and Dermatology; 2007-Environmental Protection Agency Stratospheric Ozone Protection Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Shikhar Ghosh

Current Harvard Title: Senior Lecturer, Mel Tukman Faculty Fellow, Harvard Business School
Year of First Appointment at Harvard: 2009
Relevant Experience: Chairman, Massachusetts Technology Leadership Council; Chairman, Indus Entrepreneurs; CEO, Appex; Founder, Open Market
Field Experience: South Africa
Proficiency in Languages Used in Africa
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *FanMode: Launching a Global Sports V*enture (2013)
Distinctions: Named: One of the Best Entrepreneurs, Business Week; One of the "Masters of the Internet Universe," Forbes; CEO of One of the 10 Most Innovative Companies in the US, Fortune

Tyler Giannini

Current Harvard Title: Clinical Professor of Law; CO-Director, International Human Rights Clinic, Harvard Law School
Year of First Appointment at Harvard: 2006
Education: J.D./M.A., University of Virginia, 1995; B.A., College of William and Mary, 1992
Relevant Experience: Apartheid human rights litigation, human rights clinical pedagogy and documentation, South Africa; Clinical human rights pedagogy exchange with the University of Pretoria Law School, the University of Witwatersrand Law School, the University of Cape Town Law School, the University of Venda, and the South African Human Rights Commission.
Field Experience: South Africa
Proficiency in Languages Used in Africa: French 1.5
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Human Rights Advocacy in Contemporary South Africa Clinical Seminar (Spring 2010); Advanced Skills Training for Human Rights Advocacy, Fall 2013; Business and Human Rights Clinical Seminar, Spring 2014; International Human Rights Clinic, Fall 2013
Research and Teaching Specializations: Human Rights
Recent Publications: P*rosecuting Apartheid-Era Crimes: South African Dialogue on Justice* (2009)
Distinctions: Presidential Scholar; Phi Alpha Theta; Pi Sigma Alpha; Law Review, University of Virginia School of Law; *cum laude* graduate, College of William and Mary, W. Warner Moss Prize

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Lena G. Goldberg

Current Harvard Title: James M. Collins Senior Lecturer, Harvard Business School
Education: J.D. Harvard University; B.A. Chatham College
Relevant Experience: Executive Vice President, Strategic Corporate Initiatives; Executive Vice President and General Counsel Counsel, Fidelity Investments; Vice Chair, the New England Legal Foundation;
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: General Management
Recent Publications: *Albert 'Jack' Stanley in Nigeria (*C) (2012); Albert *' Jack Stanley in Nigeria (*A) & (B) (2011)

Christopher Deweir Golden

Current Harvard Title: Research Associate, Harvard School of Public Health
Education: Ph.D. University of California, Berkeley (2011); M.P.H. University of California, Berkeley (2010); Harvard University (2005)
Field Experience: Madagascar
Proficiency in Languages Used in Africa: Malagasy 5
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Various studies into connections between wildlife consumption and the incidence of anemia, and the importance of botanical ethnomedicines and geophagy to local health
Recent Publications: *Economic and geographic drivers of wildlife consumption in rural Africa* (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Sue J. Goldie

Current Harvard Title: Roger Irving Lee Professor of Public Health, Harvard School of Public Health; Director, Harvard Global Health Institute; Director, Center for Health Decision Science; Professor of Global Health and Social Medicine, Harvard Medical School
Education: M.P.H. Harvard University (1997); M.D. Albany Medical College (1988); B.S. Union College (1984)
Relevant Experience: 09/10- Governing Board, Chronic Diseases Initiative in Africa; 2005-06 Co-Chair, Reproductive Health in Developing Countries, Global Health Council; 2002 Committee for Planning Clinical Studies of HIV Disease in Developing Countries, National Institutes of Health
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: 2010-current Societies of the World 24: Global Health Challenges: Complexities of Evidence-based Policy. Spring Semester, Harvard University Faculty of Arts and Sciences. 2010; 2001-2008 Core Seminar in Health Policy, Public Health Section Leader, Doctoral Program in Health Policy
Research and Teaching Specializations: Improving women's health; Evidence-based policy to reduce global health inequities
Recent Publications: *The cost-effectiveness of directly observed highly- active antiretroviral therapy in the third trimester in HIV-infected pregnant women* (2010) ; *Health and economic impact of HPV 16/18 vaccination and cervical cancer screening in Eastern Africa* (2012); *Assessing health and economic outcomes of interventions to reduce pregnancy-related mortality in Nigeria* (2012)
Dissertations/Theses Supervised in Past Five Years:
PhD = 2 BA = 1
Distinctions: MacArthur Foundation Genius grant; Elected to the Institute of Medicine, National Academy of Sciences; Faculty Mentoring Award, Harvard School of Public Health; Alpha Omega Alpha Honor Medical Society Visiting Professorship; John Eisenberg Award; Roger Irving Lee Endowed Chair, Harvard School of Public Health; Everett Mendelsohn Excellence in Mentoring Award, Harvard University

Joshua Goodman

Current Harvard Title: Assistant Professo, Public Policy, Harvard Kennedy School
Education: Ph.D. Columbia University; M. Phil, Cambridge University; B.A. Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Empirical methods and the economics of education; Labor and public economics

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

William Granara

Current Harvard Title: Professor of the Practice of Arabic on the Gordon Gray Endowment; Director of Modern Language Program for Near Eastern Languages and Civilizations
Year of First Appointment at Harvard: 1993
Education: Ph.D., University of Pennsylvania (1986); B.S.L., Georgetown University (1973)
Relevant Experience: Director, Arabic Field School, Foreign Service Institute, Tunis, Tunisia; Director, Center for Arabic Study Abroad, American University in Cairo, Egypt
Field Experience: North Africa
Proficiency in Languages Used in Africa: Arabic 5
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Arabic; Modern Arabic Literature and Literary Criticism; Culture and Society in Modern Arabic Fiction; Medieval Maghribi Texts; Arabian Nights/Storytelling; Introduction to the Modern Arab World
Research and Teaching Specializations: Arabic language and literature; Arabic historiography; medieval Islam
Recent Publications: *Nile Crossings: Hospitality and Revenge in Egyptian Rural Narratives* (2010); *Fragments of the Past: Reconstructing Palermo's Jewish Neighborhood: 973-1492* (2009)

Paul Greenough

Current Harvard Title: Assistant Professor, Global Health and Population, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Public Health Field Research in Complex Emergencies & Conflict
Research and Teaching Specializations: Humanitarian action; Emergencies service

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Sam Gregory

Current Harvard Title: Adjunct Lecturer in Public Policy, Carr Center for Human Rights Policy
Education: M.A. Harvard University
Relevant Experience: Director, WITNESS
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Human Rights Advocacy Using Video, Social Media, and Participatory Media
Research and Teaching Specializations: Human Right, Social entrepreneurship and visual media journals
Distinctions: HKS- Dinner on the Dean (Teaching Award)

Sofia M. Gruskin

Current Harvard Title: Adjunct Professor of Health and Human Rights, Harvard School of Public Health
Education: J.D. Cardozo School of Law (1990); M.I.A. Columbia University (1993)
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: The conceptual, methodological, policy and practice development of linking health and human right, with a on HIV/AIDS, sexual and reproductive health, child and adolescent health, gender-based violence and health systems
Africa-Related Courses Taught in Past Five Years: Health and Human Rights: Concepts and Methods in Public Health; Women, Gender, and Health
Recent Publications: *The impacts of AIDS movements on the policy responses to HIV/AIDS in Brazil and South Africa: A comparative analysis* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

James K. Hammitt

Current Harvard Title: Professor of Economics and Decision Sciences; Director, Harvard Center for Risk Analysis
Education: Ph.D. Harvard University (1988); M.P.P. Harvard University (1981); Sc.M. Harvard University (1978); B.A. Harvard College (1978)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: The development and application of quantitative methods, including benefit-cost, decision, and risk analysis to health and environmental policy
Recent Publications: *National HIV prevalence estimate for sub-Saharan Africa: controlling selection bias with Heckman-type selection models* (2012)

Evelynn M. Hammonds

Current Harvard Title: Barbara Gutmann Rosenkrantz Professor of History of Science, and African and African American Studies; Director, Program for the Study of Race & Gender in Science & Medicine, Hutchins Center for African and African America Research
Year of First Appointment at Harvard: 1999
Education: Ph.D., Harvard University (1993); S.M., Massachusetts Institute of Technology (1980); B.S., Spelman College (1976); B.E.E. Georgia Institute of Technology (1976)
Relevant Experience: President Barack Obama's Board of Advisors on Historically Black Colleges and Universities; Dean of Harvard College; Chair, Provost's Review Committee on Faculty Appointments; Vice Provost for Faculty Development and Diversity; Member, Committee on Equal Opportunities in Science and Engineering; Board of Trustees of Spelman College; Executive Committee Member, Committee on African Studies
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: History of Science, Medicine, Biomedical Sciences, Public Health, in the 19th and 20th centuries, United States; Walker Ames Distinguished Professor, University of Washington; Distinguished Lecturer, Sigma Xi, The Scientific Research Society; Phi Beta Kappa (elected), Epsilon Chapter of Georgia
Recent Publications: "Racial Categories in Medical Practice: How Useful Are They?" (2007); *The MIT Reader on Race and Gender in Science* (forthcoming)
Distinctions: Trailblazer Award, 125th Anniversary, Spelman College; Honorary Doctor of Humane Letters, Spelman College; Walker Ames Distinguished Professor, University of Washington; Fellowship, National Endowment for the Humanities Institute for Advanced Studies, Princeton University; Fellow, Association of Women in Science

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Rema N. Hanna

Current Harvard Title: Associate Professor, Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2008
Education: Ph.D. Massachusetts Institute of Technology (2005); B.S. Cornell University (1999)
Relevant Experience: Research Associate, Federal Reserve Bank of New York
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Economic Development: Theory, Policy, and Evidence
Research and Teaching Specializations: How to improve the provision of public service in developing countries; what types of individuals are selected to receive social programs under different forms of targeting mechanism; understanding the implications of environmental policy on poor households in developing countries

James Hanken

Current Harvard Title: Alexander Agassiz Professor of Zoology, Curator in Herpetology, and Director, Museum of Comparative Zoology; Professor of Biology, Department of Organismic and Evolutionary Biology
Year of First Appointment at Harvard: 1999
Education: Ph.D. University of California- Berkeley (1980); B.A. University of California- Berkeley (1973)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Morphology, Developmental Biology, and Systematics
Dissertations/Theses Supervised in Past Five Years:
Ph.D.=2

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Christian Tientcha Happi

Current Harvard Title: Visiting Scientist, Harvard School of Public Health; Visiting Scholar in Organismic and Evolutionary Biology of Faculty of Arts & Sciences
Education: Ph.D. University of Ibadan, Nigeria (2000); M.Sc. University of Ibadan, Nigeria (1995); B.Sc. University of Yaounde, Cameroon (1992)
Relevant Experience: Chair, Scientific Advisory Committee Africa Health Research Organization, Ghana; Director, Infectious Disease Laboratory of Irrua Specialist Teaching Hospital
Field Experience: Nigeria, Ghana, Cameroon
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Infectious Diseases
Recent Publications: *Epidemiology. Emerging disease or diagnosis* (2012); *Genome-wide scans provide evidence for positive selection of genes implicated in Lassa Fever* (2012); *Plasmodium falciparum gametocyte sex ratios in symptomatic children treated with amodiaquine* (2009)
Distinctions: Turner Biosciences Research Award; Merle A. Sande Health Leadership Award

Daniel L. Hartl

Current Harvard Title: Higgins Professor of Biology; Professor, Department of Immunology and Infectious Disease, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Evolutionary Biology, Genomics, Public Health

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Gwyneth Hartman-McClendon

Current Harvard Titles: Assistant Professor Department of Government and Social Studies
Year of First Appointment at Harvard: 2013
Education: Ph.D. Princeton University (2012); M.A. Princeton University (2008); B.A. Columbia University (2005)
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Member, Committee on African Studies
Field Experience: South Africa, Botswana, Kenya
Proficiency in Languages Used in Africa: French 3; Xhosa 1
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: Human Rights in Africa; Democracy and Psychology of Inequality; Comparative Politics Graduate Research Workshop
Research and Teaching Specializations: Comparative Political Behavior, Political Representation, Ethnic Politics and Human Rights; Human Rights in Africa; Democracy and Psychology of Inequality;
Recent Publications: "Race, Responsiveness and Electoral Strategy: A Field Experiment with South African Politicians" (2013); "The Ethnicity-Policy Preferences Link in Sub-Saharan Africa" (2013); Politician-Voter Coethnicity and Electoral Support for Public Goods: Evidence from a Field Experiment in Benin (2012)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Fellow, Princeton Woodrow Wilson Scholars Program; Juan Linz Best Dissertation Award, American Political Science Association; Best Dissertation Award, American Political Science Association

David F. Hawkins

Current Harvard Titles: Lovett-Learned Professor of Business Administration, Harvard Business School
Education: D.B.A. Harvard University (1962); M.B.A. Harvard University (1958); B.A. Harvard University (1956)
Field Experience: Ethiopia, South Africa
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: Human Rights in Africa (2013)
Research and Teaching Specializations: Accounting, Financial Reporting, Financial Statement Analysis; International Accounting; Quality of Earnings
Recent Publications: *Adoption of IFRS in Ethiopia* (2011)
Distinctions: Financial Analysts' Journal's Graham & Dodd Scroll, the Business History Review's Newcomer Society Award, California Management Review's McKinsey Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Meghan Healy-Clancy

Current Harvard Title: Lecturer, History and Literature and on Social Studies; Harvard Committee on Degrees in History and Literature
Year of First Appointment at Harvard: 2011
Education: PH.D. Harvard University (2011); A.M. Harvard University (2007); University of Chicago (2005)
Relevant Experience: Interviewer, Inanda Seminary Oral History Project
Field Experience: South Africa
Proficiency in Language Used in Africa: Zulu 4; French 3; Xhosa 2; Afrikaans 2
Percentage of Time Dedicated to African Activities: 80 percent
African- Related Courses Taught in Past Three Years: Gender in African History; History and Literature: Life Narrative in Postcolonial Africa; History and Literature: Research in Postcolonial Studies (Section on Colonialism, Gender, and Nation in East Africa); Gender in Developing Nations; Women's Lives, Women's Struggles in Africa; Gender in African History
Research and Teaching Specialization: Politics of gender in the modern world, drawing upon work with conventional and unconventional archives, oral historical interviews, and print media
Recent Publications: *The Daughters of Africa and Transatlantic Racial Kinship: C.L. Tshabalala and the Women's Club Movement, 1912-1943* (In Press); *Ekhaya: The Politics of Home in KwaZula-natal, South Africa* (2014); "A World of Their Own: A history of South African Women's Education" (2013, 2014); *Women and the Problem of Family in Early African Nationalist History and Historiography* (2012); *Practice of Naming and the Possibilities of Home on American Zulu Mission Stations in Colonial Natal* (2011); *Like a Family: Global Models, Familial Bonds, and the making of an American School for Zulu Girls* (2010)
Dissertations/Theses Supervised in Past Five Years:
B.A.=6
Distinction: Ford Foundation Fellowship

Paul A. Healy

Current Harvard Title: James R. Williston Professor of Business Administration
Year of First Appointment at Harvard: 1998
Education: Ph.D. University of Rochester (1981); M.B.A. Victoria University (1977); B.B.A. Victoria University (1977)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specialization: Corporate governance; Disclosure: Financial Intermediaries: Financial Reporting; Financial Statement Analysis
Recent Publication: *Apartheid in South Africa* (2013)
Distinctions: Second place, 2013 Hermes Fund Managers' Best Paper Prize; Winner, 2006 Emerald Management Reviews Citation of Excellence; Recipient, MIT Sloan School of Management Outstanding Teaching Award; Winner, 1990 American Accounting Association Notable Contribution Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David C. Henderson

Current Harvard Title: Associate Professor of Psychiatry, Massachusetts General Hospital; Director, MGH Schizophrenia Diabetes and Weight Reduction Research program; Director, the Clozapine Program at the Freedom Trail Clinic; Medical Director, Harvard Program in Refugee Trauma at Massachusetts General Hospital
Year of First Appointment at Harvard: 2006
Relevant Experience: Rwanda
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Psychopharmacological; antipsychotic agents in the treatment of schizophrenia, impacts of antipsychotic agents on metabolism, and ethnic and cultural impacts on psychiatry
Recent Publications: *Lithium to allow clozapine prescribing in benign ethnic neutropenai* (2010)
Distinctions: Carter Fuller Award from Psychiatry Association

Regina E. Herzlinger

Current Harvard Title: Nancy R. McPherson Professor of Business Administration, Harvard Business School
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Corporate Governance; Corporate Strategy; Industry Evolution; Non-Profit; Social Entrepreneurship
Recent Publications: *Hub and Spoke, HealthCare Global, and Additional Focused Factory Models for Cancer Care* (2012)
Distinctions: Honorary membership in the American College of Physician Executive (2008); Winner of the 2007 Pioneer in Health Economic Award; Winner of the 2000 Articles of Merit Competition of the Chartered Institute of Management Accountants (CIMA) Financial and Management Accounting Committee for "The Outsiders"

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Evelyn Brooks Higginbotham

Current Harvard Title: Victor S. Thomas Professor of History and of African and African American Studies
Year of First Appointment at Harvard: 1993
Education: Ph.D., University of Rochester (1984); M.A., Howard University (1974); B.A., University of Wisconsin, Milwaukee (1969)
Relevant Experience: Chair, Department of African and African American Studies, Harvard University; Ford Foundation Building Knowledge for Social Justice Transformative Research Group; Harvard Divinity School Executive Council; Hutchins Center Executive Committee; Acting Director, W.E.B. Du Bois Institute for African and African American Research; Executive Committee Member, Committee on African Studies; Editor-in-Chief, *The Harvard Guide to African-American History* (2001)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: African American religious history, women's history, civil rights, constructions of racial and gender identity, electoral politics, and the intersection of theory and history
Recent Publications: *From Slavery to Freedom: A History of African Americans*. 9th edition, 2010 (with John Hope Franklin); *African American National Biography* (2008) (with Henry Louis Gates, Jr.); *African American Lives* (2004) (with Henry Louis Gates, Jr.)
Distinctions: Hauser Innovation Grant; Star Family Prize for Excellence in Advising; Living Legacy Award, Association for the Study of African American Life and History; Honorary Doctorate, Howard University; Honorary Doctorate, University of Wisconsin; Sigma Pi Phi Boule Award; Fellow, National Humanities Center; Ford Foundation Fellowship for Minorities, National Research Council; Carter G. Woodson Scholars Medallion; Member, American Philosophical Society; Walter Channing Cabot Fellow, Harvard University

Allan Graham Hill

Current Harvard Title: Andelot Professor of Demography,
Year of First Appointment at Harvard: 1991
Education: Ph.D., Durham University, 1969; B.A., University College, 1966
Relevant Experience: Director, Education Office of the Department of Population and International Health; Member, Committee on African Studies; Director, Wave 2- Women's Health Study of Accra; Principal Investigator, "Analysis of Supplementary Survey Data and Report on Impact of ACSD Project in Selected Districts of Benin, Ghana, Mali and Senegal," "Health, Poverty and Place: Modeling Inequalities in Accra Using RS and GIS," "Reproductive and Overall Health Outcomes and their Economic Consequences for Households in Accra, Ghana" and "Statistics to Policy Recommendations: Further Analysis of the 2007 Community Survey for South Africa;" bednets and malaria in The Gambia; population, health and nutrition in the Sahel
Field Experience: Ghana, Benin, Mali, Senegal, South Africa, Morocco, Algeria, Egypt
Proficiency in Languages Used in Africa: French 5; Arabic 2
Percentage of Time Dedicated to African Activities: 70 percent
Africa-Related Courses Taught in Past Five Years: Applied Demography Analysis
Research and Teaching Specializations: Urban health and fertility; women's overall and reproductive morbidity in Ghana; male fertility; mortality and changing family structures in Africa; West Africa and Francophone countries of Sahel
Recent Publications: When urban taps run dry: sachet water consumption and health effects in low income neighborhoods of Accra, Ghana
Distinctions: Distinctions: Fulbright New Century Scholar in Ghana, 2002-2003; Medal of Arab Demographer's Union

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Caterina Hill

Current Harvard Title: Associate, Global Health and Social Medicine, Harvard Medical School
Year of First Appointment at Harvard: 2010
Education: M.Sc. London School of Hygiene and Tropical Medicine; BA. University of Cambridge
Relevant Experience: Research and Evaluation Manager, Family Van; Certified HIV counselor
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Enabling health service organization to evaluate their impact through quantitative and qualitative methods
Recent Publications: *Coming Home to die? The association between migration and mortality in rural South Africa* (2009)

Kenneth Hill

Current Harvard Title: Adjunct Professor of Global Health,Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Population Changed: measure and Interpretation
Research and Teaching Specializations: global health; migration and mortality, and demography

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Katherine Hinde

Current Harvard Title: Assistant Professor, Department of Human Evolutionary Biology, Harvard University
Year of First Appointment at Harvard: 2012
Education: Ph.D. University of California Los Angeles (2008); M.A. University of California Los Angeles (2004); B.A. University of Washington (1997)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Behavioral Biology Seminar
Research and Teaching Specializations: How variation in mother's milk and behavioral care influences infant outcomes from post-natal life into adulthood and inter-generationally; Organization of personality/temperament

Michael J. Hiscox

Current Harvard Title: Clarence Dillon Professor of International Affairs, and Professor of Government, Department of Government
Year of First Appointment at Harvard: 2001
Education: Ph.D., Harvard University (1997); B. Economics, University of Sydney (1989)
Relevant Experience: Governance Innovations for Sustainable Development, CID; Executive Committee, Weatherhead Center for International Affairs; Member, Committee on Degrees in African Studies
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Research Workshop in Political Economy; International Relations Field Seminar; Globalization and private Governance; Conflict and Cooperation in International Politics
Research and Teaching Specializations: International Political economy
Recent Publications: "High Stakes: The Political Economy of U.S. Trade Sanctions" (forthcoming); "Comparing Immigration Policies: IMPALA Database Project" (forthcoming); "The Socially Conscious Consumer? Field Experimental Tests of Consumer Support for Fair Labor Standards (2012)
Distinctions: William H. Riker Prize for best book published in political economy (2001); Helen Dwight Reid Award for the best dissertation in the field of international relations; Toppan Prize, Harvard University; Harvard Bok Center Award for Distinguished Teaching

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Jennifer Hochschild

Current Harvard Title: Henry LaBarre Jayne Professor of Government; Professor of African and African American Studies; Harvard College Professor Lecturer, Harvard Kennedy School; Lecturer, Harvard Graduate School of Design
Year of First Appointment at Harvard: 2001
Education: Ph.D., Yale University,1979; B.A., Oberlin College, 1971
Relevant Experience: External Advisory Committee, Africana Studies and research Center of Cornell University (2006-2012); Editorial Board of Ethnic and Racial Studies 2009; Editorial Board, eJournal on Race, Ethnicity and Immigration, (2007-08); National Advisory Board, National Black Election Studies (1993-95)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Politics of Race, Ethnicity, and Immigration; Is the American Racial Order Being Transformed? Racial and Ethnic Politics in the United States
Research and Teaching Specializations: Race, ethnicity, and immigration, social welfare policies
Recent Publications: *How, If at All, Is racial and Ethnic Stratification changing, and What should we do about it?* (2011); *Including Oneself and Including Others?: Evaluating Who belongs in Your Country* (2011); *Individual versus Group? The Moral Conundrum of Blurred Racial Boundaries* (2011); *Bringing Outsiders In: Transatlantic Perspective on Immigrant Perspectives on Immigrants Political Incorporation* (2009)
Distinctions: Weatherhead Center for International Studies of Harvard University (2007, 2003); Radcliffe Institute for Advanced Studies Fellowship, (2003-04); Guggenheim Fellow (2000); Fellow, American Academy of Arts & Sciences; American Council of Learned Societies Fellowship (2000-01); Spencer Fellowship of National Academy of Education (1984-87)

Steven Justin Hoffman

Current Harvard Title: Visiting Assistant Professor, Harvard School of Public Health
Education: J.D. University of Toronto; M.A. University of Toronto; BHSc. McMaster University
Field Experience: Ghana, Senegal, Tanzania
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Innovation, Access to Medicines and Global Governance
Research and Teaching Specializations: Analytical, empirical and big data methods to strengthen global regulatory responses to emerging health threat, inequalities and human rights challenges, particularly in the context of health systems strengthening, access to medicines, health security and knowledge translation
Recent Publications: *Assessing healthcare providers' knowledge and practices relating to insecticide-treated nets and the prevention of malaria in Ghana, Laos, Senegal and Tanzania* (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michelle Holmes

Current Harvard Title: Associate Professor of Medicine, Brigham and Women's Hospital; Associate Physician, Brigham and Women's Hospital; Associate Professor of Epidemiology, Harvard School of Public Health
Education: DR. P.H, Harvard School of Public Health (1997); M.D., Harvard Medical School (1982); M.P.H., Harvard School of Public Health (1982); B.A. Radcliffe College (1977)
Relevant Experience: Co-creator and co-Principal Investigator of the Africa/HSPH Partnership for Cohort Research and Training (PaCT) project
Field Experience: South Africa, Tanzania
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Dietary factors and breast cancer incidence; in particular dietary fat and types of fat; diet and lifestyle influences on endogenous levels of steroid hormones and insulin-like growth factors, and ethnic differences in obesity and other lifestyle factors affecting chronic disease risk
Recent Publications: *Non-communicable disease in sub-Saharan Africa: what we know now* (2011); *Advancing Public Health genomics in Africa through prospective cohort Studies* (2010); *Non-communicable disease in sub-Saharan Africa: the case for cohort studies* (2010)

Kessely Hong

Current Harvard Title: Lecturer in Public Policy, Harvard Kennedy School
Education: Ph.D. Harvard University; M.P.A. Harvard University; B.A. Harvard College
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Fundamentals of Negotiation Analysis
Research and Teaching Specializations: Negotiation, decision-making, microeconomics
Distinctions: Dean's Award for Excellence in Student Teaching

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michael Hooper

Current Harvard Title: Assistant Professor of Urban Planning, Harvard School of Design; Director, Social Agency Lab, Harvard University
Year of First Appointment at Harvard: 2010
Education: Ph.D. Stanford University (2010); M.A. Stanford University (2010); M.C.P. Massachusetts Institute of Technology (2003); M.Sc. McGill University (1999); B.Sc. McGill University (1997)
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Visiting Research Fellow, Urban Dynamic Research group; Research Associate, Centre for Community Initiative, Dar es Salaam, Tanzania; Monitoring and Evaluation Officer, Kenya Ministry of Planning, UNDP and Government of Kenya; Member, Committee on African Studies
Field Experience: Kenya, Tanzania
Percentage of Time Dedicated to African Activities: 60 percent
Africa-Related Courses Taught in Past Five Years: Urbanization and International Development; Participation in Planning and Development: Theory and Practice; Social Agency Lab Research Seminar
Research and Teaching Specializations: The Politics of Land use and Urbanization, Participatory Planning and governance, Urban dimensions of International Development
Recent Publications: "Moving Beyond 'Community' Participation: Perceptsion of Renting and the Dynamics of Participation Around Urban Development in Dar es Salaam, Tanzania" (2014); "Confronting Urban Displacement: Social Movement Participation and Post-Eviction Resettlement Success in Dar es Salaam, Tanzania" (2012); "Motivations for Slum Dweller Social Movement Participation in Urban Africa: A Study of Mobilization in Kurasani, Dar es Salaam" (2012)
Dissertation Supervision:
Ph.D. = 1 M.A. = 15 B.A. = 3
Distinctions: GSD Outstanding Teaching Award, Harvard University (2011, 2013); Graham Family Fellowship; Richard S. Goldsmith Fellowship in International Conflict and Negotiation; MIT Arts Grant

William Hsiao

Current Harvard Title: K.T. Li. Professor of Economics, Department of Health Policy and Management and Global Health and Population
Education: Ph.D. Harvard University (1982)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Financing Health Care in Developing Countries **Research and Teaching Specializations:** A Simulation Model of the US Health Sector; Payment systems for physicians and hospitals; comparative health care systems; financing health care in developing nations; interaction between economic development and health care ; the development of sustainable financing mechanisms to provide health care for the poor, rural population, and urban workers

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Michael David Hughes

Current Harvard Title: Professor of Biostatistics of Harvard School of Public Health; Director of the Center for Biostatistics in AIDS Research of Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Statistical methods related to the design and analysis of clinical trials and observational studies
Recent Publications: *Genotype assays and third-line ART in resource-limited setting: a simulation and cost-effectiveness analysis of a planned clinical trial* (2012); *Nevirapine pharmacokinetics and risk of rash and hepatitis among HIV-infected sub-Saharan African women* (2012); *Nevirapine-versus lopinavir/ritonavir-based initial therapy for HIV-1 infection among women in Africa: a randomized trial* (2012) *First-line antiretroviral therapy after single-dose nevirapine exposure in South Africa: a cost-effectiveness analysis of the OCTANE trial* (2011)

Salal Humair

Current Harvard Title: Research Scientist of Harvard School of Public Health
Year of First Appointment at Harvard: 2011
Education: Ph.D. Massachusetts Institute of Technology (2001); M.S. Massachusetts Institute of Technology (1994); M.S. Massachusetts Institute of Techno(1994); B.Sc. University of Engineering and Technology (1991)
Field Experience: Sub-Saharan Africa; South Africa
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Global Health (HIV/AIDS, Health systems, Demographic change); Supply chain management
Recent Publications: *Health systems and HIV treatment in sub-Saharan Africa: matching intervention and programme evaluation* (2012); *HIV treatment as prevention: systematic comparison of mathematical models of the potential impact of antiretroviral therapy on HIV incidence in South Africa* (2012);
Distinctions: Finalist, The Daniel H. Wagner Prize for Excellence in Operations Research Practice, by INFORMS

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Swanee Hunt

Current Harvard Title: Eleanor Roosevelt Lecturer in Public Policy at the John F. Kennedy School of Government; Director, Women and Public Policy Program at the Kennedy School
Relevant Experience: U.S. Ambassador to Austria
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Inclusive Security
Research and Teaching Specializations: Women's politics

David J. Hunter

Current Harvard Title: Professor of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1989
Education: M.B., B.S. (Equivalent to M.D.) University of Sydney Medical School, Australia (1982); M.P.H. Harvard University (1985); Sc.D. Harvard University (1988)
Relevant Experience: Collaboration with Muhimbili Medical School, Dar es Salaam; Botswana-Harvard Partnership; 1987-1988 Coordinator, Population-AIDS Project Office of International Health Programs, Harvard School of Public Health ; 2010- Member of Africa Academy for Public Health, Board of Directors, Harvard School of Public ; 2012- Member, Botswana Harvard Aids Institute, Board of Members
Field Experience: Kenya and Tanzania
Proficiency in Languages Used in Africa: French 3
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Etiology of cancer, particularly breast, colorectal and skin cancers, and prostate cancer in men; Molecular and Genetic Epidemiology
Recent Publications: *Determinants of condom use among antenatal clinic attendees in Dar es Salaam, Tanzania. East Afr J Public Health* (2009); *Perinatal outcomes, including mother-to-child transmission of HIV, and child mortality and their association with maternal vitamin D status in Tanzania. J Infect Dis* (2009); *Predictors and consequences of anaemia among antiretroviral-naïve HIV-infected and HIV-uninfected children in Tanzania. Public Health Nutr* (2010)
Distinctions: 2012 Alumni Award for International Achievement University of Sydney; 2004-2009 National Cancer Institutes Eminent Scholar; 1994-1999 American Cancer Society Faculty Research Award;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Hauwa Ibrahim

Current Harvard Title: Visiting Lecturer on Women's Studies and Islamic Law and WSPR Research Associate
Education: J.D. American University's Washington; J.D. University of Jos, Nigeria; B.L. Nigeria Law School; LLB. University of Jos, Nigeria
Relevant Experience: Senior Partner, Arie Law Firm
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: Women, Justice, and Shariah in Nigeria
Research and Teaching Specializations: to delve into the theoretical foundations of Shariah law and examine how they have influenced legal practice which has affected the human rights women in West Africa
Recent Publications: *Practicing Shariah Law: Seven Strategies for Achieving Justice in Shariah Courts* (2013)
Distinctions: European Parliament's Sakharov Prize

Nahomi Ichino

Current Harvard Title: Assistant Professor of Government
Year of First Appointment at Harvard: 2004
Education: Ph.D., Stanford University, 2008; B.A., Yale University, 1999
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Chair, Africa Research Seminar; Member, Committee on African Studies; International Relations Junior Faculty Search Committee; African Studies Association; Editorial Board, Ghana Policy Review; Working Group in African Political Economy; Principal Investigator, Political Participation and Electoral Malpractices in Ghana
Field Experience: Ghana, Nigeria, Benin, Malawi, Zambia
Proficiency in Languages Used in Africa: French 1; Yoruba 1
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: The Politics and Economics of Africa; Strategies of Political Inquiry; Research Workshop in Comparative Politics; Political Institutes in Democracies and Non-Democracies
Research and Teaching Specializations: Electoral fraud and violence in new democracies; political party strategies; politics of sub-Saharan Africa; political institutions and institutional development
Recent Publications: *Deterring Pre-Election Fraud: A Field Experiment with Domestic Election Observers in Ghana* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 6 M.A. =3 B.A. = 1
Distinctions: National Science Foundation, Award; Weatherhead Center for International Affairs Medium Research Grant; Academy Scholar, Harvard Academy for International and Area Studies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Stella Ihenetu

Current Harvard Title: Igbo African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2012
Education: M.A. University of Lagos (2002); B.S. University of Lagos (1995)
Relevant Experience: Primary Education Board, Federal Capital Territory, Abuja, Nigeria
Field Experience: Nigeria
Proficiency in Languages Used in Africa: Igbo 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Igbo African language Course
Research and Teaching Specializations: Igbo

Bassey Irele

Current Harvard Title: Librarian for Sub-Saharan Africa, Widener Library
Year of First Appointment at Harvard: 2003
Education: M.L.S., Kent State University, 1999; M.A., Ohio State University, 1996; M.A., University of Ibadan, 1984; B.A., University of Calabar, 1981
Relevant Experience: Member, Committee on African Studies
Field Experience: Nigeria, Cote d'Ivoire, Benin, Togo, Sierra Leone, Ghana, South Africa
Proficiency in Languages Used in Africa: Yoruba 5; Efik 5; Qua 3; West African Pidgin English 5; French 4
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Three Years: Elementary Yoruba; Intermediate Yoruba; Advanced Yoruba
Research and Teaching Specializations: African library acquisitions; African languages and literatures; Yoruba language
Recent Publications: Co-editor, *Africana Libraries Newsletter*

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Laskshmi Iyer

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Education: Ph.D. Massachusetts Institute of Technology
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Institutions, Macroeconomics, and the Global Economy
Research and Teaching Specializations: Political Economy and Development economics; property rights and the distribution of political power within societies

Michael D. Jackson

Current Harvard Title: Distinguished Visiting Professor of World Religions, Harvard Divinity School
Year of First Appointment at Harvard: 2005
Education: Ph.D. University of Cambridge, UK (1972); M.A. University of Auckland, New Zealand (1967); B.A. Victoria University of Wellington, New Zealand (1961)
Relevant Experience: Koinadugu district, NE Sierra Leone, West Africa (Kuranko)
Field Experience: Sierra Leone
Proficiency in Languages Used in Africa: Kuranko 4
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Slavery and Emancipation in the United States; Slavery and Emancipation in the Atlantic World
Research and Teaching Specializations: Community and Alterity in Africa; Existential-Phenomenological Anthropology; The Anthropology of Well-Being; Kinship and Cosmology
Recent Publications: *In the Footsteps of Walter Benjamin* (2012); *'Afterword', in The Global Horizon: Expectations of Migration in Africa and the Middle East* (P.192-199) (2012)
Distinctions: Lifetime Achievement Award, The Society for Humanist Anthropology, 2012; The Bridport Prize (poetry), shortlist, 2008; Honorary Doctor of Literature (Litt.D.), Victoria University of Wellington, 2006; Victor Turner Prize in Ethnographic Writing, 2005. Honorable Mention for In Sierra Leone; Choice Magazine "Outstanding Academic Title list" for The Politics of Storytelling, 2003; Senior Book Prize

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Maya Jasanoff

Current Harvard Title: Professor of History, Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Modern Britain and the imperial history, with special attention to colonial South Asia, the British Atlantic world, and Britain's relations with Europe
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinctions: Duff Cooper Prize

Sheila Jasanoff

Current Harvard Title: Pforzheimer Professor of Science and Technology Studies, Harvard Kennedy School
Year of First Appointment at Harvard: 1998
Education: Ph.D. Harvard University (1973); J.D. Harvard University (1976); M.A. University of Bonn, West Germany (1966); B.A. Radcliffe College
Percentage of Time Dedicated to African Activities: 25 percent
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2
Distinctions: Guggenheim Fellow; Distinguished Achievement Award from Society Risk Analysis John Desmond Bernal Award, Society for Social Studies of Science; Don K. Price Book Award of the Science, Technology & Environment Politics Section of America Political Science Association;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Biodun Jeyifo

Current Harvard Title: Professor of African and African American Studies and of Comparative Literature
Year of First Appointment at Harvard: 1998
Education: Ph.D., New York University (1975); M.A., New York University (1973); B.A., University of Ibadan, (1970)
Relevant Experience: Contributing Editor, *The African Guardian*; Founding Editor, *Positive Review: Journal of Society in Culture in Black Africa*; Editorial Board, *Transition*; Executive Committee Member, Committee on African Studies; Senior Ford Fellow, W.E.B Du Bois Institute
Field Experience: Nigeria, Ghana, South Africa, Senegal, and Benin
Proficiency in Languages Used in Africa: Yoruba 5; West African Pidgin English 5; French 1
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Broken English: English Language Literature in a Postmodern, Postcolonial Frame; Spectral Fictions, Savage Phantasms: Race and Gender in Anti-Racist South African and African American Drama, Fiction, and Film; Literature and its Cultural 'Others'- America, Africa and the Caribbean 1950s-80s; Film, Fiction, and Diaspora; Research and Teaching Specializations: African "Anglophone" literatures; African popular culture and media studies; foundations and formations of modern African drama
Recent Publications: *Africa in the World; the World in Africa: Essays in Honor of Abiola Irele* (ed.) 2011; *The Oxford Encyclopedia of African Thought, Vols 1 & 2* (ed. With Abiola Irele) 2010; *1958-2008: Things Fall Apart; Things Fall Together* (2010)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 6
Distinctions: Fellow, Nigerian Academy of Letters; Emeritus Professor of English, Cornell University; Keynote speaker at several African, North American, European, and Asian universities

Douglas Johnson

Current Harvard Title: Lecturer in Public Policy; Director, Carr Center for Human Rights Policy
Year of First Appointment at Harvard: 2013
Education: M.A. Yale University; B.A. Macalester College
Relevant Experience: Chair, Infant Formula Action Coalition
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Theory and Practice of Human Rights; The Strategic Application of Nonviolent Action;
Research and Teaching Specializations: Human Rights

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Walter Johnson

Current Harvard Title: Winthrop Professor of History and Professor of African and African American Studies
Year of First Appointment at Harvard: 2006
Education: Ph.D., Princeton University (1995); Post graduate Diploma, University of Cambridge (1989); B.A., Amherst College (1988)
Relevant Experience: Member, South Historical Association; Editorial Boards, Social Text and Labor; Director, American Studies of New York University; Executive Committee, New York Council on the Humanities
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Slavery/Capitalism/Imperialism: The US in the Nineteenth Century; Bodily Functions: Histories of Bare Life and Bio-Power; Transnational America from Above and Below: Seminar;
Research and Teaching Specializations: Nineteenth-Century U.S., slavery, capitalism, imperialism, social and historical theory
Distinctions: Guggenheim Fellow; Fellow, Center For Advanced Study in Behavioral Sciences, Stanford University; Mellon Fellowship in Cultural Studies, Wesleyan University; John Hope Franklin Prize of American Studies Association; SHEAR Book Prize, Society of Historians of the Early American Republic; Frederick Jackson Turner Prize of Organization of American Historians; Thomas J. Wilson Prize, Harvard University Press

David Jones

Current Harvard Title: A. Bernard Ackerman Professor of Culture of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 2011
Education: Ph.D. Harvard University (2001); M.D. Harvard University (2001); Harvard University (1997); A.B. Harvard College (1993)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Epidemics among American Indians; Cold War Medicine, HIV, Sexually transmitted Infections, history of cardiac surgery
Africa-Related Courses Taught in Past Five Years: Introduction to Social Medicine and Global Health ; Introduction to Social Medicine: BioScience, Technologies, Disparities, Strategies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Geoffrey Jones

Current Harvard Title: Isidor Straus Professor of Business History, Harvard Business School
Year of First Appointment at Harvard: 2000
Education: Ph.D. Cambridge University; M.A. Cambridge University; B.A. Cambridge University
Relevant Experience: Professor of International Business History, Economics Department, Reading University, UK;
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Entrepreneurship and Global Capitalism
Research and Teaching Specialization: Business History; Entrepreneurship; globalization; Green marketing; International Business
Recent Publication: *Entrepreneurship and Multinationals: Global Business and the Making of the Modern World* (2013); *Debating the Responsibility of Capitalism in Historical and Global Perspective* (2013); *Goldfinger: Charles W. Engelhard Jr. and Apartheid-era South Africa; Entrepreneurs, Firms and Global Wealth since 1850* (2013); *The Future of Economic, Business, and Social History* (2012); *Marc Rich and Global Commodity Trading* (2012); *Merchants to Multinationals* (2009)
Distinctions: Newcomen-Harvard Prize; Wadsworth Prize; Harold F. Williamson Prize

Kaumudi Joshipura

Current Harvard Title: Adjunct Professor of Epidemiology; Lecturer on Oral Health Policy and Epidemiolgy
Education: Sc.D. Harvard University (1995); M.S. Harvard University (1989); B.D.S. Bombay University (1982)
Relevant Experience: Clinical Dentist; Director, Division of Dental Public Health of University of Puerto Rico; NIH Endowed Chair & Director Center of Clinical Research & Health Promotion, University of Puerto Rico
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Global Oral Epidemiology
Research and Teaching Specializations: Global Health; Nutrition; inflammation; Obesity; diabetes; Cardiovascular Disease; Oral Health; Pregnancy Outcomes
Distinctions: Dentist Scientist Award from National Institute of Dental Research; James M. Dunning Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Calestous Juma

Current Harvard Title: Professor of the Practice of International Development, and Director of Science, Technology, and Globalization Project, Harvard Kennedy School
Year of First Appointment at Harvard: 1998
Education: D. Phil. University of Sussex (1987); M.Sc. University of Sussex (1983); Egoji Teachers College, Teacher Certificate (1974)
Relevant Experience: Executive Committee Member: Committee on African Studies; Director of the Harvard Kennedy School Agricultural Innovation in Africa Project; Former Executive Secretary of the UN Convention on Biological Diversity and founding Executive Director of the African Centre for Technology Studies in Nairobi; Member of the National Social and Economic Council of the President of Kenya; Co-chaired the African High-Level Panel on Modern Biotechnology of the African Union (AU) and the New Partnership for Africa's Development (NEPAD); Editor: *International Journal of Technology and Globalisation*
Field Experience: Kenya
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: Innovation, Development and Globalization; Technology and Sustainability; Biotechnology, Sustainability and Public Policy; Technological Innovation and Development Policy
Research and Teaching Specializations: Evolutionary and systems theory of technological innovation; biotechnology and biological diversity; international diplomacy
Recent Publications: *The New Harvest: Agricultural Innovation in Africa* (2011); *Feeding the Next Generation: Science, Business, and Public Policy* (2011); *Science Meets Farming in Africa* (2011); *Africa's New Engine* (2011)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: 50th Anniversary Fellow, University of Sussex (UK); Fellow, Royal Society of London; Foreign Associate, U.S. National Academy of Sciences; Fellow, The World Academy of Sciences; Fellow, African Academy of Sciences (Nairobi); Honorary Doctor of Science, Jomo Kenyatta University of Agriculture and Technology, Nairobi. Kenya; Honorary Doctor of Science, University of Sussex (UK); Honorary Doctor of Science, University of Education, Winneba, Ghana; Order of the Elder of the Burning Spear, President of the Republic of Kenya; HKS-Dinner on the Dean (teaching Award); Global 500 Roll of Honor for Environmental Achievement, UN Environment Programme

Deborah Kacanek

Current Harvard Title: Research Scientist, Harvard School of Public Health
Education: Sc. D. Harvard University; M.S. Harvard University; B.A. Wesleyan University
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Sexual Assault and HIV risk behaviors among young incarcerated women and men
Recent Publications: *Intimate Partner Violence and condom and diaphragm Nonadherence among women in an HIV prevention trial in Southern Africa* (2013); *A qualitative study of obstacles to diaphragm and condom use in an HIV prevention trial in sub-Saharan Africa* (2012); *User experience and acceptability attributes of the diaphragm and lubricant gel in an HIV prevention trial in southern Africa* (2011); *Patterns and predictors of adherence to diaphragm use in a phase III trial in sub-Saharan Africa: a trajectory analysis* (2009) *Degrees of disclosure: a study of women's covert use of the diaphragm in an HIV prevention trial in sub-Saharan Africa* (2009); *The use of the diaphragm instead of condoms in a phase III diaphragm trial* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Evelyn Kachaje

Current Harvard Title: African Language Instructor, Department of African and African Amercian Studies
Year of First Appointment at Harvard: 2013
Education: J.D. Anticipated, Harvard University (2015); B.A. York University (2011)
Relevant Experience: Legal intern, UN World Food Programme, Rome, Italy; President, Harvard African Law Association
Proficiency in Languages Used in Africa: Chichewa 5; French 1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Chichewa African Language Course
Research and Teaching Specializations: Chichewa

Ousmane Oumar Kane

Current Harvard Titles: Prince Alwaleed Bin Talad Professor of Contemporary Islamic Religion and Society, Harvard Divinity School; Professor of Near Eastern Languages and Civilizations, Harvard University
Year of First Appointment at Harvard: 2012
Education: Ph.D. Institut d'études politiques de Paris (1993) ; M.A., École supérieure d'interprètes et de traducteurs (1988); B.A., Institut national des langues et civilisations orientales (1985)
Relevant Experience: Member, African Studies Association of North America; Member; the Council for the Development of Social and Economic Research in Africa; Editorial Board, Identify, Culture and Politics: An Afro-Asian Dialogue; Member, Committee on African Studies
Field Experience: Senegal, Niger, Nigeria, Kenya, Uganda , South Africa
Proficiency in Languages Used in Africa: Arabic 5; French 5; Hausa 4; Wolof 5; Peul 3
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Islam in African History; Islam, Modernity and Politics; Muslim Politics; Islam in Modern West Africa; Readings in the Islamic Archive of Africa; Knowledge and Authority in Muslim Society
Research and Teaching Specializations: Islam and Muslim Societies in Sub-Saharan Africa, comparative politics, Islamic politics, religion and transnational migration, African Islamic intellectual history
Recent Publications: *Timbuktu and Beyond. Rethinking African Intellectual History* (forthcoming); *Is Islam in Sub-Saharan More (or less) Peaceful than elsewhere?* " (2013); *Understanding the Presidential Elections in Senegal* (2012); *Non Europhone Intellectuals* (2012); *The Homeland is the Arena: Religion, Transnationalism and the Integration of Senegalese Migrants in America* (2011); *Islamism. What is New What is Not? Lessons from West Africa* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2 M.A. = 3
Distinctions: Postdoctoral Fellowship, Columbia University; Postdoctoral Fellow, Yale University; Rockefeller Foundation grants

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Phyllis Kanki

Current Harvard Title: Professor of Immunology and Infectious Diseases, Harvard School of Public Health
Year of First Appointment at Harvard: 1983
Education: D.S., Harvard University, (1985); D.V.M., University of Minnesota, (1982); B.S., Tufts University, (1978)
Relevant Experience: Collaborations with Lagos University Teaching Hospital, Lagos State, Nigerian Institute of Medical Research, Lagos State, Mushin General Hospital, Lagos State , Onikan Women's Hospital, Lagos State, University of Ibadan, College of Medicine, Oyo State, Adeoyo Maternity Hospital; Collaborations with Muhimbili University Health Sciences, Tanzania, University of Botswana, Cheikh Anta Diop University, Senegal; Medical Education Partnership Initiative The NIH Medical Education Partnership in Nigeria (MEPIN)
Field Experience: Senegal, Nigeria, Tanzania and Botswana
Proficiency in Languages Used in Africa: French 3; Wolof 1
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Biology and molecular epidemiology of HIV and STDs in West Africa; comparative studies of HIV-2 and HIV-1 in West Africa
Recent Publications: *Scaling up HIV treatment and prevention through national responses and innovative leadership* (2012);
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 6
Distinctions: Member, Institute of Medicine; Honorary Doctorate, University of Ibadan, Nigeria; Outstanding Contributions to Public Health in Africa, University of Ibadan

Rosabeth M. Kanter

Current Harvard Title: Ernest L. Arbuckle Professor of Business Administration, Harvard Business School; Chair and Director of Advanced Leadership Initiative of Harvard University
Year of First Appointment at Harvard: 1992
Education: Ph.D. University of Michigan (1967); M.A. University of Michigan (1967); B.A. Bryn Mawr College (1964)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: General Management; Innovation; Leadership; organizational change and transformation, strategic change
Recent Publications: *CEMEX's Foundations for Sustainability* (2009);
Distinctions: Guggenheim Fellow; 2013 William Foote Whyte Distinguished Career Award from the Sociological Practice and Public Sociology Section of the American Sociological Association; 2011 Lifetime Achievement Award, Massachusetts Women's Political Caucus; 2010 International Leadership Award, the Association of Leadership Professionals; 50 Most Powerful Women in the World, *Times of London*; 50 Most Influential Business Thinkers in the World,(Thinkers 50)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Muzasadila Kapitao

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: M.A. Lasell College (2011) , B.S. Salem State University (2008)
Proficiency in Languages Used in Africa: Lingala 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Lingala African Language Course
Research and Teaching Specializations: Lingala

Brendan Karch

Current Harvard Title: Lecturer on Social Studies, The Committee on Degrees in Social Studies
Education: Ph.D Harvard University (2010); B.A. Swarthmore College (2002)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Ethnic identity and minority policy, particularly in imperial and nation-state borderlands; transnational religious and class-based networks
Dissertations/Theses Supervised in Past Five Years:
B.A. =1
Distinctions: Fritz Stern Dissertation Prize (2010); Fulbright- IE Research Fellowship;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Nadira Dharshani Karunaweera

Current Harvard Title: Visiting Scientist, Harvard School of Public Health
Education: Ph.D. University of Colombo, Sri Lanka;
Relevant Experience: Fellow, World Health Organization; Fellow, European Union
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Human malaria parasite Plasmodium vivax
Recent Publications: *Genome-wide and fine-resolution association analysis of malaria in West Africa* (2009)
Distinctions: Presidential Award for Science, Sri Lanka;

Anne G. Kasmar

Current Harvard Title: Instructor in Medicine, Harvard Medical School
Year of First Appointment at Harvard: 2003
Education: M.Sc. London School of Hygiene & Tropical Medicine, London UK (2004) ; MD University of California San Francisco (2000); B.A. Brown University (1995);
Relevant Experience: 2009-2011 Harvard Global Health Institute, Collaborations over the past five years at the KwaZulu Natal Research Institute for TB and HIV, Durban, South Africa
Field Experience: The Gambia and South Africa
Proficiency in Languages Used in Africa: French 5; German 4
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Infectious Disease Medicine, Internal Medicine
Recent Publications; *Prospective Monitoring Reveals Dynamic Levels of T Cell Immunity to Mycobacterium Tuberculosis in HIV Infected Individuals*(2012) ; *Impairment of CD-1d-restricted natural killer T cells in chronic HIV type 1 clade C infection* (2011)
Distinctions: 1995 Gordon Rohde Dewart Award, Brown University; 1997 French Foundation for Medical Research and Education Spitalny Award; 1999 Luce Scholar at Prince of Songkla University, Hat Yai, Thailand; 2004 Warren Whitman Richardson Fellowship, Harvard Medical School

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Jennifer Kasper

Current Harvard Title: Instructor in Pediatrics, Massachusetts General Hospital; Instructor and Chair of the Faculty Advisory Committee on Global Health at Harvard Medical School
Education: M.D. Boston University School of Medicine; MPH Boston University; B.A. Boston University
Relevant Experience: Chair, Faculty Advisory Committee on Global Health, Harvard Medical School; pediatrician, Chelsea HealthCare Center; Board of Directors, Doctors for Global Health
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Disparities and hunger among immigrant children in the US; Human rights of children; global health
Africa-Related Courses Taught in Past Five Years: Introduction to Social Medicine and Global Health
Recent Publications: "Doctors for Global Health: Applying Liberation Medicine and Accompanying Communities' Struggles toward Health and Social Justice" (2013); "Brain drain in sub-Saharan Africa: contributing factors, potential remedies and the role of academic medical centres" (2012)

Jeffrey Neal Katz

Current Harvard Title: Professor of Medicine and Orthopedic Surgery, Harvard Medical School; Professor of Epidemiology and Environmental Health, Harvard School of Public Health
Year of First Appointment at Harvard: 1991
Education: M.S. Harvard University (1990); M.D. Yale University (1984); B.A. Princeton University (1980)
Relevant Experience: 2007 workshop on research methods at McCord Hospital, Durban, SA ; 05/01/2010 - 01/31/2015 - Linkage & Retention: A Randomized Trial to Optimize HIV/TB Care in South Africa.
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Clinical policy issues relating to lumbar spinal stenosis, carpal tunnel syndrome (CTS), osteoarthritis, meniscal disorders and several orthopedic surgical procedures
Recent Publications: *Who starts antiretroviral therapy in Durban, South Africa?... not everyone who should.* AIDS. (2010); *The "ART" of linkage: pre-treatment loss to care after HIV diagnosis at two PEPFAR sites in Durban, South Africa.* (2010); *Depressive Symptoms and Their Impact on Health-seeking Behaviors in Newly-diagnosed HIV-infected Patients in Durban, South Africa.* (2012)
Distinctions: 2001 Arthritis Heroes Award, Arthritis Foundation; 2007 A. Clifford Barger Excellent in Mentoring, Harvard Medical School Award; 2008 Honorable mention, Best Medical Book for the Lay Public, American Medical Writers Association; 2013 Distinguished Clinical Investigator Award American College of Rheumatology

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ichiro Kawachi

Current Harvard Title: Professor of Social Epidemiology, Harvard school of Public Health; Associate Professor of Medicine, Brigham and Women's Hospital; Chair, Department of Social and Behavioral Science, Harvard School of Public Health
Education: Ph.D. University of Otago, New Zealand; M.D. University of Otago
Relevant Experience: Co-Director, Robert Wood Johnson Foundation Health and Society Scholars; Director, Kellogg Health Scholars in Minority Disparities; Co-Director, Initiative to Maximize Student Diversity Training Grant; Chair, Institutional Review Board of Harvard School of Public Health
Field Experience: Sub-Saharan Africa
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: The Social determinant of health-including macro-level determinants, neighborhood contextual influences on health, and psychosocial predictors of cardiovascular disease; Socioeconomic and racial disparities in health
Recent Publications: *Globalization and women's health in Sub-Saharan Africa* (2010)

David Kennedy

Current Harvard Title: Manley O. Hudson Professor of Law, Harvard Law School
Year of First Appointment at Harvard: 1981
Education: Ph.D. Tufts University; J.D. Harvard University
Relevant Experience: Foreign Advisor to Thailand's Truth for Reconciliation Commission; Chair, Graduate Committee
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: International Law, international economic policy, legal theory, law and development and European Law
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Duncan Kennedy

Current Harvard Title: Carter Professor of General Jurisprudence, Harvard Law School
Percentage of Time Dedicated to African Activities: 25 percent
Dissertations/Theses Supervised in Past Five Years:
Ph.D. =1 B.A. =1

William R. Kerr

Current Harvard Title: Associate Professor of Business Administration of Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. Massachusetts Institute of Technology, B.S. University of Virginia
Relevant Experience: Executive Office of the President, White House; Consultant, Deloitte Consulting
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Economics, Entrepreneurial Finance, Entrepreneurship, Innovation, International Business
Recent Publications: *Homestrings, Inc.: Diaspora-Based Financing and the Crowd Funding of Development* (2013); *FanMode: Launching a Global Sport Venture* (2013)
Distinctions: Harvard's Distinction in Teaching award; 2013 Ewing Marion Kauffman Prize Medal for Distinguished Research in Entrepreneurship; 2012 FPD Academy Award for Best World Bank Research in Finance and Private Sector Development; Winner, 2010-2011 H. Gregg Lewis Prize, Journal of Labor Economics

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Salmaan A. Keshavjee

Current Harvard Title: Associate Professor of Global Health and Social Medicine of Harvard Medical School; Associate Professor of Medicine of Brigham and Women's Hospital
Year of First Appointment at Harvard: 1999
Education: Ph.D. Harvard University (1998); M.D. Stanford University (2001); M.A. Harvard University (1995); Sc.M. Harvard University (1993); B.S. Queen's University (1991)
Relevant Experience: Instructor, Stanford University; Senior Tuberculosis Specialist, Partner In Health
Percentage of Time Dedicated to African Activities: 60 percent
Recent Publications: *Early outcomes of MDR-TB treatment in a high HIV-prevalence setting in Southern Africa* (2009)
Distinctions: Julian Mack Summer Research Award, Harvard School of Public Health; Teaching Award of Distinction, Harvard University; Golden Stethoscope Teaching Award from Brigham and Women's Hospital; Teaching and Mentorship Award, Harvard Medical School

Ronald Kessler

Current Harvard Title: McNeil Family Professor of Health Care Policy, Harvard Medical School
Education: Ph.D. New York University (1975); M.A. New York University (1973); B.A. Temple University (1970)
Relevant Experience: Co-Director of the World Health Organization's World Mental Survey Initiative; Faculty, University of Michigan
Percentage of Time Dedicated to African Activities: 30 percent
Recent Publications: *Scaling up for the "bottom billion": "5X5" implementation of community mental health care in low-income region* (2011); *The South African Stress and Health study: a scientific base for mental health policy* (2009)
Distinctions: NIMH Research Scientist Development Award; NIMH MERIT Award; Paul Hoch Award of American Psychopathological Association; Rema Lapouse Mental Health Epidemiology Award of the American Public Health Association;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Alex Keyssar

Current Harvard Title: Matthew W. Stirling, Jr. Professor of History and Social Policy; Malcolm Wiener Center for Social Policy
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Understanding Democracy Through History;
Research and Teaching Specializations: Election reform, the history of democracies, and the history of poverty
Distinctions: Pulitzer Prize Finalist (2001); Los Angeles Times Book Award; HKS- Dinner on the Dean (Teaching Award)

Mohamed Khalifa

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: Language Studies Diploma, University of Zagreb, Croatia (1985)
Relevant Experience: Translator, Interpreter and Recruiter, and Lead Generator, United State Army Recruiting Command Contractor
Africa-Related Courses Taught in the Past Five Years: Sudanese Arabic
Proficiency in Languages Used in Africa: French
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Asim Khwaja

Current Harvard Title: Professor of Public Policy of Harvard Kennedy School
Year of First Appointment at Harvard: 2010
Education: Ph.D. Harvard University (2001); B.S. Massachusetts Institute of Technology (1995)
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Economic Development Theory, Policy, and Evidence
Research and Teaching Specializations: Economic Development, finance, education, political economy, institutions, and contract theory/mechanism design
Distinction: MacArthur Fellow; HKS- Dinner on the Dean (Teaching Award)

Jane Jooyun Kim

Current Harvard Title: Associate Professor of Health Decision Science, Harvard School of Public Health
Education: Ph.D. Harvard University (2005); M.Sc. Harvard University (2001)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Development and application of mathematical modeling methods to evaluate health policy issues related women's health
Recent Publications: *Health and economic impact HPV 16/18 vaccination and cervical cancer screening in Eastern Africa* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Jamaica Kincaid

Current Harvard Title: Professor in African and African American Studies in Residence
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Writing, Colonialism, colonial legacy, gender and sexuality, re-naming, British and American Imperialism, colonial education, writing, racism, class, power vs powerlessness, and adolescence.
Recent Publications: *See Now Then* (2013)
Distinctions: Guggenheim Award for Fiction; 2010, Clifton Fadiman Medal; Fellow, American Academy of Arts & Sciences; American Academy of Arts and Letters; Anifield-Wolf Book Award; Lannan Literary Award for Fiction; Twice nominated for a National Book Award

Gary King

Current Harvard Title: Albert J. Wetherhead III University Professor of Government
Year of First Appointment at Harvard: 1987
Education: Ph.D. University of Wisconsin, Madison (1984); M.A. University of Wisconsin, Madison (1984); B.A. State University of New York at new Paltz (1980)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Ecological Inference; Qualitative Research, Rare Events;, International Conflict; Legislative Redistricting; Mortality Studies
Recent Publications: *How Censorship in China Allows Government Criticism but Silences Collective Expression* (2013); *What to Do about Missing Values in Time-Series Cross-Section Data* (2010)
Distinction: Fellow, American Academy of Arts & Sciences; Guggenheim Fellow

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Arthur Kleinman

Current Harvard Titles: Esther and Sidney Rabb Professor, Department of Anthropology; Professor of Medical Anthropology in Global Health and Social Medicine and Professor of Psychiatry, Harvard Medical School
Year of First Appointment at Harvard: 1982
Education: Hon Dr. York University (1996); M.A. Harvard University (1974); M.D. Stanford University (1967); B.A. Stanford University (1962)
Relevant Experience: Member, Institute of Medicine of the national Academies; Vice Chancellor's Open Lecture, University of Cape Town; Senior Fellow, Fung Global Institute; WHO Consultant, Ministry of Health, Beijing; Chair, Technical Advisory Committee, WHO (Geneva) Nations for Mental Health of Underserved Populations Action Program
Field Experience: Kenya, Tanzania, Zimbabwe
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: Health, Culture and Community: Case Studies in Global Health
Research and Teaching Specializations: Medical anthropology, cultural psychiatry, global health, social medicine, and medical humanities
Dissertations/Theses Supervised in Past Five Years:
M.D. = 1
Distinctions: Fellow, American Academy of Arts and Sciences, Guggenheim Fellow; Academy of Science of South Africa (AASf) Distinguished Visiting Scholar to South Africa; Distinguished Faculty Award from The Harvard Foundation, Harvard University; 2007 Medical Humanities Excellence Award, Imperial College London; Distinguished Citizen Award, World Federation of Mental Health

John R. Knight

Current Harvard Title: Associate Professor of Pediatrics, Children's Hospital Boston
Education: M.D. University of Vermont;
Relevant Experience: Director, Center for Adolescent Substance Abuse Research; Director, White House Office of National Drug Control Policy
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Diagnosis and treatment of adolescent substance abuse
Recent Publications: *Adolescent substance abuse around the world: an international perspective* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David Mahan Knipe

Current Harvard Title: Higgins Professor of Microbiology and Molecular Genetics, Harvard Medical School
Year of First Appointment at Harvard: 1979
Education: Ph.D. Massachusetts Institute of Technology (1976)
Relevant Experience: Director, the Mechanism of Viral Infection Training program; chair, NIH Virology Study Section
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: molecular and cellular biology of herpes simplex virus (HSV) lytic, productive infection of epithelial cells and latent infection of sensory neuron ; the viral DNA genome and gene expression, viral regulation of host innate immune responses, and the design of genital herpes and AIDS vaccines
Recent Publications: *Evidence for differences in immunologic and pathogenesis properties of herpes simplex virus 2 strains from the United States and South Africa* (2011)
Distinctions: American Cancer Society Faculty Research Award, NIH MERIT Award

Andrew Knoll

Current Harvard Title: Fisher Professor of Natural History and Professor of Earth and Planetary Sciences
Year of First Appointment at Harvard: 1982
Education: Ph.D., Harvard University (1977); B.A., Lehigh University (1973)
Relevant Experience: Geologic research on African sedimentary rocks and fossils
Field Experience: Namibia, Niger, Burkina Faso, Togo, Benin, South Africa
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Life as a Planetary Phenomenon; The Evolution of Land Plants in Geologic Time; Issues in Paleontology; Paleontology and Historical Geobiology
Research and Teaching Specializations: Geology; paleontology; evolutionary biology; Environments on Mars
Recent Publications: "Essentials of Geobiology" (2010); *Initial Investigations of a Neoarchean Shelf Margin-Basin Transition* (2009)
Distinctions: Guggenheim Fellow; Member, National Academy of Sciences; Wollaston Medal; Paleontological Society Medal; Phi Beta Kappa Book Award in Science for Life on a Young Planet; Honorary Doctorate, Uppsala University, Sweden; Walcott Medal; Charles Schuchert Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michael Kremer

Current Harvard Titles: The Gates Professor of Developing Societies, Department of Economics; Member of Faculty, Harvard Kennedy School
Year of First Appointment at Harvard: 1995
Education: Ph.D. Harvard University (1992); A.B. Harvard College (1985)
Relevant Experience: Executive Director, WorldTeach; Katherine Hampson Bessel Fellow, Radcliffe Institute for Advanced Study; Chief Innovation Officer, USAID; Research Associate, National Bureau of Economic Research, Present; Co-Chair/ Co-Founder, The Bureau for Research and Economic Analysis of Development (BREAD); Member, Committee on African Studies
Field Experience: Kenya, Nigeria
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Development Economics I: Micro-Economic Issues; The Economics Growth and Development Workshop; The Economic Growth and Development Workshop; Development Economics II: Macroeconomic and Institutional Issues
Research and Teaching Specializations: education and health in developing countries, immigration, and globalization
Recent Publications: *Behavioral Biases and Firm Behavior: evidence from Kenyan Retails Shop (*2013); *School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools* (2012); *Nudging Farmers to Use Fertilizer: Theory and Experimental Evidence from Kenya,* (2011); *Many Children Left Behind? Textbooks and Test Scores in Kenya* (2009)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinctions: MacArthur Fellow; Fellow, the American Academy of Arts and Science; Recipient, Presidential Faculty Fellowship; National Science Foundation Fellowship; Wells Prize for Economics Dissertation, Harvard University; Review of Economic Studies Dissertation Award; National Fellow, Hoover Institution, Stanford University; Presidential Early Career Award for Scientists and Engineers

Nancy Krieger

Current Harvard Title: Professor of Social Epidemiology; Director of Interdisciplinary Concentration on Women, Gender, and Health
Education: Ph.D. University of California, Berkeley (1989); M.S. University of Washington (1985)
Relevant Experience: Chair, Spirit of 1848 Caucus of American Public Health Association
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Disease Distribution Theories; Embodying Gender: Public Health, Biology, and the Body Politic; Women , Gender, and Health
Research and Teaching Specializations: Etiologic studies of health inequities; methods for improving monitoring of social inequalities in health, development of theoretic frameworks, including ecosocial theory, to guide works on understanding and addressing societal determinants of health

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Roland Kupka

Current Harvard Title: Adjunct Assistant Professor of Nutrition, Harvard School of Public Health
Education: Sc.D. Harvard School of Public Health (2004)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Global Nutrition
Recent Publications: *The Way Forward: repositioning children's right to adequate nutrition in Sahel* (2011)

Daniel Robert Kuritzkes

Current Harvard Title: Professor of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1990
Education: M.D. Harvard University (1983); M.S. Yale University (1978); B.S. Yale University (1978) **Relevant Experience:** 2002-07 Head, Section of Retroviral Therapeutics, Partners AIDS Research Center and Division of AIDS, Harvard Medical School; 2003-09 Director, Harvard Medical School Center for AIDS Research Core Virology Laboratory; 2009 National HIV/AIDS Strategy Research Consultation, Office of the National AIDS Policy, The White House; 2012- Member, International AIDS Society Working Group on Ethics for the Global Scientific Strategy, "Towards an HIV Cure"
Field Experience: South Africa, Botswana, Zimbabwe, Zambia, Uganda, Tanzania, Malawi, Kenya
Proficiency in Languages Used in Africa French =2, Portuguese =1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: AIDS Medicine: An Advanced Course
Research and Teaching Specializations: HIV therapeutics; Translational laboratory research and AIDS clinical trials; Infectious Diseases; Laboratory research and clinical investigation.
Recent Publications: *Virologic failure of protease inhibitor-based second-line antiretroviral therapy without resistance in a large HIV treatment program in South Africa* (2013); *Postpartum antiretroviral drug resistance in HIV-1-infected women receiving pregnancy-limited antiretroviral therapy* (2010); *Outcomes After Virologic Failure of First-line Antiretroviral Therapy in South Africa* (2010)
Distinctions: 1978 Wohlenberg Prize, Berkeley College, Yale University; 1983 Leo Reznick Memorial Prize, Harvard Medical School (for excellence in research); 1999 Fellow, American College of Physicians; 2010 Society Citation, HIV Medicine Association of the Infectious Diseases Society of America; 2011 Elected to American Association of Physicians

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David Laibson

Current Harvard Title: Robert I. Goldman Professor of Economics, Department of Economics
Education: Ph.D. Massachusetts Institute of Technology (1994); M.Sc. London School of Economic; B.A. Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Alfred P. Sloan Foundation Research Fellowship; Fellow, the American Academy of Arts and Sciences; Fellow, Econometric Society; MacArthur Science Foundation Career Grant Recipient

C.C. Lamberg-Karlovsky

Current Harvard Titles: Stephen Phillips Professor of Archaeology and Ethnology
Education: Hon Dr. Sc. Russian Academy of Science (2002); Hon Dr. Harvard University (1970); Ph.D. University of Pennsylvania (1965); M.A. University of Pennsylvania (1964); B.A. Dartmouth College (1959)
Relevant Experience: Corresponding Member, Istituto per L'Africa e L'Oriente, Rome; Director of Prehistoric Research, Chairmen, Trustee; American School of Prehistoric Research; Consultant, Anthropological /Archaeological consultant for National Museum of Saudi Arabia, Riyadh, Saudi Arabia; Chairman of USA Committee, USA-USSR Archaeological Exchange Program;
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Old World Archaeology; Europe, Asia, and Africa; The Ancient Near East
Distinctions: Honorary Member, Institutes of Archaeology; Fellow, American Anthropological Association; Honorary Life Trustee and Beirut Committee, American School of Oriental Research; Fellow, American Academy of Arts and Sciences; Fellow, American Association for the Advancement of Science

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michèle Lamont

Current Harvard Title: Robert I. Goldman Professor of European Studies and Professor of Sociology and African and African-American Studies
Year of First Appointment at Harvard: 2003
Education: Ph.D., Université de Pari (1983); DEA, Université de Pari (1979); M.A., Ottawa University (1979) B.A., Ottawa University (1985)
Relevant Experience: Member, University Committee on International Projects and Sites (UCIPS); Member, National Research Council Committee on Assessing Behavioral and Social Science Research on Aging; Chair, Theory Section of American Sociological Association; Chair, Culture Section of American Sociological Association
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Racism and Anti-Racism in Comparative Perspective; Workshop on Culture and Social; Junior Tutorial on Comparative Racism and Anti-Racism; Workshop on Culture and Social Analysis
Research and Teaching Specializations: Cultural sociology, Inequality, Race and Immigration, Sociology of Knowledge, Sociology Theory, Higher Education, Qualitative Methods
Recent Publications: A Fresh Approach to Culture (2011); The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration
Distinctions: Master Mentor, Office of the Senior Vice Provost for Faculty Development and Diversity of Harvard University; Everett Mendelsohn Excellence in Mentoring Award, Harvard University's Graduate Student Association

Ana Langer

Current Harvard Title: Professor of the Practice of Public Health Coordinator of the Dean's Special Initiative in Women and Health
Year of First Appointment at Harvard: 2010
Relevant Experience: President and CEO, Engender Health
Proficiency in Languages Used in Africa: Spanish 5; French 5
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Sexual and reproductive Health; Field Experience in Maternal Health (2011-2014)
Research and Teaching Specializations: Maternal Mortality; Psychosocial Support during Pregnancy, labor, delivery and the post-partum period; Quality of Maternal Health care unsafe abortion, emergency contraception; the Introduction of evidence practices in maternal health service; and strategies to reinforce the reproductive health component in health sector reform programs in developing countries

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

George Lauder

Current Harvard Titles: Alexander Agassiz Professor of Zoology in the Museum of Comparative Zoology, Harvard University; Professor of organismal and Evolutionary Biology
Year of First Appointment at Harvard: 1999
Education: Ph.D. Harvard University (1979); M.A. Harvard University (1978); B.A. Harvard University **Relevant Experience**: Scientific Fellow, Zoological Society of London; Fellow, Linnean Society of London; Member, Society of vertebrate paleontology; Member, Society for Integrative and Comparative Biology; Member, Society for the Study of Evolution
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Functional morphology, biomechanics, and evolution of vertebrates; Phylogeny construction; Experimental and conceptual approaches to the analysis of form in organisms; Experimental hydrodynamics of locomotion; physiology of the musculoskeletal system
Distinctions: Andres W. Mellon Foundation Fellow; D.Dwight Davis Prize, American Society of Zoologists; NIH Predoctoral Fellow

Jennifer Leaning

Current Harvard Title: Professor of the Practice of Global Health, Harvard School of Public Health; Associate Professor of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1994
Education: M.D. University of Chicago (1975); S.M.H. Harvard University (1970); B.A. Radcliffe College (1968)
Relevant Experience: 2009 Keynote address, War and human rights in Africa: Insights from Darfur/Chad, DRC, and Liberia. University of Wisconsin Madison; 2009 Keynote address, Darfur: The humanitarian crisis and the problem of genocide, Lenox Hill Hospital
Field Experience: Angola, Chad, Somalia, Kenya, Rwanda, Democratic Republic of the Congo, Ethiopia, Tanzania
Proficiency in Languages Used in Africa: Swahili 1; French 2
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Human Rights in Peace and War Co-Director of a freshman seminar on human rights; Practice of International Health Guest lecture, Principles of operations in humanitarian response Harvard School of Public Health; Humanitarian Protection in Conflict Legal and Policy Change; Foundations in Humanitarian Studies; Public Health Responses to Mass Emergencies
Research and Teaching Specializations: Medical human rights and international humanitarian law; Medical ethics in research; Humanitarian crises and public health practice; Civilian protection and human security in conflict settings
Recent Publications: "Disasters, armed conflict and public health" (2013); "Costs of Inaction on Maternal Mortality: Qualitative Evidence of the Impacts of Maternal Deaths on Living Children in Tanzania" (2013); "Digital Technology in humanitarian response: harnessing information to support best" outcomes (2013); "Public health equity in refugee settings" (2011)
Distinctions: Pioneer Award, New England Women's Leadership Awards; Fellow, Kosovo Academy of Medical Sciences; Partners in Excellence Award, Partners Health Care; Hippocrates Humanitarian Award, Brigham and Women's Hospital; Faculty Teaching Award, Harvard School of Public Health (2000) ; Humanitarian Rose Award, People's Princess Charitable Foundation

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Henry Lee

Current Harvard Title: Senior Lecturer and Senior Research Associate in Public Policy; Director of Environmental and Natural Resource Program
Year of First Appointment at Harvard: 1979
Education: M.A. Harvard University (1974); B.A. Harvard University (1968)
Relevant Experience: Faculty Co-Chair of Harvard Kennedy School's International Infrastructure Program and the Energy Technology Innovation Policy project, Faculty Associate, Centre for International Development, Harvard; Co-Coordinator, Global Environmental Policy Project, Harvard
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Management, Finance, and Regulation of Public infrastructure in Developing Countries
Research and Teaching Specializations: Public Policy
Recent Publications: *Will Electric Cars Transform the U.S. Vehicle Market? An Analysis of the Key Determinant* (2011)

Rebecca Lemov

Current Harvard Title: Associate Professor of the History of Science of Department the History of Science
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Key Episode and experiments in the history of the human and behavioral sciences
Dissertations/Theses Supervised in Past Five Years:
B.A. =1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Richard Levins

Current Harvard Title: John Rock Professor of Populations Sciences
Education: Ph.D. Columbia University (1965)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Ecology of Health Development
Research and Teaching Specializations: The Variability of Health outcomes as an indicator of vulnerability to multiple non-specific stressors in Human communities, interactions among herbivores and their natural enemies in multispecies son citrus trees, and short term (transient) dynamics of model epidemiological and pathological systems
Distinctions: Edinburgh Science Medal

Steven Levitsky

Current Harvard Title: Professor of Government
Year of First Appointment at Harvard: 2000
Education: Ph.D., University of California, Berkeley, 1999; B.A., Stanford University, 1990
Relevant Experience: Editorial Board, Journal of Democracy; Faculty Associate, Weatherhead Center for International Affairs
Proficiency in Languages Used in Africa: Portuguese 2
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Foundations of Comparative Politics
Research and Teaching Specializations: Political regimes and regime change; political parties; informal institutions; Democratization in South Africa, state collapse in Democratic Republic of Congo and Liberia, and ethnic violence in Rwanda
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 10 B.A. = 12
Distinctions: Roslyn Abramson Award, Harvard University; Fulbright Scholar; Weatherhead Center for International Affairs Distinguished Research Faculty; John L. Loeb Chair, Everett Mendelsohn Excellence in Mentoring Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Mary D. Lewis

Current Harvard Title: Professor of Social Sciences
Year of First Appointment at Harvard: 2002
Education: Ph.D., New York University (2000); M.A., New York University (1995); B.A., University of California, Davis (1991)
Relevant Experience: Faculty Associate, Weatherhead Center for International Affairs; Society for French Historical Studies
Field Experience: Tunisia
Proficiency in Languages Used in Africa: French = 5
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: French Colonial Encounters, 1870's to Present: Research Seminar; France as Empire: Proseminar; Nation, Empire and Immigration in Modern France
Research and Teaching Specializations: Imperialism and Colonialism; North Africa
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1 B.A. = 2
Distinctions: National Endowment for the Humanities Fellowship; American Council of Learned Societies Fellowship; Fulbright Scholar; James Willard Hurst Prize, Law and Society Association; C. Douglas Dillon Fellow; Distinguished Research Faculty Associate

Daniel Eric Lieberman

Current Harvard Title: Professor of Human Evolutionary Biology; Chair of Department of Human Evolutionary Biology
Year of First Appointment at Harvard: 2001
Education: Ph.D. Harvard University (1993); M.A. Harvard University (1990); M. Phil. (1987); B.A. Harvard College (1986)
Field Experience: Kenya
Proficiency in Languages Used in Africa: Swahili 2; French 5
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Morphological Analyses of the fossil record; Comparative Morphological analyses of other primates and mammals; Analyses of skeletal growth and development (at cellular, histological and macro levels; Experimental biomechanics of the musculoskeletal system
Recent Publications: *Homo floresiensis from head to toe* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2 B.A. =2
Distinctions: Harvard College Professorship; Everett Mendelsohn Excellence in Mentoring Award; Harvard University Certificate of Distinction in Teaching

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ann Marie Lipinski

Current Harvard Titles: Curator of the Nieman Foundation for Journalism
Year of First Appointment at Harvard: 2011
Education: B.A. University of Michigan
Relevant Experience: Editor of the *Chicago Tribune*, Senior Lecturer and Vice President for Civic Engagement at University of Chicago; Co-chair of the Pulitzer Prize Board
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Public Service Journalism; Multilayer reporting; International, explanatory, investigative, feature, and editorial writing
Distinctions: Pulitzer Prize for Investigative Journalism; Nieman Fellow; Fellow, American Academy of Arts and Sciences

Marc Lipsitch

Current Harvard Title: Professor of Epidemiology, Harvard School of Public Health; Director of Center for Communicable Disease Dynamics; Associate Director of the Interdisciplinary Concentration in infectious Disease Epidemiology
Education: D.Phil, University of Oxford (1995); B.A. Yale University (1991)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: The effect of naturally acquired host immunity, vaccine-induced immunity and other public health interventions on the population biology of pathogens and the consequences of changing pathogen population for human health
Recent Publications: *Apparent declining efficacy in randomized trials: examples of the Thai RC144 HIV vaccine and South African CARPISA 004 microbicide trials* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Stuart Roger Lipsitz

Current Harvard Title: Assistant Clinical Professor of Medicine, Brigham and Women's Hospital; Director of International Monitoring and Evaluation of HMS
Year of First Appointment at Harvard: 2005
Education: ScD, Harvard University (1988)
Relevant Experience: Faculty at Medical University of South Carolina; Faculty at Harvard School of Public Health; Faculty at the dana- Farber Cancer Institute
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Statistical Data Interpretation; Operative Surgical Procedures; Medical Errors; Doxorubicin; Biometry; Prostatectomy; Statistical Models; Likelihood Functions; Robotics; Regression Analysis
Recent Publications: *Access to essential technologies for safe childbirth: a survey of health workers in Africa and Asia* (2013); *Global operating theatre distribution and pulse oximetry supply: an estimation from reported data* (2010)

Yuanli Liu
Current Harvard Title: Senior Lecturer on International Health, Harvard School of Public Health
Education: Ph.D. University of Minnesota; (1995); M.S. Harvard University (1988); M.P.H. Tongji Medical University (1987)
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Health system performance and reform issues
Africa-Related Courses Taught in Past Five Years: Financing Health Care in Developing Countries
Recent Publications: *The impacts of AIDS movements on the policy responses to HIV/AIDS in Brazil, South Africa: A comparative analysis* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Shahin Lockman

Current Harvard Titles: Assistant Professor in the Department of Immunology and Infectious Disease, Harvard School of Public Health; Associate Professor of Medicine, Brigham and Women's Hospital
Education: M.Sc Harvard School of Public Health (2003); MD Northwestern University (1993)
Field Experience: Botswana, Uganda
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Emerging infectious disease; HIV/AIDS; Infectious diseases; International health; Virus Infections
Recent Publication: *Impact of Antiretroviral Drugs in Pregnant Women and their children in Africa: HIV Resistance and Treatment Outcomes* (2013); *Nevirapine pharmacokinetics and risk of rash and hepatitis among HIV-infected sub-Saharan African women* (2012); *Nevirapine-versus lopinavir/ritonavir-based initial therapy for HIV-1 infection among women in Africa: a randomized trial* (2012); *First-line antiretroviral therapy after single dose nevirapine exposure in South Africa: a cost-effectiveness analysis of the OCTANE trial* (2011); *Mortality among HIV-exposed infants: the first and final frontier* (2010)

Judith Grant Long

Current Harvard Title: Associate Professor of Urban Planning, Harvard Graduate School of Design
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Tourism Planning and Economics Development
Research and Teaching Specializations: Infrastructure mega-projects, public-private partnerships for urban development, and the intersection of tourism, historic preservation, and city branding strategies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Elena Losina

Current Harvard Title: Associate Professor of Orthopedic Surgery, Harvard Medical School
Percentage of Time Dedicated to African Activities: 40 percent
Recent Publications: *The Clinical and Economic Impact of Genotype Testing at First-line Antiretroviral Therapy Failure for HIV-Infected Patients in South Africa* (2013); *Risk Factors for Late-Stage HIV Disease presentation at Initial HIV Diagnosis in Durban, South Africa* (2013); *Routine HIV testing in adolescents and young adults presenting to an outpatient clinic in Durban, South Africa* (2012); *The clinical impact and cost-effectiveness of routine, voluntary HIV screening in South Africa* (2011); *Who starts antiretroviral therapy in Durban, South Africa?... not everyone who should* (2010); *Loss to care and death before antiretroviral therapy in Durban, South Africa* (2009)

Francis A. Macdonald

Current Harvard Title: Associate Professor of Earth & Planetary Sciences, Harvard Univesrity
Education: Ph.D. Harvard University; B.S. Caltech
Relevant Experience: Field Technician of Aguoron Paleoproterozoic Drilling Project, South Africa
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Interactions of tectonic, climatic, and biological evolution through Earth History
Recent Publication: *Stratigraphy of the Port Nolloth Group of Namibia and South Africa and implications for the age of Neoproterozoic iron formations* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Zarin Machanda

Current Harvard Title: Lecturer, Department of Human Evolutionary Biology, Harvard University
Year of First Appointment at Harvard: 2012
Education: Ph.D., Harvard University
Relevant Experience: Associate Concentration Advisor, Department of Human Evolutionary Biology
Field Experience: Uganda
Proficiency in Languages Used in Africa: French 5; Swahili 2; Rutooro 1
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: The evolution of male-female social relationship in primates; examining the function of such relationships and how they are formed and maintained
Dissertations/Theses Supervised in Past Five Years:
B.A. = 4

Charles Maier

Current Harvard Title: Leverett Saltonstall Professor of History, Department of History, Harvard University
Year of First Appointment at Harvard: 1969
Education: Ph.D., Harvard University (1967); M.A. Oxford University (1961); B.A. Harvard College (1960)
Relevant Experience: Director, the Center for European Studies, Harvard University; Chair, the Selection Committee for the Berlin Prize Fellowships, American Academy in Berlin; Chair, the U.S. Committee for the Berlin Program for Advanced German and European Studies of the Social Science Research Council
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: A Global History of Modern Times; International History: War, Peace, and International Organizations: Conference Course
Research and Teaching Specializations: Comparative 20th century European political, economic, and social history; global and international history including comparative empires; Cold War and European- American relations; German and Italian national histories
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinctions: Fellow, American Academy of Arts & Sciences; Alexander von Humboldt Research Prize; Commander's Cross of the German Federal Republic (Grosse Bundesverdienstkreuz); Fellow of the Woodrow Wilson International Center for Scholars, Washington, D.C.; the Outstanding Book in German Studies awarded by the German Studies Association

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Brian Mandell

Current Harvard Title: Senior Lecturer in Public Policy, Harvard Kennedy School; Director, Negotiation Project, Harvard Kennedy School
Education: Ph.D. University of Toronto
Relevant Experience: Chiar, Wexner-Israel and Kokkalis Fellowship at Harvard Kennedy School
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Fundamentals of Negotiation Analysis
Research and Teaching Specializations: Theory and practice of negotiation, emphasizing third party facilitation and consensus building in domestic and international protracted policy disputes
Distinctions: Dinner on the Dean (Teaching Award), Harvard Kennedy School; Carballo Award, Harvard Kennedy School

Peter Manuelian

Current Harvard Title: Philip J. King Professor of Egyptology, Harvard Divinity School; Professor, Department of Near Eastern Languages and Civilizations; Director, Harvard Semitic Museum
Education: Ph.D. University of Chicago (1990); A.B. Harvard University (1981)
Relevant Experience: Founding Director, The Giza Project, Harvard University; Consultant, Department of Ancient Egyptian, Near Eastern, and Nubian Art, MFA Boston
Field Experience: Egypt
Proficiency in Languages Used in Africa: French 3; Arabic 2; German 5
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: Ancient Egyptian History, archaeology, epigraphy, the development of mortuary architecture, the iconographic nature of Egyptian language and culture in general; the Giza Necropolis, and the application of digital technologies to research and teaching
Recent Publications: "Die Erforschung der Nekropole Giza von 1800 bis heute" (2013); "A Dig Divided: The Giza Mastaba of Heti, G 5480 (Giza Archives Gleaning IV)" (2010); Editor, *Perspectives on Ancient Egypt. Studies in Honor of Edward Brovarski*
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2
Distinctions: Fulbright Fellow

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Joshua D. Margolis

Current Harvard Titles: James Dinan and Elizabeth Miller Professor of Business Administration, Harvard Business School
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Leadership and Organizational Behavior; Leadership and Corporate Accountability; Authentic Leadership Development; Field Immersion Experiences for Leadership Development (FIELD).
Research and Teaching Specializations: Ethics; Leadership; Organizational Behavior; Tradeoffs, Corporate Accountability
Recent Publications: *How Much Is Sweat Equity Worth?* (2012); *A Global Leader's Guide to Managing Business Conduct* (2011)
Distinction: Outstanding Publication in Organizational Behavior Award from the Academy of Management

Stephen Marks

Current Harvard Title: Francois-Xavier Bagnoud Professor of Health and Human Rights, Harvard School of Public Health
Year of First Appointment at Harvard: 1999
Education: L.D. University of Nice (1979); M.A. Harvard University (1999); B.A. Stanford University (1964)
Relevant Experience: Director, Francois-Xavier Bagnoud Center for Health and HUman Rights of Harvard School of Public Health; Co-Chair, Human Rights Thematic Group, Human Development and Capability Association
Proficiency in Languages Used in Africa: French 5; Spanish 4; Arabic 4
Percentage of Time Dedicated to African Activities: 20percent
Africa-Related Courses Taught in Past Five Years: Health, Human Rights, and the International System; Issues in Health and Human Rights; Field Experience in Health and Human Right;
Research and Teaching Specializations: Public International Law; International Human Right Law and Practice; International Relations; Public Health; Human Development; Human Rights in developing countries; International civil service; Peacekeeping operations; Election monitoring; University-level teaching; Philanthropy
Distinctions: MacArthur Grant

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Richard G. Marlink

Current Harvard Title: Bruce A. Beal, Robert L. Beal, and Alexander S. Beal Professor of the Practice of Public Health, Harvard School of Public Health; Executive Director, Harvard AIDS Institute
Year of First Appointment at Harvard: 1984
Education: M.D., University of Mexico (1980); B.A., Brown University (1976)
Relevant Experience: Vice President, Technical Implementation at the Elizabeth Glaser Pediatric AIDS Foundation; Principal Investigator, Botswana National Evaluation of Models of HIV/AIDS Care
Field Experience: Botswana, Senegal, South Africa, Tanzania
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: HIV/AIDS; epidemiologic and clinical studies; Senegal; Botswana
Recent Publications: *Response to Zidovudine/Didanosine-Containing Combination Antiretroviral Therapy among HIV-1 Subtype C-infected Adults in Botswana: Two-Year Outcomes from a Randomized Clinical Trial* (2009)

Christopher Marquis

Current Harvard Titles: Associate Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. University of Michigan (2005); M.A. University of Michigan (2002); M.BA University of Pittsburgh (1994); M.A. University of Pittsburgh (1993); B.A. University of Notre Dame
Relevant Experience: Technology Manager, Staffing & Training Manager, Corporate Operation Unit, Bank One Corporation (J.P. Morgan Chase)
Field Experience: Ghana, Tanzania
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *IBM: The Corporate Service Corps (TN)* (2010)
Distinctions: Finalist, Aspen Institute Faculty Pioneer Award (2013); 2006 William H. Newman Award; 2006 Louis R. Pondy Award; 2003 James D. Thompson Award; Finalist, Wyss Award for Excellence in Doctoral Mentoring

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Carla Martin

Current Harvard Titles: College Fellow, Department of African and African American Studies, Harvard University; Lecturer on Social Studies
Year of First Appointment at Harvard: 2012
Education: Ph.D. Harvard University (2012); A.M. Harvard University (2007); A.B. Harvard University (2003)
Relevant Experience: Maintains scholarly blog on chocolate, culture, and the politics of food – Bittersweet Notes
Field Experience: Cape Verde, Senegal
Proficiency in Languages Used in Africa: Cape Verdean Creole 5
Percentage of Time Dedicated to African Activities: 65 percent
Africa-Related Courses Taught in Past Five Years: Sophomore Tutorial; African and African American Studies 114x From Cesária Évora to Dama Do Bling: Music, Language, and Digital Media in the Former Portuguese Colonies Studies; Chocolate, Culture, and the Politics of food
Research and Teaching Specialization: Language, music, and digital media in the former Portuguese colonies and the politics of cacao and chocolate in Africa and North America
Recent Publications: *The Savannah Review* (forthcoming)
Distinctions: Derek C. Bok Certificate of Distinction in Teaching; Sheila Biddle Ford Foundation Fellowship, W.E.B. Du Bois Institute; GSAS Dissertation Completion Fellowship, Harvard University; Andrew W. Mellon Fellowship in Humanities

Tarek Masoud

Current Harvard Title: Associate Professor of Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2009
Education: Ph.D. Yale University (2008); M.A. Yale University (2005); B.A. Brown University (1997)
Relevant Experience: Faculty Affiliate, Ash Center for Democratic Governance and Innovation, Harvard Kennedy School; Executive Director, Presidential Oral History Project, Miller Center of Public Affairs, University of Virginia; Foreign Affairs and Defense reporter
Field Experience: Egypt
Proficiency in Languages Used in Africa: Arabic
Percentage of Time Dedicated to African Activities: 60 percent
Africa-Related Courses Taught in Past Five Years: Middle Eastern Politics and Policy; Political Institutions and Public Policy
Research and Teaching Specializations: The role of religion in the Muslim World's political development
Recent Publications: *Counting Islam: Religion, Class, and Elections in Egypt* (2014)
Distinctions: Carnegie Scholar

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Noel Maurer

Current Harvard Titles: Associate Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2004
Education: Ph.D. Stanford University (1997)
Relevant Experience: Assistant Professor, Department of Economic, ITAM (Mexico City)
Field Experience: Republic of the Congo
Africa-Related Courses Taught in Past Five Years: The Energy Business and Geopolitics
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Business History; Economic Institutions Economics; Political Economy
Recent Publications: *Françafrique and Oil* (2012)

Kenneth Hugh Mayer

Current Harvard Title: Professor, Department of Global Health and Population, Harvard School of Public Health
Education: M.D. Northwestern University (1997); University of Pennsylvania (1972)
Relevant Experience: Co-Chair and Medical Research Director of the Fenway Institute; member, the Governing Council of International AIDS Society; Director, Brown University AIDS Program
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Natural History of HIV; Biological and prevention aspects of HIV acquisition and transmission since the start of the epidemic
Recent Publications: *African women recently infected with HIV-1 and HSV-2 have increased risk of acquiring Neisseria gonorrhoeae and CHlamydia trachomatis in the Methods for Improving Reproductive Health in Africa trail* (2011); *The relative contribution of viral and bacterial sexually transmitted infections on HIV acquisition in southern African women in the Methods for improving reproductive health in Africa Study* (2011)
Distinctions: Listed in Best Doctor in America 2003-2004

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Henry W. McGee

Current Harvard Titles: Senior Lecturer of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2013
Education: Ph.D. Princeton University, MBA Harvard Business School; President, Film Society of Lincoln Center; President, Alvin Ailey Dance Theater Foundation
Relevant Experience: President, HBO Home Entertainment
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Leadership and Corporate Accountability (LCA); The Moral Leader.
Research and Teaching Specializations: Corporate Accountability; Moral Leadership; Channels of Distribution; Electronic Commerce; NonProfit Government
Distinctions: Hall of Fame of the National Association of Minorities in Communications; Named one of the 50 most powerful African Americans in the entertainment business by *Black Enterprise* magazine

Kathleen L. McGinn

Current Harvard Titles: Cahner-Rabb Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 1994
Education: Ph.D. Northwestern University (1992); M.B.A. Seattle University (1985); B.A. Seattle University (1985)
Relevant Experience: Member, Academy of Management; Society for Judgment and Decision Making; Member, International Association for Conflict Management;
Field Experience: Zambia
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Conflict Management; Gender; Interactive Communication; Negotiation
Recent Publications: *Carolina for Kibera* (TN) (2012); *Carolina for Kibera* (2012); *The Indego Africa Project* (2010)
Distinctions: Excellence in Mentoring Award, Harvard University Graduate School of Arts and Sciences, Graduate Student Council

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kenneth McIntosh

Current Harvard Title: Professor of Immunology and Infectious Diseases, Harvard School of Public Health; Professor of Pediatrics, Harvard Medical School
Year of First Appointment at Harvard: 1979
Education: M.D. Harvard University (1962); B.A. Harvard College (1958)
Relevant Experience: 1995-1999 Member, Advisory Council, Center for AIDS Research, Baylor College of Medicine, Houston; 1998-2004 Programs Advisory Committee, Elizabeth Glaser Pediatric AIDS Foundation; 1999-2009 Member, External Scientific Advisory Committee, Baylor College of Medicine Center for AIDS Research.
Field Experience: Botswana, Nigeria, Tanzania, Rwanda
Proficiency in Languages Used in Africa: French 5
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Combating Infectious Diseases in the Developing World
Research and Teaching Specializations: Global Health Pediatrics
Recent Publications: *Development of Dual-class Antiretroviral Drug Resistance in a Child Coinfected with HIV and Tuberculosis: A Case Report from KwaZulu-Natal, South Africa.*(2009); *Antiretroviral regimens in pregnancy and breast-feeding in Botswana* (2010); *The use of total lymphocyte count as a surrogate for low CD4+ T lymphocyte cell counts among HIV-1-infected women in Tanzania. East Afr J Public Health* (2010)
Distinctions: 1992 Blackfan Award for Pediatric Attending, Children's Hospital Boston; 1994 Bion Award for Clinical Virology from the Pan American Group for Rapid Diagnosis; 2013 Distinguished Physician Award, Pediatric Infectious Diseases Society

Kelsey McNiff

Current Harvard Titles: Preceptor in Expository Writing, Department of English
Year of First Appointment at Harvard: 2006
Education: Ph.D. Princeton University; A.B. Harvard College
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Resistance
Research and Teaching Specializations: History of modern Europe and modern Africa; Relationship between fiction and historical consciousness

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

John Gerard Meara

Current Harvard Title: Associate Professor of Global Health and Social Medicine, Harvard Medical School
Education: D.M.D. University of Pennsylvania; M.D. University of Michigan; M.B.A. University of Melbourne
Relevant Experience: Associate Professor of Surgery of Children's Hospital Boston
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Global burden of surgical disease; Economic impact of surgical intervention in low-income countries; Cleft lip and palate and craniofacial quality, safety, cost and comparative effectiveness; Time Driven Activity based costing evaluation of pediatric multidisciplinary care delivery
Recent Publications: *Potential economic benefit of cleft lip and palate repair in sub-Saharan Africa* (2011); *Costs and benefits of neurosurgical intervention for infant hydrocephalus in sub-Saharan Africa* (2011)

George Paul Meiu

Current Harvard Titles: Assistant Professor, Departments of African and African-American Studies and Anthropology
Year of First Appointment at Harvard: 2014
Education: Ph.D., University of Chicago, (2013); M.A., University of Chicago (2008); B.A., Concordia University (2007)
Relevant Experience: Member, Committee on African Studies
Field Experience: Kenya
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Introductory cultural anthropology, field research, kinship, African cultures, and economic anthropology.
Research and Teaching Specializations: Intersections of ethnicity, sexuality and political economy in postcolonial Africa
Recent Publications: *Ethno-erotic Economies: Ethnicity, Sexuality and Commodification in Postcolonial Kenya* (forthcoming)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Frank Michelman

Current Harvard Title: Robert Walmsley University Professor, Harvard Law School
Year of First Appointment at Harvard: 1963
Education: LL.B., Harvard University (1960); B.A., Yale University (1957)
Relevant Experience: Co-organizer and co-leader of Judges' Conferences sponsored by the Centre on Applied Legal Studies of the University of the Witwatersrand, devoted to matters of constitutional law in South Africa
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Property, Constitutional Law, Legal Theory, Comparative constitutionalism, South African constitutionalism, property law and theory, local government law
Recent Publications: *Liberal Constitutionalism, Property Rights, and the Assault on Poverty* (2012)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinctions: Fellow, American Academy of Arts & Sciences; American Philosophical Society's Phillips Prize in Jurisprudence Award; The Brigham-Kanner Property Rights Prize

Steven E. Miller

Current Harvard Title: Adjunct Lecturer in Public Policy, Harvard Kennedy School; Director, International Security Program of Belfer Center for Science and International Affairs, Harvard Kennedy School **Education:** Ph.D. Tufts University; M.A. Tufts University
Relevant Experience: Co-Chair, U.S. Pugwash Committee
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: International and Global Affairs: Concepts and Applications

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Danny Arnold Milner

Current Harvard Title: Associate Professor in the Department of Immunology and Infectious Diseases, Harvard School of Public Health; Associate Professor of Pathology, Harvard Medical School
Year of First Appointment at Harvard: 2005
Education: M.S.P.H. Harvard University (2010); M.D. University of Alabama School of Medicine (2000); B.S. Birmingham-Southern College (1995)
Relevant Experience: NIH, NIAID Principal Investigator, Genetic Diversity and Severe Malaria in Africa; Institutional Review Board Issues in International Collaborative Projects; West African International Center for Excellence in Malaria Research, Dakar Senegal; Case Presentation (Schistosomiaisis), International Academy of Pathology, Cape Town, South Africa; Medical Council of Malawi, Ministry of Health- Malawi; Ministry of Health, Rwanda
Field Experience: Malawi, Senegal, Nigeria, Madagascar, The Gambia, Mali, Uganda, and Mozambique
Proficiency in Languages Used in Africa: French 3
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Human Pathology (HT030); Malaria and Neglected Tropical Diseases; Clinical Tropical Medicine: Water and Food Bourne Infections (IM233)
Research and Teaching Specializations: Malaria, mycobacteria, parasitology; Infectious disease and improvement of patient care and outcomes
Recent Publications: "Liver Pathology in Malawian Children with Fatal Encephalopathy. Hum Pathol. 2011 Mar 9; Human cerebral malaria and Plasmodium falciparum genotypes in Malawi" (2012); "Surgical Pathology in sub-Saharan Africa – Volunteering in Malawi" (2012)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinctions: Felix M. Brown Pathologist in Training Award, Department of Pathology, Brigham and Women's Hospital; Partners in Excellence Award Brigham and Women's Hospital; Clinical Community Service Award Brigham and Women's Physician Organization

Giuliana Minghelli

Current Harvard Title: Associate Professor of Romance Languages and Literatures, Harvard University
Education: Ph.D. Johns Hopkins University; M.A. Johns Hopkins University; B.A. University of Pisa
Relevant Experience: Undergraduate Advisor in Italian
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Modernism; Film and Visual Studies; Questions of Landscape, Memory and National Identity; Italian Popular Culture
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

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Martha Minow

Current Harvard Title: Morgan and Helen Chu Dean and Professor of Law, Harvard Law School; Dean of the Faculty of Law, Harvard Law School; Lecturer, Harvard Graduate School of Education
First Year Appointment at Harvard: 1981
Education: J.D. Yale University; M.Ed. Harvard University; B.A. University of Michigan
Relevant Experience: Independent International Commission Kosovo; helped to launch Imagine Co-existence, a program of the U.N. High Commissioner for Refugees; Senior Fellow of the Society of Fellows; Legal Services Corporation
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specialization: human rights and advocacy for members of racial and religious minorities and for women, children, and persons with disabilities, she also writes and teaches about privatization, military justice, and ethnic and religious conflict
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinction: Fellow, American Academy of Arts & Sciences; Gold Medal for Outstanding Contribution to Public Discourse, College Historical Society of Trinity College, Dublin; Sacks-Freund Teaching Award; Holocaust Center Award; Honorary Doctorates from Northwestern University (Law), the Jewish Theological Seminary (Law), Dominican University (Humane Letters), Hebrew College (Humane Letters), McGill University (Law), the University of Toronto (Law), and Wheelock College (Education)

Marc Mitchell

Current Harvard Title: Lecturer on Global Health, Department of Global Health and Population, Harvard School of Public Health
Year of First Appointment at Harvard: 1999
Education: M.S. Massachusetts Institute of Technology (1983); M.D. Boston UNiversity (1974); B.A. Harvard University (1970)
Relevant Experience: Founder and president of D-International - developing phone based applications for use by front line health workers in low income countries; 1977 to 1978 Magila Hospital, Muheza, Tanzania - Staff Pediatrician; Senegal and Côte d'Ivoire: Evaluation of diarrheal disease control program; Kenya: Development of national family planning implementation plan; Burkina Faso : Development of country strategy in family planning for World Bank ; South Africa: Management assessment of national health program with development of national strategy for clinical and management training programs
Field Experience: Benin, Burkina Faso, Côte d'Ivoire, Kenya, Malawi, Niger, Nigeria, Rwanda, Senegal, South Africa, Tanzania
Proficiency in Languages Used in Africa: French 3; Swahili 3
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Evaluation of Health Interventions in Developing Countries; Management Control: Health Organization; Planning and Evaluating of Health Program;
Research and Teaching Specializations: Management of health care services and how changes in design and Implementation can achieve improvements in both efficiency and effectiveness of health care
Recent Publications: *Electronic decision protocols for ART patient triaging to expand access to HIV treatment in South Africa : a cross sectional study for development and validation* (2012); *Electronic decision protocols for ART patient triaging to expand access to HIV treatment in South Africa: A cross sectional study for development and validation* (2012)
Dissertations/Theses Supervised in Past Five Years:
M.A. = 4
Distinctions: Awarded Citation for Excellence in Teaching, 1999-2000

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Stephen Mitchell

Current Harvard Title: Professor of Scandinavian; Folklore and Mythology, Harvard University **Education**: Ph.D. University of Minnesota (1980); M.A. University of Minnesota (1977); B.A. University of California, Berkeley (1974)
Relevant Experience: Chairman, Folklore and Mythology, Harvard University; Curator, Milman Parry Collection of Oral Literature, Harvard University
Proficiency in Languages Used in Africa: French 3
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Performance, Tradition and Cultural Studies: An Introduction to Folklore and Mythology; Maledicata: Ritualized Verbal Abuse
Research and Teaching Specializations: Nordic culture and literature, and issues in folklore, centering on popular traditions, mythology, and legends in the late medieval and early modern periods

Judith Mmari

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2003
Education: M.A. Ohio University, Athens (2002); B.Sc. University of Oregon- Eugene, Oregon
Relevant Experience: Instructor, Michigan State University; Swahili preceptor and Assistant to the Director, African Studies Center, Boston University; W.E.B. Du Bois Research Fellow; Coordinator, Summer Cooperative African Language Institute; Self Study Language Program Coordinator, Yamada Language Center; African Students Association
Field Experience: Tanzania
Proficiency in Languages Used in Africa: Swahili 5; Chagga 4
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Elementary and Intermediate Swahili
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Francisco Monaldi

Current Harvard Title: Visiting Professor of Public Policy of Harvard Kennedy School; Roy Family Fellow, Geopolitics of Energy Projects of Environment and Natural Resources Program at Belfer Center for Science and International Affairs
Year of First Appointment at Harvard: 2012
Education: Ph.D. Stanford University (2002); M.A. Yale University (1996); B.A. Universidad catolica Andres Bello (1992)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Political Economy of Oil and Mining Resources in Developing Countries
Research and Teaching Specializations: Oil and gas policy; petroleum economics; politics and geopolitics of oil; mining policy; political and regulation; political institution and policy-making; political economy of development
Distinctions: Procter and Gamble Excellence Award

Ingrid Monson

Current Harvard Title: Quincy Jones Professor of African American Music
Year of First Appointment at Harvard: 2001
Education: Ph.D., New York University (1991); M.A., New York University (1989); B.M., New England Conservatory of Music (1982); B.A., University of Wisconsin-Madison (1978)
Relevant Experience: Director of Undergraduate Studies, Department of African and African American Studies, Harvard University; Interim Dean of Arts and Humanities, Harvard University; Member, Committee on African Studies
Field Experience: Mali
Proficiency in Languages Used in Africa: French 4; Bamanankan 2
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Music of the African Diaspora; From R&B to Neo-Soul; Music in Mali; Introduction to Ethnomusicology
Research and Teaching Specializations: Jazz; R&B; music of Mali; ethnomusicology; cultural theory
Recent Publications: Kenedougou Visions (forthcoming); *Freedom Sounds: Civil Rights Call Out to Jazz and Africa* (2007)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 8 B.A. = 3
Distinctions: Guggenheim Fellow; Stanford Humanities Center Fellowship; Walter Channing Cabot Fellow; Pulitzer Prize juror in music; Woody Guthrie Book Prize, International Association for the Study of Popular Music; Irving Lowens Prize Honorable Mention (2008); Radcliffe Institute Fellow; NEA Jazz Study Fellowship, with Woody Shaw

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Marcyliena Morgan

Current Harvard Title: Director, Hiphop Archive, Hutchins Center for African and African American Research, Harvard University; Professor, Department of African and African American Studies,
Education: Ph.D. University of Pennsylvania (1989); M.A. University of Essex (1978); M.A. University of Illinois at Chicago (1973); B.A. University of Illinois at Chicago
Relevant Experience: Executive Committee Member, Committee on African Studies; Member, Association of Black Anthropologists; Member, American Ethnological Society; Advisory Board, Schomburg Studies on the Black Experience; Founder and Director, The Hiphop Archive and World Hiphop
Percentage of Time Dedicated to African Activities: 65 percent
Africa-Related Courses Taught in Past Five Years: Women's Language and Discourse in the African Diaspora
Research and Teaching Specializations: Urban speech communities; the African diaspora; languages, cultures and identity
Recent Publications: "Hiphop and Race: Blackness, Language and Creativity" (2010); The Presentation of Indirectness and Power in Everyday Life (2010)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinctions: Dean's Award, Graduate School of Education of Harvard University; 1993 UCLA Faculty Career Development Award; Fellow, Ford Foundation

Toshiko Mori

Current Harvard Title: Robert P. Hubbard Professor in the Practice of Architecture, Harvard Graduate School of Design
Year of First Appointment at Harvard: 1995
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Global Redesign Project
Research and Teaching Specializations: Tectonics of textiles, materials and fabrication methods in architecture, structural innovations, and the role of architects as agents of change in a global context
Distinctions: Cooper Union Inaugural John Hejduk Award; Academy Award in Architecture; Fellow, American Academy of Arts and letter

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Roy Mottahedeh

Current Harvard Title: Gurney Professor of Islamic History, Department of History, Harvard University; joint-appointment with Harvard Divinity School
Year of First Appointment at Harvard: 1986
Education: Ph.D. Harvard University (1970); B.A. Persian and Arabic, Cambridge University; B.A. Harvard College (1960)
Relevant Experience: Director, the Center for Middle Eastern Studies, Harvard University; Founder, the Harvard Middle East and Islamic Review; Elected Member, the Academy of Arts of Sciences; Elected Member, the Council on Foreign Relations
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Pre-Modern Social and Intellectual History of the Islamic Middle east
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinction: MacArthur Award; Guggenheim Fellow; Fellow, American Academy of Arts & Sciences; E.G. Browne Prize

Dariush Mozaffarian

Current Harvard Title: Associate Professor, Department of Epidemiology, Harvard School of Public Health
Education: Dr. Ph.H. Harvard School of Public Health (2006); M.P.H. University of Washington School of Public Health (2003); M.D. Columbia University (1995); B.S. Standard University (1991)
Relevant Experience: Associate Professor of Medicine, Brigham and Women's Hospital Co-Director, Program in Cardiovascular Epidemiology of Harvard School of Public Health; Chair, Nutrition and Chronic Diseases Expert Group (NutriCoDE) of Global Burden of Diseases Study; US Director, D43 Fogarty International Research Training Program, Promoting Capacity Building in Chronic Diseases Research in South America, Harvard School of Public Health
Proficiency in Languages Used in Africa: Swahili 1
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Intersections of behavior and lifestyle; Impact of suboptimal dietary habits on global cardiometabolic diseases
Recent Publications: *Non-Communicable diseases in sub-Saharan Africa : what we know now* (2011)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. =1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

John Mugane

Current Harvard Titles: Professor of the Practice of African Languages and Cultures, Department of African and African American Studies; Director of the African Language Program
Year of First Appointment at Harvard: 2003
Education: Ph.D., University of Arizona, Tucson (1997); M.A., Ohio University, Athens (1991); B.ED., Kenyatta University, Nairobi (1987)
Relevant Experience: Director, Harvard South Africa Fellowship Program; Director, Summer Cooperative African Language Institute; Executive Committee Member, Committee on African Studies; Member, African Language Teachers Association; Annual Conference on African Linguistics of North America; Principal Investigator, Africa Sources of Knowledge Digital Library (ASK-DL)
Field Experience: Kenya, Tanzania
Proficiency in Languages Used in Africa: Swahili 5; Kikuyu 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Elementary Swahili and Twi; Reading in Swahili III; Reading in Twi; Elementary Yoruba; Intermediate Yoruba; Reading in Yoruba; Introduction to African Languages and Cultures
Recent Publications: *The Story of Swahili* (forthcoming); "Learning How to Learn Languages: The Teaching and Learning of African Languages" (2010)
Dissertations/ Theses Supervised in Past Five Years:
PhD = 4
Distinctions: National Foreign Language Resource Center Award

Joia Stapleton Mukherjee

Current Harvard Title: Associate Professor of Global Health and Social medicine at Harvard Medical School
Education: M.D. University of Minnesota; M.P.H. Harvard University
Relevant Experience: Chief Medical Officer, Partners in Health; Associate Professor of Medicine at Brigham and Women's Hospital
Field Experience: Rwanda
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Infectious disease, global health delivery and human rights
Dissertations/Theses Supervised in Past Five Years:
M.D. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Megan Blanche Murray

Current Harvard Title: Professor of Global Health Social Medicine, Harvard Medical School; Director of Research, Global Health & Social Medicine, Harvard Medical School; Professor in the Department of Epidemiology, Harvard School of Public Health
Education: D.P.H. Harvard University (2001); M.P.H. Harvard University (1996); M.D. Harvard University (1990)
Relevant Experience: Associate Professor of Medicine, Brigham and Women's Hospital
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Comparative genomics of M. tuberculosis strains; Modeling the transmission dynamics of emerging infectious disease; Human iron metabolism and tuberculosis susceptibility
Africa-Related Courses Taught in Past Five Years: Dynamics of Infectious Diseases
Recent Publications: *Implementation of GenoType MTBERplus Reduces Time to Multidrug-Resistant Tuberculosis Therapy Initiation in South Africa* (2013); *Tuberculosis and poverty: the contribution of patient costs in sub-Saharan Africa- a systematic review* (2012); *Polymorphisms in the gene that encodes the iron transport protein ferroportin 1 influence susceptibility to tuberculosis* (2012); *Treatment outcomes of isoniazid-resistant tuberculosis patients, Western Cape Province, South Africa* (2011); *Use of fluoroquinolone antibiotics leads to tuberculosis treatment delay in a South Africa gold mining community* (2011)

Marc Muskavitch

Current Harvard Title: Adjunct Professor of Immunology and Infectious Diseases, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Biology and Control of Insect Vectors of Human Health; Science of Malaria Eradication
Research and Teaching Specializations: Malaria vector genomics and genetic associations; Genetics and mechanism of insecticide resistance; Malaria parasite proteasome function
Recent Publications: *Patterns of Genomic Differentiation between Ecologically Differentiated M and S forms of Anopheles Gambia in West and Central Africa* (2012); *Improving malaria control in West Africa: interruption of transmission as a paradigm shift* (2012); *Sahel, savanna, riverine and urban malaria in West Africa: Similar control policies with different outcomes* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Rosemary Mubanga Musonda

Current Harvard Title: Research Associate, Department of Immunology and Infectious Diseases, Harvard School of Public Health; Laboratory Director, Botswana Harvard AIDS Institute
Percentage of Time Dedicated to African Activities: 60 percent
Relevant Experience: Holder of several grants dedicated to postgraduate training of African scientist within southern Africa
Research and Teaching Specializations: Understanding the molecular structure of HIV, its pathogenesis, and the nature of host immunity to the virus; capacity building and training young researchers in Africa.

Afsaneh Najmabadi

Current Harvard Title: Francis Lee Higginson Professor of History and of Studies of Women, Gender, and Sexuality, Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Transsexuality, Transgenderism, and the Rest; Gender, Islam, and Nation in the Middle East and North Africa
Research and Teaching Specilization: Socio-cultural transformations of gender and sexuality in Modern Middle East and South Asia
Recent Publications: *Islamicate Sexualities: Translations across Temporal Geographies of Desire* (2008)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 3
Distinctions: Joan Kelly Memorial Prize from the American Historical Association

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Edward Anthony Nardell

Current Harvard Title: Associate Professor, Departments of Environmental Health and Immunology and Infectious Disease; Associate Professor of Harvard Medical School
Education: M.D. Hahnemann University (1972); B.S. King's College (1968)
Relevant Experience: Associate Physician at Brigham and Women's Hospital; President, International Union against Tuberculosis and Lung Disease, North American Region; President, Massachusetts Thoracic Society
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Tuberculosis
Research and Teaching Specializations: Airborne infection and its control began with an outbreak of drug resistant Tuberculosis
Recent Publications: "Natural infection of guinea pigs exposed to patients with highly drug-resistant tuberculosis" (2011)
Distinctions: Recipient, Chadwick Medal from Massachusetts Thoracic Society

Rosalynn Nazarian

Current Harvard Title: Assistant Professor of Pathology, Harvard Medical School
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Pathology; Immunohistochemistry; Histopathology; Surgical Pathology; Dermatopathology
Recent Publications: *A Static-Image Telepathology System for Dermatopathology Consultation in East Africa: The Massachusetts General Hospital Experience* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Daouda Ndiaye

Current Harvard Title: Visiting Scientist, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Plasmodium falciparum malaria
Recent Publications: *Sahel, savana, riverine and urban malaria in West Africa: Similar control policies with different outcomes* (2012); *Improving malaria control in West Africa: interruption of transmission as a paradigm shift* (2012); *A molecular epidemiological study of var gene diversity to characterize the reservoir of Plasmodium falciparum in humans in Africa* (2011)

Daniel Edward Neafsey

Current Harvard Title: Visiting Scientist of Department of Immunology and Infectious Disease, Harvard School of Public Health
Year of First Appointment at Harvard: 2004
Education: Ph.D. Harvard University (2004); B.A. Loyola University (1988)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Biology and evolution of malaria: Genomic basis of key traits that impact human health, such as Drug and insecticide resistance, parasite virulence, and the effectiveness of vaccines
Recent Publications: *Patterns of Genomic Differentiation between Ecological differentiated M and S forms of Anopheles gambiae in West and Central Africa* (2012); *The malaria parasite Plasmodium vivax exhibits greater genetic diversity than Plasmodium falciparum* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Gulru Necipoglu-Kafadar

Current Harvard Title: Aga Khan Professor of Islamic Art, Department of Art and Architecture, Harvard University
Year of First Appointment at Harvard: 1987
Education: Ph.D. Harvard University (1986); M.A. Harvard University (1982); B.A. Wesleyan University (1979)
Relevant Experience: Director, Aga Khan Program of Islamic Architecture, Harvard University; Board Member, Mimar Sinan Architecture and Culture Research Center, Kayseri; Standing Committee, Standing Committee on Middle Eastern Studies, Harvard University; Board Member, Mimar Sinan Architecture and Culture Research Center, Kayseri, Turkey; Board Member of the Sakıp Sabancı Museum, Istanbul
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publication: "Mimar Sinan Çağında Mimarlık Kültürü ve Âdâb" (Architectural Culture and Decorum in the Age of Sina) (2012); *From Byzantine Constantinople to Ottoman Kostantiniyye; Creation of a Cosmopolitan Capital and Visual Culture under Sultan Mehmed II* (2010)
Distinctions: Fellow, American Academy of Arts & Sciences; Founder's Award, the Journal of the Society of Architectural Historians

Nitin Nohria

Current Harvard Title: George F. Baker Professor of Administration, Harvard Business School; Dean of the Faculty of Harvard Business School
Year of First Appointment at Harvard: 1988
Education: Ph.D. Massachusetts Institute of Technology; B. Tech. Indian Institute of Technology, Bombay
Percentage of Time Dedicated to African Activities: 25 percent
Reseach and Teaching Specializations: Globalization of human capital; leadership; hippocratic oath for management
Recent Publications: *Chief Timothy Adeola Odutola and Nigeria's Manufacturing Sector* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Pippa Norris

Current Harvard Title: Paul. F. McGuire Lecturer in Comparative Politics, Harvard Kennedy School
Year of First Appointment at Harvard: 2002
Education: Ph.D. London University (1988); M.Sc. London University (1975); B.A. Warwick University (1974)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Democratization; Global Challenges of Electoral Integrity;
Research and Teaching Specializations: Comparative democracy and democratization, elections, and public opinion; Comparative political communication; Compagenerder politics
Distinctions: Johan Skytte prize (Nobel for Political Science); HKS-Dinner on the Dean (Teaching Award)

Michael I. Norton

Current Harvard Title: Associate Professor of Business Administration of Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. Princeton University (2002); M.A. Princeton University (2000); B.A. William College (1997)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Consumer Behavior, Consumer Psychology; Decision-making; Non-Profit; Philanthropy
Recent Publications: *Prosocial Spending and Well-Being: Cross-Cultural Evidence for a Psychological Universal* (2013)
Distinctions: Theoretical Innovation Prize, Society for Personality and Social Psychology; Wyss Award for Excellence in Mentorship, Harvard Business School; 50 People Who will Change the World, Wired Magazine's Smart List

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Vladimir A. Novitsky

Current Harvard Title: Principal Research Scientist, Harvard School of Public Health
Field Experience: Botswana
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Virological and Immunological study of HIV-1 infection
Recent Publications: *Extended high viremia: a substantial fraction of individuals maintain high plasma viral RNA levels after acute HIV-1 subtype C infection* (2011); *International epidemiology of human pre-existing adenovirus (Ad) type 5, type-6, type-20 and type 36 neutralizing antibodies: correlates of high Ad5 titers and implication for potential HIV vaccine trials* (2010)

Nawal N. Nour

Current Harvard Title: Associate Professor of Obstetrics, Gynecology and Reproductive Biology, Harvard Medical School
Education: M.P.H. Harvard University (1999); M.D. Harvard University (1994)
Relevant Experience: Director, African Women's Health Center and Global Ob/Gyn; FGC task force for the American College of Obstetrics and Gynecology; Member, Committee on African Studies
Field Experience: Sudan, Egypt
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Global Women's Health; Female Circumcision/Female Genital Cutting; African Immigrants and Refugees
Recent Publications: "Global Women's Health: Progress toward Reducing Sex-Based Health Disparities" (2014); "Sex trafficking of Women and Girls" (2013); "Preparing for Global Women's Health Work" (2013); "Female Genital Cutting and HIV Transmission: Is There an Association?" *Immunol* (2013); *HIV and Pregnancy in Resource-Poor Settings. Rev Obstet Gynecol* (2010)
Distinctions: MacArthur Fellow; honorary degrees from Bowdoin College and Williams College for community work and outreach

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Nathan Nunn

Current Harvard Title: Assistant Professor of Economics, Harvard University
Year of First Appointment at Harvard: 2007
Education: Ph.D., University of Toronto (2005); M.A., University of Toronto (2000); B.A., Simon Fraser University (1998)
Relevant Experience: Executive Committee Member, Committee on African Studies; Associate Editor, *Journal of International Economics*; Faculty Research Fellow, National Bureau of Economic Research; Bureau for Research and Economic Analysis of Development; Canadian Institute for Advance Research; Social Sciences and Humanities Research Council
Field Experience: Tanzania, Democratic Republic of Congo, Ghana, South Africa, Tanzania
Proficiency in Languages Used in Africa: French 1
Percentage of Time Dedicated to African Activities: 65 percent
Africa-Related Courses Taught in Past Five Years: Poverty and Development; Comparative Historical Economic Development; Development Economic II: Macroeconomic Issues;
Recent Publications: "U.S. Food Aid and Civil Conflict (forthcoming); "Incomplete Contracts and the Boundaries of Multinational Firms" (forthcoming); "Ruggedness: The Blessing of Bad Geography in Africa" (2012); "The Slave Trade and the Origins of Mistrust in Africa" (2012)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2 B.A.= 2
Distinctions: Alfred P. Sloan Research Fellow; Weatherhead Initiative Award; NBER Africa Project Grant; Douglas Hartle Award; Social Science History Association- Rockefeller Graduate Student Travel Award

Felix Oberholzer-Gee

Current Harvard Title: Andreas Andreasen Professor of Business Administration, Harvard Business School; Senior Associate Dean for International Development, Harvard Business School
Year of First Appointment at Harvard: 2003
Education: Ph.D. University of Zurich; M.A. University of Zurich
Field Experience: Ghana
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Competitive Strategy; Disclosure Strategy; Economic Institutions; Emerging Markets; Government and Business
Recent Publications: *Doing Business in Ghana* (2012)
Distinctions: 2006 HBS Student Association Faculty Teaching Award;; 2002 Helen Kardon Moss Anvil Award; 1997 Raymond Vernon Prize for Outstanding Article

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Elie Ofek

Current Harvard Title: T.J. Dermot Dunphy Professor of Business Administration, Harvard Business School
Education: Ph.D. Stanford University; M.A. Stanford University; B.S.c. Technion
Relevant Experience: Development Engineer, IBM Research Center
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Customer Focus; High-tech Marketing; Innovation; Product Development
Recent Publications: *Nike Football: World Cup 2010 South Africa* (2011)

Barbara Ogur

Current Harvard Title: Associate Director of Innovation in Medical Education, Harvard Medical School
Relevant Experience: Associate Professor of medicine, Cambridge Health Alliance; Co-Creator and Co-director, Cambridge Integrated Clerkship
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Develop and assess innovative curricula to promote student learning through longitudinal connections with patients
Recent Publications: *Longitudinal integrated clerkships for medical students: an innovation adopted by medical schools in Australia, Canada, South Africa, and the United States* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Cassandra A. Okechukwu

Current Harvard Title: Assistant Professor of Social and Behavioral Sciences, Harvard School of Public Health
Education: Sc.D. Harvard University; MSN/MPH, Johns Hopkins University; B.S.N. University of Maryland
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Planned Social change; Occupational determinants of health; Cancer prevention in low-income workers; health impacts of the work-family interface; Community-Based intervention research methods
Recent Publications: *Third World Quarterly* (2009)

Sunday Oluokun

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2006
Education: M.A. Nigeria University (1994), B.A. Nigeria University (1987)
Africa-Realted Courses Taught in the Past Five Years: Yoruba
Relevant Experience: Program Specialist, The May Institute: Residential Director, Seven Hills Foundation
Proficiency in Languages Used in Africa: Yoruba 5; Hausa 5
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: African Languages
Distinctions: Human Rights Officer Training Certification; Certified Language Interpreter Training Certification

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Jacob K. Olupona

Current Harvard Titles: Professor of African and African American Studies, Department of African and African American Studies; Professor of African Religious Traditions, Harvard Divinity School
Year of First Appointment at Harvard: 2006
Education: Ph.D., Boston University (1983); M.A., Boston University (1981); B.A., University of Nigeria, Nsukka, (1975)
Relevant Experience: Chair and Member, Committee on African Studies; Director of Graduate Studies, Department of African and African American Studies, Harvard University; Editorial Board, *Orita: Ibadan University Religious Studies Journal*; African Studies Association; African Association for the Study of Religion; External Examiner for Ph.D. Dissertations, University of Cape Town
Field Experience: Nigeria, South Africa
Proficiency in Languages Used in Africa: Yoruba 5
Percentage of Time Dedicated to African Activities: 85 percent
Africa-Related Courses Taught in Past Five Years: Christianity, Identity, and Civil Society in Africa; African Religions; Religion, Diaspora, and Migration: Seminar; Indigenous Religious Traditions and Modernity: Seminar; Religion and Society in Nigeria: Seminar; Women, Folklore, and Afro-Atlantic Religion
Recent Publications: *The City of 201 Gods: Ile-Ife (Nigeria) in Time, Space and the Imagination* (2011); "African Indigenous Religion" (2010); *Orisha Devotion as World Religion: The Globalization of Yoruba Religious Culture* (2008)
Distinctions: Guggenheim Fellow; Ford Foundation Fellowship; Walter Channing Cabot Fellow, Harvard; Nigerian National Order of Merit; Honorary Doctor of Letters, University of Abuja; Honorary Artium Magistrium, Harvard University; Fellow, Aspen Nigerian Leadership Institute; Bellagio Rockefeller Center Fellowship; Honorary Doctor of Divinity, University of Edinburgh

Chukwuemeka Onaga

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: Higher National Diploma in Business Admin & Management, Institute of Management and Technology, Enuge State, Nigeria
Proficiency in Languages Used in Africa: Igbo 5; French 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Igbo Language Class
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Meghan O'Sullivan

Current Harvard Title: Jeane Kirkpatrick Professor of the Practice of International Affairs, Harvard Kennedy School; Director, Geopolitics of Energy Project, Harvard Kennedy School
Education: Ph.D. Oxford University; M.S. Oxford University; B.A. Georgetown University
Relevant Experience: Adjunct Senior Fellow, Council on Foreign Relations; Fellow, Brookings Institution; Senior Director, Strategic Planning and Southwest Asia in the National Security Council
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: The Geopolitics of Energy
Research and Teaching Specializations: Geopolitics of energy, decision making in foreign policy, nation-building, counterinsurgency, and the Middle East
Distinctions: Awarded Defense Department's Distinguished Public Service Medal; Awarded the State Department's Superior Honor Award (3X); Named "One of the Most Influential People of the Century," by Esquire Magazine

Chukwuemeka Onaga

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: Higher National Diploma in Business Admin & Management, Institute of Management and Technology, Enuge State, Nigeria
Proficiency in Languages Used in Africa: Igbo 5; French 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Igbo Language Class
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Cynthia A Owusu

Current Harvard Title: African Languages Instructor; Department of African and African American Studies; Teaching Assistant, African and African American Studies
Year of First Appointment at Harvard: 2013
Africa-Realted Courses Taught in the Past Five Years: Twi
Proficiency in Languages Used in Africa: Twi 5; Fansti 5; Ga 5; French 2
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: African Languages

Robert Paarlberg

Current Harvard Title: Adjunct Professor of Public Policy, Harvard Kennedy School
Education: Ph.D. Harvard University (1975); B.A. Carleton College (1967)
Relevant Experience: Bill and Melinda Gates Foundation, Co-PI on grant to produce ex ante assessment of WEMA drought-tolerant maize in Eastern Africa; U.S. Agency for International Development, Cooperative agreement - Technical assistance to African governments in the area of biotechnology policy
Percentage of Time Dedicated to African Activities: 60 percent
Africa-Related Courses Taught in Past Five Years: Global Food Politics and Policy

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Marcello Pagano

Current Harvard Title: Professor of Statistical Computing, Harvard School of Public Health
Education: Ph.D. John Hopkins University (1970)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Biostatistics on compute intensive inference and surveillance methods that involve screening methodologies
Recent Publications: *Reproductive Number and Serial Interval of the First Wave of Influenza A (H1N!) pdm09 Virus in South Africa* (2012)

Lynn S. Paine

Current Harvard Title: John G. McLean Professor of Business Administration, Harvard Business School; Senior Associate Dean for Faculty Development, Harvard Business School
Year of First Appointment at Harvard: 1990
Education: Ph.D. Oxford University; J.D. Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Corporate Accountability; Corporate Governance; General Management; Ethics
Recent Publications: *Wiwa V. Royal Dutch/ Shell (2010); Royal Dutch/ Shell in Nigeria* (2009)
Distinctions: 2011 Faculty Pioneer Lifetime Achievement Award from The Aspen Institute Center for Business Education; HBS Robert F. Greenhill Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Rohini Pande

Current Harvard Title: Mohammed Kamal Professor of Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2006
Education: Ph.D. London School of Economics; M.Sc. London School of Economics; M.A. Oxford University; B.A. Delhi University
Relevant Experience: Director, Evidence for Policy Design at CID of Harvard University; Director, Governance Innovations for Sustainable Development of Sustainability Science Program at Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Microeconomics of Public Policy in Developing Countries
Research and Teaching Specializations: Development economics, Political Economy, Gender Economics, Environmental and Energy Economics
Distinctions: Harvard Kennedy School Teaching Award

Andre F. Perold

Current Harvard Title: George Gund Professor of Finance and Banking, Emeritus, Harvard Business School
Education: Ph.D. Stanford University; M.A. Stanford University; B.S. University of the Witwatersrand, Johannesburg
Relevant Experience: Director, Vanguard Group; Director, Rand Merchant Bank; Chairman, HighVista's Investment
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Capital markets, financial innovation, financial intermediaries, hedge funds, investment management
Recent Publications: B. Zaitz & Xon Co. Farmland Investing (2013); Gone Rural (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Pauline Peters

Current Harvard Title: Senior Lecturer, Harvard Kennedy School
Year of First Appointment at Harvard: 1982
Education: Ph.D. Boston University (1983); M.A. Boston University (1978); Diploma in Social Administration, London School of Economics (1962); B.A. University of Wales (1961)
Relevant Experience: Center for international Development, Harvard University; Fellow, Harvard Institute for International Development; Lecturer on Anthropology; Lecturer on Public Policy
Field Experience: Malawi, Botswana, Uganda,
Proficiency in languages Used in Africa: Chinyanja 3; French 4
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specialization: Agrarian change; rural economy; land resources; common property; gender politics; politics of economic development; central and southern Africa (especially Malawi, Botswana)

Paul Peterson

Current Harvard Title: Henry Lee Shattuck Professor of Government, Department of Government; Director, Program on Education Policy and Governance, Harvard Kennedy School
Education: Ph.D. University of Chicago (1976); M.A. University of Chicago (1964); B.A. Concordia College (1962)
Relevant Experience: Director, Center for American Political Studies at Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Foreign Aid and the4 management of Development Assistance Projects
Research and Teaching Specializations: Education; Education Reform; School Vouchers
Distinctions: Guggenheim Fellow; Fellow, American Academy of Arts and Sciences;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Phuong Ngoc Pham

Current Harvard Title: Research Scientist, Department of Global Health and Population, Harvard School of Public Health
Year of First Appointment at Harvard: 2011
Education: Ph.D. Tulane University (2001); M.P.H. Emory University (1997); B.A. Emory University (1995)
Relevant Experience: Collaborations with University of Kinshasa, National University of Rwanda and Makere University; Lecturer School of Public Health and School of Medicine, National University of Rwanda, University of Kinshasa; HIV/AIDS Prevention Programs Evaluation Consultant, International Center for Migration and Health, Genève, Switzerland; Regional Child Survival Program Evaluation Consultant, Concern Worldwide, Butare, Rwanda; Mother-to-Child HIV Transmission Evaluation Consultant, UNICEF and Population Council, Kigali, Rwanda; Member, Committee on African Studies
Field Experience: Democratic Republic of Congo, Cote d'Ivoire, Central African Republic, Kenya, Liberia, Sudan, Chad, Uganda; Rwanda
Proficiency in Languages Used in Africa: French 3
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Digital Methods for International Research;
Recent Publications: *Association of exposure to intimate-partner physical violence and potentially traumatic war-related events with mental health in Liberia* (2013); *Outreach Evaluation: The International Criminal Court in the Central African Republic* (2010); *Association of Exposure to Violence and Potential Traumatic Events with Self-Reported Physical and Mental Health Status in the Central African Republic* (2010); *Returning home: forced conscription, reintegration, and mental health status of former abductees of the Lord's Resistance Army in northern Uganda* (2009); *Peace-Building and Displacement in Northern Uganda: A Cross-sectional Study of Intentions to Move and Attitudes towards Former Combatants.* (2009)
Distinctions: Fulbright Fellow; Rockefeller Fellow

Naomi Pierce

Current Harvard Title: Sidney A. and John H. Hessel Professor of Biology, Department Department of Organismic and Evolutionary Biology; Curator of Lepidoptera, Museum of Comparative Zoology; Senior Fellow of the Society of Fellows
Year of First Appointment at Harvard: 1990
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Ecology and Evolution of Species interactions
Dissertations/Theses Supervised in Past Five Years:
Ph.D.= 1
Distinctions: Fulbright Fellowship; MacArthur Fellow

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Claire-Cecile Pierre

Current Harvard Title: Instructor in Medicine, Instructor in Global Health and Social Medicine, Harvard Medical School
Education: M.D. Howard University; B.S. Howard University
Field Experience: South Africa, Zambia
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Health care improvement and the use of information technology to support safe and effective patient centered care; International policy and health disparities
Dissertations/Theses Supervised in Past Five Years:
M.D. = 7

Dina D. Pomeranz

Current Harvard Title: Assistant Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2011
Education: Ph.D. Harvard University (2010); M.A. Harvard University (2007)
Relevant Experience: Faculty research fellow at the National Bureau of Economic Research (NBER); Affiliate professor at the Abdul Latif Jameel Poverty Action Lab (J-PAL); Member of the International Growth Centre (IGC) based at LSE/Oxford, and of the HBS Social Enterprise Initiative
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Economic Development; Emerging Markets; Entrepreneurship; Taxation; Social Entrepreneurship
Recent Publications: *Tax Me if You Can: Evidence on Firm Misreporting Behavior and Evasion Substitution* (forthcoming)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michael E. Porter

Current Harvard Title: Bishop William Lawrence University Professor, Harvard Business School
Education: Ph. D. Harvard University (1973); M.B.A. Harvard University (1971); B.S.E. Princeton University (1969)
Field Experience: Rwanda
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Competition; Competitive Advantage; Competitive Strategy; Corporate Strategy; Economic Development; Strategy
Recent Publications: *Partners in Health: HIV Care in Rwanda* (2010)

Mylene Priam

Current Harvard Title: Assistant Professor, Department of Romance Languages and Literatures
Year of First Appointment at Harvard: 2005
Education: Ph.D., University of Illinois, Urbana-Champaign (2004); D.E.A., Université de Cergy-Pontoise (1999)
Proficiency in Languages Used in Africa: French 5
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Negotiating Identity in Postcolonial Francophone Africa and the Caribbean; Introduction to French Literature III: The Francophone World; National Identity and Narrative Representation in 20th-Century Francophone Literature; Introduction to Francophone Literature; Francophone Women Writers from Maghreb
Research and Teaching Specializations: French Caribbean; Francophone Maghreb; Machreq Africa; French culture and civilization; contemporary Francophone literature; metropolitan French 18th to 20th-century literature
Recent Publications: *Présence Antillaise: Remapping the Contemporary French Literary Landscape* (forthcoming);
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1 B.A. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Lant Pritchett

Current Harvard Title: Professor of the Practice of International Development, Harvard Kennedy School; Co-Chair MPA/ID Program, Harvard Kennedy School
Year of First Appointment at Harvard: 2007
Education: Ph.D. Massachusetts Institute of Technology (1988); B.S. Brigham Young University (1983)
Relevant Experience: Lead Socio-Economist, New Delhi Office of World Bank
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Economic Development: Theory, Policy, and Evidence
Research and Teaching Specializations: Demography, development, foreign aid policy, Indonesia, poverty

Lisa Alison Prosser

Current Harvard Title: Adjunct Associate Professor, Department of Health Policy and Management, Harvard School of Public Health
Education: Ph.D. Harvard University; M.S. Massachusetts Institute of Technology; B.S. Cornell University
Relevant Experience: Lecturer on Population Medicine, Harvard Pilgrim Healthcare
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Economic evaluations of childhood health interventions and methods for valuing changes in health; economic impact of influenza vaccination has been used in setting national vaccine policy for children and for prioritizing subgroups in vaccine shortage year; Cost-effectiveness of childhood interventions and improving economic methods for valuing child health
Recent Publications: *Decision maker priorities for providing antiretroviral therapy in HIV-infected South Africans: a qualitative assessment* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ntuli Qoboza

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2001
Education: B.A. University of Witwatersrand (1993)
Africa-Related Courses Taught in Past Five Years: Zulu, Setswana, Xhosa
Proficiency in Languages Used in Africa: Tswana 5; Sotho 5; Zulu 5; Xhosa 5
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: African Languages

Intisar A. Rabb

Current Harvard Title: Professor of Law, Harvard Law School; Co-Director, Islamic Legal Studies Program, Harvard Law School
Year of First Appointment at Harvard: 2014
Education: J.D. Yale University (2006); Ph.D. Princeton University (2009); M.A. Princeton University (2005); B.S. Georgetown University (1999)
Proficiency in Languages Used in Africa: Arabic 5; French 3; Spanish 3
Relevant Experiences: Co-Founder, Law and Society Association; Co- Founder, Islamic Law and Society Collaborative Research Network
Field Experience: Egypt, Morocco, Senegal
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Legislation; statutory interpretation; comparative and foreign law: Islamic legal studies; comparative constitutional law
Recent Publications: *Reasonable Doubt in Early Islamic Law and Society* (2014); "The Benefit of Doubt: Legal Maxims in Early Islamic Criminal Law" (forthcoming); "Law and Tradition in Classical Islamic Thought" (2013); *Islamic Legal Minimalism: Lawmaking and Legal Maxims when Jurists Disappearing* (2013); QĀḌĪJustice: Court and the Administration of Justice in Early Islamic Law and Society" (under contract); *Negotiating Speech in Islamic Law and Politics: Flipping Traditions of Expression, in Islamic Law and International Human Right Law* (2012); *The Islamic Rule of Lenity* (2011); *Islamic Legal Maxims as Substantive Canons of Construction: Ḥudūd Avoidance in Cases of Doubt* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ryan Leo Raffaelli

Current Harvard Title: Assistant Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2013
Education: Ph.D. Boston College (2013); M.P.P. Harvard University (2005); M.T.S. Harvard University (2005); B.S. Georgetown University (1999)
Relevant Experience: Manager, Accenture; Executive Office, The President of the United States
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Innovation, Organizational change and Transformation, Leadership, Identity, Corporate Value/Value System
Recent Publications: *CEMEX's Foundation for Sustainability* (2009)
Distinctions: Donald J. White Teaching Excellence Award, Boston College

Laurence Ralph

Current Harvard Title: Assistant Professor, Departments of African and African American Studies and of Anthropology
Year of First Appointment at Harvard: 2011
Education: Ph.D., The University of Chicago (2010); M.A., The University of Chicago (2006); B.Sc., Georgia Institute of Technology (2004)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Gang Formations; Urban Anthropology; medical Anthropology; Masculinity, Race, and Disability; Theories of Violence; Hip-Hop
Recent Publications: *As Soon as I Get out Ima Cop Dem Jordans* (2010); *The Attitudes and Behavior of African American Youth: Research Summary* (2009)
Distinctions: Fellow, Ford Foundation; Du Bois-Mandela-Rodney Post-doctoral Fellowship; Erskine Peters Dissertation Year Fellowship; Frederick Douglass Institute Pre-Doctoral Fellowship; National Science Foundation Graduate Research Fellowship Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Ahmed Ragab

Current Harvard Title: Richard T. Watson Assistant Professor of Science and Religion, Harvard Divinity School, Department of the History of Science
Year of First Appointment at Harvard: 2008
Education: Ph.D., École Pratiques des Hautes Études, Paris (2010); MD, Cairo University, Cairo (2006)
Relevant Experience: Expert Consultant, Program on "Public policies, professional practices and agents' conduct in relation to Avian Flu (Egypt, France, India, Niger, UK, Vietnam); Agence Inter-Établissements de la Recherche pour le Développement (AIRD); Consultant, "Platform on HIV in MENA and Sub-Saharan Africa"; Physician, Kasr al-Aini Cairo University Teaching Hospital
Field Experience: Egypt
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Science and Islam: Debates, approaches and controversies; Two Scientific Revolutions: from the classical age of Islamic Sciences to the scientific world of modern Europe; Historical Perspectives on Quranic Exegesis
Research and Teaching Specializations: Medieval Middle East; Science and Religion
Recent Publications: *Resurrection, Reinterpretation, and Reconstruction: Prophetic Traditions and Modern Medicine in the Middle East* (2012)

Ananth Raman

Current Harvard Title: UPS Foundation Professor of Business Logistics, Harvard Business School
Education: Ph.D. University of Pennsylvania; M.B.A. Indian Institute of Management, Calcutta; B.S. Indian Institute of Technology, Madras
Relevant Experience: Fellow, the Production and Operation Management Society
Field Experience: Ethiopia
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Consumer goods; Decision support; Operations Management; Supply Chain; Supply Chain Management
Recent Publications: *SCMS: Battling HIV/AIDS in Africa* (2012)
Distinctions: 2009 Service Award, the Production and Operation Management Society

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Karthik Ramanna

Current Harvard Title: Associate Professor of Business Administration, Henry B. Arthur Fellow, Marvin Bower Fellow, Harvard Business School
Field Experience: Tanzania
Percentage of Time Dedicated to African Activities: 30 percent
Research and Teaching Specializations: Accounting, Ethics, Political Economy; Globalization, Corporate Accountability
Recent Publications: *Against the Grain: Jim Teague in Tanzania* 2012); *Urban Water Partners* (2010); *Urban Water Partners Spreadsheet Supplement* (2010)
Distinctions: 2008 Elsevier Journal of Accounting & Economics Best Paper Prize ; 2008 Best Dissertation Award from the Financial Accounting and Reporting Section of the American Accounting Association

V. Kasturi Rangan

Current Harvard Title: Malcolm P. McNair Professor of Marketing, Harvard Business School
Year of First Appointment at Harvard: 1983
Education: Ph.D. Northwestern University (1983); M.B.A. Ahmedabad (1973); B.S. Madras (1971)
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Business marketing; channels of distribution; customer relationship management; marketing
Recent Publications: *Olam: Building a Sustainable Supply Chain in Cote D'Ivoire* (2013); *CFW Clinics in Kenya: To Profit or Not for Profit* (2012); *Mobile Banking for the UnBanked* (2012); *The Millennium Challenge Corporation and Ghana* (2009)
Distinctions: Winner, 2002 Editors' Prize for the Best Scholarly Paper in Nonprofit Management and Leadership for "Managing Multi-Site Non Profit"; Runner up of the 2010 Carlo Masini Award for Innovative Scholarship from the Public and Nonprofit Division of the Academy of Management

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Jean L. Rene

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Education: M.A. University of Massachusetts (2006); M.L.A. Harvard University Extension School (2013); B.S. University of Massachusetts (1988)
Relevant Experience: Africana Studies Instructor, University of Massachusetts
Proficiency in Languages Used in Africa: Haitain Creole 5; French 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Haitain Creole
Research and Teaching Specializations: African Languages

Michael Reich

Current Harvard Title: Taro Takemi Professor of International Health Policy, Harvard School of Public Health
Education: Ph.D. Yale University (1981); M.A. Yale University (1975); B.A. Yale University (1974)
Relevant Experience: Director, Takemi Program in International Health
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Pharmaceutical Policy and Global Health; Applied Politics and Economics I: Political Economy of International Health
Research and Teaching Specializations: Access to Medicines and Pharmaceutical policy, health system strengthening, and the political economy of policy-making processes

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Fernando M. Reimers

Current Harvard Title: Ford Foundation Professor of International Education, Harvard Graduate School of Education; Director, Global Education and of International Education Policy, Harvard University
Year of First Appointment at Harvard: 1997
Education: Ph.D. Harvard University; M.A. Harvard University
Relevant Experience: Faculty Associate, the Weatherhead Center for International Affairs; Faculty Affiliate, Harvard Law School; Fellow, International Academy of Education; Member, U.S. Commission for UNESCO; Member, World Economic Forum's Global Agenda Council on Education; Member, Middle East and North Africa Advisory Group, World Economic Forum; Massachusetts Board of Higher Education
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Education Policy Analysis and Research in Comparative Perspective
Research and Teaching Specializations: Relationship between education policy, democratic citizenship, instructional improvement and educational innovation and social entrepreneurship
Recent Publications: *Education Policy Analysis and Research in Comparative Perspective* (2010)

Forest Reinhardt

Current Harvard Title: John D. Black Professor, Harvard Business School
Education: Ph.D. Harvard University (1990); MBA, Harvard University; B.A. Harvard College
Field Experience: Nigeria
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Economic Institution, Economics, Environment, Government and Business, Strategy
Recent Publications: *Olam: On a New Course* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Nicolas P. Retsinas

Current Harvard Title: Senior Lecturer of Business Administration, Harvard Business School
Education: Hon Doctor, Rhode Island College (2008); M.A. Harvard University; B.A. New York University
Relevant Experience: Executive Director, Rhode Island Housing and Mortgage Finance Corporation; Chair, the Providence Housing Authority; Chair of Board of Directors, Habitat for Humanity International
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Real Estate in Emerging Markets
Research and Teaching Specializations: Emerging Markets; Government and Business International Entrepreneurship; Social change; Social Entrepreneurship
Recent Publications: *Hotel Ivory; Kibera and the Kenya Slum Upgrading Project* (2012)
Distinctions: Meritorious Service Award, US Treasury Department; Housing Leadership Award, National Low Income Housing coalition, Top 30 Innovators in the Homebuilding Industry, BUILDER magazine; 50 Most Powerful People in Real Estate, Bloomberg Businessweek

Joseph Rhatigan

Current Harvard Title: Assistant Professor of Medicine, Department of Global Health and Social Medicine, Harvard Medical School; Director of Curriculum Development for Global Health Delivery Training Programs
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Introduction to Global Health Care Delivery
Research and Teaching Specializations: The Delivery of Health Services in low-resource setting through case studies

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 2 – Harvard University Africa-Affiliated Faculty & Staff

Heather Jane Ribaudo

Current Harvard Title: Senior Research Scientist and Director of Biostatistics and Programing in the Center for Biostatistics in AIDS Research, Harvard School of Public Health
Education: Ph.D. London School of Hygiene and Tropical Medicine (1996); M.S. London School of Hygiene and Tropical Medicine (1993); B.S. University of Warwick, England (1992)
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specializations: Design and analysis of clinical trials in AIDS research particularly the choice, evaluation, viral dynamics, and human genomics; the application of causal inference analysis for the estimation of treatment effects from observation data in HIV
Recent Publications: *Lopinavir/ ritonavir monotherapy after virologic failure of first-line antiretroviral therapy in resource-limited settings* (2012)

James Robinson

Current Harvard Title: David Florence Professor of Government, Department of Government
Year of First Appointment at Harvard: 2004
Education: Ph.D., Yale University (1993); M.A., University of Warwick (1986); B.Sc., London School of Economics and Political Science (1982)
Relevant Experience: Senior Scholar, Harvard Academy for International Affairs; Faculty associate, Institute for Quantitative Social Science, Harvard University; Faculty Associate, Weatherhead Center for International Studies
Field Experience: Botswana, Sierra Leone, South Africa
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: The Political Economy of Africa
Research and Teaching Specializations: Political economy and comparative politics; economic and political development
Recent Publications: Natural Experiments in History (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 5 B.A. = 3
Distinctions: Fellow, American Academy of Arts & Sciences; Woodrow Wilson Foundation Award; Walter Channing Cabot Fellow; William Riker Prize; Heinz I Eulau Award; Association of American Publishers Award of Excellence in Professional Scholarly Publishing in Economics and Finance; Carnegie Scholar; Susan Louis Dyer Peace Fellow;

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Carlos Rodriguez-Galindo

Current Harvard Title: Associate Professor of Pediatrics, Harvard Medical School
Year of First Appointment at Harvard: 2009
Relevant Experience: Clinical Research, St. Jude Children's Research Hospital
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Therapies for pediatric solid tumors, in particular retinoblastoma, sarcomas, and rare cancers
Recent Publications: *Hope for African children with cancer: African pediatric Oncology Group* (2012)

Dante Roscini

Current Harvard Titles: Professor of Management Practice, Harvard Business School
Year of First Appointment at Harvard: 2008
Education: M.B.A. University of Rome, Italy
Relevant Experience: Head of European Capital markets for Goldman Sachs; Country Head of Italy, Morgan Stanley
Field Experience: Kenya
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Managing International Trade
Research and Teaching Specializations: Private wealth and asset management; global capital markets
Distinctions: NYU Goddard Junior Faculty Fellowship

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Mindy Jane Roseman

Current Harvard Title: Lecturer on Law, Harvard Law School; Academic Director, Human Rights Program, Harvard Law School
Education: Ph.D. Columbia University (1999); JD Northwestern University (1986); A.B. Cornell University (1982)
Relevant Experience: Academic Director of Harvard Human Rights Program; Principal investigator for an interdisciplinary and international research project on the use of criminal law to regulate sexuality, reproduction and gender; Collaborates with local and international NGOs on submissions to UN and regional human rights bodies on the rights of LGBTQ individuals in countries such as the Dominican Republic, Iran, Japan, and Rwanda; Teamed with local partners to conduct human rights research and investigations into the forcible sterilization of women living with HIV in Namibia, and on access to sexual and reproductive health care (as part of access to justice) in the Democratic Republic of Congo.
Field Experience: Namibia, Democratic Republic of Congo
Proficiency in Languages used in Africa: French 5
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Reproductive Rights and Justice; Gender and Human Rights
Research and Teaching Specializations: International health and human rights, particularly as they relate to gender, sexuality and reproduction, HIV/AIDS, maternal health, and criminal law.
Recent Publications: *Sexual and Reproductive Rights at the United Nations: Frustration or Fulfillment?* (2011); *Children and Transitional Justice* (2010); *Reproductive Health and Human Rights: The Way Forward* (2009)
Distinctions: Woodrow Wilson: Charlotte Newcombe Dissertation Fellow; FLAS Fellow, Department of Education; Chateaubriand/French Government Fellow; Council for European Studies Fellow; Richard Hofstadter Fellow

John-Arne Rottingen

Current Harvard Title: Adjunct Professor of Global Health and Population, Harvard School of Public Health
Education: M.P.A. Harvard University (2012); M.Sc. Oxford University (2000); Ph.D. University of Oslo (1999); M.D. University of Oslo (1996)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Innovation, Access to Medicines and Global Governance
Research and Teaching Specializations: Health policy and health systems with emphasis on how evidence can inform decision making; Global Health/international health with emphasis on health system research; Access to and innovation of medicines and other health technologies for the needs of developing countries; Evidence based practice, evidence informed policy and knowledge translation; Quality of care, quality improvement and patient safety; Methods for evaluating the effectiveness of interventions, system changes reforms

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

John Ruggie

Current Harvard Title: Berthold Beitz Professor in Human Rights and International Affairs, Mossavar-Rahmani Center for Business and Government, Harvard Kennedy School
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Global Governance
Research and Teaching Specializations: International relations; impact of economic and other forms of globalization on global rule-making and the emergence of new-rule makers
Distinctions: Fellow, American Academy of Arts & Sciences; Fellow, John Simon, Guggenheim;

Marvellen Ruvolo

Current Harvard Title: Professor of Human Evolutionary Biology, Department of Organismic and Evolutionary
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Molecular evolution of humans and other primates; genetic bases of human -unique adaptations
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Pardis Sabeti

Current Harvard Title: Associate Professor, Department of Organismic and Evolutionary Biology; Associate Professor, Harvard School of Public Health
Education: Ph.D. Oxford University; B.S. Massachusetts Institute of Technology
Relevant Experience: World Economic Forum Young Global Leader, a PopTech Science Fellow, National Geographic Emerging Explorer
Field Experience: Sub-Saharan Africa, West Africa
Percentage of Time Dedicated to African Activities: 80 percent
Research and Teaching Specializations: Genetic diversity, Genetic association studies
Recent Publications: *Genome-wide comparison of African-ancestry Populations from CARs and other cohorts' reveals signals of natural selection* (2011); *Allelic heterogeneity of G6PD deficiency in West Africa and severe malaria susceptibility* (2009)
Dissertations/Theses Supervised in Past Five Years:
M.A. = 1
Distinctions: Rhodes Scholar, Soros Fellow; Burroughs Wellcome Fund Career Award, Packard Foundation Fellowship in Science and Engineering, NIH Innovator Award

Joshua A. Salomon

Current Harvard Title: Professor of Global Health, Harvard School of Public Health
Education: Ph.D. Harvard University
Relevant Experience: Investigator, NIH and the Gates Foundation projects, related to compatibility of health measures; the global burden of disease: modeling of infectious and chronic disease and interventions: and evaluating the potential impact and cost effectiveness of new health technologies
Field Experience: South Africa; Sub Saharan Africa
Percentage of Time Dedicated to African Activities: 70 percent
Research and Teaching Specializations: Measurement and valuation of measurement and valuation of health outcomes: modeling patterns and trends in major causes of global mortality and disease burden; Evaluation of health policies and interventions
Recent Publications: *Incorporating Loss to Follow-up in Estimates of Survival Among HIV-Infected Individuals in Sub-Saharan Africa Enrolled in Antiretroviral Therapy Programs* (2013); *National HIV Prevalence estimates for sub-Saharan Africa: controlling selection bias with Heckman-type selection models* (2012); *What are the priorities for prevention and control of noncommunicable disease and injuries in sub-Saharan Africa and South East Asia?* (2012) *HIV treatment as prevention: systematic comparison of mathematical models of the potential impact of antiretroviral therapy on HIV incidence in South Africa* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David Sanderson

Current Harvard Title: Visiting Professor of Urban Planning, Harvard Graduate School of Design; Affiliate Faculty Member, Harvard Humanitarian Initiative
Year of First Appointment at Harvard: 2013
Education: Ph.D. Oxford Brookes University (2009); M.A. Oxford Brookes University (1991)
Relevant Experience: Regional manager for Southern and West Africa, CARE; Director, CENDEP
Percentage of Time Dedicated to African Activities: 30 percent

Hashim Sarkis

Current Harvard Title: Aga Khan Professor of Landscape Architecture and Urbanism in Muslim Society, Harvard Graduate School of Design
Year of First Appointment at Harvard: 1995
Education: Ph.D. Harvard University (1995); M.A. Harvard University (1989); B.A. Rhode Island School of Design (1987)
Relevant Experience: Founder and Practicing Architect, Hashim Sarkis Studio
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: New Geographies Lab Seminar: Territorial Tropes
Research and Teaching Specializations: master planning of urban areas; landscape design; institutional, residential and furnishing designs master planning of urban areas; landscape design; institutional, residential and furnishing designs
Recent Publications: *One Thousand Courtyards: Observations on the Courtyard as a Recurring Design Element* (2010)
Distinctions: Design Award - Boston Society of Architects

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ousmane Sarr

Current Harvard Title: Visiting scientist in the Department of Immunology and Infectious Disease of Harvard School of Public Health
Education: M.P.H. Harvard University (2008); M.D. University Cheikh Anta Diop (1998)
Percentage of Time Dedicated to African Activities: 90 percent
Research and Teaching Specializations: Malaria; tracking plasmodium falciparum malaria drug resistance; the epidemiology of malaria in West Africa
Recent Publications: *EDCTP regional networks of excellence: initial merits for planned clinical trials in Africa* (2013); *Sahel, savana, riverine and urban malaria in West Africa: Similar control policies with different outcomes* (2012); *A molecular epidemiological study of var gene diversity to characterize the reservoir of Plasmodium falciparum in humans in Africa* (2011)

David Thomas Scadden

Current Harvard Title: Professor of Stem Cell and Regenerative Biology of Faculty of Arts & Sciences; Gerald and Darlene Jordan Professor of Medicine of Massachusetts General Hospital; Co-Chair of the Department of Stem Cell & Regenerative Biology
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: Stem cell Interactions
Recent Publications: *A Randomized controlled trial of highly active antiretroviral therapy versus highly active antiretroviral therapy and chemotherapy in therapy-naive patients with HIV-associated Kaposi sarcoma in South Africa* (2012)
Distinction: Fellow, American Academy of Arts & Sciences

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Deidre Schmidt

Current Harvard Title: John T. Dunlop Lecturer of Housing and Urbanization, Harvard Graduate School of Design
Relevant Experience: Principal, One Roof Global Consulting; Vice-President, Development at Brighton Development Corporation
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Housing and Urbanization in Global Cities; Leaving Nobody Behind: Affordable Shelter Design and Finance for Developing Countries' Citizens
Research and Teaching Specializations: Housing finance; affordable housing
Distinctions: Loeb Fellowship

George R. Seage III

Current Harvard Title: Professor of Epidemiology, Harvard School of Public Health; Director of Program in the Epidemiology of Infectious Disease, Harvard School of Public Health
Education: Sc.D. Boston University; M.P.H. Boston University
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Epidemiology of HIV, Part I: Etiology, Natural History & Transmission; Epidemiology of HIV, Part II: Therapeutic & Prevention Intervention;
Research and Teaching Specializations: Pediatric HIV infection; Sexual transmission of HIV; Design and Feasibility of Conducting HIV Vaccine Trials; AIDS Surveillance and Outcomes Research, including Studies of the Cost and Cost-Effectiveness of Treating HIV Disease
Recent Publications: *Concurrent sexual partnerships and human immunodeficiency virus risk among South African Youth* (2011)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

James K. Sebenius

Current Harvard Title: Gordon Donaldson Professor of Business Administration, Harvard Business School
Relevant Experience: Co-founder, Blackstone Group; Co-founder, Lax Sebenius: The 3-D Negotiation Group LLC
Field Experience: Algeria
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: dispute resolution, negotiation
Recent Publications: *Peace, Non-Aligned: The Pragmatic Optimism of Lakhdar Brahimi* (2011)
Distinctions: 1996 Harold and Margaret Sprout Prize, International Studies Association; One of the Outstanding Young Persons, Japanese Junior Chamber of Commerce

Arthur I Segel

Current Harvard Title: Poorvu Family Professor of Management Practice, Harvard Business School
Year of First Appointment at Harvard: 1996
Education: Ph.D. Stanford University (1975); B.A. Harvard College (1973)
Relevant Experience: Board of Directors, Tobin Project; Co-Founder, TA Associates Realty; Co- Founder, 21st Century Fund
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Financial Analysis; Joint Ventures; Negotiation; Risk Management; Valuation
Recent Publications: *Hotel Ivory* (2012); *Kibera and the Kenya Slum Upgrading Project* (2009)
Distinctions: 2007 Man of the Year, the 21st Century Fund; Top 20 Most Influential People in Real Estate in the World, Private Equity Real Estate Magazine

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Amartya Sen

Current Harvard Title: Thomas W. Lamont University Professor; Professor, Departments of Economics and Philosophy
Year of First Appointment at Harvard: 1988
Education: M.A. Trinity College (2004)
Relevant Experience: President, Econometric Society; President, American Economic Association; Honorary President, OXFAM
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Social choice theory, welfare economics, theory of measurement, development economics, public health, gender studies, moral and political philosophy, and the economics of peace and war
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Nobel Prize in Economics; Bharat Ratna, the highest honor awarded by the President of India; International Prize in Ethics; the Alan Shawn Feinstein World Hunger Award; the Edinburgh Medal; the Brazilian Ordem do Merito Cientifico; the Presidency of the Italian Republic Medal; the Eisenhower Medal; Honorary Companion of Honour (U.K.); The George C. Marshall Award; Walter Channing Cabot Fellow; 2011 National Humanities Medal

Sandra Sequeira

Current Harvard Title: Visiting Assistant Professor of Public Policy, Harvard Kennedy School
Education: Ph.D. Harvard University (2009); M.A. The Fletcher School (2002); Licenciatura Economics, Universidade Nova de Lisboa, Portugal (2000)
Relevant Experience: Visiting Assistant Professor of Public Policy and a visiting member of the Evidence for Policy Design (EPoD) research program at the Center for International Development; Lead Academic for Mozambique at the International Growth Center; Consultant, Voice of America in Africa, 2010; Consultant, Government of Mozambique, Ministry of Transport, 2007-2009; Consultant, World Bank (DIME, Africa Region)
Field Experience: Mozambique, South Africa, Nigeria, Senegal
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Economic Development Policy
Research and Teaching Specializations: Aid for development; history of development and current debates; economic development policy; politics and economics of development; globalization and economic history; social institutions and economic development
Recent Publications: *Transport Corridors and Economic Growth in Africa: Evidence from Mozambique* (forthcoming); *Corruption and Firm Behaviour: Evidence from African Ports* (Submitted); *Advances in Measuring Corruption* (2012)
Distinctions: Sidney Knafel Fellow, Harvard University; Grover Hermann Fellow, Institute for Humane Studies; IQSS and Weatherhead Center for International Affairs, Graduate Associate, Harvard University; Excellence in Teaching Award, Harvard University; International Civil Servant, United Nations

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

George Serafeim

Current Harvard Title: Assistant Professor of Business Administration, Harvard Business School
Education: Ph.D. Harvard University; M.A. London School of Economics;
Field Experience: South Africa, Tanzania, Democratic Republic of Congo
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Capital markets; accounting; valuation; value creation; investment management
Recent Publications: *Integrated Reporting in South Africa* (2012); *First Quantum Minerals vs. Eurasian Natural Resources* (2012); *Urban Water Partners (A) Spreadsheet Solution (W)* (2012)
Distinction: Emeritus Professors' Prize, London School of Economics and Political Science; Scandinavian Private Bank Award (2011)

Brittany Seymour

Current Harvard Title: Instructor of Oral Health Policy and Epidemiology, Harvard School of Dental Medicine
Year of First Appointment at Harvard: 2011
Education: M.P.H. Harvard University (2011); Dr. Dental Surgery, University of Colorado (2005); B.A. University of Colorado (2001)
Relevant Experience: PI for the Rwandan Human Resources for Health Oral Health team, collaborating with Kigali
Health Institute and Ministry of Health; 2011-Present Curriculum Developer Global and Community Health Initiative, Harvard School of Dental Medicine; 2011-present Rwanda Human Resources for Health Program Clinical Oral Health Team; Rwanda Human Resources for Health Program (HRH), Oral Health Specialty
Field Experience: Rwanda, Nigeria
Proficiency in Languages Used in Africa: French 2
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Career Development in Global and Community Health; Global Oral Health: Interdisciplinary Approaches
Research and Teaching Specializations: Global and community health; clinical training teaching; educational leadership; service to the community
Recent Publications: *Including oral health training in a health system strengthening program in Rwanda* (2013)
Distinctions: Certificate of Merit Organizations of Teachers of Oral Diagnosis; American Academy of Dental Practice Administration Award; Outstanding Achievement in Teaching Faculty Award, Harvard School of Dental Medicine

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David Eric Shapiro

Current Harvard Title: Principal Research Scientist, Department of Biostatistics, Harvard School of Public Health
Education: Ph.D. Stanford University (1993); M.S. Stanford University (1986)
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *Rapid intrapartum or postpartum HIV testing at a midwife obstetric unit and a district hospital in South Africa* (2011)

Roger Shapiro

Current Harvard Title: Associate Professor in Medicine, Harvard Medical School
Year of First Appointment at Harvard: 2000
Education: M.P.H. Harvard University (2003); M.D. New York University (1993); B.A. Yale University (1988)
Relevant Experience: Breastfeeding and Cotrimoxazole among HIV-Exposed Infants in Botswana project; Analysis of Risk Factors for Adverse Pregnancy Outcomes among HIV-infected and HIV-uninfected Women in Botswana and 2-year Infant Mortality by HIV Exposure, PMTCT Prophylaxis Strategy, and Feeding Method project; Effects of HIV and ARV Exposure on Child Health and Neurodevelopment in Botswana study
Field Experience: Botswana, Kenya
Proficiency in Languages Used in Africa: Setswana 1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Design of HIV Prevention and Vaccine Trials; Combating Infectious Diseases in the Developing World; Perinatal HIV Transmission
Research and Teaching Specializations: Prevention of mother-to-child HIV transmission and improving childhood survival in the developing world.
Recent Publications: *Antiretroviral Treatment Initiation Among HIV-Infected Pregnant Women with Low CD4+ Cell Counts in Gaborone, Botswana* (2010); *Acceptability of infant male circumcision as part of HIV prevention and male reproductive health efforts in Gaborone, Botswana, and surrounding areas* (2010); *Highly Active Antiretroviral Therapy and Adverse Birth Outcomes Among HIV-Infected Women in Botswana* (2012)
Distinctions: 1996 Secretary's Award for Distinguished Service, Department of Human Services; 2004 Selected as Harvard nominee for Ellison Medical Foundation Scholars Program in Global Infectious Disease

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ryan Sheely

Current Harvard Title: Assistant Professor of Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2009
Education: Ph.D. Yale University (2009); B.A. Yale University (2004)
Relevant Experience: SAFI Project, Laikipia, Kenya, Co-Founder/Research Director of Waste Management and Recycling Nonprofit; UNICEF/Ministry of Social Welfare, Gender, and Children's Affairs, Sierra Leone, Advisor/Researcher, Child Protection Knowledge and Information Network (CPKIN) Project; African Studies Association
Field Experience: Kenya, Sierra Leone
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Institutions and Development, Harvard Kennedy School; Political and Economic Development, Policy Analysis Seminar
Research and Teaching Specializations: Institutions and Collective Action in Rural Development; Public goods provision and state capacity in sub-Saharan Africa
Recent Publications: *Regimes and Randomization: The Politics of Fieldwork in Contemporary Kenya* (Forthcoming); *Agent-based modeling of the effects of social norms on enrollment in payments for ecosystem services* (2012)
Distinctions: Faculty Research Grant, Ash Center for Democratic Governance and Innovation, Harvard Kennedy School

Tommie Shelby

Current Harvard Titles: Professor, Departments of African and African American Studies and of Philosophy
Year of First Appointment at Harvard: 1991
Education: Ph.D., University of Pittsburgh (1998); Doctoral Certificate, University of Pittsburgh (1998); B.A., Florida A & M University (1990)
Relevant Experience: Editor, Transition; Senior Associate Editor, Du Bois Review: Social Science Research on Race; Executive Committee, American Philosophical Association; Advisory Board, Hiphop Archive, Harvard University; Member, Collegium; Committee on Blacks in Philosophy, American Philosophical Association
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Black Nationalism
Research and Teaching Specializations: African American Philosophy; Social and Political; Social Theory
Distinctions: Senior Scholar in Ethics, Safra Center for Ethics, Harvard University; New York Magazine Best Academic Book of 2005; Michael R. Bennett Essay Prize in Philosophy

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kay Kaufman Shelemay

Current Harvard Titles G. Gordon Watts Professor of Music; Professor, Department of African and African American Studies
Year of First Appointment at Harvard: 1992
Education: Ph.D., University of Michigan (1977); M.A., University of Michigan (1972); B.M., University of Michigan (1970)
Relevant Experience: Member, American Philosophical Society; Executive Committee Member, Committee on African Studies; Chair, Committee on Ethnic Studies; Chair, American Folklife Center, Library of Congress; President, Society for Ethnomusicology;
Field Experience: Ethiopia, Ghana
Proficiency in Languages Used in Africa: Amharic 2; Ge'ez 3
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: African Musical Traditions; Soundscapes: Exploring Music in a Changing World; Music History and Repertory: Music in Cross Cultural Perspective; Current methods in Ethnomusicology; Research Methods in Ethnomusicology: Musical Ethnography
Recent Publications: "Traveling Music: Mulatu Astatke and the Genesis of Ethio-Jazz" (2013); *Creating an Ethiopian Diaspora* (2010); "Ethiopian Musical Invention in Diaspora: A Tale of Three Musicians" (2010); *Performing the Humanities at the Ethiopian Millennium* (2009); "Musical Scholarship and Ethiopian Studies: Past, Present, Future" (2009); *A Song of Longing. An Ethiopian Journey* (2009)
Dissertations/Theses Supervised in Past Five Years
Ph.D. = 2
Distinctions: Guggenheim Fellow; Fellow, American Academy of Arts and Sciences; Walter Channing Cabot Fellow; Distinguished Visitor Medal, University of Toronto School of Music; Prize of the International Musicology Society; Columbia University Award for Distinguished Teaching; Joseph R. Levenson Memorial Teaching Prize: Phi Beta Kappa/ Frank M. Updike Memorial Scholar 2010-2011; Jaap Kunst Prize, 2010, Society for Ethnomusicology

Jordan Siegel

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Corporate governance; Economic Sociology; International Business; Organizational Strategy; Strategy
Recent Publications: *Yum! Brands* (2012); *Databank in Africa* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Kathryn Sikkink

Current Harvard Title: Ryan Family Professor of Human Rights Policy, Harvard Kennedy School; Carol K. Pforzhemier Professor, Radcliffe Institute for Advanced Study
Education: Ph.D. Columbia University; M.A. Columbia University; B.A. University of Minnesota
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Theory and Practice of Human Rights
Research and Teaching Specializations: International norms and institutions, transnational advocacy networks, the impact of human rights law and policies, and transitional justice
Distinctions: Guggenheim Fellow, Grawemeyer Award for Ideas for Improving World Order; Fulbright Scholar; Member, American Philosophical Society; Member, American Academy of Arts and Sciences; Member, Council on Foreign Relations

Mary C. Smith-Fawzi

Current Harvard Title: Assistant Professor, Department of Global Health and Social Medicine, Harvard Medical School
Education: Sc.D. Harvard University (1994)
Relevant Experience: Epidemiologist, Partners In Health
Field Experience: Tanzania
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Epi Methods for Global Health
Research and Teaching Specializations: HIV and other sexually transmitted infection; Women and children's health status; Impact of poverty and war on health' Psychosocial health/mental health outcomes
Dissertations/Theses Supervised in Past Five Years:
M.D. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Aliyah Sohani

Current Harvard Titles: Assistant Professor of Pathology, Harvard Medical School
Year of First Appointment at Harvard: 2007
Education: M.D. Harvard University (2001); B.S. Simon Fraser University, Canada (1997)
Relevant Experience: Research and diagnostic support to pathologists at Aga Khan University Hospital, Nairobi and Kisumu, Kenya; 2012 Diffuse Large B-cell Lymphoma, Department of Radiation Oncology, MGH, Botswana-Harvard AIDS Institute; 2008 Interpretation of peripheral blood smears Visiting faculty lecture, Aga Khan Hospital, Dar es Salaam, Tanzania
Field Experience: Kenya; Tanzania
Proficiency in Languages Used in Africa: French 4
Percentage of Time Dedicated to African Activities: 75 percent
Recent Publications: "A static-image telepathology system for dermatopathology consultation in East Africa: the Massachusetts General Hospital experience. Journal of the American Academy of Dermatology" (2012); "Static digital telepathology: A model for diagnostic and educational support to pathologists in the developing world" (2012)
Research and Teaching Specializations: Hematology; hematopathology; coagulation; delivery of pathology services in resource-challenged settings
Dissertations/Theses Supervised in Past Five Years:
M.Med = 1
Distinctions: 2009 Best Clinical Pathology Rotation (Hematology/Immunology), Awarded by Pathology Residents, Department of Pathology, Massachusetts General Hospital; 2012 Clinical Pathology Excellence in Teaching Award

Werner Sollors

Current Harvard Titles: Henry B. and Anne M. Cabot Professor of English Literature and Professor of African and African American Studies
Year of First Appointment at Harvard: 1983
Education: Ph. D Freie Universität Berlin,
Relevant Experience: Chair, Afro-American Studies, Harvard University; Chair, American Civilization, Harvard University; Chair, Ethnic Studies, Harvard University
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Interracial Literature
Recent Publications: *Die Toten Habe ich nicht befragt* (2011)
Distinctions: Guggenheim Fellow; Fellow, the American Academy of Arts & Sciences; Walter Channing Cabot Fellow; National Endowment for the Humanities Fellow; The Constance Rourke Award for the Best Essay, *American Quarterly;* Member, the Austrian Academy of Sciences; Member, the Bayerische Amerika-Akademie

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Doris Sommer

Current Harvard Titles: Ira Jewell Williams, Jr. Professor of Romance languages and Literature; Professor, Department of African and African American Studies; Director, Graduate Studies in Spanish, Harvard University
Year of First Appointment at Harvard: 1991
Education: Ph.D., Rutgers University (1977); M.A. Rutgers University (1975); M.A. Hebrew University of Jerusalem (1970); B.A. Hebrew University of Jerusalem (1970); B.A. Rutgers University (1968)
Relevant Experience: Director, Cultural Agents Initiative,Harvard
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Individual Reading Tutorial; Individual Research; **Research and Teaching Specializations:** 19th Century novels which helped to consolidate new republics in Latin America through the particular aesthetics of minoritarian literature, including bilingual virtuosity; the rights and resources which the arts and humanities contribute to developing societies.
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinction: Guggenheim Fellow; Fellow, Ford Foundation Fellow

Jonathan Michael Spector

Current Harvard Title: Research Scientist, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 25 percent
Relevant Experience: Co-principal investigator of the BetterBirth trial, a study to evaluate the effectiveness of the World Health Organization (WHO) Safe Childbirth Checklist program
Reseach and Teaching Specilizations: Outcome-oriented public health strategies that positively impact global maternal, newborn, and child survival
Recent Publications: "Access to essential technologies for safe childbirth: a survey of health workers in Africa and Asia" (2013); "'Helping babies breathe' training in sub-Saharan Africa: educational impact and learner impressions" (2013)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Mary Steedly

Current Harvard Title: Professor, Department of Anthropology
Year of First Appointment at Harvard: 1998
Education: PhD University of Michigan (1989); M.A. University of North Carolina, Chapel Hill (1979); B.A. University of North Carolina, Greensboro (1968)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: "Cultures"; Junior Tutorial in Social Anthropology
Research and Teaching Specializations: Narrative and history, culture theory, the politics of religion, comparative colonial studies, Christian missions, citizenship and subjectivity, nationalism, gender studies, violence, military culture, Indonesia, southern U.S.
Recent Publications:
Distinctions: Victor Turner Award for ethnographic writing; Second Prize (co-winner), Chicago Folklore Society

Susan Rubin Suleiman

Current Harvard Title: C.Douglas Dillon Professor of the Civilization of France; Professor, Department of Comparative Literature
Year of First Appointment at Harvard: 1981
Education: Ph.D. Harvard University; M.A. Harvard University; B.A. Barnard College
Relevant Experience: Vice President and President, American Comparative Literature Association
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: 20th Century French Literature and Culture; Avant-Garde Movements and Theories of the Avant-Garde; Feminist Theory; Problem of Narrative; Writers and Politics; Trauma and Memory; Holocaust Literature and Film
Recent Publications: *After Testimony: The Ethics and Aesthetics of Holocaust Narrative for the Future* (2012); *French Global: A New Approach to Literary History* (2010)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2
Distinction: Fellow, John Simon Guggenheim

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Norma Swenson

Current Harvard Title: Adjunct Lecturer, Social and Behavioral Sciences, Harvard School of Public Health
Education: M.S. Harvard University (1973)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Women, Health and Development

Antonio Tata

Current Harvard Title: African Languages Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2014
Field Experience: Uganda
Proficiency in Languages Used in Africa: Malagasy
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Malagasy
Research and Teaching Specializations: Women's Health
Recent Publications: *Factors associated with HIV testing among public sector clinic attendees in Johannesburg, South Africa* (2010)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Moshik Temkin

Current Harvard Title: Associate Professor of Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2008
Education: Ph.D. Columbia; M.A. Columbia; M. Phil. Columbia; B.A. Hebrew University
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The United States and the World: Politics, Policy, and the Uses of History; Leaders and Leadership in History
Research and Teaching Specializations: American International History
Distinctions: Cundill International Prize

Kimberly Theidon

Current Harvard Titles: Professor, Department of Anthropology
Year of First Appointment at Harvard: 2004
Education: Ph.D. University of California- Berkeley (2002); M.A. University of California- Berkeley (1997); MPH University of California- Berkeley, (1993); B.A. University of California- Santa Cruz, (1991)
Relevant Experience: Executive director, praxis Institute for Social Justice; Editorial Board member, the Journal of Human Rights; Faculty Mentor, Security, Drugs and Democracy Program
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Legal Anthropology; Memory Politics; Reconfiguring Regimes: Power, Law, and Governance; Gender in Conflict: Violence, Militarism and War;
Research and Teaching Specializations: Domestic, structural and political violence; Gender Studies; theories and forms of subjectivity; human rights and international humanitarian law; transitional justice
Distinctions: MacArthur Grant; Carnegie Council Fellow on Ethics and International Affairs; International Faculty, Facultad de Psicología Comunitaria, La Pontificia Universidad La Católica de Perú; Weatherhead Center for International Affairs, Faculty Research Grant, Harvard University

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Karen Thornber

Current Harvard Titles: Professor, Departments of Comparative Literature and East Asian Languages and Civilizations; Department Chair and Director of Graduate Studies, Department of Comparative Literature; Chair, Regional Studies East Asia
Year of First Appointment at Harvard: 2004
Education: Ph.D. University of California-Berkeley (2002); M.A. University of California- Berkeley (1997); MPH University of California- Berkeley, (1993); B.A. University of California- Santa Cruz, (1991)
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: The Poetics of Empire: Colonization,Translation, and Literary Rewriting; Thinking and Writing Transculturally; Literature and Diaspora
Research and Teaching Specializations: World literature and the literature and cultures of East Asia, including, China, Japan, Korea, Taiwan, and Indian Ocean Rim
Recent Publications: *Globalizing World Literature (2013); Global health and World Literature: translating Silences in Cambodian writing on Sexual Slavery* (2013)
Distinctions:Walter Channing Cabot Fellow; Charles Bernheimer Prize; International Comparative Literature Association Anna Balakian Book Prize; John Whiney Hall Book Prize; William F. Sibley Memorial Translation Prize

Petia Topalova

Current Harvard Title: Adjunct Lecturer in Public Policy, Harvard Kennedy School
Year of First Appointment at Harvard: 2012
Education: Ph.D. Massachusetts Institute of Technology; B.A. Brandeis University
Relevant Experience: Economist, International Monetary Fund; Research Analyst, Lexecon Inc.
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Seminar: Political and Economic Development
Research and Teaching Specializations: development and international trade
Distinction: Graduate Student Fellowship, MacArthur Foundation; National Science Foundation Grant

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

J. Gunnar Trumbull

Current Harvard Titles: Philip Caldwell Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2001
Education: Ph.D. Massachusetts Institute of Technology (1999); B.A. Harvard College (1991)
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Managing International Trade
Research and Teaching Specializations: Consumer Politics; technology policy
Distinctions: HBS Student Association Faculty Award for Outstanding Teaching; 2013 Charles M. Williams Award for Excellence in Teaching

Christian Tryon

Current Harvard Titles: Assistant Professor, Department of Anthropology
Year of First Appointment at Harvard: 2013
Education: Ph.D. University of Connecticut, Storrs, 2003; M.A. University of Connecticut, Storrs, 2000; B.A. University of Connecticut, Storrs, 1996
Relevant Experience: Member, International Union of Prehistoric and Protohistoric Science; Member, British Institute of East Africa; Member, Society of American Archaeology; Member, Society of Africanist Archaeologists; Member, Committee on African Studies; Associate Editor, Journal of Human Evolution; National Museums of Kenya
Field Experience: Kenya, Ethiopia
Proficiency in Languages Used in Africa: Swahili 1
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: African Archaeology
Research and Teaching Specializations: The archaeological, evolutionary, and geological context of early Homo sapiens, Paleolithic archaeology (including African Early and Middle Stone Age sites); Lithic technology and raw material provenance analysis
Recent Publications: "Sites on the landscape: paleoenvironmental reconstruction of late Pleistocene archaeological sites from the Lake Victoria Basin, Equatorial Africa" (In press); "Variability in the Middle Stone Age of Eastern Africa (in press); Biogeographic and evolutionary implications of an extinct late Pleistocene impala from the lake Victoria Basin, Kenya" (In press); "The fossil history of Grevy's zebra" (2013); "New perspectives on middle Pleistocene change in the large mammal faunas of East Africa "(2012)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2
Distinctions: NYU Goddard Junior Faculty Fellowship; Top Reviewer of the Journal of Human Evolution

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Alexander C. Tsai

Current Harvard Titles: Assistant Professor of Psychiatry, Harvard Medical School
Education: M.D. Case Western Reserve University (2006); Ph.D. Case Western Reserve University (2004); M.A. University of Toronto (1999); B.A. Harvard College (1998)
Relevant Experience: Consultant Health Systems Research Unit, Medical Research Council of South Africa, Cape Town, South Africa; Review Committee, Award for Excellence in Research and Publication, Mbarara University of Science and Technology, Mbarara, Uganda; Micrenterprise and Economic Well-being of HIV+ Women in Rural Uganda, project Social support and a strong caregiver-child relationship are linked to antiretroviral therapy adherence success among HIV+ children in rural Uganda.
Field Experience: Uganda, South Africa
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Introduction to Social Medicine and Global Health, Harvard Medical School
Research and Teaching Specializations: Care of adults with mental disorders, with particular interests in depressive disorders among persons living with HIV/AIDS and other vulnerable populations.
Recent Publications: *The use of mobile phones as a data collection tool: a report from a household survey in South Africa* (2009); *Prevalence and correlates of forced sex perpetration and victimization in Botswana and Swaziland* (2011); *A qualitative analysis of factors influencing HPV vaccine uptake in Soweto, South Africa among adolescents and their caregivers* (2013)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinctions: Robert Wood Johnson Foundation Health & Society Scholar; NIMH Outstanding Resident Award

Noreen Tuross

Current Harvard Titles: Landon T. Clay Professor of Scientific Archaeology; Assistant Professor, Department of Anthropology
Education: Ph.D. University of Connecticut, Storrs (2003); M.A. University of Connecticut, Storrs (2000); B.A. University of Connecticut, Storrs (1996)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Aging and Isotopes; Alcohol Use: Isotopes as Biomarkers; Subsistence, Seasonality, Migration and Water; Ancient Biomolecules and Biomarkers
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michael Tushman

Current Harvard Titles: Paul R. Lawrence MBA Class of 1942 Professor of Business Administration, Harvard Bsuiness School; Chair of Program for Leadership Development, Harvard Business School
Education: Ph.D. Massachusetts Institute of Technology, M.S. Cornell University, B.S.E.E. Northeastern University
Percentage of Time Dedicated to African Activities: 25 percent
Recent Publications: *Ingrid Johnson and Nedbank Business Banking* (2013)
Distinctions: 2013 Academy of Management Career Achievement Award; 2011 Sumantra Ghoshal Award; 2010 Accenture Award

Clarissa Valim

Current Harvard Title: Research Scientist, Department of Immunology and Infectious Disease, Harvard School of Public Health
Education: M.D. University of the State of Rio de Janeiro, Brazil; M.Sc. National School of Public Health/Oswaldo Cruz Foundation, Rio de Janeiro, Brazil; M.S. Harvard University; Sc.D. Harvard University
Field Experience: West Africa
Percentage of Time Dedicated to African Activities: 30 percent
Recent Publications: *Improving malaria control in West Africa: interruption of transmission as a paradigm shift* (2012); *Sahel, savana, riverine and urban malaria in West Africa: Similar control policies with different outcomes* (2012); *Prognostic value of circulating pigmented cells in Africa children with malaria* (2009);
Distinctions: Uwe Brickman Infectious Disease Research Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Michael Johannes VanRooyen

Current Harvard Title: Professor of Medicine, Harvard Medical School; Professor, Department of Global Health and Population, Harvard School of Public Health, Director, Harvard Humanitarian Institute
Year of First Appointment at Harvard: 2004
Education: M.A. (Hon), Harvard University (2012); MPH, University of Illinois (1996); M.D. Wayne State University (1988); B.S. Michigan State University (1984)
Relevant Experience: Associate Physician, Department of Emergency Medicine, Brigham and Women's Hospital, Boston, MA; Chief, Division of International Health and Humanitarian Program; Director, The Humanitarian Academy; Director, Program on Humanitarian Policy and Conflict Research; Research Coordinator, African Toxicology Research Group; Member, Health Cluster, United Nations Inter-Agency Standing Committee; Member, Committee on African Studies
Field Experience: Somalia, Rwanda, Chad, The Democratic Republic of Congo, Kenya, Tanzania, Burundi, Sudan
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Foundations in Humanitarian Studies, and Human Rights; Humanitarian Studies in the Field; Public Health Field Research in Complex Emergencies & Conflict
Research and Teaching Specializations: Humanitarian issues; Emergency Medicine
Recent Publications: "Militarized sexual violence in South Kivu, Democratic Republic of Congo" (2013); "Medical and Health Consequences of Earthquakes" (2013); Sexual Violence Trends Between 2004 and 2008 in South Kivu, Democratic Republic of Congo" (2011)
Dissertations/Theses Supervised in Past Five Years:
PhD = 3 MA = 5
Distinction: Health Heroes Award; William K. Quick Centennial Scholar Award; Humanitarian Award, Pride in Profession Award, Excellence in Medicine; Global Health Award; MSU Distinguished Alumni Award; Lifetime Achievement Award, Harvard Medical School; Hippocrates Society Award

Teresa Villa-Ignacio

Current Harvard title: Lecturer, Committee on Degrees in History and Literature
Education: Ph.D. Brown University (2010)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Contemporary poetry, twentieth- and twenty-first century French, Francophone, and U.S. American Literature and theory, ethics, collective memory, translation and postcolonial studies
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Patrick Vinck

Current Harvard Title: Visiting Scientist, Department of Global Health and Population, Harvard School of Public Health; Associate Faculty, Harvard Humanitarian Initiative
Year of First Appointment at Harvard: 2011
Education: Ph.D., Tulane University; B.S. Gembloux Agricultural University-Belgium
Relevant Experience: Co-Founder, KoBo; Member, Committee on African Studies; Member, Committee on Scientific Freedom and Responsibility of the American Association for the Advancement of Science; an Adjunct Associate Professor at Tulane University's Payson Center for International Development; a regular consultant on vulnerability analysis to the United Nations World Food Programme
Field Experience: Central African Republic; Democratic Republic of the Congo
Proficiency in Languages Used in Africa: French 5; Swahili 5; Kikuyu 3
Percentage of Time Dedicated to African Activities: 80 percent
Africa-Related Courses Taught in Past Five Years: Human Rights in Africa: Protest, Rebellion, and Power in East African History; Human Rights in Africa: An Historical Perspective Research Seminar; British Colonial Violence in the 20th Century: Research Seminar; History of Sub-Saharan Africa to 1860, Themes in Modern Sub-Saharan History; Introduction to African Studies
Research and Teaching Specializations: Managing and implementing empirical studies on the process of social reconstruction in countries affected by mass violence
Recent Publications: "Outreach Evaluation: The International Criminal Court in the Central African Republic" (2010); "Association of Exposure to Violence and Potential Traumatic Events with Self-Reported Physical and Mental Health Status in the Central African Republic" (2010); "Sense of Cohesion and its Association with Exposure to Traumatic Events, Post-Traumatic Stress Disorder, and Depression in Eastern Democratic Republic of the Congo" (2010)

Jocelyn Viterna

Current Harvard Title: Associate Professor, Department of Sociology
Year of First Appointment at Harvard: 2003
Education: Ph.D. Indiana University-Bloomington; (2003); M.A. Indiana University-Bloomington (2000); B.A. Kansas State University (1995)
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Evolving relationship between the state and civil society in countries undergoing political transitions
Dissertations/Theses Supervised in Past Five Years:
B.A. = 2
Distinctions: Everett Mendelsohn Excellence in Mentoring Award of Harvard University

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Alexander von Hoffman

Current Harvard Title: John T. Dunlop Lecturer of Housing and Urbanization, Harvard Graduate School of Design
Education: Ph.D. Harvard University; M.A. Harvard University; B.A. University of Massachusetts Boston
Percentage of Time Dedicated to African Activities: 30 percent
Africa-Related Courses Taught in Past Five Years: Housing and Urbanization in Global Cities
Research and Teaching Specializations: Housing Policy and Practice
Distinctions: Recipient MacArthur Grant 2013 and 2006, Recipient Rockefeller Grant

Rochelle P. Walensky

Current Harvard Title: Associate Professor of Medicine, Harvard Medical School
Education: MPH, Harvard University (2001); MD, Johns Hopkins (1995); B.A. Washington University in St. Louis (1991)
Field Experience: South Africa
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: HIV/AIDS policy and cost-effective strategies of HIV care in the US and in resource - limited setting
Recent Publications: *The Clinical and Economic Impact of Genotype Testing at First-line Antiretroviral Therapy Failure for HIV Infected Patients in South Africa* (2013); *Barriers to care among people living with HIV in South Africa: Contrasts between patient and healthcare provider perspectives* (2013); *Factors Associated d with Self-Repeat HIV Testing after a Negative Result in Durban, South Africa* (2013); *Loss to follow-up and mortality among HIV-infected people co-infected with TB at ART initiation in Durban, South Africa* (2012); *Drug-resistant tuberculosis among HIV-infected patients starting antiretroviral therapy in Durban, South Africa* (2012) ; *When to start antiretroviral therapy in resource-limited settings* (2009)
Distinctions: 2008 winner of the Emerging Leader in HIV Research, HIV Medical Association and the Infectious Disease Society of America

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Bruce David Walker

Current Harvard Title: Professor of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1980
Education: M.D., Case Western Reserve University (1980); B.S., University of Colorado, Boulder (1976)
Relevant Experience: Director, Ragon Institute of MGH, MIT and Harvard; Member, American Society for Clinical Investigation; Member, the American Association of Physicians; Member, Institute of Medicine of the National Academy of Sciences
Field Experience: South Africa; Uganda, Senegal
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Cellular immune response in chronic viral infections, with a particular focus on HIV
Recent Publications: *Factors predicting discordant virological and immunological responses to antiretroviral therapy in HIV-1 clade C infected Zulu/Xhosa in South Africa* (2012); *Alterations in natural killer cell receptor profiles during HIV type 1 disease progression among chronically infected South African adults* (2010); *Impact of select immunologic and virologic biomarkers on CD4 cell count decrease in patients with chronic HIV-1 subtype C infection: results from Sinkithemba Cohort, Durban, South Africa* (2009)
Distinctions: Fellow, American Academy of Arts and Sciences; Boston Living Center Outstanding Citizen Award; Fellow, American Association for the Advancement of Science; Commitment to Children Award; Illuminator Award, Cambridge Cares About AIDS; Honorary Member, Ludwig Heilmeyer Society; Doris Duke Distinguished Clinical Research Scientist Award

Jonathan L. Walton

Current Harvard Title: Plummer Professor of Christian Morals; Pusey Minister in the Memorial Church; Professor of Religion and Society, Harvard Divinity School,
Relevant Experience: Assistant Professor of Religious Studies, University of California, Riverside, 2006-2010; Lecturer, Princeton University, Department of Religion and The Program in African American Studies, 2003-2006
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Martin, Malcolm and Masculinity; The Burden of the Black Church; Black Exodus: The Great Migration, Immigration and Religious Imagination; Pentecost and Prosperity: The Ethics of Pentecostal-Charismatic Movements; Beyond Peasants and Proletarians: Black Religions and the Social Sciences of the 20th Century
Research and Teaching Specializations: African American Religions
Recent Publications: *The Greening of the Gospel (and Black Body): Rev. Ike's Gospel of Wealth and Post-Blackness Theology* (2011); *For Where Two or Three (Thousand) Are Gathered in My Name! A Cultural History and Ethical Analysis of African-American Megachurches* (2011)
Distinctions: Young Scholars in American Religion 2009-2011, Center for Religion and American Culture, Indiana University-Purdue University; The Jean Anne Swope and James L Meachem Prize in Christian Social Ethics, Princeton Theological Seminary, 2002.

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Norma Clara Ware

Current Harvard Title: Associate Professor, Department Global Health and Social Medicine, Harvard Medical School
Year of First Appointment at Harvard: 1981
Education: Ph.D., University of Michigan (1981); M.A., University of Michigan (1972); B.A., Kalamazoo College (1969)
Relevant Experience: Member, Mental Health Services Research Review Committee, National Institute of Mental Health; American Anthropological Association; Society for Medical Anthropology
Field Experience: Nigeria, Uganda, Tanzania
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Social and behavioral dimensions of HIV treatment and prevention in sub-Saharan Africa; delivery of health care in settings of economic scarcity; use of antiretrovirals to prevent HIV/AIDS acquisition; use of qualitative methods for health research
Recent Publications: *Adherence to Antiretroviral Prophylaxis for HIV Prevention: A substudy Cohort within a Clinical Trial of Serodiscordant Couples in East Africa* (2013); *Reproductive Decision-Making and periconception Practices Among HIV-Positive Men and Women Attending HIV Services in Durban, South Africa* (2013); *Toward an Understanding of Disengagement from HIV Treatment and Care in Sub-Saharan Africa* (2013); *Reproductive counseling by clinic healthcare workers in Durban, South Africa: perspectives from HIV-infected men and women reporting serodiscordant partners* (2012); *Explaining adherence success in sub-Saharan Africa* (2009)
Distinctions: Phi Beta Kappa; Fulbright Teaching Assistantship in France; Dissertation Research Grant, Ford Foundation

Elizabeth Warren

Current Harvard Title: Leo Gottlieb Professor of Law, Emeritus, Harvard Law School
Year of First Appointment at Harvard: 1995
Education: J.D. Rutgers School of Law, Newark (1976); B.S. University of Houston (1970)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Bankruptcy, Contracts, Secured Lending, Empirical Methods, Payment Systems, Commercial Paper, Regulated Industries, Corporations, Partnerships, Banking Regulation
Dissertations/Theses Supervised in Past Five Years:
Ph.D. =1
Distinctions: Fifty Most Influential Women Attorneys, National Law Journal; The Albert A. Sacks-Paul A. Freund Award for Teaching Excellence, Harvard Law School; The Lindback Award for Distinguished Teaching (University Award), University of Pennsylvania, May; Harvey Levin Award for Excellence in Teaching, University of Pennsylvania School of Law; L. Hart Wright Teaching Excellence Award, University of Michigan School of Law; Outstanding Teacher Award, University of Houston Law Center

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Milton Charles Weinstein

Current Harvard Title: Henry J. Kaiser Professor of Health Policy and Management, Harvard School of Public Health; Professor of Medicine, Harvard Medical School
Education: Ph.D., Harvard University (1973); M.P.P Harvard University (1972); A.M.: Harvard University (1970); A.B. Harvard University (1970)
Relevant Experience: 1990-1993: Director, Center for Policy and Education, Harvard AIDS Institute; C-developer of the CEPAC (Cost-Effectiveness of Preventing AIDS Complications) computer simulation model,; Studies on prevention and treatment of HIV infections.
Proficiency in Languages Used in Africa: French
Percentage of Time Dedicated to African Activities: 75 percent
Research and Teaching Specializations: Cost-effectiveness of medical practices; Methods of economic evaluation and decision analysis in health care
Recent Publications: *Genotype assays and third-line ART in resource-limited settings: a simulation and cost-effectiveness analysis of a planned clinical trial* (2012); *When to start antiretroviral therapy in resource-limited settings* (2009); *Cost-effectiveness of preventing loss to follow-up in HIV treatment programs: a Côte d'Ivoire appraisal* (2009)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2
Distinctions: Member of the Institute of Medicine of the National Academy of Sciences; Award for Career Achievement from the Society for Medical Decision Making; Avedis Donabedian Lifetime Achievement Award from the International Society for Pharmacoeconomics and Outcomes Research; Member, Institute of Medicine, National Academy of Sciences, Who's Who in America; Who's Who in the World; Who's Who in Science and Engineering

Mitchell G. Weiss

Current Harvard Title: Lecturer, Department of Global Health and Social Medicine, Harvard Medical School
Education: M.D. University of Pennsylvania (1981); Ph.D. University of Pennsylvania (1977); B.S. University of Pennsylvania
Relevant Experience: Social Scientist, Swiss Tropical and Public Health Institute; professor, University of Basel
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specialization: Cultural Epidemiology; Quantitative and qualitative research methods for cultural psychiatry; Social and cultural features of suicide, tuberculosis, malaria, leprosy
Recent Publications: *HIV in the Middle East and North Africa: priority, culture, and control* (2013); *Impact of migration on explanatory models of illness and addiction severity in patients with drug dependence in a Paris suburb* (2012)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Cheryl Brown Welch

Current Harvard Titles: Senior Lecturer, Department of Government; Director, Undergraduate Studies, Department of Government
Year of First Appointment at Harvard: 2009
Education: Ph.D., Colombia University (1979); M.A., Colombia University (1973); B.A., Kalamazoo Simmons College (1970)
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Political and Social Movements in the Modern Middle East; Inhuman Wrongs: Crime Against Humanity in Theory Politics, and Law; Human Rights Scholars Seminar; Beyond Authoritarianism in the Middle East; Liberalism and Empire; Security and Development Interventions in Fragile States; Ethnic Politics and Conflict; Research in International Law and Politics: Seminar
Recent Publications: *Crimmins JE Encyclopedia of Utilitarianism (Submitted); Deliberating Democracy with Tocqueville: the Case of East Asia* (2012); *Social Science from the French revolution to Positivism (2011); Symposium: The Social Science of Democracy? A Discussion of Alexis de Tocqueville: the Frist Social Scientist by Jon Elster* (2011); *Utilitarianism and the French Liberal Tradition* (2011); *Beyond the Bon Menage: Tocqueville and the Paradox of Liberal Citoyennes (2009); Encyclopedia of Utilitarianism* (2009); *Globalization and Democracy* (2009)
Distinctions: John D. and Rose H. Jackson Fellowship; Carr Center for Human Rights Policy Fellow; National Endowment of the Humanities Fellow; Radcliffe Institute Bunting Fellow; Woodrow Wilson Fellow; National Merit Scholar

Louis T. Wells

Current Harvard Title: Herbert F. Johnson Professor of International Management, Emeritus, Harvard Business School
Year of First Appointment at Harvard: 1963
Education: DBA, Harvard University; MBA, Harvard University; BS Georgia Institute of Technology
Relevant Experience: Fellow, Academy of International Business; Member, Foreign Advisory Board; Lahore, Harvard Business School; Member, Council on Foreign Relations
Field Experience: Democratic Republic of Congo, Egypt, Ghana, Liberia, Mozambique
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Economic Development, Emerging markets, foreign direct investment, Government and business, International Business
Recent Publications: *Art and Expatriates in Liberia* (2011); *Third World Multinationals: A Look Back* (2009)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Eric D. Werker

Current Harvard Title: Associate Professor of Business Administration, Harvard Business School
Year of First Appointment at Harvard: 2005
Education: Ph.D. Harvard University (2005); B.A. Harvard University (2000)
Relevant Experience: Member, Phi Beta Kappa
Field Experience: Liberia, Uganda, Tanzania, Ghana, Cape Verde, Gambia, South Africa, Mozambique
Proficiency in Languages Used in Africa: Portuguese 4; French 3; Spanish 3
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Business, Government, and the International Economy (2012)
Research and Teaching Specializations: Developing Countries, economic development, political economy
Recent Publications: *MYTO New Entrant IPP* (2013); *Privation of the Power Sector in Nigeria (A and B)* (2013); *Leaning from Double Digit Growth Experiences* (2013); *South Sudan: The Birth of an Economy* (2012); *Foreign Direct Investment and South Africa; Libera* (2012); *Angola and the Resource Curse* (2010);
Dissertations/Theses Supervised in Past Five Years:
M.A. = 2
Distinctions: Recipient of 2010 Marvin Bower Fellowship

Lucie White

Current Harvard Title: Horvitz Professor of Law, Harvard Law School
Year of First Appointment at Harvard: 1995
Education: J.D., Harvard University (1981); M.A. Yale University (1975); B.A., Radcliffe College (1972)
Relevant Experience: Interim Faculty Chair, Committee on African Studies; Executive Committee Member, Committee on African Studies; Consultant to the Government of Ghana on National Health Insurance; "Stones of Hope," a collaboration among African human rights activists and distinguished human rights scholars to examine African innovations in Economic and Social Rights advocacy.
Field Experience: Ghana
Percentage of Time Dedicated to African Activities: 90 percent
Africa-Related Courses Taught in Past Five Years: Harvard Africa Workshop: Changing Economies, Changing Polities, Changing Faces of Capitalism; Social and Economic Issues in Oil Governance: an African Perspective (with field component in Ghana); Convener, Workshop on Constitutional Reform in Ghana, Radcliffe Institute of Advanced Study; J-term course in Ghana on Social and Economic Rights Realization; co-taught field- based social and economic rights course with law faculty at the University of Ghana-Legon
Research and Teaching Specializations: International Law; Human rights; Social and Economic Rights; Anti-poverty Law, Policy and Pedagogy
Recent Publications: *Stones of Hope: African Lawyers Use Human Rights to Challenge Global Poverty* (2010); *African Lawyers Harness Human Rights to Face Down Global Poverty* (2008)
Dissertations/Theses Supervised in Past Five Years:
PhD = 3
Distinctions: Fulbright Scholar, Carnegie Scholar on Teaching and Learning, Bunting Scholar, Radcliffe College

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Daniel Wikler

Current Harvard Title: Mary B. Saltonstall Professor of Population Ethics Professor of Ethics and Population Health, Harvard School of Public Health
Percentage of Time Dedicated to African Activities: 10percent
Africa-Related Courses Taught in Past Five Years: Ethics of Global Health Research
Research and Teaching Specializations: Ethical Issues in population and international health, including the allocation of health resources, health research involving human subjects, and ethical dilemmas rising in public practice

David R. Williams

Current Harvard Titles: Florence Sprague Norman and Laura Smart Norman Professor of Public Health in the School of Public Health and Professor of African and African American Studies, Faculty of Arts and Sciences
Year of First Appointment at Harvard: 2006
Education: Ph.D., University of Michigan, Ann Arbor (1986); M.A. University of Michigan, Ann Arbor, (1984); M.P.H. Loma Linda University (1981); M.Div, Andres University; B.Th, University of the Southern Caribbean
Relevant Experience: International Society of Hypertension in Blacks; Association of Black Sociologists; Member, Social Science Panel on Race, Racism and Race Relations for President Clinton's Initiative on Race, White House Office of Science and Technology/American Sociological Association; Member, Panel on Racial/Ethnic Disparities in Diagnosis and Treatment, Physicians for Human Rights; Member, Overseers' Committee to Visit the Department of African and African-American Studies, Harvard University
Percentage of Time Dedicated to African Activities: 75 percent
Africa-Related Courses Taught in Past Five Years: Race, Ethnicity & Health
Research and Teaching Specializations: Race and SES Differences in Health; Medical Sociology; Racism and Health
Recent Publications :*Mass Media Exposure, Social Stratification and Tobacco Consumption Among Nigerian Adults* (2012); *Perceived Discrimination and Psychological Well-Being in the U.S. and South Africa (2012); Associations Between Traumatic Events and Suicidal Behavior in South Africa* (2011) *Household Food Insufficiency and Mental Health in South Africa* (2011); *Traditional Healers in the Treatment of Common Mental Disorders in South Africa* (2009); *The mental health impact of AIDS-related mortality in South Africa: A national study* (2009)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: American Academy of Arts & Sciences; Institute of Medicine (IOM) National Academy of Science:Roberts Wood Johnson Investigator Award; Faculty Recognition Award; Harold R. Johnson Diversity Award; Ranked as one of the Top Ten Most Cited Researchers in the Social Sciences in the past decade (Jan. 1, 1995 to Aug. 31, 2005), ISI Essential Science Indicators; William A. Hinton Award, Massachusetts Department of Public Health; Leo G. Reeder Award for Distinguished Contributions to Medical Sociology, American Sociological Association, 2011

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Dean Williams

Current Harvard Title: Adjunct Lecturer in Public Policy, Harvard Kennedy School
Relevant Experience: Chief Advisor to President of Madagascar; Advisor, Government of Nigeria
Field Experience: Madagascar, Nigeria
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Exercising Leadership: A Cross-Cultural & International Perspective
Research and Teaching Specializations: Adaptive leadership and change; HKS- Dinner on the Dean (teaching Award); HKS Carballo Award

Jacquelyn Williamson

Current Harvard Title: Visiting Lecturer, Departments of Women's Studies and Near Eastern Languages and Civilizations; Reseach Associate, Women Studies in Relgion Program, Harvard Divinity School
Education: Ph.D. Johns Hopkins University; M.A. Johns Hopkins University; B.A. Sarah Lawrence College
Percentage of Time Dedicated to African Activities: 50 percent
Africa-Related Courses Taught in Past Five Years: Sex, Gender, and Religion in Ancient Egypt, Mesopotamia and Syria-Palestine
Research and Teaching Specializations: Ancient trade, technology, language, and art; Amarna Period

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Walter C. Willett

Current Harvard Title: Fredrick John Stare Professor of Epidemiology and Nutrition, Harvard School of Public Health; Chairman of the Department of Nutrition, Harvad School of Public Health
Education: Dr. Ph.H. Harvard School of Public Health; (1980); M.P.H. Harvard School of Public Health (1973); M.D. University of Michigan Medical School (1970); B.S. Michigan State University
Relevant Experience: Professor of Medicine, Brigham and Women's Hospital
Percentage of Time Dedicated to African Activities: 50 percent
Research and Teaching Specializations: The investigation of dietary factors, using epidemiologic approaches, in the cause and prevention of cardiovascular disease, cancer
Recent Publications: *Non-communicable disease in sub-Saharan Africa: what we know now* (2011); *Non-Communicable disease in sub-Saharan Africa: the case for cohort studies* (2010); *Prevalence and Correlates of hypertension: a cross-sectional study among rural populations in sub-Saharan Africa* (2010)

Christopher Winship

Current Harvard Title: Norman Tishman and Charles M. Diker Professor of Sociology, Department of Sociology; Member of Faculty, Harvard Kennedy School
Year of First Appointment at Harvard: 1992
Education: Ph.D. Harvard University (1977); B.A. Dartmouth College (1972)
Relevant Experience: Research associate, Hauser Center for Nonprofit Organizations, Harvard Kennedy School; Research associate, Criminal Justice Program, Harvard Kennedy School; Research associate, Institute for Quantitative Social Science, Harvard University
Member, American Sociological Association
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Stratification; Race and Employment; Social and economic Status of African American during the 20th Century
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Dyann Fergus Wirth

Current Harvard Title: Richard Pearson Strong Professor of Infectious Disease, Harvard School of Public Health; Department Chair, Harvard School of Public Health
Education: Ph.D. Massachusetts Institute of Technology (1978)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Protozoan Parasites; Develop methods for molecular genetic manipulation of protozoan parasites
Recent Publications: *Sahel, savanna, riverine and urban malaria in West Africa: Similar control policies with different outcomes* (2012)
Distinction: Fulbright Scholar

Lynn Withers

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: Associate, Joubert Park Technical College (1985)
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Afikaans
Proficiency in Languages used in Africa: Afrikanns 5
Research and Teaching Specializations: African Languages

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Leonard Wood

Current Harvard Title: Lecturer, Department of Near Eastern Languages and Civilizations
Year of First Appointment at Harvard: 2006
Education: Ph.D. Harvard University (2011); J.D. Harvard University (2013); A.M. Harvard University (2005); M. Phili Oxford University (2002); M.A. University of Pennsylvania; B.A. University of Pennsylvania (2000)
Percentage of Time Dedicated to African Activities: 25 percent
Research and Teaching Specializations: Modern Sharia Revivalism; Comparative Law; Modern Middle east History; Islamic Studies
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Fulbright Scholar; John R. Marquand Award for Exceptional Advising and Counseling of Harvard Student; Harvard College Yearbook Favorite Professor Award; John R. Marquand Award for Exceptional Advising and Counseling of Harvard Student

Michael Woolcock

Current Harvard Title: Lecturer in Public Policy, Harvard Kennedy School
Education: Ph.D. Brown University; M.A. Brown University
Relevant Experience: Founding Research Director, Brooks world Poverty Institute at University of Manchester
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Social Institutions and Economic Development
Research and Teaching Specializations: Interactions between customary and state legal systems

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Ruth Worrede

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointment at Harvard: 2013
Education: B.S. California State University Northridge
Relevant Experience: Office Assistant, Eritrean Community Center; ESOL Teacher
Proficiency in Languages Used in Africa: Amharic 5; Tigrinya 5
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Language Courses Taught in Past Five Years: Tigrinya
Research and Teaching Specializations: African Languages

Richard Wrangham

Current Harvard Titles: Ruth B. Moore Prof. of Biological Anthropology, Department of Human Evolutionary Biology; Harvard College Professor
Year of First Appointment at Harvard: 1989
Education: Ph.D., Cambridge University (1975); B.A., Oxford University (1970)
Relevant Experience: Co-Director, Kibale Chimpanzee Project
Field Experience: Congo, Ethiopia, Kenya, Rwanda, Tanzania, Uganda, Democratic Republic of Congo, Zambia
Proficiency in Languages Used in Africa: Swahili 3
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: Evolution of Human Nature; Human Evolutionary Biology
Research and Teaching Specializations: Primate behavior and ecology; human ecology; evolutionary biology
Recent Publications: *Science and Conservation in African Forests: the Benefits of Long-term Research* (2008)
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 2 B.A. = 2
Distinctions: Fellow, American Academy of Arts and Sciences; Baron-von-Swaine Award; Rivers Medal, Royal Anthropological Institute

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

David Wypij

Year of First Appointment at Harvard: Senior Lecturer, Department of Biostatistics, Harvard School of Public Health
Education: Ph.D. Cornell University
Relevant Experience: Associate Professor of Pediatrics of Children's Hospital Boston; Director of the Statistics and Data Coordinating Center, Department of cardiology of Children's Hospital Boston; Director, Data Coordinating Center for the RESTORE study
Field Experience: Gabon
Percentage of Time Dedicated to African Activities: 40 percent
Research and Teaching Specializations: Pediatric clinical research studies and in biostatistical education and administration
Recent Publications: *Prognostic value of circulating pigmented cells in African children with malaria* (2009)
Distinctions: Teaching Award at Harvard School of Public Health

Alicia Yamin

Current Harvard Title: Lecturer on Global Health, Department of Global Health and Population, Harvard School of Public Health
Year of First Appointment at Harvard: 2009
Education: M.P.H. Harvard University (1996); J.D. Harvard University (1991); A.B. Harvard College (1987)
Proficiency in Languages Used in Africa: Spanish =5
Percentage of Time Dedicated to African Activities: 25 percent
Africa-Related Courses Taught in Past Five Years: The Right to Health in Resource Poor Settings: Maternal Health in Tanzania
Research and Teaching Specializations: Policy-oriented research relating to women's and children's health; Advocacy around international processes, norms, and institutions; Capacity-strengthening regarding legal enforcement of health rights
Distinctions: Calderone Award for Outstanding Junior Faculty, Mailman School of Public Health; Samdperil Health Law Essay Award

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Pierre A. Zalloua

Current Harvard Title: Adjunct Professor in Environmental Health, Department of Environmental Health, Harvard School of Public Health
Year of First Appointment at Harvard: 2007
Education: Ph.D. University of California, Davis (1996); M.A San Jose State University (1990); B.S. American University of Beirut (1987)
Africa-Related Courses Taught in Past Five Years: 25 percent
Research and Teaching Specializations: Genetic predisposition to diseases
Recent Publications: *Genome-wide and paternal diversity reveal a recent origin of human populations in north Africa* (2013); *Genomic ancestry of North African supports back to Africa migrations* (2012); *Recombination gives a new insight in the effective population size and the history of the old world human population* (2012); *mtDNA lineages reveal coronary artery disease-associated structure in the Lebanese population* (2012); *Recombination networks as genetic markers in a human variation study of the Old World* (2012); *Y-chromosome R-M343 African lineages and sickle cell disease reveal structured assimilation in Lebanon* (2011);

Brian C. Zanoni

Current Harvard Title: Instructor of Medicine, Harvard Medical School
Year of First Appointment at Harvard: 2008
Education: M.P.H. Harvard University; M.D. Georgetown University (2002); B.S. Saint Joseph's University (1997)
Relevant Experience: McCord Research Forum McCord Hospital, Durban South Africa Media expertise - National Public Radio (3/4/13) "Baby HIV 'Cure' Promising for African Countries"; Inpatient Pediatric Wards Consultant St. Mary's Hospital Marrianhill, South Africa ; Director of The Umndeni Care Program, KwaZulu Natal, South Africa. Research collaboration with University of KwaZulu-Natal and Nelson Mandela School of Medicine, Durban, South Africa.
Field Experience: Botswana, South Africa
Proficiency in Languages Used in Africa: Setswana 1; Zulu 1
Percentage of Time Dedicated to African Activities: 100 percent
Research and Teaching Specializations: HIV and tuberculosis research, teaching, and clinical are for adults and Children; clinical research focusing on adolescent HIV in South Africa
Recent Publications: *Predictors of poor CD4 and weight recovery in HIV- infected children initiating ART in South Africa* (2013); *Pediatric response to second-line antiretroviral therapy in South Africa* (2012); *Risk factors associated with increased mortality among HIV infected children initiating antiretroviral therapy (ART) in South Africa* (2011) ; *Epidemiology of HIV in southern Africa (2009); Epidemiology of HIV/AIDS in Southern Africa Pediatr Radiol* (2009)
Distinctions: Alpha Omega Alpha Medical Honor Society; Philadelphia Chemical Society Award; American Chemical Society Award; Sigma Xi Scientific Research Society

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Alan M. Zaslavsky

Current Harvard Title: Professor of Health Care Policy Statistics, Harvard Medical School
Education: Ph.D. Massachusetts Institute of Technology, (1989); M.S. Northeastern University (1984); A.B. Harvard College (1969)
Field Experience: Kenya
Proficiency in Languages Used in Africa: Swahili 4
Percentage of Time Dedicated to African Activities: 75 percent
Recent Publications: *Flexible epidemiologic model for estimates and short-term projections in generalised HIV/AIDS epidemics. Sex Transm Infect* (2010); *National HIV prevalence estimates for sub-Saharan Africa: Controlling selection bias with Heckman-type selection models*
Dissertations/Theses Supervised in Past Five Years:
Ph.D. = 1
Distinctions: Fellow, American Statistical Association, inducted 1997.; Frederick Mosteller "Statistician of the Year" Award, Boston Chapter of the American Statistical Association, 2002; Gertrude M. Cox Award for Contributions to Statistical Practice, Washington Statistical Society, 2004; National Associate of the National Academy of Sciences, appointed 2004; Elected Member, International Statistical Institute, 2005; Long-Term Excellence Award, Section on Health Policy Statistics, American Statistical Association, 2010.

Mulugeta Zegeye

Current Harvard Title: African Language Instructor, Department of African and African American Studies
Year of First Appointed at Harvard: 2012
Education: M.S.c University of Strathclyde (1991); B.A. Addis Ababa University, Ethiopia (1986)
Relevant Experience: Chairmen, Budget Committee, Ethiopian Parliament, President, Ethiopian Track and Field Association, Vice Chairman, Amhara Development Association
Field Experience: Ethiopia
Proficiency in Languages Used in Africa: Amharic 5; Agewigna 5; Tigrigna 4
Percentage of Time Dedicated to African Activities: 100 percent
Africa-Related Courses Taught in Past Five Years: Amharic
Research and Teaching Specializations: Amharic

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Malika Zeghal

Current Harvard Title: Prince Alwaleed Bin Talal Professor in Contemporary Islamic Thought and Life
Field Experience: Egypt, Morocco, Tunisia
Relevant Experience: Rita E. Hauser Fellow, Radcliffe Institute
Percentage of Time Dedicated to African Activities: 60 percent
Research and Teaching Specilization: Islamist movements and in the institutionalization of Islam in the Muslim world, with special focus on the Middle East and North Africa in the postcolonial period and on Muslim diasporas in North America and Western Europe
Recent Publication: *Competing Ways of life. Secularism, Islamism and Public Order in the Tunisian Transition* (2013); *The Implicit Sharia. Established Religion and Family Law Codification in Tunisia* (2013); *Cairo as Capital of Islamic Institution?* (2010); *Public Institution of Religious Education in Egypt and Tunisia: Contrasting the Post-colonial Reforms of al-Azhar and the Zaytuna* (2009); *On the Politics of Sainthood: Resistance and Mimicry in Post-colonial Morocco* (2009)

Daniel Ziblatt

Current Harvard Title: Professor, Department of Government
Year of First Appointment at Harvard: 2003
Education: Ph.D. University of California, Berkeley (2002); M.A. University of California, Berkeley (1997); B.A. Pomona College (1995)
Percentage of Time Dedicated to African Activities: 40 percent
Africa-Related Courses Taught in Past Five Years: Is Democracy Possible Everywhere?; Comparative Politics: Field Seminar; Political Corruption; Research Workshop in Comparative Politic
Recent Publications: An Institutional Theory of Direct and Indirect Rule (2011); The Historical Turn in Democratization Studies: a New Research Agenda for Europe and Beyond (2010); Shaping Democratic Practice and the Causes of Electoral Fraud: The Case of Nineteenth Century Germany (2009)
Dissertations/Theses Supervised in Past Five Years:
B.A. = 1
Distinctions: Comparative Democratization Prize; Mary Parker Follett Prize, Best Paper Published, Politics and History Section of APSA (2010); Gregory Luebbert Prize, Best Paper published in Comparative Politics in 2008, Comparative Politics Section of American Political Science Association (2009); Co-Winner, Best Book on European Politics Published in 2006 (2007); Gabriel Almond Award for Best Dissertation in Comparative Politics, American Political Science Association (2004)

Language proficiency scale: 5=Fluent; 4=Excellent; 3=Good; 2=Fair; 1=Beginner

Appendix 3 - Performance Measure Form

GOAL 1. To improve and expand course offerings in African languages and African Studies									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
1. Offer intermediate and advanced instruction in 4 additional LCTLs (Amharic, Akan-Twi, Igbo, Yoruba) (p.34)									
	a. Recruit, hire, and train language instructors for required languages								
	b. Develop, collect, and archive teaching materials in required languages								
	c. Review students' weekly reports, course evaluations, and student assessments to track progress								
2. Increase by 10% the # of students completing intermediate and advanced level courses in all LCTLs offered									
	a. Disseminate information about ALP to all PSs every August								
	b. Recruit heritage students to enroll in ALP								

	c. Develop online directory of organizations that hire people with advanced AL skills (host on CAS website)								
3. **Add one new Africa-related course to the HU course catalogue and/or HarvardX each semester of the grant cycle (p. 31-34)**									
	a. Provide curricular support to faculty								
	b. Support the development of new HarvardX courses								
	c. Facilitate the inclusion of AL materials into non-language courses								

Goal 2. Expand AS interdisciplinary and cross-School initiatives in 4 thematic areas									
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
1. Support curriculum development, conferences, and workshops related to China's role in contemporary Africa over the course of the grant (p.32)									
	a. Support curriculum development and HarvardX proposals related to China in Africa								

Appendix 3 - Performance Measure Form

	b. Support scholarly conferences on China in Africa								
	c. Sponsor public events on China in Africa								
2. Support curriculum development, conferences, and workshops related to radical Islam in contemporary Africa over the course of the grant (p. 32)									
	a. Support curriculum development and HarvardX proposals related to radical Islam in Africa								
	b. Support scholarly conferences on radical Islam in Africa								
	c. Sponsor public events on radical Islam in Africa								
3. Support curriculum development, conferences, and workshops related to global public health and human rights over the course of the grant (p. 33)									
	a. Support curriculum development and HarvardX proposals related to global public health and human rights								

	b. Support scholarly conferences on global public health and human rights								
	c. Sponsor public events on global public health and human rights								
4. Support curriculum development, conferences, and workshops related to Africa and the Global South over the course of the grant (p. 33)									
	a. Support curriculum development and HarvardX proposals related to Africa and the Global South								
	b. Support scholarly conferences on Africa and the Global South								
	c. Sponsor public events on Africa and the Global South								

Goal 3. Increase the # of study abroad, internship, and collaborative opportunities in Africa									
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
1. Increase by 10% the number of students who enroll in HSS programs in Africa (p. 7, 36)									

Appendix 3 - Performance Measure Form

	a. Develop HSS programs in Senegal and Nigeria								
	b. Develop language instruction component for one program that doesn't currently offer this								
	c. Produce promotional materials to market HSS programs in Africa								
2. Increase the number of CAS summer grantees by 10%									
	a. Increase number of internship opportunities by 50% (baseline=9)								
	b. Collaborate with other entities at HU to increase funds available for travel to Africa for research/internships								
	c. Produce promotional materials to market summer travel grants to Africa								
3. Expand exposure to AS-related professions (p. 22, 44)									
	a. Implement survey instrument for HU alums working in/on Africa to generate career path data								
	b. Work with OCS to expand listings of AS-related careers, and disseminate via CAS website and newsletter								

	c. Sponsor brown-bag talks with AS-related professionals								
Goal 4. Expand Outreach to K-16 Teachers, MSI's, Business, Media & the General Public									
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
1. Increase by 10% the number of K-16 teachers reached by Harvard's Africa-related outreach (p. 37, 45)									
	a. Work with Project Zero and K-16 teachers to create AS content for electronic dissemination								
	b. Collaborate with Roxbury Community College to increase the AS content in their academic and extracurricular offerings								
	c. Conduct summer teacher workshop with other Harvard NRC's on a global issue (i.e. GIS mapping)								
2. Increase by 15% the number of elementary, high school, CC, and MSI students reached by Harvard's Africa-related outreach (p. 25-28, 37)									
	a. Work with Bunker Hill Community College on "International Week" and pre-departure orientation for students traveling to								

	Africa for work/study								
	b. Work with Primary Source to assess and improve its Africa-related content								
	c. Work with Wikipedia to update/upgrade key Africa-related pages								
3. Increase by 10% the number of op-eds published by Harvard's Africanist scholars (p. 28)									
	a. Create a database of Harvard's Africa experts by field, region, and topic								
	b. Conduct an op-ed writing workshop for interested faculty members, in conjunction with the Nieman Foundation								
	c. Establish network of media outlets that will welcome op-eds from Harvard Africanists								
4. Increase by 50% the number of people in the general public reached by Harvard's Africa-related activities and programming (p. 39)									
	a. Work with the Peabody Museum to review and expand its marketing materials								

	b. Collaborate with PBS on a multi-part TV documentary on pre-colonial African civilizations								
	c. Create Africa-related course content for HarvardX								
	d. Ensure that videos of all Africa-related events at Harvard are available via CAS website								
Goal 5. Strengthen Knowledge Management and Performance Measurement capacity									
2. Performance Measures	**3. Activities**	**4. Data/ Indicators**	**5. Frequency**	**6. Data Source**	**7. Baseline and Targets**				
					BL	T1	T2	T3	T4
1. Expand tools used to track data and measure performance (p. 45)									
	a. Create a comprehensive database of HU AS contacts (faculty, alums, AS-related professionals and institutions)								
	b. Incorporate performance evaluation surveys into events and programming to assess impact of program staff (SPOO and PM)								
	c. Upgrade analytics on all Internet-based platforms to better track usership								
2. Upgrade staff knowledge of KM tools and strategies (p. 45)									

Appendix 3 - Performance Measure Form

	a. Enroll staff member(s) in KM and Performance Measurement workshops								
	b. Work with Independent Evaluator to institutionalize M&E skills and strategies								