

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 # P015A140031 P015B140031

Howard University

Howard University
2014 NRC/FLAS Application
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* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="HOWARD UNIVERSITY"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="53-0204-707"/>	* c. Organizational DUNS: <input type="text" value="0562822960000"/>	
d. Address:		
* Street1: <input type="text" value="2400 6TH STREET, NW"/>	Street2: <input type="text"/>	
* City: <input type="text" value="WASHINGTON"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="DC: District of Columbia"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="20059-0000"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="DEPARTMENT OF AFRICAN STUDIES"/>	Division Name: <input type="text" value="COLLEGE OF ARTS & SCIENCES"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="MAYE"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="CHAM"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="PROFESSOR AND CHAIR"/>	
Organizational Affiliation: <input type="text" value="HOWARD UNIVERSITY"/>		
* Telephone Number: <input type="text" value="(202) 238-2355"/>	Fax Number: <input type="text" value="(202) 238-2326"/>	
* Email: <input type="text" value="mcham@howard.edu"/>		

Application for Federal Assistance SF-424

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

Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Historically Black Colleges and Universities (HBCUs)

Type of Applicant 3: Select Applicant Type:

Other (specify)

*** Other (specify):**

na

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

DEPARTMENT OF EDUCATION

11. Catalog of Federal Domestic Assistance Number:

No. 84.015 A&B

CFDA Title:

NATIONAL RESOURCE CENTERS AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAMS

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001/ED-GRANTS053014-002

*** Title:**

THE NATIONAL RESOURCE CENTERS (NRC) PROGRAM
FOREIGN LANGUAGE AND INTERNATIONAL STUDIES (FLAS) PROGRAM

13. Competition Identification Number:

84.015 A&B

Title:

NATIONAL RESOURCE CENTERS AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

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

Add Attachment

Delete Attachment

View Attachment

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

COMPREHENSIVE NATIONAL RESOURCE CENTER AND AREA STUDIES FELLOWSHIPS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,418,691.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,418,691.00"/>

*** 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

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Address:

* Street1:

Street2:

* City:

County:

* State: * Zip Code: Co

* Phone Number (give area code): Fax Number (give area code):

* Email Address:

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 X No

3. Human Subjects Research:

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

Yes X No

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

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

No Provide Assurance #(s), if available:

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



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

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

Name of Institution/Organization
Howard University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	91,640	91,640	91,640	91,640		336,560
2. Fringe Benefits	23,256	23,256	23,256	23,256		84,294
3. Travel	28,972	29,033	29,094	29,157		116,256
4. Equipment						
5. Supplies	18,000	18,000	18,000	18,000		72,000
6. Contractual						
7. Construction						
8. Other	100,060	101,860	101,860	98,860		402,640
9. Total Direct Costs (lines 1-8)	261,928	263,789	263,850	222,184		1,011,751
10. Indirect Costs*	20,954	21,103	21,108	17,775		80,940
11. Training Stipends	331,500	331,500	331,500	331,500		1,326,000
12. Total Costs (lines 9-11)	614,382	616,392	616,458	571,458		2,418,691

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From 2/20 / 2012 To: / / (mm/dd/yyyy)
 Approving Federal agency: Other (please specify): DHHS The Indirect Cost Rate is 51 %
- (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 %

African Studies Center, Howard University
GEPA Statement

Howard University has historically served underserved communities, and it has developed admissions and recruitment policies and procedures that reinforce its reputation for employing faculty and staff and admitting students without regard to their race and color, national origin, gender, age and disabilities. This is partly from Howard's tradition as a Historically Black College and University (HBCU) and Minority Serving Institution (MSI). HU's student body is 90% black and 64.8% women, while its faculty's composition is 81% minority, 71% African American, and 43% women. But it is also through institutional mechanisms at that HU reinforces its policies. HU has an academy for training staff and faculty on diversity issues, among others. HU also actively seeks out minority students at all levels through its Office of Recruitment which notifies departments for follow up communications. Students with physical and learning disabilities are referred to the Office of the Dean of Special Student Services (ODSSS) which evaluates a person to determine his/her special needs and develops an accommodation plan with faculty to meet their specific needs. Whether this involves interpreting services for people who are hearing or visually impaired or special facilities for the physically disabled, ODSSS works with faculty to determine appropriate teaching practices and evaluation methods which promote equal access and opportunity. HU has made accommodation for physically disabled people so that all buildings on campus are accessible. Our center will comply with existing HU policies and practices, and provisions will be made, as required, through the use of different formats such as audio, to ensure equal access to center materials and resources for all people.

World Area and Application Type Selection Sheet

Please check the World Area focus for this application:

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

Please check application type:

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

Information to Meet §602(e) Statutory Requirements

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

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

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

The center personnel will be composed of a group of faculty and student assistants from HU drawn from various disciplines, as well as racial, gender, religious, age, ethnic and national backgrounds. Diversity will flow also from the pool of area K – 12, community and four-year college teachers who will be selected to take part in the projected Africa related teacher training seminars and workshops. The themes identified by the center (health, culture, communication, public policy, climate change, appropriate technology and development); Muslim majority countries in Africa and gender, culture, identities change: diaspora dimensions) are topics of intense inquiry and debate in academia, public policy and general public here in the US and globally. We will organize symposia, lectures, and similar public forums and we will draw on scholars, public officials, and individuals with differing perspectives to enable better understandings of these issues and topics in all their diversity and complexity. Our plan to reach out to communities of faith as well as media outlets (radio and television – WHUT TV) will result in this stimulating interest in and debate on these and related issues of African and global significance.

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

The academic program in African studies and related units at HU offers the type of instruction and training that equips students and graduates with both empirical knowledge and critical skills that orient them toward government service, education, the private sector and non-profit organizations. As well, it enables them to enter and function very well in these sectors. The record of placement and activities of our graduates provide compelling evidence. We will build on the achievements of the academic program and the system of advising, guidance and mentoring already in place in the DAS and other units at HU to nurture a stronger sense of possibilities and opportunities in government service and other areas among students at HU. The broad array of programming around lectures, conferences, and seminars will enable us to do this. By enhancing and expanding our language program, we will be developing capacities in the area of critical and less commonly taught languages that are vital to national need and interests. We have planned a series of training workshops for K-12, community and four-year college teachers in the DC area on topics related to Africa and her role and significance in internal affairs. We will encourage our FLAS awardees to participate in the HU Preparing Future Faculty program. Such a cadre of informed citizenry constitutes a national asset for government, education, business, civic and non-profit organizations. We plan to work more closely with the Ralph J Bunche International Affairs Center at HU to create more awareness regarding opportunities for internships here and abroad, as well as the importance of study abroad and service learning experiences. We will support the various service learning (Kenya, South Africa) and alternative spring break initiative initiatives (New Orleans, Detroit, Haiti, South Africa) at HU through close partnership with faculty and student groups. The annual African Business Conference that we have supported over the past three years, will continue to be an important platform for us to strengthen interdisciplinary activities and encourage more student awareness of and interest in the business and entrepreneurial dimensions of their academic pursuits.

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

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

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

Title: Executive Director, Research Administrative Services

Telephone:

Signature: 

E-mail: ora@howard.edu

Date: 6/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

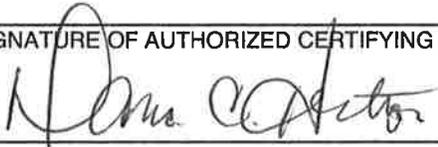
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (Identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Executive Director
APPLICANT ORGANIZATION Howard University	DATE SUBMITTED June 30, 2014

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) 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 any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) 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 grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT		PR/AWARD NUMBER AND / OR PROJECT NAME	
Howard University, African Studies National Resource Center and Foreign Language and Area Studies Fellowship			
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Ms. Dana C. Hector, Executive Director, Research Admin.Serv.			
SIGNATURE		DATE	
		6/30/2014	

AFRICAN STUDIES CENTER, HOWARD UNIVERSITY

Abstract

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

Howard African Studies is located in a uniquely diverse setting with students from all 50 states and 108 countries around the world, especially from Africa and the Caribbean. The metropolitan area with more than 200,000 African immigrants, especially from Senegal, Ghana, Liberia, Nigeria, Kenya, Ethiopia, and Eritrea opens rich possibilities for engaging Africa inside and outside the classroom and for providing real experience in African languages. Since its founding in 1867, HU has served as a national model and institutional leader in educating African Americans and the traditionally underrepresented in higher education. With a faculty of 1520, HU annually produces the largest number of African American undergraduates who go on to earn doctorates in the STEM and other fields from a student body of 7480 undergraduates and 3800 in graduate and professional schools. HU has educated thousands of international students, including many African political leaders, civil servants, educators, health care professionals, scientists, engineers, and others.

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

1. Enhance and expand the African language program with the addition of Amharic, Yoruba and Zulu, and awarding of FLAS fellowships.
2. Contribute actively to academic renewal HU thorough enrichment of Africa related interdisciplinary programming, research, teaching and curriculum development around a) *health, culture, communication and public policy*, b) *climate change, appropriate technology and development*, c) *Muslim majority countries in Africa* and c) *gender, culture, identities and social change: diaspora dimensions*.
3. Enhance HU Library African holdings through systematic acquisitions of print and non-print materials
4. Strengthen and expand our outreach activities to enhance DC area K-12, community and four year college teacher capacity in African content and pedagogy, in partnership with the HU School of Education. We will partner with DC area institutions and organizations to reach out to civic and faith-based organizations as well as the media and general public.
5. Enhance and expand our current linkages with African universities and Africa study abroad programs.
6. Support collaborative African Title VI NRC projects (NARLC, SCALI, WARA/ALMA, NERCPAL, CABA, CAMP) to develop cost effective cooperative training and materials development and acquisition.

**HOWARD UNIVERSITY AFRICAN STUDIES CENTER
2014 - 2017 BUDGET**

	Year One 2014-2015	Year Two 2015-2016	Year Three 2015-2017	Year Four 2017-2018	TOTAL	Narrative
I. PERSONNEL						
A. Administration						
<i>Student assistants: Student stipend to assist Africana librarian to catalogue and manage acquisitions. (\$16/hr for 20 hrs per week for 52 weeks)</i>	16,640	16,640	16,640	16,640	66,560	1.A.2., 5.A.2., 8.A.4.
Subtotal Administration	16,640	16,640	16,640	16,640	66,560	
B. African Language Instruction						
<i>Instructors (3 instructors @15,000. Instructors for Amharic, Yoruba and Zulu)</i>	45,000	45,000	45,000	45,000	180,000	4.A., 8.A.1.
Subtotal African Language Instruction	45,000	45,000	45,000	45,000	180,000	
C. Outreach Personnel						
<i>Outreach Coordinator (1 FTE)</i>	30,000	30,000	30,000	0	90,000	1.A.4., 7., 8.A.2., 8.A.5.
Subtotal Outreach Personnel	30,000	30,000	30,000	0	90,000	
Subtotal Personnel	91,640	91,640	91,640	61,640	336,560	
II. FRINGE BENEFITS						
<i>A. Professional staff @ 29.1% (Outreach coordinator and instructors)</i>	21,825	21,825	21,825	13,095	78,570	1.A.4., 4.A., 8.A.4.
<i>B. Administrative Staff : 8.6% (student assistance)</i>	1,431	1,431	1,431	1,431	5,724	8.A.3.
Subtotal Fringe Benefits	23,256	23,256	23,256	14,526	84,294	

III. TRAVEL

<p>A. Language Faculty travel: Travel for 4 language faculty to attend NALRC's STAMP workshops and training (2 faculty: per faculty travel cost - \$450 airfare, \$48 per diem for 7 days, \$90 hotel for 7 days)</p>	5,664	5,664	5,664	5,664	22,656	4.C., 8.A.1.
<p>B. Librarian travel: Travel to Africa for acquisitions (\$2,500 airfare; \$90 hotel per diem and \$48 per diem for 14 days; local transportation \$25 per day)</p>	4,782	4,782	4,782	4,782	19,128	1.A.2., 5.A.2., 8.A.4.
<p>C. Center Director, Faculty and staff travel to Africa : to initiate, develop, enhance collaborations and study abroad. (3 persons: \$2,500 - airfare; \$96 per diem for 14 days)</p>	11,532	11,532	11,532	11,532	46,128	6.B., 8.A.6.
<p>D. Outreach coordinator travel: (ASA and NCCS events: 2 per year: cost Air \$800, per diem - \$175, registration - \$190, exhibit booth - \$350; 2-3% annual increase)</p>	3,030	3,091	3,152	3,215	12,488	7., 8.A.5.
<p>E. Center Director and Language Coordinator travel to the ASA annual meeting: (2 persons: per trip cost - \$800 airfare, \$180 hotel for 4 days, \$48 per diem, \$100 local and ground transportation, \$170 conference registration fee.)</p>	3,964	3,964	3,964	3,964	15,856	7., 8.A.5.
<p>Subtotal Travel</p>	28,972	29,033	29,094	29,157	116,256	

IV. SUPPLIES

<p>A. Acquisition and design of resource materials for K-12 Library, resource packets and website; audio visual materials</p>	6,000	6,000	6,000	6,000	24,000	7., 8.A.5.
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**AFRICAN STUDIES CENTER, HOWARD UNIVERSITY
FLAS FELLOWSHIP FUNDING
2014-2017**

	Year One	Year Two	Year Three	Year Four	Totals	Narrative
ACADEMIC YEAR	2014-2015	2015-2016	2016-2017	2017-2018		
Graduate						
A. Institutional payment (8 @ 18,000 each)	144,000	144,000	144,000	144,000	576,000	8.A.7.
B. Subsistence allowances (8 @ 15,000 each)	120,000	120,000	120,000	120,000	480,000	8.A.7.
Undergraduate						
A. Institutional payment (2 @ 10,000 each)	20,000	20,000	20,000	20,000	80,000	8.A.7.
B. Subsistence allowances (2 @ 5,000 each)	10,000	10,000	10,000	10,000	40,000	8.A.7.
SUMMER						
Graduate						
A. Institutional payment (4 @ 5,000 each)	20,000	20,000	20,000	20,000	80,000	8.A.7.
B. Subsistence allowances (4 @ 2,500 each)	10,000	10,000	10,000	10,000	40,000	8.A.7.
Undergraduate						
A. Institutional payment (1 @ 5,000 each)	5,000	5,000	5,000	5,000	20,000	8.A.7.
B. Subsistence allowances (1 @ 2,500 each)	2,500	2,500	2,500	2,500	10,000	8.A.7.
TOTAL FELLOWSHIP REQUEST	331,500	331,500	331,500	331,500	1,326,000	

1. INSTITUTIONAL COMMITMENT TO SUBJECT AREA

1.A. Support for the Center: Department of African Studies (DAS). Howard University (HU) is a minority serving institution whose commitment to African Studies is strong and longstanding. Since the formal establishment of a graduate program in African Studies in 1953 and an undergraduate program in 1991, HU has consistently provided substantial financial, material and other support to the Department of African Studies, the core of African Studies at HU, as well as other academic and professional units that do Africa related teaching and research. At present there is no formal structured Center, per se, at HU, but HU is committed to creating one to serve as a hub for all Africa related teaching and research.

1.A.1. Support for Teaching Staff. In 2013-2014, HU committed a grand total of approximately \$15,492,020 to Africa-related faculty across all schools for salaries and benefits. Additional support is provided in the form of internal research grant programs, such as the New Faculty Start-Up Grants (\$25,000), the Small Equipment Grant (up to \$25,000), the Mellon/Moorland Summer Faculty Scholars Grants (\$2500), the Provost's Summer Research Grants (\$10,000) and the Advanced Summer Research Grants (\$15,000) for junior faculty who are also given one course release the following Fall semester. Travel support is available also from the Reginald Lewis Fund (\$1500), managed by the Office of the Provost, as well as from individual departmental units and schools. HU also provides sabbatical leave support and course release time for eligible faculty.

1.A.2. Support for Library. The HU Board of Trustees (HUBOT) has made a major commitment to reestablishing Howard University Libraries (HUL), including its world-renowned Moorland-Spingarn Research Center (MSRC) as major centers of information, innovation, and scholarship. In 2010, HU hired Dr. Howard Dodson, former Director of the Schomburg Center

for Research in Black Culture in NYC, to head HUL. HUBOT has allocated \$15 million in capital funds to launch its physical facilities renewal initiative: transforming the 90,000 square foot, three story library building into a 60,000 sq. ft. of knowledge and learning commons and a 30,000 sq. ft. state-of-the-art storage facility by 2017. The HUBOT has also committed to rebuilding the staff and collections of HUL and MSRC by increasing its annual operating budget until it reaches a minimum of \$16 million, a \$6 million increase over its current \$10 million base. The Board has also authorized a \$30 million Capital Campaign to fund the renovation of its iconic Founders Library and to support the programs and services of the MSRC.

1.A.3. Support for Linkages with Institutions Abroad. HU places a high priority on international and area studies, and Africa is a particular focus at HU. In 2012, HU established a high level administrative position, Assistant Provost for International Affairs, which oversees also the Ralph J. Bunche International Affairs Center. HU's motto of "Leadership for America and the Global Community" plays out concretely in the robust infrastructure of linkages with Africa and other world regions over many decades – institutional and individual. HU has entered into and supports many agreements, contracts, and partnerships with more than 40 universities, institutes, and laboratories from all regions of Africa for projects involving a) institutional development, b) curriculum development and teacher training, c) faculty resource sharing, d) study abroad programs, e) service projects, f) Alternative Spring Break initiatives, g) conferences, and h) short term training. As well, a significant number of HU faculty across all colleges and disciplines have established, through institutional awards and external grants, on-going partnerships with institutions and counterparts in Africa. (**APPENDIX 4** provides a sample listing). The Ralph J. Bunche International Affairs Center is a central pillar in international and Africa-related linkages at HU. It runs a Diplomat-In-Residence program as well

as three student-focused programs: The Charles B. Rangel International Affairs Fellowship program, the Patricia Roberts Harris Public Affairs program, and the International Affairs Summer Enrichment Program, all enable HU students and others to intern with the US Department of State, both in the US and at embassies abroad. The Bunche Center also runs a Study Abroad Program and coordinates campus visits and addresses by African heads of state, ambassadors, and other officials and dignitaries. Students matriculating at HU study abroad.

1.A.4. Support for Center Outreach Activities. As detailed in Section 7 (Outreach Activities), outreach activities by individual units and faculty at HU have had a strong impact locally, nationally, and internationally. These activities, ranging from organized lectures, presentations, conferences, assistance to US government agencies, mentoring programs, publications, media appearances, film screenings and discussions, curriculum development workshops, institutes for US college and university faculty, and many more, have received substantial direct financial and in-kind support from HU over many years. We have worked out a partnership with locally based *Africa Access* (DAS faculty member, Robert Edgar, is president of the advisory board and Mbye Cham is a board member also), an organization founded in 1989 to help schools, public libraries, and parents improve the quality of their K-12 collections on Africa, to build on this foundation to create a formal institutionalized outreach structure for African Studies at HU and to work also with the Department of Curriculum and Instruction (DCI) in the HU School of Education (SoE) in order to augment outreach activities and impact. We request Title VI seed funds for the salary of the Outreach Coordinator at approximately \$30,000 per year for the first 3 years. (Budget, I.C.). Request will be made for HU to pick up the salary for the final year of the grant and beyond. The Outreach Office will be located in the HU Center, home of the Department of African Studies (DAS). HU will provide furniture (5 book cases, 5 file cabinets, 4 tables, 20

chairs, phones, 2 computers and printers) for the K-12 library and one student assistant.

1.B. Support for Students in Africa-related studies. Support for students in Africa-related academic work at HU comes from a variety of sources. HU provides merit and need based scholarships to more than 60% of students enrolled at HU. In 2013-2014, HU provided approximately \$19,601,332 in scholarships and \$200,000 in study and research abroad support to students in the College of Arts and Sciences (COAS) alone. More than 90% of HU undergraduate students enroll in one or more Africa related course during their matriculation. The Honors Programs in various schools (COAS, School of Communications, etc.) provide additional support for eligible students. The Lucy E. Moten Fund and the Globalization Fund (recently established in 2011) provide support (\$2000-\$3000 average) for travel and study abroad for all eligible undergraduate students. The Graduate School allocates graduate assistantships (\$18,000 and tuition scholarships (\$30,000) to support students in units with graduate programs. In 2013-2014, the Graduate School provided \$200,000 in stipend and tuition to 25 M.A. and Ph.D. students in DAS alone. Graduate students doing Africa related studies in other units benefit from similar levels of funding. Additionally, in 2013-2014, 7 Ph.D. students in DAS and 1 in the History Department secured a total of \$405,000 in tuition, stipend and research travel support through two prestigious competitive fellowships in the Graduate School - The Frederick Douglass Fellowship (\$18K stipend and \$30K tuition per student) and the Ryoichi Sasakawa Young Leaders Fellowship Fund (\$18K stipend, \$30K tuition and \$3K research travel). The HU School of Business, the College of Pharmacy and School of Communications provide support to students with Africa-related foci in International Business, Finance, Journalism, Mass Communication and Culture, and Radio, TV and Film. (2B details student support for research and study abroad in Africa).

2. Quality of Curriculum Design in African Studies. Africa, Africans, and people of African descent are central to the vision and mission of HU. One finds Africa in various degrees in almost all schools and disciplinary departments at Howard University. Two streams are available for majors, minors and concentration in African Studies, as well as courses, projects and study in Africa – the DAS and more than 16 other academic departments. The Department of African Studies offers a B.A, M.A., and Ph.D. in African Studies. It has a minor in African Studies as well at the undergraduate level. Almost all other departments and schools at HU – History, Political Science, Economics, English, World Languages and Cultures, Afro-American Studies, Art History, Sociology and Anthropology, Philosophy, Atmospheric Sciences, Film, Media and Culture, Engineering, International Business, Pharmacy, Divinity, Social Work – offer formal concentration, coursework, study, rotation and research in Africa and Africa related senior or capstone projects to their majors. For example, student majors in the Department of Political Science and in History can concentrate on Africa related topics. World Languages and Cultures (DWLC) offers a minor in Ki-Swahili. Pharmacy offers the International Clinical Rotation Program that send students to 8 countries, including South Africa, Nigeria, Zambia, Kenya, Rwanda, Tanzania and Ethiopia. The Honors Program in the College of Arts and Sciences and the School of Communications offer a thesis option that students can use to undertake and write projects on Africa. The Graduate School offers 2 interdisciplinary certificate programs – International Studies and Women’s Studies – that draw on courses in the DAS and other departments.

2.A.1. Undergraduate Instruction. HU offers a B.A degree in African Studies, as well as a formal minor. This degree program is housed in the DAS. In almost all departments and disciplines in COAS and other schools, Africa related instruction is available at all levels.

Undergraduate majors in DAS complete 36 credit hours of coursework, including the core program and two years of an African language. DAS offers a minor in African Studies that requires a total of 15 credit hours. (**APPENDIX 6: DAS Major and Minor requirements**).

General education requirements of COAS require at least six hours of divisional courses and the mandatory one credit Freshman Seminar which has 50% African content. *Freshman Seminar* enrolled 898 students in Fall 2012 and 1046 students in Fall 2013. The required text for this seminar in Fall 2012 (also the common text for the year for the university) was Ngugi wa Thiong’O’s *Something Torn and New: An African Renaissance*. Ngugi delivered a lecture to the entire class and spent a day on campus taking part in a symposium on the text. In Fall 2013, the required text was Wole Soyinka’s *Of Africa*. As well, he delivered a lecture to the class. Other courses with Africa content include Division A: French 106: *African Cinema*, Division B (Social Sciences—open to Freshmen): History 105 and 106: *Introduction to the Black Diaspora I and II*, African Studies 106: *Foundation of African Studies*, and Afro American Studies 005 and 006: *Introduction to Afro-American Studies*, Division C: History 030 and 031: *Introduction to African History*, African Studies 101: *Introduction to Contemporary Africa*, Political Science 003: *Introduction to Comparative Politics*, and Political Science 005: *Introduction to African Politics*. Students can use an African language to fulfill the foreign language requirement of the general education. Beyond the DAS major and minor in African Studies, Africa-related options and courses permeate the entire curriculum, with African area concentrations and courses in History, Political Science, Anthropology, Economics, Philosophy, Art History and Visual Culture, World Languages and Cultures, English, Radio, TV and Film (RTVF), Mass Communication and Culture, International Studies Certificate program, Women’s Studies Certificate program, Social Work, Divinity and other programs.

2.A.2. The Department of African Studies Undergraduate Program. DAS offers a rigorous, high-quality, interdisciplinary undergraduate program that equips students with a comprehensive understanding of Africa's role and relations in the contemporary world. Nine full-time experienced tenured/tenure-track faculty members teach at the undergraduate and graduate levels. They represent many disciplines that expose students to an integrated approach to African political, social, economic, historical, cultural, and religious issues and to acquiring the critical skills for analyzing and addressing Africa's challenges. The program requires students to take at least 4 semesters of an African language to at least a level 4 spoken and comprehension proficiency. Africa-related programs in other disciplines such as History, Political Science, Anthropology, Economics, Philosophy, Art History and Visual Culture, World Languages and Culture, and English also offer rigorous high-quality training for majors with African interests. The Lucy Moten Fellowship and the recently established Globalization Fund provides support for undergraduate summer research and language and area study in Africa. Undergraduate students graduating from DAS and other departments with Africa language and area focus typically undertake further study and training and seek careers in African and international affairs as well as employment in fields such as teaching, law, social work, communications, business, and non-governmental and governmental organizations.

2.A.3. African Studies in the Graduate Program and Professional Schools. Graduate level training in African Studies at HU is available in the DAS and a variety of disciplines and professional fields. (Appendix 1 lists courses with at least 25% Africa content/focus at the graduate level). DAS offers the M.A. and Ph.D. degrees. M.A. students complete a minimum of 30 credit hours of coursework, a minimum of 4 semesters of an African language at level 4 spoken and comprehension proficiency and 6 credit hours of thesis research on an African topic.

Students take all the required courses in the programs, pass a comprehensive examination, and write a thesis. At the Ph.D. level, students complete a minimum of 48 credit hours beyond the M.A. These include 36 hours of coursework, a minimum of 4 semesters of an African language at level 4 spoken and comprehension proficiency and 12 hours of dissertation research devoted to a topic based on original research in Africa. Students complete the required core courses in the program, and pass a comprehensive examination, write and defend a dissertation proposal and then conducting field research and write a dissertation.

Graduate level instruction on Africa-related topics is also provided as formal concentration, coursework, and specific training and experiential and service learning projects in other disciplinary units in the Graduate School and professional schools (History, Political Science, Anthropology, Economics, English, Philosophy, Art History and Visual Culture, Atmospheric Sciences) as well as in the School of Law (South Africa Program); the School of Communications (Departments of Mass Communication and Culture and Radio/TV/Film); the College of Medicine; the School of Social Work; the School of Divinity; the College of Engineering, Architecture, and Computer Sciences; and the School of Business. The Graduate School offers two certificate programs, International Studies and Women's Studies.

Interdisciplinary in approach and content, these certificates augment competences in Africa-related training and instruction. A number of HU professional schools, Pharmacy and Medicine, in particular, have research and training projects and interests in Africa-related topics. The study of African languages and cultures is encouraged for students in these programs. FLAS grants will target students in these professional and STEM areas.

2.A.4. Productivity of African Studies at the Graduate Level. HU ranks among the top producers of Africa-related M.A. theses and Ph.D. dissertations. Over the past four years, 59

Ph.D. dissertations were produced on African topics in nine HU departments. The high placement record of graduates from these programs attests to the high quality of the training programs. (**APPENDIX 7** lists Africa related Ph.D. dissertations from 2009-2014).

2.B. Academic and Career Advising for Students. Student academic and career advising at HU operates on a number of closely interwoven levels, at both the undergraduate and graduate levels across the spectrum of schools and colleges. Undergraduate advising in COAS is handled primarily by the Educational Advisory Center (EAC), and this office works very closely with the director of Undergraduate Studies as well as the faculty in each department. A similar arrangement obtains also in the Graduate School where the Office of the Assistant Dean for Mentoring, Retention, and Support coordinates all matters relating to graduate student orientation, academic and career advising in close tandem with the Director of Graduate Studies and the graduate faculty of each graduate program. In DAS, as well as other units with Africa-related concentrations, each student major is assigned a faculty advisor who provides academic guidance, supervision, mentoring and career advising. The professional schools as well as the Graduate School have offices devoted to career counseling and information gathering and dissemination. These offices as well as the office of the VP for Student Affairs organize and host career and recruitment fairs on campus on a regular basis. The Graduate School participates in the national Preparing Future Faculty program. A number of African Studies students, particularly TAs, enroll in this course. DAS and other departments also invite alumni to talk to students about careers and opportunities. At the university level, there is The Career Services Office (CSO) that offers a variety of services to assist students and alumni in exploring their career interest, designing effective career strategies, and in identifying the resources, people, and organizations that will assist in their transition into the workforce. Through *Global Careers*,

CSO ensures students are equipped to compete successfully in the international employment arena. *Global Careers'* career information, workshops, and global networks are engineered to develop Howard University's domestic and international students into professionals capable of effectively engaging the global job market. The director and staff of the Center for African Studies at HU will seamlessly weave into this institutional structure to provide additional Africa-focused advising, supervision and mentoring for all students, FLAS awardees from professional schools, in particular.

2.B.1. Research and Study Abroad Arrangements for Students. At the graduate level, PhD candidates with a dissertation research interest in international affairs and/or world peace can apply for the two-year Ryoichi Sasakawa Young Leaders Fellowship. Over the past four years, this fellowship has funded a range of African dissertation projects on various topics on Rwanda, Botswana, Mozambique, South Africa, Namibia, Ethiopia, Zimbabwe, Egypt, Mozambique and Nigeria. *Study Abroad* at HU operates at several levels. The Bunche Center operates a study abroad program and facilitates study in other programs outside HU. COAS also operates a summer and semester-long study abroad program. Over the past two years, over 250 HU students in almost all disciplines and professional schools have taken part in student exchange, research/study and service learning abroad projects in over 70 countries, including 15 countries: Botswana, Cameroon, Cape Verde, Egypt, Ethiopia, Ghana, Kenya, Mali, Nigeria, Senegal, South Africa, Tanzania, and Zambia. These range from 10 day study tours to summer and 1-2 semester long immersion programs. The program in Tanzania, based in Arusha, and also in Kenya is an intense Swahili language immersion program for students at both the beginning and advanced levels. The Bunche Center has arrangements with the Fajr Center in Cairo, Egypt where students undertake six to eight weeks of intensive Arabic training. The West African

Research Center (WARC) in Dakar, Senegal, regularly hosts HU students doing research and summer language and culture study abroad projects.

Another significant study abroad initiative is the summer South Africa Program of the HU School of Law, in partnership with the Law School of the University of Western Cape in Cape Town. Another innovative option is the Alternative Spring Break initiative. Started in the wake of Hurricane Katrina with students and faculty volunteering to assist in reconstruction efforts in New Orleans, it has now been expanded to include other areas/regions of the world, particularly Africa. Since March 2009, an average of ten students and faculty advisors of the HU chapter of Engineers Without Borders been traveling to Choimim, Kenya, to assist in local rehabilitation efforts in partnership with local organization Build the Village, and to several villages in Nandi Hills, a tea farming community, in order to establish rainwater harvesting and biosand treatment systems.

During Spring break at HU, the Dean of the School of Social Work and at least 5 faculty and 20 students undertake a two-week Service Learning project in Cape Town and other areas, building on a new course on *International Social Development* (50% Africa content) that was introduced in 2008-2009. In 2012, HU initiated a semester and year-long Study in Africa program at the University of Western Cape in South Africa. To date, 21 students have taken part in that program. Bob Edgar, Director of Graduate Studies in the DAS, spent Spring 2011 semester supervising the HU students in that program at UWC. The interdisciplinary Minority Health and Health Disparities International Research Training Program (MHIRT) at HU, under the direction of Winston Anderson, operates an all expenses paid 8-10 weeks training and research program for HU and other students in Ethiopia, Nigeria, Ghana and Mali, in partnership with Addis Ababa University, Aklilu Lemma Institute of Pathology, ICIPE, and BioEconomy Africa;

University of Gondar and the Leishmania Research Center (Ethiopia); Korle Bu Teaching Hospital (Ghana); and University of Benin Teaching Hospital Microbiology Research Laboratory (Nigeria). Undergraduate and graduate scholarships, fellowships, and travel awards, as well as funds from the Office of the Provost and Honors Programs in various schools enable HU students to take advantage of HU study abroad program as well as programs offered at other institutions. One graduate student in the DAS is participating in the summer 2014 Fulbright-Hays Group Projects Abroad Yoruba language study in Ibadan, Nigeria. In the past, a number of graduate students have taken part in the Summer Cooperative African Language Institute (SCALI) at Indiana University, University of Illinois, and Michigan State University. We intend to increase this number with support from funds requested from Title VI. (Budget, V.B)

3. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1. Quality and Extent of Course Offerings in A Variety of Disciplines. From Fall 2012 to Spring 2014, HU offered 126 courses (many with multiple sections, 78 undergraduate and 48 graduate) with at least 25% Africa content. (Appendix 1: general course listing by department. Appendix 1A: 2012-2014 courses and enrollments). Approximately, 55% of these have 100% Africa content, offered various levels and depth in 12 disciplines, the Writing Across the Curriculum program, and 5 professional schools. These courses cover Africa and all its regions. Many departments offer independent study, directed reading and special topics courses and seminars that allow for more specific focus and greater depth on topics, projects and current issues on Africa.

Enrollments and student evaluations and ratings remain consistently high, particularly at the introductory and intermediate levels. This is the case with the hugely popular *Introduction to Afro-American Studies* and *Introduction to African Studies* undergraduate courses, for example.

Other measures of quality include the high number of faculty teaching these courses who are tenured and are actively engaged in sponsored research with student involvement, the high number of students presenting papers or poster sessions on Africa related topics at meetings and conferences in the US and abroad (Research Day at HU, the annual meeting of the African Studies Association (ASA) and the African Literature Association (ALA), and the HU Appropriate Technology and Development conferences in Africa), the number of students winning internships and fellowships (Fulbright and Fulbright Hayes Group Study Abroad, Truman, Pickering, Boren) and the high rate of placement after graduation. HU is part of the Washington, D.C. consortium of 13 universities. This allows undergraduate and graduate students from member universities to take courses at the other universities many of which have stellar faculty in certain areas of African Studies. HU attracts students from Georgetown and American universities who come to HU for African area and language courses, especially KiSwahili.

3.A.2. Extent of African Studies Courses in Professional Schools. African Studies courses are offered at the undergraduate level in the Schools of Business and the School of Communications. The School of Divinity lists 7 courses. The School of Communications, Education and Law each offer 2 African Studies courses, and the School of Social Work offers 1 course (*International Social Development*). A number of units in the professional schools also offer independent study/research, special topics and service learning courses that cater to students with Africa related interests and focus.

3.B. Depth of Specialized Course Coverage in One or More Disciplines. At both the undergraduate and graduate levels, African Studies (DAS), Art History, History, and Political Science have the most developed sequences of courses beyond the introductory and intermediate

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

3.C. Extent of Interdisciplinary Course Offerings. The 42 courses offered by the DAS are interdisciplinary in scope and content. 16 are offered at the undergraduate level and 26 at the graduate level.

Recently introduced interdisciplinary courses in the Department of African Studies		
Public Health	Women in African Civilization	China and Africa
Governance in Africa	Globalization in Africa	NGOs in Africa
Gender and Africa (new in 2010-11)	HIV-AIDS in Africa (new in 2010-11)	Social Media and Political Change in the African World (new in 2011)
Intro to Africana Philosophy (new in 2013)	Islam, Youth and Social Change in Africa (new in 2012)	

A number of DAS faculty members participate in the COAS Freshman Seminar and the undergraduate interdisciplinary learning community initiative. For example, Dr. Almaz Zewde initiated the first undergraduate course on China-Africa in 2007 as an interdisciplinary course co-taught with Dr. Jill McGowan of the Department of Mathematics. In Fall 2009, Dr. Zewde elaborated on the pilot to design a full course on China and Africa that was formally introduced

into the undergraduate curriculum in African Studies and offered for the first time in Spring 2010. Dr. Alem Hailu developed an interdisciplinary research course, on Conflict, Political Violence and Terrorism, and recently introduced an interdisciplinary course on Social Media and Political Change in the African World which he c0pteaches with Dr. Helen Bond of the Department of Curriculum and Instruction in the School of Education. We are building on these interdisciplinary partnerships particularly with the Department of Curriculum and Instruction that trains preservice and inservice teachers to infuse international, intercultural, or global dimension and world languages of Africa into teacher education.

3.D.1. Number of Non-Language Faculty. (APPENDIX 3 lists HU's Africanist faculty). 75 are responsible for teaching Africa-related courses. An indication of HU's commitment is that 85% are tenured or tenure track. Approximately, 60% of HU faculty who teach or research on African issues are in the Arts, Humanities, and Social Sciences, and 40% in STEM and professional schools.

3.D.2. Pedagogy Training of Instructional Assistants. Prior to the start of each semester, all teaching assistants (TAs) undergo mandatory pedagogical training (3 days) through the Graduate School mandatory TA workshop in which issues of ethics, syllabus preparation, accommodating different learning styles, technology in the classroom, promoting diversity in the classroom, lecturing and discussion techniques, and assessing students are covered. TAs are also strongly encouraged to register in the two-year Preparing Future Faculty program, which requires them to take a one-semester course on Faculty Roles and Responsibilities which covers the above issues in depth. TAs are paired with professors to monitor and mentor them and to discuss their experiences in classroom situations throughout the semester. We plan to draw more extensively on the expertise and resources of the School of Education to enhance TA competencies.

4. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

4A. Extent of African Language Instruction. Language instruction at HU is organized by the Department of World Languages and Cultures (DWLC). Currently, there are 3 African languages offered on a regular basis – Arabic, KiSwahili, and Wolof, and the quality of instruction and student performance and evaluation of these courses is excellent. By far, the most popular is KiSwahili, which also has a formal intensive summer study abroad program in Tanzania. One measure of the strength and quality of the KiSwahili and Arabic programs, in particular, is the consistently high enrollment numbers over many decades. Students from universities in the DC consortium, such as Georgetown and American, regularly enroll in KiSwahili at HU. In Fall 2010, a minor in Arabic and Swahili was approved. Through DWLC’s Critical Languages Program and in collaboration with the DAS and other locally based language centers and institutes and African community organizations, a significant number of other African languages (Twi, Ga, Igbo, Hausa, Yoruba, Xhosa, Zulu, Mandinka, Somali, Amharic, Tigrinia, Moroccan Arabic, Dinka, Peulh and others) can be offered on demand. There is a significant pool of individuals (both at HU and in the DC Metro area) with native capacities in many African languages to support a robust and rigorously supervised on-demand training in least-commonly studied African languages. In the recent past individualized, faculty-supervised, on-demand instruction was provided for Xhosa, Zulu, Twi, Tswana, Peulh and Moroccan Arabic, among others, for undergraduate and graduate students at HU, as well as for US government officials and diplomats. We plan to introduce 3 new languages: Amharic, Zulu and Yoruba. We are requesting Title VI money to fund three part-time instructor positions in Amharic, Zulu and Yoruba (Budget, I.B.). HU will provide 3 stipends for instructors in on-demand individualized

instruction. Our plan is to use this seed money to leverage it to request three tenure track faculty hires in these languages and related area expertise at the Assistant Professor level at HU, effective 2017.

Enrollment numbers in African language courses have been consistently high in the last two years with Arabic and KiSwahili attracting the largest numbers, mostly undergraduates. Graduate students, principally from the Department of African Studies, enroll in these courses, as well as in Wolof, in order to prepare for fieldwork and satisfy the African language requirement of the M.A. and Ph.D. degrees.

Language Enrollments*	Fall 2013	Spring 2014	Summer 2014
Arabic	73	82	7
Ki-Swahili	113	124	12 (Abroad/Kenya)
Wolof	12	8	0- not Offered
Total	198	214	9

The HU KiSwahili Summer Study Abroad program in Arusha, Tanzania as well as in Kenya attracts students from other universities in the DC area Consortium of Universities. Significantly, graduate students in DAS have taken part in SCALI programs in Wolof, Twi, and Kikongo at Indiana University and the University of Illinois-UC. In summer 2014, one graduate student is in Ibadan, Nigeria, doing a Yoruba language course as part of a Fulbright Hayes Group Projects Abroad. (**APPENDIX 1A** provides details on enrollment in African languages at different levels at HU.)

4B. Level of African Language Instruction. Currently, Arabic, KiSwahili and Wolof are regularly offered in the classroom mode each year at levels I, II, III, and IV. Arabic and KiSwahili also regularly offer two levels of instruction beyond level IV - Grammar Review and Oral Expression. In addition, there is availability of on-demand advanced instruction in all regularly offered courses as well as others. We are committed to increasing and enhancing the number and levels of African language offerings at HU over the period of the grant and beyond.

4C. Language Faculty. At the moment, KiSwahili has two full-time faculty (one Master Instructor and one Lecturer). Arabic has one full-time Master Instructor with one Teaching Assistant, and Wolof has one part-time Lecturer. As part of the academic renewal effort under way at HU since 2012, we are committed to enhance the African language program at HU. We will increase the number of full time faculty with projected hires by 2017 of 3 Ph.D. holding tenure-track African language and area faculty to teach Amharic, Zulu and Yoruba. They will be based in the DWLC. The DAS, on its part, has plans to hire 3 new tenure track faculty members (some with African language teaching competencies) at the Assistant Professor level effective Fall 2015. Nkonko Kamwangamalu, a professor of linguistics in the Department of English who has native fluency in Chiluba, Swahili and Kikongo, is committed to partnering more closely with the language coordinator in DWLC to provide professional supervision and guidance to the language faculty and enhance the language program. Currently, Kamwangamalu is PI on a major 5 year funded project, *Extracting Social Meaning from Linguistic Structures in African Languages (ESCALES)*, a project designed to identify social meaning of linguistic structures in a set of African languages (Swahili, Zulu, Lingala, Ciluba) and design analysis and algorithms for automatic extraction of social meaning from online text. Ms. Mkamburi Mshila Lyabaya is the KiSwahili Master Instructor at HU and the coordinator of critical languages at HU's DWLC, with 34 years of experience teaching Swahili at HU. Arabic is taught by Raslan Moutraji, (M. A., American University of Cairo), and Wolof is handled by Anta Sane (a native of Senegal, who recently completed a Ph.D. in Political Science at HU).

All African language instructors have successfully undergone mandatory training of various types and levels in language instruction and performance-based teaching. They work under the general supervision of Dr. James Davis, Chair of DWLC. African language teaching faculty at

HU have participated in NARLC summer institutes. We plan to encourage and support (Budget, III.A.) stronger participation of African language faculty in the African Language Teachers Association (ALTA) and SCALI.

4D. Quality of Language Program. Language proficiency requirements in Arabic, KiSwahili, and Wolof, as well as in other on-demand African language courses, follow guidelines stipulated by ACTFL. A proficiency-oriented approach is used to develop basic language skills (speaking, listening, reading and writing) at the introductory level and to enhance these further at the intermediate and advanced levels. In addition, the Flagship Center offers various types of instruction to expose students to desirable learning experience, including cooperative and collaborative learning, chunk learning, experiential learning, active and reflective learning, individualized learning, and task-based learning. We plan to become an institutional member of the collaborative North-East Regional Consortium of Programs in African Languages (NERCPAL) to contribute to and benefit from its instructional, training and assessment assistance and resources. (Budget, V.B.4.) DWLC has a spacious smart classroom equipped with up-to-date audio-visual technology that enhances African language instruction and learning. In addition to the numerous teaching aids developed and collected by instructors both here in the US as well as in Africa, there are online web-based and interactive African language resources. Additionally, HU maintains a state-of-the-art lab that houses the Center for Excellence in Teaching, Learning and Assessment (CETLA) that provides, among many other resources, regularly scheduled and on-demand individualized training in technology-based instruction and assessment.

5. STRENGTH OF LIBRARY

5.A.1. Strength of Library Holdings.

Howard University Libraries (HUL), a partner/member of the Washington Research Library Consortium (WRLC), currently hold some 2.5 million volumes. WRLC, a partnership of nine Washington, D.C area university libraries, has a combined collections totals in excess of 11 million volumes accessible to all students and faculty affiliated with a member institution.

HUL and MSRC are both in the process of transitioning from print to electronic resources for book and serial acquisitions. Both are also subscribing to or acquiring electronic databases of manuscript and archival collections. Budgets for both entities to acquire these materials are being increased annually with an eye towards reshaping collection content to better support the research priorities of the University. African and African Diasporan Studies has been established as one of the University's top five research priorities. Allocations for strengthening the Library's Africana holdings are slated for increases accordingly. The MSRC will continue to collect and preserve original print, audio, photographic, and audiovisual resources that document the global black experience.

Specialized Research Collections. The Moorland-Spingarn Research Center (MSRC) houses one of the most important Africana collections in the United States. It is a nationally-recognized comprehensive documentation center that preserves the history of peoples of African descent in Africa, South/Central America, the Caribbean, and the United States. Of the 118,391 volumes, pamphlets, and government documents, more than 20,000 volumes are on Africa. African languages also are available in holdings of novels, textbooks, and poetry anthologies.

Approximately 58 percent of the collection's 11,000 microfilms deal directly with Africa. The MSRC continues to increase its periodicals and newspaper holdings, more than 50 percent of

which are in African languages. The MSRC Library Division also possesses over 800 different periodicals from the African continent and diaspora. More than 570 are currently received on a regular basis, 200 of which come directly from Africa. Ninety-five of the 205 regularly received newspapers are African, as are 190 of the 460 newspapers on microfilm. The division received a gift several years ago of more than 7,000 photographs of Liberia covering a 20 year period.

Other African-related collections include the papers of Congressman Charles Diggs, the former chairman of the House Africa sub-Committee; Paul and Eslanda Robeson; Mark Hanna Watkins, a linguist whose papers contain original course materials for Swahili and Yoruba; Leo Hansberry, a pioneering Africanist; Elsie M. Lewis, a Howard historian; and Glen Carrington, whose collection contains more than 2,200 volumes, manuscripts, pieces, and notes on African art and Afro-American music and literature. A special Ethiopian collection contains 213 volumes in both the Amharic and English languages. The very large E. Franklin Frazier Collection receives a great deal of research attention by sociologists.

General University Libraries' Holdings. The extensive resources on Africa housed in the Moorland-Spingarn Research Center are augmented by 10,690 titles on Africa housed in branch libraries. These are open to all students, visiting scholars and consortium members 102 hours each week of the academic year.

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

5.A.2. HU Financial Support for Library. HU is committed to restoring its library system to its mid-1980s ranking among academic research libraries over the next five years. Toward this end, it has launched a major Library Renewal Initiative that includes renovating and repurposing its Undergraduate and Founders Library buildings, upgrading and expanding the programs and services of the MSRC, and increasing the levels of financial support for the Libraries staff, collections, and collection management initiatives. In addition to the \$15 million the HUBOT has committed to transform the 90,000 sq. ft. Undergraduate Library into a state-of-the-art Learning Commons, the Board has authorized a \$30 million Capital Campaign to fund the renovation and repurposing of its 120,000 sq. ft. Founders Library and significantly upgrade and support the research, documentation, and education programs of the Moorland-Spingarn Research Center. The MSRC is the oldest continually functioning academic research library in the country devoted exclusively to documenting and interpreting the history, culture, and experiences of people of African descent worldwide. Its centennial celebration in 2014-2015 will be the centerpiece of the Library's \$30 million Capital Campaign.

Steps have already been taken to begin to reverse the downward spiral of University investments in its library operations. The 2014 operating budget is approximately \$10 million, an increase of some \$2 million since 2010. MSRC's budget has increased to over \$1.5 million, including over \$800,000 in staff support and \$600,000 in acquisition funds. Three new staff members— a Photographs Librarian, a Manuscript Librarian, and an Archivist have been added to MSRC's professional staff. All three hold Ph.D.'s and specialize in some aspect of the global black experience. The increase in MSRC's acquisition budget, while significant, is not sufficient to fill the gaps in the collection caused by the sharp drop in the acquisitions budget over the last decade. Hence, the need for Title VI funds to supplement its budget in support of enhancing its

African collections.

In addition to its investment in MSRC, the University also supports one full-time staff member who selects African and African Diasporan print and electronic resources for the general library. When added to the Moorland staff profile, a total of 7 full-time professionals and 3 library technicians support African and African Diasporan Research services at HU at a cost of over \$900,000 annually. Future plans call for the addition of a minimum of 2 Africana bibliographers, 2 additional cataloguers, and at least one additional manuscript librarian at MSRC over the next five years. Title VI funds being requested here will complement current university enhance investments and contribute immensely to enhancing the Africa collections, in particular.

5.B.1. Access to Library Materials at Other Institutions. HU belongs to the WRLC of DC area universities (American, Catholic, Georgetown , George Mason, George Washington, the Maryland-College Park, and others). HU faculty and students have access to any item in a member institution's libraries within 24 hours of placing their on-line request. In addition, they can draw on the voluminous Africana holdings in the Library of Congress, and at the National Institute of Health, the Museum of African Art, USAID, and the National Archives.

5.B.2. Extent of Accessibility of HU Library Holdings by Other Institutions. HU libraries are open to all students, visiting scholars and consortium members 102 hours each week of the academic year. The University's online catalog is accessible remotely 24/7, although proprietary databases requiring authentication must be searched on campus. HU Libraries also provide nationwide access to its Africana collections via the Interlibrary Loan system, an outreach service to Africanist faculty and graduate students across the continent.

6. QUALITY OF STAFF RESOURCES

6.A. Quality of Non-Language Faculty. HU has more than 98 faculty with Africa related expertise, experience and work (**APPENDIX 3**). They play leading roles in teaching and research on African issues and they are prominent in a number of professional and civic organizations here and abroad. HU has hosted the annual conference of the African Studies Association (ASA) on two occasions, and two of its faculty have served as ASA presidents and three on its board of directors. Mbye Cham has served on the board of the ALA and was WARA's president from 2010 to 2013. He has served on the board of board of the Council for American Overseas Research Centers (CAORC) for over three years and was elected to the executive committee in May 2014. Department of English chair, Dana Williams, is president of the College Language Association (CLA). Clement Akassi of DWLC is the president-elect. Mario Beatty of Afro-American Studies is president of the Association for the Study of Classical African Civilizations. Over the past decade, 10 faculty have won Fulbrights to South Africa, Ethiopia, Nigeria, Zimbabwe, Botswana and Senegal, as well as grants from NSF, NIH, Mellon, USAID and others. HU faculty are prominent in issues of health disparities and have a strong track record of producing minority graduates and professionals in STEM areas. In November 2011, Winston Anderson (Biology and Director of MHIRT) was honored at the White House with the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. World-renowned filmmaker and teacher, Haile Gerima, is recognized as one of the most accomplished African filmmakers. His most recent film, TEZA, won the two top prizes in Africa in 2008 (JCC, Carthage) and 2009 (FESPACO), as well as numerous awards at festivals in Europe and Asia. Sulayman Nyang was recently named one of the 500 Most Influential Muslim Scholars in the World by the Royal Islamic Strategic Studies Center, Amman, Jordan,

and the Prince Alwaleed Bin Talaal Center for Christian Muslim Understanding, Georgetown University, Washington, DC. Renowned scholar and administrator, Howard Dodson, is now head of HUL. He was presented the Darwin T. Turner Award by the African American Literature and Culture Society (AALCS) in recognition of his service at a symposium at HUL in May 2014 celebrating 225th anniversary of the publication of Olaudah Equiano's autobiography, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, The African, Written by Himself*. Most recently, HU was selected by the U.S. Department of State as one of twenty US universities to serve as a host institution for President Obama's Young African Leaders Initiative (YALI) from June 15 - July 25, 2014. The training program is the Obama administration's signature effort to invest in the next generation of African leaders. (Appendix

6B. Professional Development and Overseas Opportunities for Faculty. HU has a strong commitment to retaining and developing its faculty. HU faculty are eligible for a variety of internal funding (New Faculty Start Up Grant, Summer Research Grants, Advanced Summer Research Grants, travel grants from the various schools and colleges) to support professional development activities and pursue, establish and enhance opportunities in Africa, in particular. Faculty are granted time off in the form of paid sabbatical and work load reduction for funded and other eligible projects. HU also has a generous leave of absence policy. HU has entered in formal partnerships with academic, public and private institutions all over Africa through Memorandum of Understanding agreements, that provide facilitate opportunities for both professional development and overseas work and experience. The HU state-of-the-art Center for Excellence in Teaching and Learning (CETLA) provides training on ICT on a regular basis, particularly, the use and application of technology to teaching, research and assessment. Faculty earn professional development credit for training programs at CETLA.

6C. Commitment of faculty and administrators in teaching and advising. HU faculty have a well-deserved reputation for their commitment to teaching, advising and mentoring students as part of their normal duties. This is especially the case in African Studies where faculty in the various departments and schools work intensively with graduate students on designing thesis and dissertation proposals in Africa. HU faculty and administrators are keenly aware of student demographics and backgrounds at HU, majority minority and many from disadvantaged communities. Hence, the commitment on the part of many HU faculty to go beyond the normal to serve students. The ASC director will continue with some teaching and service responsibilities, consistent with the prevailing practice at HU where many administrators who hold faculty positions carry at least one course teaching load and supervise and advice students as well.

6.D. Governance of Center. The ASC will constitute an advisory committee composed of core and affiliated faculty drawn from the Humanities, Social Sciences, Sciences and Engineering as well as the professional schools. It will establish by-laws that govern center operations and activities, and will meet on a regular basis every two months to make decisions relating to center operations. A sub-committee tasked with overseeing assessment and evaluation matters will be formed also. All committees, including the one that selects FLAS fellowships, will maintain this balance.

6.E. Staffing and oversight arrangements for administration and outreach. The Center will be staffed by a director, an outreach coordinator and a graduate assistant and will share an administrative assistant with the DAS. The Center's initial director will be Robert Edgar, a professor of African Studies and a HU faculty member since 1977. A historian of southern

Africa, he has authored and co-authored six books and is a contributor to a world history textbook. He has been awarded three Fulbrights for teaching and research and has taught at the National University of Lesotho and the University of Cape Town. He has been the principal investigator of a major research grant from the National Historical Publications and Records Commission and is well versed in grant administration. Brenda Randolph will be the outreach coordinator. She holds a MA in African Studies from Howard University and in Information Services from the University of Maryland, College Park. She has worked as a library media specialist in Virginia, Massachusetts and Maryland. Ms. Randolph created the Title VI African Studies Resource Center at Howard University in the early 1980s. In 1989, she founded Africa Access. Ms. Randolph is a major contributor to *Sankofa Journal*, a peer-reviewed journal edited by Meena Khorana and published annually by the Department of English and Language Arts at Morgan State University, Baltimore, Maryland. *Sankofa* includes scholarly articles on emerging trends in African and African Diaspora juvenile literatures and in-depth book reviews of books nominated by U.S. publishers for the Children's Africana Book Awards. Dr. Helen Bond of the Department of Curriculum and Instruction at the HU School of Education will serve as deputy director of the center. HU will provide one graduate assistant.

Effective oversight of the center's operation and activities will be assured by a small oversight committee composed of selected faculty and teachers from area universities and public schools, as well as from local civic organizations and HU African Studies alumni in the DC metro area.

6.F. Commitment of HU to Non-discrimination. A number of indicators confirm HU's historic mission to serve underrepresented populations. 81% of its faculty comes from minorities, 71% are African American, and 43% are women. The student body and staff of the university is

equally diverse. HU observes a policy of equal opportunity and access and does not discriminate on the basis of gender, race, national origin, color, age or disability. The ASC will comply with these policies and practices in place since the founding of the university.

7. OUTREACH ACTIVITIES

The Center will build on our longstanding relationship with *Africa Access* to partner with more productively with the Department of Curriculum and Instruction in the Howard University School of Education. DAS faculty members, Bob Edgar and Mbye Cham are members of the board of *Africa Access*. Bob Edgar is president of the board. Currently, HU African Studies does not have a formal centralized outreach structure for African Studies; however, HU Africanist faculty and their units are seriously engaged in extensive outreach locally, nationally, and internationally. We will draw on the expertise and extensive experience of Howard Dodson, the new director of HUL. We intend to build a formal institutionalized structure on this foundation to better coordinate our programs of outreach to elementary and secondary schools, post-secondary institutions and business, media, and the general public. We will establish a new formal Outreach Center for teaching and learning about Africa to serve metropolitan Washington, the mid-Atlantic states, and the nation. The center will partner closely with a number of HU academic units and organizations and individuals in the DC Metro area to implement a high quality program to enhance capacities of teachers and community and four-year colleges on Africa-related pedagogy as well as easy access to a range of useful content resources for Africa. The center will collaborate with the Department of Curriculum and Instruction (DCI) in the HU School of Education, *Africa Access*, the Children's Africana Book Awards (CABA), Sally Schwartz of the DC Center for Global Education and Leadership (CGEL), The African Immigrant and Refugee Foundation (AIRF) and the Georgetown University Center for Middle

Eastern Studies in order to undertake a) *Teaching and Learning Workshops and Seminars* designed to meet the needs of DC area school districts, community and four year colleges, community groups and other institutions seeking to develop knowledge and capacities on Africa; b) develop a *K-12 Resource Library* of outstanding resources to teach and learn about Africa, including books, artifacts, curriculum materials, audio-visual materials, electronic resources and on Africa, in close partnership with DC area-based *Africa Access*, a bibliographic and educational service organization that has the most comprehensive electronic database of K-12 materials on Africa in the country; c) provide a stable national location for the collaborative NRC Title VI *Children's Africana Book Awards (CABA)*, whose annual awards ceremony HU has supported consistently for more than 5 years, e) partner with the African Immigrant and Refugee Foundation (AIRF) and DC-based *Teaching for Change* to address topics related to identity and the challenges of African immigrant children, particularly those of Muslim heritage and to enhance the image of Africa in schools such as the Reading Across Continents program of the International Reading Association.

7.A.1. Elementary and Secondary Schools. As indicated above, the Center will work with *African Access* and the DCI in the SoE to provide and enhance teacher training activities that focus on Africa, African languages and literatures and cultures. The DCI has robust outreach capacities and existing partnerships with local DC elementary and secondary schools and Prince George's County Public Schools in Maryland. In addition, the faculty of the DCI provides professional development for area K-12 schools, including K-12 schools nationally and even abroad. For example, Dr. Helen Bond of the DCI co-teaches an interdisciplinary African Studies course on social media and political change in Africa with African Studies faculty member Dr. Alem Hailu. She has provided professional development to schools as local as the District of

Columbia, and as far away as India and Ethiopia. This collaboration with teacher education greatly extends our outreach capacity. As well, *Africa Access* is developing a reading program for Washington, D.C. area schools that features African children's literature and a program called "Showcase Africa" that recognizes exemplary student projects on Africa.

7.A.2. Post-Secondary Institutions. For more than six years, a number of HU outreach projects have had a significant impact on post-secondary institutions locally, nationally, and internationally. HU African Studies faculty have provided advice and guidance to area four-year colleges such as Shepherd University (WV) and Montgomery College (MD) on their respective summer study abroad projects in Senegal in 2009. In October 2011, in partnership with WARA, HU organized a panel on the "The Contributions of West African Muslims to US Culture" at Montgomery College. Also, a number of our graduate students give presentations and do adjunct teaching at DC area community colleges. Faculty at HU from a variety of disciplines regularly lecture at many post secondary institutions. Robert Edgar is a regular lecturer at the Department of State's Foreign Service Institute. Sulayman Nyang is one of the most requested faculty members for lectures and presentations at post secondary institutions. In 2008, Nyang was appointed a member of the advisory council of the Woodrow Wilson Center's African Program.

In summer 2005, Mbye Cham directed an institute on African cinema in Senegal for 25 US college and university faculty with significant representation from HBCUs, Hispanic Serving Institutions, and Tribal Colleges and Universities. In 2001, he also offered a curriculum workshop for HBCU faculty at the West African Research Center in Dakar and in June 2002 a one week project, "Teaching Africa in the Twenty First Century," at NYU for 21 college and university teachers. Most recently, in partnership with the West African Research Association, HU, through Mbye Cham, directed a Fulbright Hayes Group Projects Abroad in June-July, 2010

for 16 US high school teachers. The 4-week seminar, *Exploring West Africa: Spotlight on Senegal*, during which teachers worked on curriculum projects, took place at WARC in Dakar, Senegal. In March 2014, Mbye Cham prepared and submitted a proposal (decision pending) to NEH to partner with WARA/WARC to conduct a Summer Seminar for 16 US high school teachers in Dakar from July 4-August 4, 2015. The topic of the seminar is *Islam in African Literature and Film: Spotlight on Senegal*.

HU Africa-related national and international outreach is significant and productive. (APPENDIX 4 provides a sample listing). For example, from 1999 to 2014, HU Biology Professor Winston Anderson's *Minority Health and Health Disparities International Research Training (MHIRT)* project has provided training to more than 230 students at HU and other universities around the US and health professionals in Ethiopia, Ghana, Mali, and Nigeria. Anthony Wutoh, Dean of the College of Pharmacy and Assistant Provost for International Programs, is most active with multiple research, training and service projects all over Africa. Systems and Computer Science Professor John Trimble provides curriculum development workshops and training at universities in Mauritius, Liberia, South Africa, Rwanda, Zimbabwe, and the Sudan. For 31 years, HU political science Professor Michael Nwanze has organized the National Model African Union (AU), providing undergraduates with experience of the role, structure and performance of the AU. Several hundred students and faculty advisers from 33 campuses around the United States participate in the February sessions.

In addition to the DAS Outreach programs, the HU Ralph J. Bunche International Affairs Center also undertakes outreach work to secondary and post secondary institutions – as well as the Patricia Roberts Harris Public Affairs Program of internships in federal, state and local government offices. It facilitates summer internships for HU students at American embassies and

USAID offices in Africa and hosts DOS diplomats in residence, including foreign service officers and ambassadors returning from Africa. In two past two years, it hosted more than 8 ambassadors from African nations at annual April conference for Women Ambassadors to the US organized by the DWLC, in partnership with the Women Ambassadors Foundation. We intend to build on the Bunche Center programming to augment outreach to post-secondary and other institutions.

7.A.3. Business, Media and the General Public. HU's strategic location in Washington, DC provides ample opportunities to provide Africa-themed content and guidance to a broad range of media, business, general community organizations and individuals in partnership with U.S. government agencies, African and European embassies, civic groups, faith-based organizations, and non-governmental organizations on a range of workshops, conferences, symposia, film screenings, exhibits, and radio talk shows.

At HU, African Studies reaches the campus through a regular *Palaver Series* seminar series with invited guests from HU faculty and students. In October 2008, HU DAS graduate students initiated an annual *Emerging Voices* conference for graduate students to deliver research papers and also publish a bi-weekly online *African Studies Newsletter* and a new online peer-reviewed journal, *MOSAIC: An African Studies E-Journal*. The HU student newspaper, *The Hilltop*, has a weekly column dubbed "Motherland Mondays," which provides news summaries and perspectives on events in Africa. Another HU group, the African Students Association, launched an annual *African Business Conference* in February 2008, in collaboration with the DAS and HU's School of Business and sponsorship of Merrill Lynch, the Foreign Investment Network, Phase Telecom and Barclay's Bank. . Every Thursday or Friday Sulayman Nyang gives a 7-10 minutes reflections on America's relations with Africa on the Voice of America

Radio. Most recently, on June 11, 2014, Nyang appeared on VOA TV program, *Straight Talk Africa*, with US Congressman Gregory Meeks to discuss the role of the Congressional Balck Caucus and the “Electrify Africa Act.” Greg Carr, chair of Afro-American Studies, regularly provides expert commentary on African and Diaspora topics on CNN, WETA, WHUR, SABC and other national and international media outlets.

African Studies faculty at HU also regularly organize major conferences in partnership with organizations in Washington, D.C. DAS marked the 60th anniversary of the establishment of the graduate program in African Studies at HU with a series of events in 2013-2014. (See **APPENDIX 5** for the 60th anniversary program)

In spring 2009, DAS laid the groundwork for an African Policy Forum to shape discussions and policy debates on key issues, especially those of the United States government and international organizations such as the World Bank and International Monetary Fund, and to create a space for voices that are not usually heard in matters of policy towards Africa. Three or four such events are planned annually to create a space that will bring together academics, government officials, and representatives of international organizations, African immigrant associations, NGOs, faith-based groups, and activist groups from the U.S. as well as Africa.

Three forums have been held, partnership with Africa Action, a leading non-governmental organization based in Washington, DC: a) on President Obama’s Africa policy attended by over 250 people, b) a lecture by Prof. Mahmood Mamdani on Darfur attended by 100 people and carried on C-Span, and c) a panel on the South African elections attended by 150 people. The forum will be an ongoing initiative of the Center with 2 events a year. (Budget, V.E.3.)

HU African Studies faculty serve regularly as expert commentators and analysts for the media, with continuing partnerships with the Voice of America radio and television. Most recently, the Swahili language program was profiled on VOA. Since 2005, we have provided expertise and assistance to TransAfrica Forum's annual African Film Festival, the regular film series at the Smithsonian National Museum of African Art (series on Nigerian Nollywood cinema in February 2010), and regularly to other national and international festivals. HU's television station, WHUT-TV, has prime-time broadcasts of Africa news stories, documentaries, entertainment, and public affairs programs. Because of the wide reach and significant audience of WHUT as part of the PBS system, HU is providing Africa content in a 60 mile radius. We request funds to enhance their educational Africa-themed programming. (Budget, V.A.5.)

Two major DC area radio stations offer a wide range of interactive call-in Africa programming that also utilizes HU African Studies resources. Pacifica New World Radio WPFW 89.3 FM runs two 100% Africa-themed programs: *Africa Now* (public affairs, Wednesdays) and *African Rhythms and Extensions* (music, news and public affairs, Saturdays). The latter is one of the longest running programs (more than 25 years) and is hosted by Kofi Kissi Dompere, professor of economics at HU and an Africanist. Other programs on WPFW regularly incorporate African topics and feature HU African Studies faculty. A number of African national, civic, and religious associations run country and language-specific programs on local community radio stations throughout the week, covering current events, culture, music, religion, and immigration issues, including programs in Amharic, Tigrinia, Somali, Oromo, Yoruba and Wolof. A number of HU faculty and students contribute to religious programs that dominate on Sundays. We are requesting Title VI funds to enable our educational outreach to a broader general public.

8. PROGRAM PLANNING AND BUDGET

Our plan rests on a foundation of sustained HU institutional support of and investment in African Studies over many decades. So, we propose a set of activities of high quality for teacher education, outreach, language instructional program expansion and enhancement, curriculum, programming and administration. These activities will consolidate and strengthen African Studies university-wide at a major minority serving institution, HU, and promote the priorities and purposes of the NRC and FLAS programs.

8.A.1. Language instruction. We plan to enhance and expand our language offerings to the advanced levels in KiSwahili, coordinate with Georgetown University through the DC Consortium framework for advanced level offerings in Arabic and with regional and national consortia (SCALI and NERCPAL) for advanced levels in Wolof. We plan to expand the African language offerings by introducing Amharic, Zulu and Yoruba and develop these to the advanced level, and we plan to enhance the quality and impact of our language teaching by providing the language teaching staff opportunities to participate more actively and regularly in regional and national language consortia arrangements in order to acquire, develop and enhance standardized measure oriented assessment and proficiency tools. We therefore seek support for 1) three part-time instructor positions in Amharic, Zulu and Yoruba (\$15,000 each/ay). HU will provide 3 stipends for TAs for on-demand individualized instruction in other African languages; we plan to request permission from HU to hire at least two full-time African languages and area faculty by 2017; 2) summer grants for acquisition and development of instructional materials on Wolof, Amharic, Zulu, KiSwahili, Yoruba and Arabic (\$7000); 3) for language summer study through SCALI (\$10,000/yr); 4) for NALRC to continue workshops and training related to language pedagogy and measure-oriented online proficiency assessment (\$4000/yr); travel for 2 language

faculty to attend NALRC's STAMP workshops and training (2 trips per year - \$450 airfare; \$90/hotel; per diem \$48 x 7 days per person = \$1416; total cost for all persons \$5664); and 5) for NECRPAL workshops and seminars on syllabi design, material development, language teaching methodology, and assessment (\$5000).

8.A.2 Teacher Training Activities. We plan to enhance and expand our collaboration with *Africa Access* and the Department Curriculum and Instruction in the School of Education at HU for the purpose of infusing a thematic focus on the languages and culture of Africa into the teacher training activities and curriculum. The collaboration will draw content expertise from DAS, DWLC, and the faculty of the DCI, which prepares preservice and inservice teachers at both the graduate and undergraduate levels. The goal is to support the DCI's integration of international and intercultural dimensions and language training into its teacher education programs. The partnership activities will include curriculum planning and development, summer institutes and professional development for K-12 teachers, teacher educators, and faculty, and shared teaching and research pursuits, including bringing visiting scholars, faculty, and K-12 teachers to the center to teach or to conduct research.

8.A.3 Academic enhancement/Programmatic initiatives. We plan to contribute actively to the process of academic renewal currently underway at HU through a series of concerted scholarly enrichment and enhancement initiatives that will harness better and coordinate more productively the wealth of Africa-related expertise and work at HU. There is more emphasis being placed now on interdisciplinary learning, teaching and academic programming. In addition to the COAS Interdisciplinary Learning Community already in place, there is also a major Carnegie Foundation-funded initiative, the *HU Initiative on Democracy, Markets, Communication and Technology*, designed to offer groups of academics and policymakers a

format to engage issues and topics relevant to underserved and under-represented communities nationally and globally. The first session took place in April 27, 2010 on “The Health Care Discussion: People, Environment and Policy.” The most recent session on April 14, 2014 was again on “US Healthcare.” Building on existing Africa related interdisciplinary projects and working groups at HU and initiating new ones, we plan to use this broad umbrella to undertake specific Africa-themed programming, research, teaching and curriculum development around a) *health, culture, communication and public policy*, b) *climate change, appropriate technology and development*, c) *Muslim majority countries in Africa* and c) *gender, culture, identities and social change: diaspora dimensions*. (Culture here includes language, religion and the creative, visual and performing arts). We seek support for competitive grants to interdisciplinary working groups to develop specific research, curriculum development and symposium projects on these themes, and to leverage such funds for internal and external resources. (4 grants at \$6250/year). We plan to select a specific topic for a symposium or public lecture series in each year of the grant cycle. Our Outreach center will target area teachers and community colleges to attend and take part in these programs. (\$3000/year). We request funds for honoraria for 4 speakers at the Africa Policy Forum events (2 forums a year; 4x\$500 =\$2000/yr).

8.A.4. Library enhancement. We seek support 1) to enhance acquisition of African materials in Africa and other relevant print and non-print materials for our existing collections and activities in the main library, the special collections of the MSRC and the library Media Center for use in teaching and research (\$12,000/yr); 2) for a student assistant stipend to assist the Africana librarian to catalogue and manage acquisitions (\$16/hr x 20hrs/wk = \$320/wk x 52 = \$16, 640); 3) for librarian travel to Africa once a year for acquisitions (\$2,500 airfare; \$90 hotel and \$48 per

diem for 14 days; local transportation \$25 per day = \$4782 per year); 4) for collaborative NRC Title VI library projects (\$2000) and 5) for WARA ALMA project (\$2000).

8.A.5. Outreach. We plan to enhance our outreach activities by establishing a more formal center to undertake the activities detailed in the plan in Section 7A. The Africa NRCs will continue to cooperate in making African language instruction widely accessible and in maintaining the highest standards of instruction and evaluation. UC-Berkeley will continue its website that lists all summer African language offerings in the U.S. and approved language study programs in Africa. We will continue to publicize summer language study opportunities especially to students at community colleges and minority serving institutions. We will continue to work with NALRC and other LRCs to refine standards, train teachers, and develop materials. We will also continue to support ALMA. We request support for 1) full salary and benefits of one full time outreach coordinator at HU grade 8 scale for the first 3 years (\$30,000 plus fringe); 2) outreach coordinator travel to professional conferences (two per year to ASA and NCSS – travel: \$800; per diem: \$175 –, registration fees \$190, exhibit booth \$350); 3) Center Director and Language Coordinator travel to the annual ASA meeting; 4) acquisition and designing of resource materials for the K-12 library and for resource packets and the website (\$6000/yr – subscriptions, audio-visual materials); 5) a one-time cost for webpage design \$2000, 6) yearly maintenance of webpage – costs; 7) curriculum workshops and seminars for K-12 teachers (2 per a/y and 1 each summer); 8) stipend for 10 student presentations per year at area schools and faith based organizations' heritage learning initiatives (on language and culture topics – 10x\$200 = \$2000/yr); 9) stipends to establish a one week residency/internship program at the ASC Outreach Center for area and regional teachers. This will enhance teacher capacity in Africa related content and instruction. (14 teachers x \$800/yr = \$11,200) 10) area film/radio events with

provision of content expertise and speakers (\$500/yr); 11) WHUT Africa-related programming enhancement (provision of funds to cover/report on major academic and policy events on campus related to Africa and using these as resource tools for teachers and area community and four year colleges - \$2500/yr); 12) for the annual HU African Business Conference (\$500/yr); and 13) the collaborative Children's Africana Book Award (CABA \$350) and the Teachers' Outreach panels at the ASA – \$350.

8.A.6. Linkages with Africa. We plan to strengthen existing partnerships and linkages with African institutions and leverage opportunities at HU and in the US (Fulbright, Humphrey, WARA, Boren, MHIRT fellowships) to enable collaborative research, teaching, exchanges and study abroad. We seek 1) travel support for center director and faculty to initiate, develop, and enhance collaborations and student study abroad (\$2500 airfare, \$96.00 per diem x 14 days) and 2) partial support to contribute to local costs of visiting faculty/artist-in-residence (1 per year, \$2000)

8.A.7. FLAS Awards. We request 10 academic year and five summer FLAS awards: 8 for graduate and 2 for undergraduate students during the academic year, and 4 for graduate and 1 for undergraduate in the summer. We plan to strongly encourage students in the STEM disciplines to apply for these awards. In Section 10 below, we detail the award selection procedures.

8.A.8. Periodic reviews and evaluation. We provide below in section 9C a more detailed plan for program evaluation and impact. We request funds for external reviews of the language program (Year 2 - \$2000), the center operations and the Outreach Center (Year 3 - \$3000). As with other NRCs we request funds for review of SCALI in Year 1 and 2 (\$1000/year).

8.B. Timeline and plan. Systematic implementation of the activities detailed in our plan will enable better coordination of Africa related teaching, research and interdisciplinary programming

at HU. This will make for an improved and expanded language program, enhanced opportunities for faculty development, strengthening of library resources, increased availability of seed funds for interdisciplinary collaboration, a stronger and more formal and coordinated outreach program, and additional opportunities for graduate student training and research. It will strengthen and help maintain HU's historic pioneer role in African Studies in the US. Our plan represents a set of high quality programs and activities that cumulatively respond to the absolute priority, the four invitational priorities and the FLAS competitive preference priority of the 2013-2017 Title VI program.

8.C. Reasonableness of Costs. Considering the huge gains to be derived from the successful implementation of our plan at the major HBCU and MSI in the US that has consistently invested significant resources to African Studies over many decades, the costs of the program are very reasonable. This investment will yield major dividends. More immediately, it will provide seed resources that faculty and students can leverage for additional funding of teaching, research and similar projects, to better position HU to continue to providing expertise and capacities that promote and enhance US national interests and global understanding. The start-up costs are modest and will go a long way toward enabling us to leverage them into HU investments and take over beyond the life of the grant cycle. To keep costs down, HU is contributing significant staff and in-kind resources to ensure a high quality program.

8.D. Long term impact. In the long term, the activities proposed here will solidify and help expand the capacity in undergraduate, graduate and professional training programs at HU. The ASC will provide an enhanced common space with enhanced resources to enable better coordination and more productive collaboration between faculty and students engaged in Africa related teaching, research and creative production across all departments and schools. Our

emphasis on interdisciplinary work, in tandem with current HU initiatives such as the *Interdisciplinary Learning Communities* and the *HU Initiative on Democracy, Markets, Communication and Technology*, will enrich and strengthen these projects and at the same time contribute to renewal of the curriculum at HU.

9. IMPACT AND EVALUATION

9.A.1. Impact of Center. The Howard African Studies Center, ASC, will impact the community and nation, advance the program goals and regulations and help meet the national need for foreign language by increasing by 10%, each year, over a four year period, the number of students, graduate and undergraduate, graduating from Howard University with advanced proficiency in the targeted international and African languages, Swahili, Arabic, Amharic, Zulu, Wolof and Yoruba. In addition, ASC seeks to increase by 10% the placement of these graduates in jobs in academia, government and the private sector where these skills can be utilized. Evidence of the Center's impact is measured by the number of graduating students with proficiency in African languages tracked primarily through official enrollment and graduation records collected by the registrar's office, school and departmental records and the ASC. Evidence of the Center's impact on graduate placement will be tracked though the career center, student placement office, school and department records and the ASC. The ASC will also track and analyze participation rates for its various activities, events and programs. Likewise, the ASC Outreach Center will track usage rates related to the various library and other resources by teachers, students, faculty and the general public.

At any given semester at HU, approximately 75 percent of students at HU enroll in an Africa-related course offered in departments across the various HU schools and colleges. DAS, in particular, placed 85% of its graduates in federal and other local, national, and international

institutions and organizations such as the US State Department, the Library of Congress, Voice of America, the United Nations, UNESCO, the African Development Bank, the World Bank, African government and non-government institutions and organizations, and numerous universities and higher education institutions.

As part of our co-curricular activities for HU African Studies students and as outreach in the DC-Metro area, we organized and sponsored major conferences, symposia, film screenings and discussions (more than six during the last year) with attendance varying from 100 to 300 each session. As a premier organizer of public forums in the DC-Metro area, HU is a national, regional, and local resource center in many ways, e.g. offering the annual student-organized conference series, *Emerging Voices*, the *Annual African Business Conference*, the year-round *Palaver Series*, as well as the recently launched online journal, *MOASAIC: An African Studies E-Journal*.

9.B. Equal Access and Treatment Provisions. HU is one of the most diverse institutions in the nation, committed from its inception to equal access and treatment of all people regardless of race, gender, color, age, disability and national or ethnic origin. The requirement not to discriminate in education programs and activities extends to employment, admission and students at HU. The university's longstanding commitment to and practice of non-discrimination is enshrined in the Board of Trustees approved policy document which was last updated in 1999. The provisions of this policy have always been strictly adhered to by DAS and all Africa related activities at HU and they will continue to form the bedrock principles and practices of the activities and operations of the ASC. HU is a *Minority Serving Institution* as defined by the U.S. Office of Civil Rights and is the only federally-chartered, non-profit, private, co-educational, non-sectarian, historically black university in Washington, DC. Data from the 2009 HU Self

Study show a total of 1520 full and part-time faculty (approximately 871 male and 649 female):: 89% Black Non-Hispanic, 19% White Non-Hispanic, 8% Asian or Pacific Islander, 1% Hispanic and 1% American Indian. The student population of 11,222 is equally diverse, majority female and Black Non-Hispanic. The faculty, students and staff of DAS also reflect this diversity. All locations and facilities on campus are accessible to people with handicaps and provisions are made to accommodate special cases.

9.C. Evaluation Plan. The ASC has developed an evaluation plan to support its two goals related to graduation rates and job placement. (**APPENDIX 9** provides our **Performance Measurement Form**). The objective of the evaluation plan is to provide the ASC with the necessary information to identify and measure changes in enrollment and placement, when these changes occur and to analyze these changes and the related causes compared to the targeted or expected changes in both areas. This plan is built on the system of evaluation of faculty, courses, staff and programs already in place at HU. It also draws on the resources of the HU Office of Institutional Assessment and Evaluation (OIAE) to evaluate the specific objectives, programs, and operations of the ASC and make timely adjustments and improvement. We will collect and utilize quantitative and qualitative data on all program activities. We will make use of a variety of methods, including paper questionnaires, online survey monkey tools, focus group sessions and interviews, to collect data from students, faculty, teachers, and participants who take part in center events and other programs. The center director, the African language coordinator, and the Outreach Center Director will work with the assessment sub-committee of the ASC Advisory Council and the OIAE to develop and implement a detailed assessment strategy and to design the necessary assessment instruments to monitor progress.

ASC Program Evaluation Methods – (Partial Table. See Performance Measure Form for details)	
Goal 1: Increase by 10%, each year, over a four year period, the number of students graduating from HU with advanced proficiency in KiSwahili, Arabic, Amharic, Zulu, Wolof and Yoruba	
Performance Measures	Major Activities
<p>A. By the end of each year, there will be a 10% increase in the number of course offerings in the targeted African languages.</p> <p>The data will be collected and synthesized by the ASC.</p>	<ol style="list-style-type: none"> 1. Conduct a survey to identify the current needs for African languages in the schools of business, medicine, law and social work. 2. Develop curricula for the African languages Arabic, Amharic, Zulu, Wolof and Yoruba to reflect the current needs of the schools of business, medicine, law and social studies. 3. Recruit and hire sufficient qualified teachers in targeted African languages. 4. Introduce Level I Zulu and Amharic by Spring 2015 and Level IV by Fall 2017.
<p>B. By the end of each year, there will be a 10% in the number students enrolled in targeted African languages.</p> <p>The data will be collected and synthesized by the ASC.</p>	<ol style="list-style-type: none"> 1. Develop specific outreach strategies targeted to HU departments, local universities and colleges, community colleges and local and region K-12 schools. 2. Disseminate information on the ASC and the new language offerings to the various schools, WHUR radio station, HU website, HU student newspaper (<i>The Hilltop</i>), social media, local high schools, colleges and public and private partner organizations. 3. Actively pursue, via email, all students previously register in African language courses. 4. Provide tutoring and mentors to all students with and interest engaged in the program.
<p>C. By the end of each year, there will be a 10% increase in the number of students engaged in study aboard, research or field project on the African continent.</p> <p>The data will be collected by the various schools, departments and synthesized the ASC.</p>	<ol style="list-style-type: none"> 1. Work with the Bunche Center, COAS and other professional schools to enhance and develop presentation materials regarding the ASC study abroad program suitable for various schools and departments. 2. Disseminate information on the ASC study abroad offerings to the various school, WHUR radio station, HU website, HU student newspaper (<i>The Hilltop</i>), social media, local high schools, colleges and public and private partner organizations. 3. In addition to the existing study abroad and Fulbright info sessions, organize two forums per semester in the student lounge areas, or similar location, on study in Africa.
<p>D) By fall, 2016, establish a formalized instructor/faculty enrichment program to enhance their teaching skills by exposing them to current language pedagogy training for performance-based teaching.</p> <p>The data will be collected and synthesized by the ASC.</p>	<ol style="list-style-type: none"> 1. Conduct a skills assessment of all instructors and faculty engaged in language instruction to determine their proficiency level and developmental needs with regards to performance-based teaching. 2. Develop individualized strategies to reach performance goals for each instructor. 3. Provide opportunity for instructor, DWLC faculty and on-demand tutors to participate in yearly, regional and national collaborative workshops.
<p>E) Establish a formal system of internal and external evaluations of the African language instructional program, the Center curriculum, FLAS Fellowship program, and the operations of the ASC.</p>	<ol style="list-style-type: none"> 1. Create an Advisory Council representative of Africanists across the HU faculties to oversee governance of the ASC and administration of the African language, area studies, library, and outreach programs. 2. Develop and implement an assessment strategy and design the necessary assessment instruments to internally monitor progress

Formative assessments will be used to evaluate progress toward accomplishing the expected

outcomes of each of the five ASC components and two goals. Near the end of the grant period, a final summative evaluation to shape future applications for NRC, FLAS, and other grant funding

for Center program. The data from the assessment instruments will be analyzed and reviewed annually by the ASC director and the evaluation panel indicated above to enable timely interventions and improvements.

ASC Program Evaluation Methods

Goal II: Increase by 10%, each year, over a four year period, the number of HU graduates with advanced proficiency in the targeted African languages placed in jobs in academia, government and the private sector where these skills can be utilized.

Performance Measures

A. By the end of each year, there will be a 10% increase in the number of students mentored.

The data will be collected from the career centers, the various departments and schools, and synthesized by the ASC.

B. By the end of each year, there will be at least 2 new placements for internships and volunteer opportunities.

The data will be collected from the career centers, student placement office, the various departments and schools, and synthesized by the ASC.

C. By the end of each year, there will be a 20% increase in the use of ASC career related resources by students taking the targeted African languages classes.

The data will be collected and synthesized by the ASC outreach center.

Major Activities

1. Develop presentation materials regarding the ASC mentoring program.
2. Disseminate information on the mentoring program to the various school, WHUR radio station, HU website, HU student newspaper (*The Hilltop*), social media, local high schools, colleges and public and private partner organizations.
3. Actively encourage, via email and social media, all students participating in targeted African languages to consider participation in the mentoring program.
4. Hold two information sessions per semester in the student lounge or similar location on the availability of mentoring as part of the ASC.
1. Develop a targeted comprehensive list of government and public agencies, private business and the academic communities who might have a need for persons proficient in the targeted African languages.
2. Develop specific presentation material regarding the ASC program, targeted to audiences of government and public agencies, private business and the academic communities.
3. Disseminate information on the ASC program to government and public agencies, private business and the academic communities.
4. Identify and contact government and public agencies, private business and the academic communities which have employed past HU graduates proficient in the targeted African languages.
4. Hold one on-site information session, per semester, for government and public agencies, private business and the academic communities on ASC programs and its benefits to their organization.
1. Develop presentation materials regarding career opportunities in Africa related fields.
2. Disseminate information on the career center to the various schools and departments by way of the WHUR radio station, HU website, email and hard copy.
3. Actively encourage, via email, all students participating in targeted international and African languages to consider use of the career center.
4. Hold to two information sessions per semester in the student lounge or similar location on the services of the career center as part of the ASC.

The Advisory Council will also review these at its regular meetings. Summative assessments will be undertaken annually to assess the progress of the overall program in meeting its objectives. In Year 2, we will contract an external reviewer to review the language program and in Year 3

another reviewer to assess the NRC and Outreach Center activities. The final results will be presented to the Advisory Board for action and recommendations.

9.D. Contribution to Improved Supply of Specialists in Area. Our contribution to improved supply of specialists in African Studies is captured in the steady high enrollments numbers in our graduate programs and courses, the high numbers of graduate degrees (59 between 2009-2014) in Africa related topics and in the 90% placement record of our graduates in academia, government and national and international organizations and non-profits in the last decade, such as the US State Department, the Library of Congress, Voice of America, US Department of Homeland Security, the CIA, the United Nations, UNESCO, the African Development Bank, the World Bank, African government and non-government institutions and organizations and numerous universities and higher education institutions.

9.E.1. National needs and dissemination of info to the public. The range of focused teaching, research, creative production and outreach work of HU Africanists engages questions and issues of academic importance that are also relevant to the needs and requirements of the nation. Our offerings in languages deemed critical to national needs and our programming on themes like Muslim majority countries and health and public policy address national needs for more informed understandings of these societies and processes. The series of conferences, lectures, seminars, policy forums, outreach and projected online resources will enable dissemination of the work of the ASC to a broad diverse audience locally, nationally and internationally. Our plan to work cooperatively with WHUT TV and local radio stations, student publications at HU and area faith-based and civic organizations will contribute to a broader dissemination as well.

9.E.2. Placement in areas of national need and plans to increase numbers. In the last five years, without FLAS scholarships, HU B.A., M.A. and Ph.D. graduates with Africa related topics

and language competencies have joined the National Defense University, the Department of Homeland Security, the CIA, the National Security Council, the African Section of the Library of Congress' African and Middle Eastern Division, the US State Department and a number of universities with African and international area studies interest and focus. (**APPENDIX 8** provides a sample list). We plan to increase the number of placements in these areas of national need through more targeted advising, guidance and mentoring, a more systematic collection and provision of more information on career opportunities in fields deemed to be of national importance, working with the Ralph J. Bunche International Affairs Center to identify and maintain a database of internships in government and non-governmental organizations and through better coordination among HU Africanists.

9.F.1. Degree to which FLAS awards address national needs. We request FLAS awards for Arabic, Swahili, Wolof, Amharic, Zulu and Yoruba. These are languages designated among the 78 priority languages listed by the U.S. Department of Education as Less Commonly Taught Languages (LCTLs) deemed to be of importance to national needs. Currently, Arabic and KiSwahili are offered to level IV and beyond. Wolof is offered to level IV at the moment. Amharic, Yoruba and Zulu will be introduced in Fall 2014. As pointed out above, HU has a strong track record of graduates with competencies in languages of nations needs without FLAS funds in the past five years.

9.F.2. FLAS Placement record. Ours is a new application. We have not had FLAS awardees in the last five years. However, the African language proficiency requirement of the M.A. and Ph.D. program in African Studies has produced graduates equipped with capacities in KiSwahili, Arabic, Wolof, Zulu, Amharic, Peulh and Dyula that are now working in government, academia,

international organizations and non-profits. We plan to build on this achievement without FLAS funds to produce with FLAS awards more graduates proficient in LCTLs.

10. TITLE VI FLAS SELECTION PROCEDURES

10.A. Publicizing the Awards. HU advertises the awards for Academic Year and Summer Intensive SCALI through various avenues: the HU Newsroom on the main university webpage, COAS, Graduate School and other professional schools' websites, the HU student newspaper, *The Hilltop*, HU students taking African languages, the e-mail list of the HU Dean of Student Affairs and Dean of College of Arts and Sciences, Peace Corps networks, the Africa networks of H-Net, and the ASA and AASP listservs. The director of HU's ASC responds to queries from graduate and undergraduate students at HU and prospective applicants from elsewhere.

10.B. Student Applications. Students apply for the award using a Title IV FLAS Application form created by the ASC. Applicants are required to submit two letters of reference, academic transcripts which highlight a person's language training and area studies background, and an essay detailing how the FLAS award will contribute to a person's research and professional plans.

10.C. FLAS Selection Criteria. The criteria utilized for awarding the fellowships are: 1) academic qualifications (GRE scores, academic performance on transcripts, letters), 2) clear commitment to professional development that will draw on African language and area studies training and potential for service in government and areas of national need, 3) a plan for developing facility in an African language offered at HU to an advanced level, 4) a plan for graduate students to conduct field or archival research in Africa and 5) a statement of the relevance of how a particular language fits into one's degree and research objectives.

Undergraduates must also demonstrate that they are taking languages at an intermediate or

advanced level. Current and future holders of FLAS will be required to undergo performance-based testing by African language instructors in the DWLC.

10.D. Who Selects Awardees. A faculty FLAS Selection Committee is constituted by the Center's director and Africanist faculty who are affiliated with the Center and who represent a diversity of departments of the COAS, a professional college such as the School of Business, Divinity, or Allied Health, and the faculty coordinator of African languages taught in the DWLC. Appointments to this committee are for two years and the Center's director oversees the selection process.

10.E. FLAS Calendar. April-February: announcing availability of awards for both the summer intensive and academic year, and advising students on procedures and requirements. February 15: Deadline for application materials. February 15-March 1: Creation of files for materials of applicants and orient faculty to the selection criteria. March: selection panel reviews applications and solicits additional information from applicants where necessary. Distribution of applications to selection panel. April 1-15: Selection panel meets to select awardees and alternates. April 15: Awards are announced with deadlines for acceptance. April: Selection panel reviews applications for summer intensive language awards and discussions with universities with SCALI institutes about availability of specific African languages. April 15: Notification of Summer and Academic Year FLAS awards.

10.F. Results and Assessment of the Selection Process: Steps will be taken to insure that the selection process is transparent, fair, and merit-based by making annual reviews of awards, looking at which students in various departments and schools at HU receive awards, the academic performance of students in area studies and language courses, and the progress of awardees in reaching professional goals.

ABBREVIATIONS

ACTFL	American Council of the Teaching of Foreign Languages
ADHT	African Diaspora Heritage Trail Youth Seminars
AIRF	The African Immigrant and Refugee Foundation
ALFC	African Language Flagship Center
ALMA	African Language Materials Archive
ALTA	African Language Teachers Association
ALA	African Literature Association
ASA	African Studies Association
ASC	African Studies Center
CABA	Children's Africana Book Awards
CETLA	Center for Excellence in Teaching, Learning and Assessment
CGEL	Center for Global Education and Leadership
COAS	College of Arts and Sciences
DAS	Department of African Studies
DCI	Department of Curriculum and Instruction
DWLC	Department of World Languages and Cultures
EAC	Educational Advisory Center
FLAS	Foreign Language Area Studies
GS	The Graduate School
HBCU	Historically Black Colleges and Universities
HU	Howard University
HUBOT	Howard University Board of Trustees
HUL	Howard University Libraries
LCTL	Less Commonly Taught Languages

LOC	Library of Congress
MHIRT	Minority Health and Health Disparities International Research Training
MOU	Memorandum of Understanding
MSRC	Moreland-Springarn Research Center
NALRC	National African Language Resource Center
NCSS	National Council for the Social Studies
NERCPAL	North-East Regional Consortium of Programs in African Languages
NRC	National Resource Center
PFF	Preparing Future Faculty
SCALI	Summer Cooperative African Language Institute
STAMP	Standards Based Measurement Proficiency
STEM	Science, Technology, Engineering and Mathematics
TA	Teaching Assistant
VOA	Voice of America
WARA	West African Research Association
WARC	West African Research Center
WHUR	Howard University Radio
WHUT	Howard University Television
WRLC	Washington Research Library Consortium

APPENDICES

Appendix 1. HU African Courses: General List

Appendix 1A. HU African Courses: Enrollments 2012-2014

Appendix 2. Profiles/CV of Project Personnel

Appendix 3. HU Africanist Faculty

Appendix 4. HU African Linkages

Appendix 5. African Studies 60th anniversary program

Appendix 6. African Studies DAS Major and Minor Degree Requirements

Appendix 7. HU Africa Related Dissertations

Appendix 8. Graduate Placement

Appendix 9. Performance Measurement Form

Appendix 1
Africa-Related Courses
2012-2014

1. UNDERGRADUATE COURSES

COAS

Freshman Seminar

Department of African Studies

African Development & Underdevelopment
African Language & Cultures
African Political Thought
African Systems of Thought
African World-Writing
AIDS in Africa & African Diaspora
China and Africa
Democracy in Africa
Foundations to African Studies (with a second writing section)
History of Africana Philosophy
Intro to African Literature
Intro to Contemporary Africa (multiple sections)
Liter Film & Society in Africa
Science Technology & African Develop
Seminar in Regional Studies
Social Media & Political Change in Africa
Southern Africa
Islam, Youth & Social Change in Africa

Department of Afro-American Studies

Exploitation of the Third World
Intro. to Afro-American I (multiple sections)
Intro. to Afro-American II (multiple sections)
Comparative Slavery
Intro: Egyptian Hieroglyphs II
Intro: Egyptian Hieroglyphs III

Art History

Intro. to African Art History
 West African Art
 Issues in African Art
 African Art History III
 Research in African Art
 Central & East African Art

Department of Economics

Economic Development in Africa
 Economics of Black Community Development
 Natural Resources in African Economic Development

Fine Arts

African American Dress
 200+ Hist Doc.:Black Women Arch
 Blacks in the Arts (multiple sections)
 African Dance
 African & Afro-American Music
 East African Calligraphy

Department of History

Intro. to Black Diaspora I (multiple sections)
 Intro to Black Diaspora II (multiple sections)
 Colloquium on the African Diaspora
 Intro. to African History I
 West Africa since 1800 (multiple sections)
 Topics: Slavery in Africa
 Geography of Black Diaspora
 Colloquium on African History

Department of Modern Languages

African Films
 Survey Afro-French Civ & Lit
 Survey Afro-Hispanic Lit
 SpTp: Afro-Hispanic Lit.: Equatorial Guinea
 Afro-Hispanic Lit in English
 Swahili I
 Swahili II
 Swahili III
 Swahili IV
 Swahili: Intensive Grammar Review
 Swahili: Oral Expression I
 Swahili: Advanced Grammar & Comp
 Wolof I
 Wolof II
 Wolof III
 Wolof IV
 Arabic I
 Arabic II
 Arabic III
 Arabic IV
 Arabic: Oral Expression I
 Arabic: Oral Expression II
 Arabic: Grammar Review

Department of Philosophy

History of Africana Philosophy
 Ancient Egyptian Philosophy
 African Philosophy

Department of Political Science

Intro. to African Politics
Pan-Africanism
African Nationalism
World Imperialism
Problems of Southern Africa
Govt. & Politics of Tropical Africa
International Relations
Politics of the 3rd World

Department of Psychology

Psychology & the Black Experience
Race & Racism

School of Business

International Marketing
International Entrepreneurship
Principles of International Business
International Human Resources Management
Management of International Bus
International Financial Management
Business Communication

School of Communications

Intercultural-Racial Comm
Multicultural Media History

2. GRADUATE COURSES

Department of African Studies

Film & History in Africa & the Diaspora
 Lang Lit & Arts Contemporary Africa
 Africa in World Affairs
 Governance in Africa
 Issues in Pub Health Policy & Dev
 Scope & Methods of African Studies
 Gender Theory & Practice in Africa
 Public Policy & African Develop
 SpTp: Migrant Rem. & African Development
 Development & Planning
 African Political Thought
 Pan Africanism Past/Present
 Islam Culture Philosophy I
 Globalization in Africa
 Theory in African Studies
 NGOs and Africa
 Women in African Civilization & Traditions.
 Rural Development in Africa
 Education & Social Change in Africa
 History of South Africa

Department of History

Problems African Diaspora
 Seminar: African Diaspora
 Readings South Africa
 Seminar in Africa
 West Africa since 1800

School of Education

Multicultural Education
History of Black Education

School of Law

International Economic Law
Domestic & International Sales
International Moot Court
MC: Int'l Environmental Law

Appendix 1A
Africa-Related Courses: Enrollments
2012-2014

<u>UNDERGRADUATE COURSES</u>	Faculty	Percentage	Course Name	Enrollments			
				Fall 2012	Spring 2013	Fall 2013	Spring 2014
COAS (G. Carr & D. Williams)		50%	Freshman Seminar	898		1046	
Department of African Studies							
M. Cham		100%	African Political Thought			9	
			Intro to Contemp Africa			30	
			Liter Film & Society in Africa			7	
L. Serapiao		100%	Intro to Contemp Africa	41	35	39	39
K. Johnson		100%	Intro to Contemp Africa	42		40	
			AIDS in Africa & Afr Diasp	13	11	17	12
			Seminar in Regional Studies	2		3	
			Foundations to Afr Studies Wri		14		
F. Shams		100%	Intro to Contemp Africa	40			
			African Lang & Cultures			12	
			African Systems of Thought		4		14
W. David		100%	African Devel. & Underdevel.	15		10	
R. Edgar		100%	Southern Africa	6			
			Foundation to African Studies			26	
			African World-Writing	21		19	
S. Nyang		100%	African Systems of Thought	7			
			Intro to Contemp Africa			30	

A. Hailu	100%	Soc Media & Poli Change in Afr Science Tech & African Develop	4	27	8	30
S. Okoro	100%	Intro to Contemp Africa African Language & Culture	18	23	40	39
F. Bugarin	100%	Intro to Contemp Africa	39	33		
A. Zewde	100%	Intro to Contemp Africa China and Africa	3	40		
W. Winstead	100%	Intro to Contemp Africa	40	35		36
M. Abdu	100%	Islam, Youth & Soc Change	11			
E. Anderson	100%	Intro to African Literature	12	11		
Y. Park	100%	Intro to Contemporary Africa	5			
E. Maduke	100%	Intro to Contemporary Africa	36			40
L. Harrison	100%	Intro to Contemporary Africa	33			
A. Chaney	100%	Liter Film & Society in Africa	30			
N. Mahmood	100%	Liter Film & Society in Africa				29
K. Abimbola	100%	Democracy in Africa History of Africana Philosophy	7			3

Department of Afro-American Studies

J. Myers	50%	Intro. to Afro-American II	85	44		
V. Watkins	50%	Intro. to Afro-American II Intro. to Afro-American II	53	41	51	44
N. Ba-Nikongo	50%	Exploitation of the Third World	20			39
L. Jackson-Leslie		Intro Afro-American Studies I Intro Afro-America Studies II	77	54		
A. Yeboah		Intro. to Afro-American I				51

L. Ammons	Intro. to Afro-American I	39	40	44	39	
	Intro. to Afro-American I	43	40	42	41	
G. Carr	45%	191	245	186	249	
	Intro. to Afro-American I Intro. to Afro-American I Comparative Slavery					
A. Woods	Intro. to Afro-American I	85	51	93	54	
	Intro. to Afro-American I	51	41	61	54	
	Intro: Egyptian Hieroglyphs II	8			19	
M. Beatty	Intro. to Afro-American I	49	44	56		
	Intro to Egyptian Hieroglyphs II	28			44	
	Intro: Egyptian Hieroglyphs III				6	
Art History	P. Ofori-Ansah	100%				
		Intro. to African Art History	25	25	25	26
		West African Art	10		11	
		Issues in African Art				
		African Art History III	2	2	1	7
Research in African Art						
Central & East African Art		6		7		
Department of Economics						
M. Perkins	Economic Dev. in Africa				41	
	Economics of Blk Community Dev				43	
C. Betsey						
R. Palmer	100%		11			
E. Blank	Economic Dev. in Africa					
	25%	23	37	21		
S. Wadhawan	100%			1		
	Nat Resources in Afr Econ Dev					

Fine Arts

E. Stevens	45%	African American Dress	21	23	8	28
B. Lurie	25%	200+ Hist Doc:Black Women Arch	3			
E. Dunson	25%	200+ Hist Doc:Black Women Arch			10	
A. Randolph	35%	Blacks in the Arts	39		37	
E. Ruffin		Blacks in the Arts			46	
J. Selmon		Blacks in the Arts	45			
A. Konte	100%	African Dance		2		2
S. Kamalidin	50%	African & Afro-American Music		12		
W. Smith		African & Afro-American Music				14

Department of History

J. Daceus	50%	Intro. to Black Diaspora I			35	37
B. Toe		Intro. to Black Diaspora I			35	
		Intro to Black Diaspora II				35
J. Kerr-Richie	50%	Intro. to Black Diaspora II		35	43	41
L. Tarik		Intro to Black Diaspora II			17	34
Q. Swan	50%	Intro. to Black Diaspora II			46	
	35%	Colloquium on the African Diaspora	13			37
J. Maurer		Intro Black Diaspora I	39		37	
J. Lewis	50%	Intro. to Black Diaspora II	34		35	
		Intro to Black Diaspora II	40		36	

			Intro to Black Diaspora II	35	36		
C. Johnson	50%		Intro. to Black Diaspora I	36	40		
			Intro. to Black Diaspora I		34		
	35%		Colloquium on the African Diaspora	15			
M. Headley			Intro to Black Diaspora II	40			
A. Burt	50%		Intro. to Black Diaspora II	45	37		
L. Shabaka			Intro. to African History I			30	34
			Topics: Slavery in Africa				34
P. Muraya	35%		Geography of Black Diaspora			50	
J. Toungara	100%		Intro. to Black Diaspora I			31	
M. Houser			Intro. to African History I	35			
J. Tali	100%		Intro. to African History I			42	
			Intro. to African History II		30		30
			Coll on African History	2			
T. Anthony			Intro. to Black Diaspora I			40	
			Intro to Black Diaspora II				29

Department of Modern Languages

J. Taty	100%		African Films	31	32		
			African Films	37		44	30
	50%		Survey Afro-French Civ & Lit	2		3	
F. Pfaff	100%		African Films		32		29
C. Akassi	35%		Survey Afro-Hispanic Lit	9			9
	100%		SpTp: Afro-Hisp Equatorial		2		

A. Dunzo	Afro-Hispanic Lit in English	14		24
M. Lyabayaya	Swahili I	30	28	32
	Swahili II	25		26
	Swahili III	26		16
	Swahili IV			22
	Intensive Grammar Review			8
	Oral Expression I	2		3
	Adv Grammar & Comp		5	
F. Wengendo	Swahili I	19	25	30
	Swahili II		26	26
	Swahili III	18		15
	Swahili IV	11	22	
	Oral Expression I			0
	Adv Grammar & Comp	3		
	Intensive Grammar Review		4	
A. Diop	Wolof I	5		
	Wolof III	3		4
J. Davis	Wolof I			3
	Wolof II		3	
	Wolof III			3
	Wolof IV		2	
A. Sane	Wolof II			2
	Wolof IV			5
R. Moutraji	Arabic I	31	26	34
	Arabic II	19	19	15
	Arabic III	19	14	11
	Arabic IV	6	15	14
	Oral Expression I	8	16	5
	Oral Expression II	3		4

			Grammar Review	1	0	
Department of Philosophy						
R. Jones	50%	History of Africana Philosophy	25		29	
K. Abimbola		History of Africana Philosophy				
C. Verharen	100%	Ancient Egyptian Philosophy	25			
T. Serequeberhan	100%	African Philosophy	14			
Department of Political Science						
M. Nwanze	100%	Intro. to African Politics	41		45	
L. Abdullah		Pan-Africanism	38		45	45
C. Oruh		Pan-Africanism	28		11	
		African Nationalism				
J. Ifedi		World Imperialism			8	
O. Abegunrin	70%	Pan-Africanism	41			
	100%	African Nationalism	11			5
		Problems of Southern Africa	8			
M. King		World Imperialism	5			
B. Fred-Mensah	100%	Govt & Politics of Tropical Africa				39
L. Wright	70%	Pan-Africanism	40			
M. Kavakci	45%	International Relations	30			39
J. Cotman	50%	Politics of the 3 rd World				8

Department of Psychology									
A. Boykin	25%	Psychology & the Black Experience Psychology & the Black Experience	106	110	8				
J. Herrell		Race & Racism	7	4					
School of Business									
A. Schmied	25%	International Marketing	12	15	13	9			
	25%	International Entrepreneurship				11			
M. Etta-Nkwelle	25%	Principles of Intern'l Business	20	18					
M. Kavooosi	25%	Principles of Intern'l Business Intern'l Human Resources Mgmt. Management of Intern'l Bus	18 4	16 19	14 4	11 16			
J. Jeong		International Financial Mgmt	20	10	18	5			
School of Communications									
M. Cummings	40%	Intercultural-Racial Comm	37	34	22	26			

GRADUATE COURSES

Faculty	Percentage	Course Name	Enrollments		
			Fall 2012	Spring 2013	Fall 2013 Spring 2014
Department of African Studies M. Cham	100%	Film & Hist in Afr & Diaspora	10	10	6
		Lang Lit & Arts Contemp Africa	9	4	3
		Research in African Studies	4	1	3
		Research in African Studies	1	1	0
		Research in African Studies	2	2	0
L. Serapiao	100%	Africa in World Affairs Governance in Africa	10	10	15
K. Johnson	100%	Iss in Pub Health Policy & Dev Scope & Methods of Afr Studies Gendr Theory & Pract in Africa	1	13	16
W. David	100%	Public Policy & Afri Develop SpTp: Migrant Rem. & Afr Dev Development & Planning	10	7	16
R. Edgar	100%	Scope & Methods of Afr Studies Foundations to Afr Studies Wri	14	11	11
S. Nyang	100%	African Political Thought Pan Africanism Past/Present Islam Culture Philosophy I	12	7	9
A. Hailu	100%	Globalization in Africa Theory in African Studies NGOs and Africa	11	9	15
			5	5	11

A. Zewde	100%	Women in African Civil. & Trad. Rural Development in Africa Educ Sys & Soc Change in Africa Gendr Theory & Pract in Africa	3 4	13	5	16
Y. Park	100%	History of South Africa	35			

Department of History

E. Medford		Problems African Diaspora	10			
J. Kerr-Richie	50%	Seminar: African Diaspora				1
J. Tali	100%	Readings South Africa Seminar in Africa	3 1	1	1	4
J. Toungara	100%	West Africa since 1800	4			10
L. Shabaka		West Africa since 1800			21	
B. Toe		West Africa since 1800	12			

Graduate School

A. Nahal	45%	Contemporary Issues in Int'l Affairs	1	1		
C. Ellison		Capstone in Int'l Studies				
K. Denouth	45%	Capstone in Int'l Studies Contemporary Issues in Int'l Affairs			2 25	6

Department of Political Science

M. Frazier	50%	Public Admin in the 3rd World				4
D. Harris	70%	Pan-Africanism			9	

School of Communications								
M. Missouri	100%	African Cinema	11	5				
School of Divinity								
F. Ware	25%	Black Theology	3					
L. Harrison	25%	History of Black Church	22	13	25			
School of Education								
P. Sola		Multicultural Education	15	11				
M. Carter	25%	History of Black Education	18					
School of Law								
M. Echols	25%	International Economic Law Domestic & International Sales	9 18	9 23				
A. Shafer	25%	International Moot Court	17	17	15	15		
L. Fields		MC: Int'l Environmental Law					14	

APPENDIX 2

PROFILES/CVs of PROJECT PERSONNEL

Mbye B. CHAM

ADDRESS

Department of African Studies, Howard University
2225 Georgia Avenue, NW, Fourth Floor, Washington, DC
(202)238-2355 tel; (202)238-2326 fax; mcham@howard.edu e-mail

LANGUAGES

Wolof, French, Krio

EDUCATION

1973-1978: University of Wisconsin-Madison. Ph.D. (1978); M.A. (1976)
1972-1973: State University of New York at Buffalo. M.A. (1975).
1969-1971: Temple University, Philadelphia, Pa. B.A. (1971).
1968-1969: Université de Besançon, France. Completed 2nd year course work for the Licence-ès-Lettres.

PROFESSIONAL HISTORY

Academic Appointments:

2007 - Chairman, Department of African Studies, Howard University
2006-2007: Interim Chairman, Department of African Studies, Howard University
1999- Professor, Department of African Studies, Howard University
1986-1999: Associate Professor, Department of African Studies, Howard University
1990: Visiting Associate Professor, Department of African American Studies, University of Maryland-Baltimore County
1980-1986: Assistant Professor, African Studies and Research Program, Howard University.
1978-1980: Visiting Assistant Professor, African Studies Program and Program in Comparative Literature, University of Illinois at Urbana-Champaign.

Elected offices

2009-2011: President, West African Research Association
2009- Member, Board of Directors, Council on American Overseas Research Centers
2007- Member, Editorial Board, *Journal of African Cinemas*.
1984-1985: Executive Committee, African Literature Association
1981-1983: Executive Committee, Association of African Studies Programs
1996- Member, Editorial Board, Black Renaissance Noire

Selected Academic, Administrative and Professional Activities and Duties

2012-2013: Chair, Advisory Council, Secretariat of the Pan-African Federation of Filmmakers (FEPACI).
2012: Member, Provost Search Committee, Howard University, Washington, DC, January-May.
2012: Invited participant, 22nd. Edition of the "Festival Cinema Africano, d'Asia e America Latina," Milan, Italy. March 19-25.
2011: Presided over the third conference of the West African Peace Initiative on the theme of *Narratives, Events, and History: Reporting and Documenting Peace and Conflict in West Africa*, Praia, Cape Verde, December 12-14. The conference featured the participation of two former heads of state of Cape Verde, HE António Mascarenhas Monteiro, HE Pedro Pires (winner of the prestigious 2011 Mo Ibrahim Prize) and current president, HE Jorge Carlos Fonseca.
2011: Chair, Panel on *The Role of the Diaspora in Development in Africa*, 13th. General Assembly of the Council for Development of Economic and Social Research in Africa (CODESRIA), Rabat, Morocco, December 6-9.
2011: Member, Jury for Documentary Films, The African International Film Festival, Lagos, Nigeria, November 28 to December 5.
2011: Rapporteur, 10th. Anniversary Highway Africa Conference. Theme: *African Media and the Global Sustainability Challenge*, Cape Town, South Africa, September 17-21.
2011: Member, National Endowment for the Humanities Review Panel, *NEH Humanities Initiative*, Washington, DC, September 7.
2011: President, Feature Films Jury, 22nd. Edition of the "Festival Panafrican du Cinéma de Ouagadougou," (FESPACO), Ouagadougou, Burkina Faso. February 26- March 5.
2011: Chair, Panel on Algerian Cinema, with Danny Glover, Kathleen Cleaver, Ahmed Bedjaoui, Manthia Diawara and Nicholas Mirzoeff. Smithsonian Institution, National Museum of African Art. February 20.
2010: Co-Director, Fulbright Hays Seminar for US Teachers, *Focus on West Africa: Spotlight on Senegal*, Dakar, Senegal. June 30 – August 1.

- 2010: Presided over the conference, "The Role of Faith Communities in Peace Making in West Africa." Organized by the West African Research Association, Freetown, Sierra Leone. December 12-15.
- 2010: Commissioner of the Diaspora Film Section, 3rd World Festival of Black Arts, Dakar, Senegal. December 20-30.
- 2009: Keynote Address, *African Film in the Digital Era* Conference, University of Westminster, London, UK. November 29.
- 2009: Invited participant, "Colloquium on Literature," *Second Pan-African Festival of Culture (PANAF ALGER)*, Algiers, Algeria. July 15-19.
- 2006: Moderator: Ngugi wa Thiong'O Reading at Howard University, Washington, DC, September 14.
- 2005: Director, NEH African Cinema Institute for US College and University Teachers, Dakar, Senegal. June-July.
- 2001: Organized and directed NEH-funded workshop, *Context and Significance of West African Film: A Curriculum Workshop for HBCU Teachers*, Dakar, Senegal. June-July.

Selected Honors and Awards

- 2006-2007: Howard University-Sponsored Faculty Research Program in the Humanities, Social Sciences & Education (Research in Senegal)
- 2004: NEH Summer Seminars & Institutes grant, to conduct a 4 week institute on African film for HBCU teachers in Dakar, Senegal.
- 2001-2002: NEH Extending the Reach grant to conduct a curriculum workshop on African film for HBCU teachers in Dakar, Senegal.
- 2000-2001: HU-Sponsored Faculty Research Program in the Humanities, Soc. Sciences & Education (South Africa)
- 1997-1998: HU-Sponsored Faculty Research Program in the Humanities, Soc. Sciences & Education (Zimbabwe & South Africa)
- 1994-1995: NEH Fellowship for University Teachers (Sabbatical leave research in Senegal and Burkina Faso.)
- 1993-1997: Rockefeller Foundation Humanities Residency Fellowship grant to support the Center for the Study of Culture and Development in Africa
- 1992-1993: HU-Sponsored Faculty Research Program in the Humanities, Soc. Sciences & Education (France & Senegal.)
- 1991: Ford Foundation Fellow, Seminar on Afro-American Studies: "History, Content and Method." Center for the Study of Black Literature and Culture, University of Pennsylvania, Philadelphia, PA.
- 1985-1986: International Post-Doctoral Grants for Research, ACLS/SSRC. (Research in France, Senegal & Nigeria.)

SELECTED PUBLICATIONS

- In progress: *Xale Yi Demoon Ghana: The Ghana Boys*. 90-minute documentary film on the Ghana Young Pioneers and the Gambian youths who were part of this movement in 1961.
- Comrade Sillah: A Gambian Artist*. 75 minute documentary on Ebou Madi Sillah, a Gambian artist and activist.
- 2012: Foreword to *The Films of Ousmane Sembène: Discourse, Culture, and Politics* by Amadou Fofana (Cambria Press).
- 2010: "Interview with Haile Gerima," in Mahen Bonetti and Morgan Seag, Eds., *Through African Eyes: Conversations with the Directors, Volume 2*. New York African Film Festival, Yerevan, Armenia: Printinfo. 23-27.
- 2009: Foreword to the published screenplay, *Zulu Love Letter*, by Bhekizwe Petersen and Ramadan Suleiman, Johannesburg, South Africa: Wits University Press
- 2009: Foreword to the published screenplay, *Zulu Love Letter*, by Bhekizwe Petersen and Ramadan Suleiman, Johannesburg, South Africa: Wits University Press
- 2009: "Take A Bow: Celebrating 10 Years of the National Film and Video Foundation of South Africa." *IFASA: The Official Journal of the National Film and Video Foundation*, Issue 7, 2009. 16-17.
- 2006: "African Cinema and Arts: Between the 'Old' and the New." Published in the catalogue of the exhibit on art of George Lilanga, Tama Art University, Tokyo, Japan.
- 2005: "Oral Traditions, Literature and Film in Africa: The Dynamics of Exchange." In Robert Stam & Alessandra Raengo (Eds.), *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. Malden, MA:

Dr. Helen Bond, Ph.D.

Helen Bond, Ph.D.

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Washington, DC 20059, USA
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Department of Curriculum and Instruction, School of Education
2441 4th St. N.W, ASA Suite 206
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Research Interests

International Comparative Education
Sociology of Childhood/ Educational Anthropology
Peace Education/Human Rights Education
Technology and Society
Teacher Training
African Studies and Gender

Academic Degrees

Doctor of Philosophy (Ph.D.) Human Development Virginia Polytechnic and State University 2001. *Conducted fieldwork in schools, teacher training universities, NGOs, and human rights organizations in Ghana, West Africa*

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

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

Certificate in *International Educational Diplomacy* from the Association of Childhood Education (ACEI) 2010, Washington, DC. The Association for Childhood Education International (ACEI) is a global community dedicated to promoting the optimal education and development of children in a changing world. The Association today supports innovative practices and serves an advocate for education and children's rights.

Teacher Certification: Elementary (K-8): Ohio and West Virginia Classroom (1992-present)

Dr. Helen Bond, Ph.D.

hbond@comcast.net and hbond@howard.edu

Summary of my education and experience:

- Ph.D. in **Human Development**
- Master's Degree in **Communication**
- Bachelors of Science Degree in **Elementary Education**
- Certificate in *International Educational Diplomacy* from The Association of Childhood Education (ACEI) 2010
- **Public speaking and international development work in developing countries:**
- **UNESCO: International Consultant:** (Teaching Respect for All (TRA) project)
TRA is a partnership between UNESCO, the United States and Brazil. The initiative focuses on the development of educational resources for teachers to promote peace and respect in the classroom. My responsibility was to assist in the development of a *Guide for Teachers*. The Guide contained practical guidelines for educators, lesson plans, and developmentally appropriate activities for primary and secondary school students designed to teach respect. The materials were developed for a global audience and will be piloted in select countries around the world for their usability.
- **UNDP (United Nations Development Program): International Consultant:** Served as consultant (international researcher) in teacher education for the UNDP in Ethiopia
 - **Sub-Saharan Africa (Ghana and Ethiopia)**
- International field research for dissertation in Ghana, West Africa in schools and teacher training institutions and the Ministries of Education (MoE)
- **2011 -2012 Fulbright-Nehru Scholar in Education/ India/ Southeast Asia**
 - Conducted workshops, seminars, and lectures on teacher education, elementary and early childhood education, and peace education. Based at the College of Education, Ramakrishna Mission Vidyalaya, in Coimbatore, Tamilnadu India. Mahatma Gandhi laid the founding stone at this college.
 - Conducted field research focusing on peace education
- **Human Rights:** Served as a Human Rights Commissioner for the State of West Virginia appointed by the Governor and approved by the State Senate
- **Curriculum Development :** Member of the (UNESCO) Community of Practice (COP) in Curriculum Development
- **Teacher Training:** Over 15 years of university level experience in teacher education
 - Experience with e-portfolios, teacher education and early childhood and elementary education.
- **Research:** Experience in conducting qualitative research studies
- **Publishing experience:** Scholarly journal articles, book chapters, and a new book based upon an international qualitative research study
- **Distance Learning:** Certified in Blackboard, WebTycho, and other Course Management Systems
- **Online Teaching/Distance Education:** Taught online learning courses and developed online curriculum
- **Award:** 2009 *Teaching with Technology* award at Howard University
- **Award:** 2012 Inspirational Interdisciplinary Award at Howard University
- **Human Rights:** Served as a Human Rights Commissioner for the State of West Virginia appointed by the Governor and approved by the State Senate.

- **Diversity:** Sustained engagement with diverse and international communities
- **Classroom teaching:** Three ½ years of K-8 classroom teaching experience (as a teacher).

Courses taught (online and face to face):

- Integrated Teaching Methods for Preservice Teachers in Early Childhood and Elementary Education.
- Curriculum and Instruction
- Human Development
- Multicultural Education
- Human Rights Education
- Holocaust Education: Sociology of the Holocaust
- Educational Technology (both initial and advanced)
- Social Media and Political Change in the African World
- Sociology: Race and Ethnic Relations
- Teaching and Learning
- Teacher Action Research
- Social Foundations of Education
- Social and Psychological Influences on Teaching
- Secondary Content Area Teaching Methods
- Introduction to Teaching/Education
- Human Rights Education
- American Educational Thought
- Student Teaching Seminar
- Capstone Course for Teachers

Curriculum Development and Innovation for *online courses*:

(Co-authored the following courses for the Social Sciences undergraduate degree program at UMUC)

- Bond, H. & Barr, B. (2007). Sociology 424: Human Relations: Social Sciences, University of Maryland University College (UMUC) School of Undergraduate Studies (SUS) Adelphi: University of Maryland University College.
- Bond, H. & Barr, B. (2006). Sociology 423: Ethnic Minorities: Social Sciences, University of Maryland University College (UMUC) School of Undergraduate Studies (SUS) Adelphi: University of Maryland University College:
- Assisted in the development of SOCY 252: Introduction to the Holocaust: School of Undergraduate Studies (SUS) at UMUC

Related Professional Experience

I. Howard University, Department of Curriculum and Instruction, School of Education, 2441 4th St. N.W. Washington, DC 20059. (2006 – Present)

Title: **ASSOCIATE PROFESSOR and PROGRAM COORDINATOR of the Elementary Education Graduate (Master's) Program**

Duties: Responsibilities include program development, teaching, research, advising, service, and assessment.

Achievements:

- *The program that I oversee was awarded National Recognition by program accreditors: Association of Childhood Educators International (ACEI 2009-present).*
- *2011-2012: Fulbright-Nehru Scholar*
- *2012 Inspirational Interdisciplinary Award for the co-teaching and the co-development of the following African Studies Course: Social Media and Political Change in the African World*
- *2009 Teaching with Technology (TwT) award for outstanding integration of technology in teaching and learning.*

II. UNESCO: The United Nations Educational, Scientific and Cultural Organization

Title: **INTERNATIONAL CONSULTANT/INDIVIDUAL AUTHOR**

(Teaching Respect for All (TRA) project) (Term: August 2012-ongoing)

Duties: In 2012, I served as a consultant author for UNESCO in the *Teaching Respect for All (TRA)* program. TRA is a partnership between UNESCO, the United States and Brazil. The initiative focuses on the development of educational resources for teachers to promote peace and respect in the classroom. My responsibility was to assist in the development of a *Guide for Teachers*. The Guide contained practical guidelines for educators, lesson plans, and developmentally appropriate activities for primary and secondary school students designed to teach respect. The materials were developed for a global audience and will be piloted in select countries around the world for their adaptability.

III. United Nations Development Program (UNDP): (Term: August 2008- October 2008)

Title: **INTERNATIONAL CONSULTANT (ADDIS ABABA ETHIOPIA)**

Duties: United Nations Development Program for **Teacher Licensing and Re-Licensing project:** Served as an **International Consultant** from August 2008-October 10, 2008. Served as an international consultant for the United Nations Development Program (UNDP) in Ethiopia. In collaboration with the Ministry of Education in Ethiopia and a national consultant, I conducted a nationwide study focused on the development of a teacher licensing system for Ethiopia. The purpose of the licensing system for teachers was to improve the quality of early childhood, primary and secondary education in Ethiopia. With the aid of a national consultant, I conducted in-depth interviews and focus group discussions with schools, teachers, teacher training institutions, and a range of other stakeholders throughout Ethiopia. To complete our duties, we developed a final

report with findings and recommendations. The deliverables also included an implementation guide. We conducted a series of participatory workshops and consensus building meetings to present the implementation guide and study results to an international audience in Addis Ababa, Ethiopia.

IV. Grant Reviewer: U. S. Department of Education, Washington DC June 2008, June 2009, August 2010.

Title: EVALUATOR: U. S. Department of Education in June 2008 and June 2009.

Duties: This consultancy position involved serving as reviewer or evaluator of literacy and educational technology programs for teachers and students that were funded by the U. S. Department of Education. As an evaluator, I review products and documents as well as interview key stakeholders of the programs and then compile results in a written report that is ultimately presented to the Congress of the United States.

Accomplishments: Successfully reviewed 20 -25 programs.

V. Options Public Charter School, District of Columbia Public Schools

(January to June 2008)

Title: TRAINER (Consultant) for Teachers

Duties: *My duties included providing in-service professional development for secondary area practicing teachers*

VI. West Virginia Human Rights Commission: State of West Virginia (WVHRC)

Title: HUMAN RIGHTS COMMISSIONER (West Virginia) (Term 2006 - 2011).

Appointed by the Governor of West Virginia to the West Virginia Human Rights Commission (WVHRC) in 2006-2011.

Duties: Served as a Human Rights Commissioner for the state of West Virginia from 2006-2011. I was appointed by the Governor of West Virginia and confirmed by the State Senate. I worked with other Human Rights Commissioners and the State Attorney General's Office in deliberating and ruling on human rights cases throughout the state. I also write articles for the West Virginia Human Rights Commission (WVHRC) newsletter.

Accomplishments: Deliberated and passed successful rulings on several major human rights issues in the State of West Virginia.

VII. University of Maryland University College, of the Master of Arts in Teaching (MAT) Secondary Education. 3501 University Boulevard East, Adelphi, MD 20783. **August 2003-2006**

Title: PROGRAM DIRECTOR AND COLLEGIATE PROFESSOR *Master of Arts in Teaching* (MAT)

Duties: Served as Program Director and Associate Professor of the online Secondary Master of Arts in Teaching (MAT) program. The MAT is a teacher preparation program. Responsibilities include teaching courses in teacher training & preparation, program development, curriculum development, assisting with accreditation and assessment work, working with urban professional development schools, and electronic portfolios, advising students, supervising interns, and hiring and mentoring new faculty. Also gained extensive experience with diverse populations, adult students, military students, and urban and international populations.

Accomplishments at UMUC: Developed a reading strand for teachers that was approved by the Maryland State Department of Education (MSDE) and a school partnership with Prince George's County Public Schools

- **Curriculum Development and Innovation for UMUC** online courses:
(Co-authored the following courses for the Social Sciences undergraduate program
 - *Bond, H. & Barr, B. (2007). Sociology 424: Human Relations*
 - *Bond, H. & Barr, B. (2006). Sociology 423: Ethnic Minorities: Social Sciences*
 - *Assisted in the development and teaching of SOCY 252: Introduction to the Holocaust.*

IX. Shepherd College, Department of Teacher Education (*undergraduate-elementary*)
Shepherdstown, WV 25443, (August 1997 – August 2003)

Title: ASSISTANT PROFESSOR OF EDUCATION (*Teacher Preparation*)

Duties: *Assistant professor in an undergraduate elementary teacher preparation program.* My responsibilities included teaching, research, and service.

Achievements: Participated in a successful NCATE Accreditation Review and revised several outdated courses.

X. Berkeley County Schools, Berkeley County Schools
Board of Education, 401 S. Queen Street, Martinsburg, WV, 25401. August 1993-1997.

Title: ELEMENTARY SCHOOL TEACHER

Duties: Taught Science, History/Social Studies, and Language Arts.

Achievements: Also served as peer mediation advisor and conflict resolution coordinator for the school program.

XI. Project Excel, EVALUATOR AND CONSULTANT to a tutoring program for at-risk (K-6 students) Project Excel is a college, school, and community based partnership developed to help at-risk K-6 school children succeed academically. Shepherdstown, WV 25443, September 1998 – May 2000.

Duties: (Consultant)

- *Conducted Program Evaluation*
- Served as program liaison with early childhood and elementary school administrators and officials
- Conducted teacher training, facilitated orientations
- Published newsletter and other written communication

Publications

Bond, H., Barr, B., Fotiyeva, I., & Wu, F. (2012). *Through Children's Eyes: President Obama and the Future Generation*. Toronto, Canada: The Key Publishing House Inc.

Bond, H. (in progress-2013). United States and social media unrest. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Hailu, A. & Bond, H. (in progress-2013). Pioneers in social media and politics. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Hailu, A. & Bond, H. (in progress-2013). *Sub-Saharan Africa and social media and politics*. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Bond, H. (2012). **Teacher migration and the role of historically black colleges and universities and Hispanic serving institutions in the United States**. In (Eds. Jonathan Penson & Akemi Yonemura) *Next steps in managing teacher migration: Papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration*. Addis Ababa, Ethiopia, 8-9 June 2011 Commonwealth Secretariat and UNESCO IICBA.

Bond, H. (2012). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2012). "Online Education." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2012). "Multiracial Students." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2011). **Black females in higher education in HBCU's: The paradox of success**. In C. R. Chambers (Ed.), *Support systems and services for diverse populations: Considering the intersection of race, gender, and the needs of Black female undergraduates*. Bingley, United Kingdom: Emerald Group Publishing Limited.

Bond, H. (2011). **Where in the World: Using the World Digital Library to Enhance Information Literacy and Global Learning**. In T. McDevitt & R. Stilwell (Eds.), *Let the games begin by engaging students with interactive information literacy instruction*. New York: Neal-Schuman Publishers.

Bond, H. (2010). **Digitizing memory: Understanding culture through American and world memory**. In Emmanuel Guy-Marie Blanchard (Ed.), *Handbook of research on culturally-aware information technology: Perspectives and models*. Hershey, PA: Information Science Reference.

Bond, H., & Fotiyeva, I. (2010). **Leading the way: Historically Black colleges and universities preparing future teacher leaders in urban science education.** In Rhoton, J. (Ed.), *Science education leadership for the 21st century*.

Bond, H. (2009). **You and I we must change the world.** In Adam Jones, (Ed.), *Evoking genocide: Scholars and activists describe the works that shaped their lives* (pp. 157-171). Toronto, Canada: The Key Publishing House Inc."

Bond, H. (2008). **Teaching the Holocaust in the urban classroom.** In T. Dubois (Ed.), *Pathways to the Holocaust*. Rotterdam, Netherlands: Sense Publishers.

Bond, H. (2008). **Stopping the leak: Preparing teachers and students for technological literacy and STEM careers.** In Thurgood Marshall College Fund (Ed.), *HBCUs models of success: Successful academic models for increasing the pipeline of Black and Hispanic students in STEM areas.* (pp. 45-61). Washington, DC: Thurgood Marshall College Fund.

Bond, H. (2007). **Diversity initiatives in an online university.** in Branche, J., Mullennix, J. and Cohn, E. (Eds.), *Diversity across the curriculum.* (pp. 48-51). New York: Jossey-Bass

Refereed Journals

Richard Augustus, J., Muthaiah, N., Bond, H. (12-18, March 2012). Can blended learning enhance teaching skills? *University News: Association of Indian Universities* 50 (11), 21-29.

Bond, H. (2010). Balancing teacher quality and quantity. *International Journal of Knowledge and Learning*, 6(1), 28-42.

Bond, H. (2008). The online urban education book club project. *The International Journal of Urban Learning Technology (JULT)*, 1(1), 3-12.

Shockley, G. K. & Bond, H. & Rollins, J. (2008). Singing in my own voice: Teachers journey toward self-knowledge. *Journal of Transformative Education*, 6, 182-200.

Bond-Peters, H. (2001). The "rights" way to peace in Ghana. *Adult Learning and Human Resource Development (ALHRD) Ideas*, 1 (5), 5-6.

Gogh, Abe; McLeod, J.R., Bond-Jefferson, H (Bond). (1997). Culture, classroom rituals, and conflict in the classroom. *Journal of the Sciences and Humanities*, 53 pp. 77-87. Tokushima Bunri University, Japan.

Professional Conferences and Scholarly Events

Keynote Speaker and Workshop Presenter: **University of Dhaka in Bangladesh** focusing on the use of technology in the teaching and learning of English. I also delivered the keynote address for a conference on the Teaching and Learning of English Through Technology. You can read more about the conference and my involvement here: <http://www.thedailystar.net/magazine/2012/10/03/education.htm>

NEW! Keynote Speaker: Presented at the International Seminar: *Preparing World Class Teachers Through Online Education: The Future is Now!* Keynote Speaker: Dr. Helen Bond, Fulbright-Nehru Scholar to India, **College of Education, Ramakrishna Mission Vidyalaya, Coimbatore, Tamilnadu India**, April 20-21, 2012

NEW! Panelist: Served as a panelist at the *Higher Education Forum (HEF)*, Third Annual Convention held at the Welingkar Institute of Management Development and Research, Matunga, **Mumbai, India**.

NEW! **Presenter:** Presented at a National Workshop on Women's Higher Education Institutions: Impacts, Influences, and Challenges, Sacred Heart College, Chalakudy, **Kerala India**, March 8-9, 2012

NEW! Presenter: **Avinashilingam University** for Women in Coimbatore, Tamil Nadu **India** on Women and the Teaching Profession in the United States, mar February, 29, 2012

NEW! Presented two lectures at **Sri Sarada College of Education in Salem, India** on Qualitative Research and Women's Empowerment, February, 27, 2012.

NEW! Conducted a Workshop for Teachers at the **Srikriti Teacher Education Centre in Chennai, India**, February, 25, 2012.

International Conference: Cambridge UK: Presenting "Social Media, Political Change, and the African World at The **University of Cambridge** in the United Kingdom at the Conference: Beyond Revolutions: The Use of ICTs for Political Mobilization and Participation in Sub-Saharan Africa, on Friday 11 November 2011. **November 11, 2011**

Participated in the [Institute for International Education Diplomacy \(IIED\)](#)
Institute: A Program of the Association for Childhood Education International (ACEI). International Education Diplomacy is an emerging concept that helps education professionals bridge the divide between interpersonal, intercultural, cross-disciplinary, and often cross-political discourse and engage in a deeper level of knowledge sharing about education systems and practices worldwide. Ultimately, education diplomacy helps educators to understand their role in advancing education globally. **July-August 2011.**

International Conference: Addis Ababa Ethiopia: Presented "The role of historically black colleges and universities and teacher migration" on 8-9 June 2011, at the UNESCO-

IICBA symposium, which hosted the [6th Commonwealth Research Symposium](#) in Addis Ababa, Ethiopia. The symposium, titled “Next Steps in Teacher Mobility, Recruitment and Migration” convened a variety of key stakeholders from Commonwealth Member States and the African continent to share their experiences as well as brainstorm the way forward in addressing teacher migration and recruitment." You can read more about the Research Symposium here: <http://en.unesco-iicba.org/node/57> . **June, 8-9 2011.**

International Conference: Germany [Justus Liebig \(University of Giessen, Germany\)](#): Presented the paper Shattering Ceilings: The “Merkel Effect” in the United States and Germany at the **Justus Liebig University (of Giessen) in Germany** in June-July 2011.

International Conference: Presented at the (TECH-EDUCATION 2010): 1st International Conference on Technology Enhanced Learning, Reforming Education and Quality Teaching, Learning Technologies, and Quality of Education in **Athens Greece** at the American College of Greece. **Paper entitled: *Global Teacher Management Challenges: Balancing Teacher Quality With Quantity: May 19-22, 2010.***

International Conference: Presented at a Gifted Learning Professional Seminar at *The University of the Witwatersrand*, in **Johannesburg South Africa**, Paper entitled: *Online Course in Gifted Learning and Technology: April 22-23, 2010.*

Presented *Teaching with the World Digital Library* at the **Society for Information Technology & Teacher Education (SITE 2010) International Conference** held in **San Diego, CA**. Paper entitled: *Teaching with the World Digital Library: (WDL). March 29-April 2, 2010.*

Conducted a workshop entitled “Taking the Mystery Out of Copyright” for the **DC Area Writing Project (DCAWP) for the Seventh Annual New Teacher Institute**. Washington DC, Howard University, December 11, 2009

International Conference: Presented a newly developed *Teacher licensing and Re-licensing System* for the **Ministry of Education in Ethiopia** and to an international audience. International Conference sponsored by the United Nations Development Program (UNDP). September 29 - October 3, 2008, **Addis Ababa, Ethiopia**

Presented as a contributors to the book *Pathways to the Holocaust*, **The American Association of Colleges for Teacher Education (AACTE) 60th Annual Meeting: Quality Matters: Our Commitment to All Learners**, February 2008, New Orleans, LA.

Selected as Sloane-C-Scholar to attend the **13th International Sloane C –Conference on Technology**, Orlando Florida, November 2007

Presented, *Making Peace With Children: Ghandi-King Conference*, Memphis TN, October 2007.

Presented *Come Read With Me: Urban Education Book Club Project*, **Society for Information Technology (SITE)**. San Antonio, Texas, March 2007.

Presented *Developing a Gendered Voice in the Online Classroom* **University System of Maryland Faculty Initiatives Conference**, October 2006.

Presented “*Teacher Transformation*” **National Outreach Scholarship Conference** 2005 at the **University of Georgia**, October 2-5, 2005.

Presented “*Ten Promising Practices in Teacher Education*” **University System of Maryland Diversity Conference**, Bowie University, Bowie Maryland, March 13, 2004.

Presented “*Teaching for Freedom*” **International Conference on Education**, Hawaii, Jan.7-10, 2003.

International Conference: Presented “*Multicultural Teacher Education: A Comparative Analysis of Six Programs*.” Sixth Annual Conference of Cuban Educators and North American Educators, **Havana Cuba**, Feb.1999.

Awards

- **2012 Inspirational Interdisciplinary Award** for the co-teaching and the co-development of the following African Studies Course: Social Media and Political Change in the African World (Howard University)
- **2010 received Walter and Theodora Daniel grant**, an endowed educational fund in 2010. It was established for the purpose of providing grants faculty at Howard University. These awards support significant research studies on global education.¹ Funds are also given for special research programs.
- **2009 Teaching with Technology (TwT) award** for outstanding integration of technology in teaching and learning at Howard University
- **2007-2008: Featured Teacher** in CETLA’s website
- **2007-Selected as Sloane-C-Scholar** to attend the 13th International Sloane C – Conference on Technology, Orlando Florida,
- **2003-Supportive Educator Award**, Berkeley County Schools, Martinsburg, West Virginia, USA
- **2001- Phi Beta Delta (PBD): International Essay Contest.** (Virginia Tech, Blacksburg, VA, USA)

Professional Affiliations and Committee Work

AAUW: American Association of University Women (AAUW): *Advances equity for women and girls through advocacy, education, and research*

ACEI: Association of Childhood Education International (Promotes childhood education and development programs.

AERA: Member of American Education Research Association (AERA)

COP: Member of the (UNESCO) Community of Practice (COP) in Curriculum Development that examines international curriculum issues within the framework of Education for All (EFA).

ITEA: Member of the International Technology Education Association (ITEA)

References (supplied upon request)

ROBERT R. EDGAR

Department of African Studies

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email: redgar@howard.edu

Education

Ph.D., 1977, University of California, Los Angeles

Major Field: African History
Minor Field: Folklore

Dissertation Title: The Fifth Seal: Enoch Mgijima, the Israelites and the Bulhoek Massacre, 1921

M.A., 1970, Indiana University

Major Field: African History

B.A., 1969, Oklahoma State University

Major Field: European History

Employment Experience

1975 to 1977: Teaching Fellow, Department of History,
University of California, Los Angeles

1977 to Present: Professor, Department of African Studies,
Howard University

1984 to 1986: Fulbright Professor and Chairman, Department of History,
University of Lesotho

1987 to 1988; 1993
and Summers, 1988 to 1992
Professorial Lecturer, Department of History, Georgetown
University

Fall, 1990 Visiting Professor, University of Virginia, Charlottesville

2004 Fulbright Professor, University of Cape Town, South Africa

Spring 2008 Professorial Lecturer, Department of History, Georgetown University
Awards and Grants

- Fulbright—Hays Dissertation Research Fellowship, 1973-74
- National Endowment for the Humanities Conference Grant, 1978
- Fulbright—Hays Teaching Award, 1984-86, National University of Lesotho
- American Council of Learned Societies Travel Grant, 1990
- Faculty Research Award, Howard University Vice-President for Academic Affairs, 1988, 1992, 1997
- Fulbright Research Award (Africa), 1994—95
- IREX Short-Term Travel Grant to Moscow, Russia, July 1996
- Fulbright Research Abroad (Department of Education) Award, summer 1998
- 3-year grant from the National Historical Publications and Records Commission for a documentary editing project on “African—American Historical Linkages with South Africa, 1890-1965.” 1999-2002
- * Fulbright Teaching Award, University of Cape Town, 2004

Publications

Books and Monograph-s

Prophets With Honor: A Documentary History of Lekhotla la Bafo
(Ravan Press, 1987)

An African American in South Africa: The Research Diary of Ralph J. Bunche, 1937
(Ohio University Press, 1992)

Nominated for African Studies Text Edition Prize, 1993

Because They Chose The Plan of God: The Bullhoek Massacre of 1921 (Ravan Press, 1988)

Sanctioning Apartheid (Africa World Press, 1990)

Freedom in Our Lifetime: The Collected Writings of Anton Muziwakhe Lembede
(Johannesburg: Skotaville Press, 1996; Ohio University Press, 1996) . Co— authored with Luyanda ka Msumza.

African Apocalypse: The Story of Nontetha Nkwenkwe, a Twentieth Century South African Prophet (Ohio University Press, 2000) . Co—authored with Hilary Sapire.

The Making of an African Communist: Edwin Mofutsanyana and the South African Communist Party, 1927-1939 (University of South Africa Press, 2005)

Textbooks

Contributes chapters on African and Latin American history to Civilizations: Past and Present (Addison Wesley Longman, 9th through 12th editions, 1999, 2002, 2005, and 2008).

Articles

“Garveyism in Africa: Dr. Wellington and the ‘American’ Movement in the Transkei,” Ufahamu, VI, 1 (1976), 31-57.

“The Prophet Motive: Enoch Mgijima and the origins of the Israelite sect in South Africa,” International Journal of African Historical Studies, XV, 3 (1982), 201-220.

Co-authored with C. Saunders, “A.A.S. LeFleur and the Griqua Trek of 1917: segregation, self-help and ethnic identity,” International Journal of African Historical Studies, XV, 2 (1982), 201—220.

“Lesotho and the First World War: Recruiting, Resistance and the South Africa Native Labour Contingent,” Mohlomi, III (1982), 94-108.

“African Educational Protest in South Africa: The American School Movement in the Transkei in the 1920’s,” in Peter Kallaway, ed., Apartheid and Education (1984), 184-191.

“Notes on the Life and Death of Albert Nzula,” International Journal of African Historical Studies, XVI, 4 (1983)

“The Lesotho Coup of 1986,” South African Review IV (1988), 373-382.

“After the Coup: South Africa’s Relations with Lesotho,” South African Review V (1989), 241-250.

“Writing Because They Chose the Plan of God,” Perspectives in Education, XII, 1 (1991), 121-124.

Country Studies on South Africa, Lesotho and Swaziland in Jocelyn Murray, ed., A Cultural Atlas of Africa (1981).

Country studies on Lesotho, Botswana and Swaziland for Colliers Yearbook (1990- 1994).

Country Study on South Africa for Colliers Yearbook (1997).

“African Perspectives” in George Jewsbury, Instructor’s Resource Manual for Kishlansky, Geary, O’Brien and Wong, Societies and Cultures in World History (Harper Collins, 1995). African Perspectives consists of six essays — “African Apocalypse: The Millennium in African Islam and Christianity”; “African Women and the Trans-Atlantic Slave Trade”; “The Historical Foundations of the Apartheid System”;

“Egypt and Africa: The Nubian Connection”; “African Genesis: The Debate over the Origins of Homo Sapiens”; “and European Technology and the Conquest of Africa.”

“Garveyism in South Africa,” in “Essays on Garveyism in Africa,” in Robert Hill, ed. Entries on “John Tonto Jabavu,” “Vuyusile Mini,” and “Saul Msane” in the Encyclopaedia Africana Dictionary of African Biography, Volume III (Reference Publications, 1995)

“The Changing of the Old Guard: A.P. Mda and the ANC Youth League, 1937-1949,” in Saul Dubow and Alan Jeeves, eds., South Africa in the 1940s (Doublestorey Books, 2005).

“Independent Religious Movements,” in Norman Etherington, ed., Missions and the British Empire (Oxford History of the British Empire, volume 5, 2005).

“Zulus Abroad: Cultural Representations and Educational Experiences of Zulus in America, 1880-1945,” Journal of Southern African Studies, 31, 1 (2007), 43-62. Co-authored with Robert Vinson.

“The Ash-Heap of History Relections on Historical Research in Southern Africa,” African Studies Quarterly, 9, 4 (2007),

Biographical Entry, “Leabua Jonathan,” Oxford Dictionary of National Biography (2007).

“Zulus, African Americans and the African Diaspora,” in Benedict Carton, et al, eds., Zulu Identities Being Zulu, Past and Present (Pietermaritzburg: University of KwaZulu Natal Press, 2008), 240-249. Co-authored with Robert Vinson.

Biographical Entry, “Nontetha Nkwenkwe” and “Elizabeth Mafikeng,” in Bonnie Campbell, ed., Oxford Encyclopedia of Women in World History (New York: Oxford University Press, 2008).

Entries, “Lesotho—Politics” and Lesotho—Economy” in John Middleton and Joseph Miller, eds., New Encyclopedia of Africa (Detroit: Thomson/Gale, 2008).

“The Making of an Africanist: Ralph Bunche in South Africa 1937,” in Robert Hill and Ed Keller, eds., Trustee for the Human Community Ralph J. Bunche and Decolonization (Athens: Ohio University Press, 2009).

Peter Limb and Peter Alegi, “Interview with Bob Edgar,” Safundi, 10, 3 (2009).

Biographical Entry, “Moshoeshe II,” Oxford Dictionary of National Biography (2009).

Biographical Entry, “Ntsu Mokhehle,” Oxford Dictionary of National Biography (2010).

Book Reviews

Book Review, Lysle Meyer, The Farther Frontier: Six Case Studies of Americans and

Africa, 1848-1936, in Journal of American History (September 1993), 678-79.

Book Review, James Ferguson, The Anti-Politics Machine: 'Development', Depoliticization and Bureaucratic State Power in Lesotho, in South African Historical Journal (1993).

Presentations and Conference Participation

Lecture, "The Historical Relationship of Afro—Americans and South Africa," University of Maryland, January 1987

Lecture, "Myths of South African History and American Foreign Policy," Hamilton College, New York, November 1988

"Edwin Mofutsanyana: the Making of an African Communist," paper delivered at the African Studies Association annual meeting, Chicago, Illinois, November, 1988

Lecture, "Sanctions, South Africa and American Foreign Policy," National University of Lesotho, January 1989

"Edwin Mofutsanyana and the Communist Party, 1935-1950," paper delivered at the African Studies Association annual meeting, Atlanta, Georgia, October, 1989

"A.P. Mda: the Making of an African Nationalist, 1935—1944," paper presented at conference, Structure and Experience in the Making of Apartheid, History Workshop, Witwatersrand University, Johannesburg, South Africa, February 6—10, 1990.

"Ralph Bunche in South Africa, 1937," paper presented to the Afro-American-African Studies seminar, Princeton University, April 1990.

Lecture, "South Africa After Mandela's Release," Howard University, March, 1990; Army War College, March, 1990; University of Virginia, April, 1990

Lecture, "A Post-Apartheid South Africa?" Villanova University, November 1990.

Lecture, "Nelson Mandela and South Africa in 1990," St Mary's College (Maryland), Symposium on Africa for Americans, November 1990.

Lecture, "Oliver Tambo's Contribution to the Struggle in South Africa," Conference on Muslims Against Apartheid, Washington, D.C., November 1990.

Lecture, "Robert Sobukwe and African Nationalism," Johns Hopkins University, November, 1991.

Discussant, Panel on "African—Americans and Southern Africa," African Studies Association, St. Louis, November 1991.

Conducted workshop on Lesotho for Christian church, Indianapolis, September 1992.

“The Future Past: A Historical Survey of Lesotho-South African Relations,” paper delivered at the African Studies Association meeting, Seattle, November 1992.

Chair, Panel on Women in African History, African Studies Association, Seattle, November 1992.

Lecture, “Ralph Bunche and South Africa,” University of California at Los Angeles, May 1993.

“Anton Muziwakhe Lembede,” seminar presented to the Institute of Social and Economic Research, Rhodes University, Grahamstown, South Africa, October 1994; University of Cape Town, April 1995; Institute for Advanced Social Research, Witwatersrand University, July 1995.

“Oral History and Biography,” Institute of Commonwealth Studies, London, February 1995.

“Divine Madness: the Case of Nonteta, an Eastern Cape Prophetess, 1918—1935,” paper delivered at the African Studies Association, San Francisco, November 1996.

“A Native Functionary: Edwin Mofutsanyana and the Communist Party of South Africa, 1927—1939,” paper presented at the African Studies Association, Columbus, Ohio, November 1997.

“Bones of Contention: The Return of the Remains of Nontetha, a South African Prophet,” University of Cape Town, July 1998; Witwatersrand University, August 1998; Southeast Regional African Studies Association, October 1998; and Library of Congress, February 1999.

“Ralph Bunche and South Africa,” paper presented to the seminar in African Studies, University of California at Los Angeles, June, 2005.

“The Dustbin of History: Reflections on Historical Researching in Southern Africa,” Conference on Law, Politics, Culture and Society in South Africa: The Politics of Inequality,” University of Florida, 5-7 March 2006.

“The Making of an African Communist, Edwin Thabo Mofutsanyana and the South African Communist Party,” History Seminar, Washington University, St. Louis, 5 April, 2007.

“The Search for Nontetha Nkwenkwe,” Department of African Studies seminar, October 2007.

“From Lucy to Lumumba: an overview of the history of Africa,” Foreign Service Institute, Arlington, Virginia, numerous times in 2007-2008

“The Search for Nontetha Nkwenkwe”, “American Perceptions of the Zulu, 1880-1945”, Michigan State University, 22-23 2008.

“Reflections on an Unsung Hero: Thabo Edwin Mofutsanyana,” Commemoration of Thabo Mofutsanyana, Thabo Mofutsanyana District, Orange Free State, South Africa, 25 April 2008.

Presenter at the Seminar on the Election Outlook in South Africa, Department of State, 12 March 2009.

Selected Activities, 1987-2006

Taught course on South Africa, Washington School, Institute for Policy Studies, Winter, 1988.

Selection Panel, Fulbright lecturing grants for South Africa, June, 1990.

Nominations Committee, African Studies Association, 1991.

Board of Directors, African Policy Information Center, 1992 to present.

Executive Committee, Fund for the University of Namibia, 1992 to 1994.

Executive Committee, Institute for Culture and Development, Howard University, 1993 to 1996.

Adviser, documentary film on Ralph Bunche being produced by William Greaves, 1992 to 2001. Film launched on PBS in February, 2001.

Adviser, documentary film on Anti-Apartheid Movement produced by Connie Fields, 1996 to 1994.

Selection Committee, Fulbright panel for the Western Cape, South Africa for students applying for graduate studies in the United States.

Selection panel, Fulbright teaching awards for American academics applying to southern African universities, Fall 2006-Fall 2008

Conference Organizing

Co-organizer, conference on “Afro-Americans and South Africa,” Howard University, 1978

Co-organizer, African Studies Association annual meeting, 1982

Co-organizer, conference on “Sanctions and South Africa,” Howard University, 1987

Planning Committee, Speakers Series on South Africa, Smithsonian Institution, 1988

Co-organizer, symposium on African Development, sponsored by the British Embassy and

the Department of African Studies, February 2006.

Co-organizer, Symposium on President Obama's Africa Policy, February 2009 (co-sponsored by the Department of African Studies and Africa Action).

Journal Referee

Journal of Urban Studies; International Journal of African Historical Studies;
Journal of African History; African Studies Review; Journal of African History, Safundi,
South African Historical Journal, and American Historical Review,

Manuscript Reader

University of Wisconsin Press; Cambridge University Press; Witwatersrand University
Press; Routledge Press; Ohio University Press; Illinois University Press;
University of Chicago Press

HOWARD DODSON JR.

Director of Moorland-Spingarn and Howard University Libraries

Historian and lecturer Howard Dodson was born June 1, 1939, in Chester, Pennsylvania. After completing high school in 1957, he attended West Chester State College, where he studied social studies and English, with an emphasis on secondary education. Graduating in 1961, he went on to Villanova University where he earned an M.A. in U.S. history and political science in 1963..

Upon earning his master's degree, Dodson went to Ecuador in 1964 as part of a Peace Corps assignment where he was the director of credit union education programs for the National Credit Union Federation. In 1967, Dodson moved to Washington, D.C., and became the director of minority recruitment and deputy director of campus recruiting for the Peace Corps, where he remained for a year. Dodson became the executive director of the Institute of the Black World in Atlanta in 1974, remaining there until 1979. At the same time, he taught classes at Emory University. Dodson returned to Washington, D.C., in 1979 as a consultant to the National Endowment for the Humanities. However, he remained active with the Institute of the Black World, working as a project director on a number of programs until 1984.

After leaving the NEH, Dodson was hired as the director of the Schomburg Center for Research in Black Culture at the New York Public Library, where he remains today. Under his guidance and direction, the Schomburg Center has sustained tremendous growth. Under his direction, the Center's holdings doubled to 10 million. Acquisitions included the collections of Malcolm X, Lorraine Hansberry and Maya Angelou. Publishing projects Dodson spearheaded have included numerous microform editions of collections of original documents, a six-volume encyclopedia of African American history and culture, and a 30-volume collection of writings by African-American women. Under Dodson's stewardship, the Schomburg Center has been an innovator in using the Internet to increase access to library materials. He enhanced the quality of the Schomburg Center's exhibitions, public programs, and special events. Attendance tripled to 120,000 people per year.

Dodson is credited with extending the reach and reputation of the Schomburg Center through major exhibitions and acquisitions. Today, the Center is recognized as one of the leading institutions of its kind in the world.

Dodson has been active throughout his life in a number of other projects. He was part of the Black Theology Project Conference held in Cuba, which brought Fidel Castro into the religious community for the first time in decades. He has produced a number of exhibitions and festivals celebrating black history and African American life. Dodson is also the author of several books and articles and the recipient of numerous awards, including being named to the President's Commission on the National Museum of African American History and Culture and the Malcolm X Museum Award. He serves on the board of directors of the Apollo Theater Foundation and the UNESCO Slave Route Project, among many others.

In recognition of his contribution to the development of the Schomburg Center, Dodson has been awarded honorary doctorates by Villanova University (2007), the City University of New York

(2004), West Chester State University (2004), Adelphi University (2004) and Widener University (1987). In 2010, Dodson was designated a New York City “Living Landmark” by the New York Landmarks Conservancy.

After retirement from the Schomburg Center for Research in Black Culture in 2010, Dodson took on a position as director of Howard University's library system, which includes the undergraduate and graduate libraries, and the Moorland-Spingarn Research Center (MSRC).

Published works

1984. *Censorship and Black America, An Exhibition in the Schomburg Center for Research in Black Culture* : July 19-October 15, 1984. New York: New York Public Library.

1993. *A Public Forum on the Draft Proposal to the U.S. Congress for Commemorating the African Burial Ground*. New York: S & S Reporting Co Inc.

2000. *The Black New Yorkers: The Schomburg Illustrated Chronology*. New York: John Wiley. ISBN 0-471-40173-0

2002. *Jubilee: The Emergence of African-American Culture*. Washington, D.C.: National Geographic Books ISBN 0-7922-6982-9

2004. *In Motion: The African-American Migration Experience*. Washington, D.C.: National Geographic Society ISBN 978-0-7922-7385-1

2007. *Lest We Forget: The Triumph over Slavery*. San Francisco: Pomegranate. ISBN 978-0-7649-4037-8

2007. *Ideology, Identity and Assumptions*. New York: New York Public Library. ISBN 978-0-87013-795-2

2007 (with Palmer, Colin A.). *Cultural Life*. East Lansing: Michigan State University Press. ISBN 978-0-87013-808-9

2008 (with Palmer, Colin A.). *Origins*. New York: New York Public Library. ISBN 978-0-87013-817-1

2009 (with Palmer, Colin A.). *The Black Condition*. East Lansing: Michigan State University Press. ISBN 978-0-87013-838-6

2009. *Becoming American: The African-American Journey*. New York: Sterling Pub Co. ISBN 978-1-4027-5407-4

MS. MKAMBURI LYABAYA

EDUCATION:

- M.A., African Studies, Howard University, 1992

TEACHING AND RESEACH AREAS:

- Kiswahili

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Lecturer, Kiswahili, Department of World Languages and Culture, Howard University

BRENDA RANDOLPH

Brenda Randolph is the founder and president of Africa Access and editor of *Africa Access Review*, an on-line database that provides scholarly reviews of K-12 books on Africa. She has also served as K-12 editor of H-AfrTeach, a discussion list and review service whose mission is to provide a stimulating forum for considering the possibilities and problems involved in teaching about Africa. In the early 1980s, Ms. Randolph created the K-12 Resource Center at the African Studies Center at Howard University. In 1992 she persuaded the African Studies Association to establish the Children's Africana Book Awards (CABA) to recognize outstanding children's and young adult books on Africa. She is currently chair of the award committee. She has conducted numerous 'Teaching Africa' panels throughout the U.S., organized major African Studies Outreach Workshops in 2005 and 2011, and presented a paper on children's Africana at the International Board of Books for Young People (IBBY) conference in Cape Town, South Africa in 2004. Ms. Randolph received the Francois Manchuelle Award in 2001 for innovative work promoting the cause of African Studies in the K-12 community. She was named a NEA Innovator and featured in NEA Today Magazine (November 21, 2001). She has appeared on television and national radio promoting CABA and other scholar-recommended books on Africa. In 2007 on the 50th anniversary of the founding of the African Studies Association, Ms. Randolph received the National Outreach Council Award of Appreciation for outstanding service and commitment to promoting the teaching of Africa through the Children's Africana Book Award.

Ms. Randolph holds a bachelor's degree from North Carolina Central University, a master's in African Studies from Howard University and a master's in library and information services from the University of Maryland, College Park. Her articles and reviews on children's Africana have appeared in the *Interracial Books for Children Bulletin*, *Social Education*, *the Education Digest*, *Multicultural Review*, *Teaching Tolerance*, and *Sankofa Journal of African Children's Literature*.

APPENDIX 3

AFRICANIST FACULTY RESUMES

Summary

The resumes in this listing include current Howard University faculty and staff that teach and/or conduct research on Africa and the Diaspora. This includes the College of Arts and Sciences, the School of Divinity, the Law School, Moorland-Spingarn Research Center, the Ralph J. Bunche Center and sections of the Medical School.

DR. RUSSELL ADAMS

EDUCATION:

- Ph.D., Political Science, University of Chicago
- M.A., Political Science, University of Chicago
- B.A., Political Science, Minor History/Sociology, Morehouse College, Atlanta

TEACHING AND RESEARCH AREAS:

- Afro-American Politics
- Sociology
- Philosophy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Chair, Department of Afro American Studies, Howard University, 1971 – 2005
- Associate Professor and Acting Chairman, Division of Humanities
Federal City College (now the University of the District of Columbia), 1969 –
1971
- Assistant Professor and Chair, Department of Political Science,
North Carolina Central University, Durham, North Carolina, 1965 - 1969

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Russell Adams, "Epistemological Considerations in Afro-American Studies,"
Delores Aldridge and Carlene Young (eds.), *Out of the Revolution: The
Development of Africana Studies* (Lanham, MD: Lexington Books). pp. 39-57.
- Russell Adams, "Aphorisms for Music and the Visual Arts," *HUArchivesNet*,
January 2001.
- Russell Adams, "African American Studies and the State of the Art," Mario
Azevedo, ed. *Africana Studies*, 2nd edition. (Durham, North Carolina: Carolina
Academic Press, 1998). pp.31-49.
- Russell Adams, "African Americans," in Russell R. Adams et al. (eds.), *The New
World Book of Knowledge*, 79-80. (Danbury, CT: Grolier, 1996). pp. 79-80.

DR. LILA AMMONS

EDUCATION:

- M.A., Ph.D, University of Maryland
- M.A., American University
- B.A., North Carolina Central University

TEACHING AND RESEACH AREAS:

- Sociology
- Conflict in Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Afro-American Studies, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Ammons, Lila. "*Demographic Profile of Health Care Coverage in America in 1993*," in *Journal of the National Medical Association*, (1997).
- "*Consequences of Homicides on the African American Community in 1991*," in *Western Journal of Black Studies*, 21, no. 3. (1997): 199-204.
- "*The Evolution of Black Owned Banks In the United States of America Between the 1880's-1990's*," in *Journal of Black Studies*, 26, no. 4 (1996): 467-489.
- "*Consequences of War on African Countries' Social and Economic Development*," in *African Studies Review*, 39, no. 1, (1996): 67-82.
- "*Consequences of War on African Countries' Social and Economic Development*," (Ph.D. diss. University of Maryland, 1989).

DR. WINSTON ANDERSON

EDUCATION:

- Ph.D., Brown University, 1966

TEACHING AND RESEARCH AREAS:

- Cell Biology/Histology Core
- Advanced Cytology
- Research in Ghana, Ethiopia, Mali, Nigeria tropical diseases and ethno pharmacology—the use of indigenous plants for medicinal purposes.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Biology, Howard University

SELECTED PUBLICATIONS:

Books

- Anderson, W.A. and Sadler, W. (Editors) 1982. *Perspectives in Differentiation and Hypertrophy*, (Elsevier Science Publishing Co., New York, NY).

Monographs, Articles & Chapters in Books

- Wang, J., W.R. Eckberg and W.A. Anderson. 2001. Ultra structural differentiation of cardiomyocytes of the zebrafish during the 8-26-somite stages. *J. Submicroscop. Cytol. Pathol.* 33,275-287.
- Balan, K.V., V.W. Hollis, W.R. Eckberg, F. Ayorinde, J.D. Karkera, J.H. Wyche and W.A. Anderson. 2001. Cathepsin B and complement C3 are major comigrants in the estrogen-induced peroxidase fraction of rat uterine fluid. *J. Submicroscop. Cytol. Pathol.* 33,221-230.
- Mohamood, A.S., Gyles, P., Balan, K.B., Hollis, V.W., Eckberg, W.R., Asseffa, A., Han, Z., Wyche, J.H., and Anderson, W.A. 1997. Estrogen Receptor, Growth Factor Receptor and Protooncogene Protein Activities and Possible Signal Transduction Crosstalk in Estrogen Dependent and Independent Breast Cancer Cell Lines, *J. Submicroscop. Cytol. Pathol.* 29, 1-17.
- Eckberg, W.R. and Winston A. Anderson, 1996. The Initiation of Development in Chaetopterus, In, *Progress in Developmental Biology* (Ed. J.R. Collier), Vol. VIII in *Reproductive Biology of Invertebrates* (Eds. K.G. Adiyodi and R.D. Adiyodi), Wiley (invited review).

DR. VICTORIA R. ARANA

EDUCATION:

- Ph.D, George Washington University

TEACHING AND RESEARCH AREAS:

- Contemporary British Literature including 'Black' British Writers
- Postcolonial Theory
- Advanced Writing Course

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of English, Howard University

SELECTED PUBLICATIONS:

Books

- *Black Travel Writing (BMA Review, 2004), Black British Writing (Palgrave, 2004, pbk. 2009).*
- *'Black' British Aesthetics Today (Cambridge Scholars P, 2007).*
- *World Poetry from 1900 to the Present (2008).*
- *W. H. Auden's Poetry: Mythos, Theory and Practice (2009).*

Monographs, Articles & Chapters in Books

- Edited the *Dictionary of Literary Biography's (Vol. 347).*
- Edited the *Twenty-First-Century 'Black' British Writers (2009).*

HONORS AND AWARDS

- Judge for the Caine Prize for African Literature (U.K.), 2005.
- John La Rose Prize for Fiction (U.K.), 2008.
- Fellow of the Royal Society for the Arts (headed by Prince Philip of England).

DR. ANA LUCIA ARAUJO

EDUCATION:

- Ph. D., History, Université Laval, Canada, 2007
- Doctor, Ethnology and Social Anthropology, École des Hautes Études en Sciences Sociales, France, 2007
- Ph.D., Art History, Université Laval, Canada, 2004
- M.A., History, Pontificia Universidade Católica do Rio Grande do Sul, ,Brazil – 1998
- B.A., Fine Arts, Universidade Federal do Rio Grane do Sul, Brazil - 1995

TEACHING AND RESEACH AREAS:

- Colloquium on History of Brazil
- Topics: Africans in Latin America
- Latin America to 1825
- Latin America since 1825

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Howard University, 2008- present
- Part-time Professor, University of Ottawa, Canada, 2007-2008

SELECTED PUBLICATIONS:

Books

- *Romantisme tropical: L'aventure illustrée d'un peintre français au Brésil* (Quebec: Presses de l'Université Laval, 2008), 282p.
- *Victims and Perpretators: Public Memory of Slavery in the South Atlantic* (Amherst: Cambria Press), under contract for delivery in February 2010.

Monographs, Articles & Chapters in Books

- *Crossing Memories: Slavery and African Diaspora*, with Mariana Pinho Candido and Paul Lovejoy, ed. (Trenton: Africa Wold Press), forthcoming.

DR. MIRANDA ARMOUR-CHELU

EDUCATION:

- Ph.D., London University, United Kingdom, 1993

TEACHING AND RESEARCH AREAS:

- Systematics
- Ecomorphology
- Taphonomy
- Paleoecology of faunal assemblages dating from the middle Miocene to Recent
- Current research projects include: Evolution of Central Paratethys (Hungary and Croatia) Miocene Vertebrate Communities, Systematics, Taphonomy and Paleoecology of African Equids (Laetoli, Olduvai, Tanzania and Sahabi, Libya).

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Instructor, School of me (Anatomy/Evolutionary)

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Armour-Chelu, Miranda (2000), *Carnivore modification to Rudabanya bones*. *Carolinea*, 58 (2000): 93-102. Armour-Chelu, M. J. & Viranta, S.
- Armour-Chelu, Miranda (2000), *Tooth emergence and wear in a taxon from Rudabanya, Hungary*. In, *Advances in Paleontology, Papers in Honour of C. Radulescu and P. M. Samson*, 25-30. Bucharest: 2003. Armour-Chelu, M. J., Andrews, P. & Bernor, R. L.
- Armour-Chelu, Miranda (2005), *Further observations on the primate community at Rudabanya II (late Miocene, early Vallesian age)*, Hungary. *JOURNAL OF HUMAN EVOLUTION* 49 (2005): 88-98. Armour-Chelu, M; Andrews, P; Bernor, RL.
- Armour-Chelu, Miranda (2006), *Hooijer's hypodigm for "Hipparion" cf. ethiopicum (Equidae, Hipparioninae) from Olduvai, Tanzania and comparative material from the East African Plio-Pleistocene*. *Beitrag zur Palaontologie*, 30 (2006): 15-24. Armour-Chelu, M.*, Bernor, R. L.* & Mittmann, H-W.

DR. JOSEPH ASIKE

EDUCATION:

- Ph.D, University of Louvain

TEACHING AND RESEACH AREAS:

- Philosophy of Science
- African Philosophy
- Philosophy of Culture
- Ethics of Medical Care

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Philosophy, Howard University
- Committee on Readmission & Academic Status, College of Arts & Sciences, Howard University, 2005 - 2007

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Joseph Asike, "Cultural Identity and Modernity in Africa: A Case for a New Philosophy," in Theophilus Okere, *Identity & Change: Nigerian Philosophical Studies I* (Council for Research in Values: 1995).
- Joseph Asike, "The City in Modern Nigeria: A Force in Rapid Social Change," in Theophilus Okere, *Identity & Change: Nigerian Philosophical Studies I* (Council for Research in Values: 1995).

RHEA BALLARD-THROWER, J.D.

EDUCATION:

- J.D. University of Kentucky
- M.I.L.S., University of Michigan

TEACHING AND RESEARCH AREAS:

- Legal Research
- Teaching and Education using Information Technology (with an emphasis on education)
- Minority Law Librarianship and Management

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor and Library Director, School of Law, Howard University
- Former Associate Director, Georgia State University Law Library, Atlanta Georgia

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Rhea Ballard-Thrower, *Freeman v. Pitts*, in *ENCYCLOPEDIA of AFRICAN AMERICAN EDUCATION* 271 (Kofi Iomotey ed., 2010).
- Rhea Ballard-Thrower, *Dayton Board of Education v. Brinkman, I and II*, in *ENCYCLOPEDIA of AFRICAN AMERICAN EDUCATION* 208 (Kofi Iomotey ed., 2010).
- *Leadership for the Twenty-First Century Library Director*, in *Beyond the Books: People, Politics and Librarianship* 239, (Leslie Lee and Michelle Wu, eds., 2007).

DR. ADBUL KARIM-BANGURA

EDUCATION:

- Ph.D., Linguistics, Georgetown University
- Ph.D., Political Science, Howard University
- Ph.D., Development Economics, University of Baltimore Graduate School
- Ph.D. Computer Science, Columbus University
- Ph.D., Mathematics, Columbus University
- B.A. and M.A., International Studies, American University

TEACHING AND RESEARCH AREAS:

- Political Science
- Development economics
- Language and Linguistics
- Computer Science
- Mathematics

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Research Methodology and Political Science, Howard University
- Coordinator, National Conference on Undergraduate Research Initiative, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *African Mathematics: From Bones to Computer. Dlanham, Maryland: University Press of America/Rowman and Littlefield, 2011.*
- *African-Centered Research Methodology: From Antiquity to the Present. San Diego, California: Cognella Press, 2011.*
- *Keyboard Jihad: Attempts to Rectify the Misperceptions and Misrepresentations of Islam. San Diego, California: Cognella Press, 2011.*

DR. NIKONGO BA-NIKONGO

EDUCATION:

- Ph.D International Relations; Comparative Politics; Economic Development; Political Economics, Howard University
- M.A. International Relations; Comparative Politics; Research Methods, Howard University
- B.A. Political Science, Howard University

TEACHING AND RESEARCH AREAS:

- African Experience in the Caribbean
- Commercial Exploitation of the 3rd World
- Special Topics in Afro-American Studies

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Afro-American Studies, Howard University, 1989 - present
- Visiting Assistant Professor, Department of Political Science, University of Hartford
- Visiting Assistant Professor, Division of Social Sciences, Virginia Union University
- Visiting Lecturer, Department of Political Science, Goucher College

SELECTED PUBLICATIONS:

Books

- Nikongo Ba'Nikongo (ed.), *Debt & Development in the Third World: Trends & Strategies*, (Wash.: IAAS Publications: 1991).
- Nikongo Ba'Nikongo (ed.), *Leading Essays In African-American Studies*, (Carolina Academic Press: 1997).

Monographs, Articles & Chapters in Books

- "The Caribbean: From Emancipation to Independence," in Mario Azevedo ed. *Intro to Africana Studies*, (Charlotte: Carolina Academic Press: 1993).

DR. ALICE OGDEN BELLIS

EDUCATION:

- Ph.D., Semitic Languages, Catholic University of America, 1986
- M.A., Catholic University of America, 1977
- M.Div., Howard University School of Divinity, 1974
- B.A., Religion, Duke University, 1971

TEACHING AND RESEARCH AREAS:

- Old Testament Language and Literature
- Women of the Hebrew Bible/Old Testament
- Hebrew Prophets
- African Presence In and Influence on the Hebrew Bible

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, School of Divinity, Howard University

SELECTED PUBLICATIONS:

Books

- Terry Hufford and Alice Ogden Bellis, *Science, Scripture, and Homosexuality*, Pilgrim Press, 2002.
- Alice Ogden Bellis, *Helpmates, Harlots, and Heroes: Women's Stories in the Hebrew Bible*, Westminster/John Knox, 1994.

DR. RAYMOND BERNOR

EDUCATION:

- Ph.D, University of California, Los Angeles

TEACHING AND RESEARCH AREAS:

- Old World Neogene Mammalian Evolution
- Geochronology
- Paleoecology
- Current field/museum based research projects in Central Europe and East Africa and have studied in particular the systematics, evolution, and ecomorphology of hipparionine horses, hominoid primates, and primitive suids.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Anatomy, Howard University

SELECTED PUBLICATIONS:

Books

- Bernor, R. L., Fahlbusch, V., and Mittmann, H.-W. (eds.) (1996) *The Evolution of Western Eurasian Neogene Mammal Faunas*, Columbia Univ. Press: N.Y., 487 pp.

Monographs, Articles & Chapters in Books

- Bernor, R.L., T.M. Kaiser and S.V. Nelson. 2004, "The Oldest Ethiopian Hipparion (Equinae, Perissodactyla) from Chorora: Systematics, Paleodiet and Paleoclimate," *Courier Forsch.-Inst. Senckenberg*, 246: 213-226.
- Bernor, R.L., L. Kordos and L. Rook (Co-Editors and contributors), "Recent Advances on Multidisciplinary Research at Rudabánya, Late Miocene (MN9), Hungary: A compendium," *Paleontographica Italiana*, 89:3-36; 2004.
- Bernor, R. L., Tobien, H., Hayek, L.-A. and Mittmann, H.-W. (1997) *Hippotherium primigenium* (Equidae, Mammalia) from the late Miocene of Hoewenegg, (Hegau, Germany). *Andrias* 10:1-250; 2003.

DR. CHARLES BETSEY

EDUCATION:

- Ph.D, Economics, University of Michigan
- B.A., Economics and Spanish Literature, University of Michigan

TEACHING AND RESEACH AREAS:

- Labor Economics
- Economics of Black Community Development
- Public Finance
- Human Resources
- Graduate Education

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Economics, Howard University
- Interim Dean, Graduate School, Howard University

SELECTED PUBLICATIONS:

Books and Articles

- *Historically Black Colleges and Universities, editor*, New Jersey: Transaction Publishers, 2008.
- Faculty Research Productivity: Institutional and Personal Determinants of faculty Publications," *The Review of Black Political Economy*, 33: 4 (Spring 2006).
- "Income and Wealth Transfer effects of Discrimination in Prison Sentencing," *The Review of Black Political Economy*, 2005.

DR. EFFIE JOLENE BOLDRIDGE

EDUCATION:

- Ph.D. University of Missouri

TEACHING AND RESEACH AREAS:

- Spanish

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Modern Languages & Literature, Howard University
- Coordinator, Black History Month's Events, Howard University, 2006
- Instructor, Study Abroad Program, Howard University, 2005

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Effie Jolene Boldridge, "No Class At All: The Representation of Afro-Brazilians in Manuel Puig's *—Sangue de amor correspondido,*" *H-Net Online*, 1995. Available at: <http://h-net.msu.edu/cgi-bin/logbrowse.pl?trx=vx&list=h-latam&month=9504&week=b&msg=VImAWpSHwul6Wy%2Bxklc2fw&user=&pw=>

DR. FLORDELIZ BUGARIN

EDUCATION:

- Ph.D, University of Florida

TEACHING AND RESEARCH AREAS:

- Cultural Anthropology
- Applied Anthropology
- Archaeology
- African & African Diaspora Studies
- Urban Anthropology
- Gender Studies

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of Sociology and Anthropology, Howard University
- Principal Investigator, Kansas Archeology Training Program, 2007

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Flordeliz T. Bugarin, "Embracing Many Voices as Keepers of the Past," in Peter R. Schmidt (ed.), *Postcolonial Archaeologies in Africa*, SAR Press: New Mexico, 2009.
- Flordeliz T. Bugarin, "Constructing an Archaeology of Children: Studying Children and Child Material Culture from the African Past," *Archeological Papers of the American Anthropological Association*, Vol15, no.1, 3 – 26, 2008.
- Flordeliz T. Bugarin, "The Past of a Child in the Hands of a Child: Working with Children on an Archaeological Dig," *Anthropology News*, 2008.
- Flordeliz T. Bugarin. "Constructing an Archaeology of Children: Studying Children and Child Material Culture from the African Past," *Archeological Papers of the American Anthropological Association* 15:1, 13-26, 2006.

DR. DENYCE S. CALLOWAY

EDUCATION:

- Ph.D., Educational Psychology, Howard University

TEACHING AND RESEARCH AREAS:

- Alcohol
- Tobacco and Other Drugs
- Stress Management
- HIV/ AIDS
- Health Education/ Health Promotion
- Women's Health

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Health Education, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- (Calloway) ford, D.S. & goode, C.R., "Health behaviors and perception of related health issues among African American Students", *Journal of American College Health*, Vol. 42, March, 1994.
- (Calloway) ford, D.S., "Prevention Models for Black Youth at High Risk: education and Media" in *ecology of Alcohol and other Drug Use: Helping Black High Risk Youth*, office of Substance Abuse Prevention, Monograph - 7, U.S. Department of Health and Human Services, (1990).
- Peter e. Thomas, Brenda W. Williams, Denyce Calloway, "HIV Risk Behaviors and Testing History in Historically Black College and University Settings", *Public Health Reports (Supplement)*, November/December 2008; Volume 123, Number 6.
- Corbett, D. & Calloway, D. "Physical Activity: Challenges facing African-American girls and Women" *The President's Council on Physical fitness and Sports- e-Newsletter*, Winter 2006.

DR. DELORES H. CARPENTER

EDUCATION:

- ED.D, Rutgers University, 1986
- M.A., Washington University, 1972
- M.Div. *cum laude*, Howard University School of Divinity, 1969

TEACHING AND RESEACH AREAS:

- Christian Education
- Women in Ministry
- Preaching to Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Religious Education, Howard University School of Divinity, 1999 – present
- Director, Career and Cooperative Education at Essex County College in Newark, New Jersey
- Founder and Executive Director, African Heritage and Cultural Institute of America Inc.

SELECTED PUBLICATIONS:

Books

- Rev. Dr. Delores Carpenter and Rev. Nolan E. Williams Jr. (ed.), *African American Heritage Hymnal: 575 Hymns, Spirituals, and Gospel Songs*, (Gia Publications Inc.,: Illinois (2001)).

DR. GREG E. CARR

EDUCATION:

- Ph.D, Temple University, 1998
- M.A., African and African-American Studies, Ohio State University
- J.D., Ohio State University College of Law
- B.S., Speech Communication in Theater, Tennessee State University

TEACHING AND RESEARCH AREAS:

- Chair, Department of Afro-American Studies, Howard University
- Associate Professor, Department of Afro-American Studies, Howard University
- Invited Lecturer on Pedagogy, Center for Excellence in Teaching and Assessment
- Dr. Carr, Dr. Dana Williams, Howard staff and sixty undergraduate students inaugurated Howard's historic Summer Study Abroad in Egypt in 2008.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Africana Studies Normative Theory
- Africana Intellectual History
- Classical African History and Historiography
- African-American Nationalism

SELECTED PUBLICATIONS:

Books

- Greg E. Carr, *Towards an Intellectual History of Africana Studies: Genealogy and Normative Theory*, (Durham, NC: Carolina Academic Press, 2007).
- Greg E. Carr, *You Don't Call The Kittens Biscuits: Disciplinary Africana Studies and the Study of Malcolm X*, (Durham, NC: Carolina Academic Press, 2007).
- Greg E. Carr, *The Transatlantic Slave Trade*, (Washington, DC: National Geographic, 2006).

DR. SELWYN H.H. CARRINGTON

EDUCATION:

- Ph.D., Imperial History, Queen Mary College, University of London, 1975
- M.A., American History, University of Manitoba, Winnipeg, Canada
- B.A., History and English, Concordia (Sir George Williams) University, Montreal, Canada

TEACHING AND RESEARCH AREAS:

- Caribbean History
- The Black Diaspora
- The History of the United States.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Caribbean History, Howard University, 1994 - present

SELECTED PUBLICATIONS:

Books

- Saunders, Ivan J., Rostecki, R.R. and Carrington, Selwyn H. H., *Early Building in Winnipeg*, Manuscript Report No. 389, 7 Vols. (Park Canada, 1979).
- Selwyn H. H. Carrington, *The British West Indies During the American Revolution* (Royal Institute of Linguistics and Anthropology/Foris Publications 1988).
- Heather Cateau and Selwyn H. H. Carrington, *Capitalism and Slavery Fifty Years Later: Eric Eustace Williams-A Reassessment of the Man and His Work* (Peter Lang Publishing, 2000).

Monographs, Articles & Chapters in Books

- Selwyn H.H. Carrington, "A West Indian Assembly in Revolt: Barbadian Politics 1774-1782," *Journal of Caribbean History*, Vol. 17 (1982), pp. 26-4.
- Selwyn H.H. Carrington, "'Econocide'-Myth or Reality" - The Question of West Indian Decline, 1783-1806," *Boletín de Estudios Latinoamericanos del Caribe*. No. 36 (June, 1984), pp. 13-48.
- Selwyn H.H. Carrington, "'Econocide'-Myth or Reality" A Post Scriptum," *Boletín*, No. 36, June 1984, pp. 66-67.

DR. MBYE CHAM

EDUCATION:

- Ph.D, African Languages and Literature, University of Wisconsin-Madison, 1978
- M.A, African Languages and Literature, University of Wisconsin-Madison, 1977
- M.A, French Language, State University of New York, Buffalo, 1973

TEACHING AND RESEARCH AREAS:

- Literary and Film Theory
- Film and Society
- Art, Culture and Development
- Film and History in Africa
- Cinema in Southern Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Chair, Department of African Studies, Howard University, 2006-present
- Member, Honors Council, College of Arts and Sciences, 2003-present
- Co-Chair, Graduate School of Arts & Sciences Administrative Review Panel for the M.A. Program of the Department of Art History, 2000-present

SELECTED PUBLICATIONS:

Books

- *African Experiences of Cinema*, co-edited with Imruh Bakari (London: British Film Institute, 1996).
- *EX-ILES: Essays on Caribbean Cinema*, contributing editor (Trenton, N.J.: Africa World Press).
- *BLACKFLAMES: Critical Perspectives on Black Independent Cinema*, co-edited with C.A. Watkins (Cambridge, MA: MIT Press, 1988).

DR. ELIZABETH CLARK-LEWIS

EDUCATION:

- Ph.D., University of Maryland, College Park

TEACHING AND RESEARCH AREAS:

- African-American Women
- Women in the United States
- African-American History
- History of the District of Columbia
- History of African-Americans in Pennsylvania
- Museums and Archives
- Oral History
- Historic Preservation
- Genealogical Research
- Family History and Genealogy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of History, Howard University
- Director, Public History Program, Howard University

SELECTED PUBLICATIONS:

Books & Films

- Elizabeth Clark-Lewis, *Living In, Living Out: African American Domestic in Washington, DC* (1994, paperback 1996), winner of the Letitia Brown Prize in Women's History.
- Project director and producer, *Freedom Bags*, PBS, which won the Oscar Micheaux Award.

Honors and Awards

- Best Documentary Award from the Black Filmmakers Hall of Fame

DR. DORIS CORBETT

EDUCATION:

- Ph.D., Sociology of Sport, University of Maryland, College Park.

TEACHING AND RESEARCH AREAS:

- Race
- Gender
- Sports
- Human rights

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Sports Studies, Health, Human Performance and Leisure Studies, Howard University
- Chair, Health, Human Performance and Leisure Studies, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Corbett, Doris R. (In Press). *Researching the past: A Historical perspective on the application of health, human performance and leisure studies*. In *Preservation as practice - Reinscribing meaning: Howard University, Intellectual Memory, and Visions of a liberated future*. The Howard University Moorland-Spingarn Research Center.
- Corbett, Doris R. (In Press). *Academic Integrity in Sports*. In D. Brooks and R. Althouse (eds.) *Racism in College Athletics*" (3rd edition).
- Corbett, Doris R. (2006). "The Politics of Race and Sport in the Promotion of Human Rights." *International Council of Sport Sciences and Physical education (ICSSPe)*, Bulletin 48.
- Corbett, Doris R. (CO RoM, March, 2004). "How Can Sport Science Professionals Help Bridge the Increasing Chasm Between Socio-economic and Cultural groups." *International Council of Sport Science and Physical education (ICSSPe)*. Bulletin, No. 40. Berlin, Germany. icsspe@icsspe.org. <http://www.icsspe.org>

DR. LISA CROOMS

EDUCATION:

- J.D, University of Michigan, 1991
- B.A, Howard University, 1984

TEACHING AND RESEARCH AREAS:

- Contracts
- Constitutional Law
- Gender and Law
- Human Rights Law and Supreme Court Jurisprudence

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Law, Howard University School of Law
- Board Member for the National Economic and Social Rights Initiative, the U.S. Human Rights Network and the Women's Institute for Leadership Development for Human Rights.
- Coordinator of the U.S. Coordinated Non-Governmental Organization (NGO) 2007 shadow report to the United Nations' Committee on the Elimination of All Forms of Racial Discrimination.
- Coordinator of the U.S. coordinated Non-Governmental Organization (NGO) 2006 shadow report to the International Covenant on Civil and Political Rights.
- Advisor to institutions including: The Urban Justice Center, UNIFEM, the Sentencing Project, the International Human Rights Law Group (Global Rights) and Amnesty International - U.S.A.

SELECTED PUBLICATIONS:

Books

- Judith Greenberg, Martha Minow, Dorothy Roberts, Libby Adler & Lisa Crooms, EDS., *Mary Joe Frug's: Women and the Law* (4th ed., Foundation Press/forthcoming 2007).
- *"All man come together and said boys mus' dead": Hyper-heterosexuality, Afro-Jamaican Culture, and the 1997 Condom Riots*, University of the West Indies, Centre for Gender and Development Studies (forthcoming 2007)

DR. MICAH E. S. CRUMP

EDUCATION:

- Ph.D, Morgan State University

TEACHING AND RESEARCH AREAS:

- Entrepreneurship
- Black venture
- Urban

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Management, School of Business

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Crump, M. e. S. and Singh, R. P. (2011). "examining opportunity recognition research output: 1995 - 2006." *Journal of Marketing Development and Competitive- ness* 5 (5).
- Crump, M. e. S. (2011). "Black entrepreneurship: formal versus informal economy exploitation." *Washington Business Research Journal*, 2 (2).
- Crump, M.e.S. (2010). *Black entrepreneurship: Literature and reality*. VDM Publishing House ltd: Saarbrücken, germany.
- Crump, M.e.S., Singh, R. P., and Wilbon, A. D. (2009). "Black entrepreneurship literature: What's known, and who's informing?" *Washington Business Research Journal* 1(1): p. 85-100.

DR. MELBOURNE CUMMINGS

EDUCATION:

- Ph.D, Speech Communication, University of Southern California

TEACHING AND RESEARCH AREAS:

- African Americans
- Diasporic Rhetoric
- Public Address

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Communication and Culture, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Melbourne S. Cummings. "When They Answered The Call." *Journal of Black Studies*, March 2010.
- Melbourne S. Cummings. "When They Honor the Voice: Centering African American Women's Call Stories." *Journal of Black Studies*, Vol. 20, NO.10, 2009.
- Melbourne S. Cummings. "factors effecting Com- munication: ethnicity" in William f. eadie *21st Century Communication: A Reference Handbook*, Vol. 2, Sage 2009.
- "The Changing Image of the Black family on Television." Reprinted in Ronald I. Jackson, editor. "The Changing Image of the Black family on Televi- sion." Sage Publishing, 2004.

DR. WILFRED DAVID

EDUCATION:

- Ph.D., Economics, University of Oxford
- B.A. (Honors), Economics and Philosophy, University of London

TEACHING AND RESEARCH AREAS:

- International Political Economy
- International Political Economy
- Development Economics
- Public Economics & Finance
- Philosophy and Methodology of the Social Sciences
- East & West Africa
- Latin America & Caribbean

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of African Studies, Howard University
- Co-Chair, Division of Social Sciences, College of Arts & Sciences, Howard University
- Chairman, Review Committee for Graduate Program in English, Graduate School of Arts & Sciences, Howard University

SELECTED PUBLICATIONS:

Books

- *The Human Development Paradigm* (Lanham, MD: University Press of America, 2003, forthcoming).
- *The Conversation of Economic Development: Historical Voices, Interpretations, and Reality* (New York & London: M.E. Sharpe, 1997).
- *Sugar Industry Diversification in Developing Countries* (Washington, DC: The World Bank, 1990).
- *Political Economy of Economic Policy: The Quest for Human Betterment* (New York: Praeger Publishers, 1988).

DR. D. H. KORTRIGHT DAVIS

EDUCATION:

- Ph.D., University of London, Sussex
- Honorary Doctor of Divinity Degree from the General Theological Seminary, New York, and St. Paul's College, Lawrenceville, Virginia.

TEACHING AND RESEARCH AREAS:

- African Expressions in Theology

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Theology, Howard University School of Divinity
- Rector of Holy Comforter Episcopal Church, the District of Columbia
- Member of the Faith & Order Commission, World Council of Churches

SELECTED PUBLICATIONS:

Books

- Kortright Davis, *Emancipation Still Comin': Explorations in Caribbean Emancipatory Theology*, (Wipf & Stock Publishers: April 2008).
- Kortright Davis, *Serving With Power: Reviving the Spirit of Christian Ministry*, (Paulist Press: November 1999).
- Kortright Davis and Farajaje Elais (ed.), *African Creative Expressions of the Divine*, (Howard University of Divinity Publ., 1st edition: 1991).
- D.H. Kortright Davis, *Can God Save the Church? Living Faith...While Keeping Doubt*, (Hodale Press, 1994).

DR. DONN G. DAVIS

EDUCATION:

- Diploma, Institute on International and Comparative Law, Oxford University, Summer, 1988
- M.S. L. & Post-doctoral research, Yale University, 1973 to 1975
- B.A., M.A., Ph.D., Political Science, University of California, Berkeley, 1965 -1975

TEACHING AND RESEARCH AREAS:

- American Government and Politics
- Comparative Politics (Africa and Asia)
- International Relations (World Order Studies)
- Law and Society

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Political Science, Howard University
- Faculty Advisor, Pre-Law Program, Howard University
- Member of the Judiciary Committee, College of Arts and Sciences, Howard University
- Adjunct Professorial Lecturer, George Washington University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Donn G. Davis, Review of: Kenny J Whitby, "The Color of Representation: Congressional Behavior and Black Interests," (Ann Arbor, MI: U Michigan Press, 1997), *Journal of Politics* 62, No.2 (May 2000): 580-582.
- Donn G. Davis, "In the Mirror of Time: Unbound Interests and the New Black Leadership: A Retrospective Critique of Essay I: Centrifugal Influences on Black Politics." In: Matthew Holden, *Politics of the Black Nation* (1973). *National Political Science Review* 8 (Spring, 2001): 6-18.
- Donn G. Davis, "Black Political Ideology and Leadership: A Critical Disconnect?" *The National Political Science Review* 10 (Spring, 2005): 190-204.

DR. YASMIN DEGOUT

EDUCATION:

- Ph.D., Howard University, 1998

TEACHING AND RESEARCH AREAS:

- African American Literature
- Caribbean literatures
- Postcolonial Studies
- Gay and Lesbian Studies/Queer Theory
- Gender Studies

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of English, Howard University
- Member, Caribbean Studies Program of the College of Arts and Sciences, Howard University
- Faculty Advisor, Sterling Allen Brown English Society, Department of English

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Yasmin DeGout, "'Masculinity' and (Im)maturity: 'The Man Child' and Other Stories in Baldwin's Gender Studies Enterprise," *Re-Viewing James Baldwin: Things Not Seen*, ed. D. Quentin Miller, foreword by David Leeming, Philadelphia: Temple University Press, 2000.
- Yasmin Y. DeGout, "Dividing the Mind: Two Contradictory Portraits of Homoerotic Love in Giovanni's Room," *African American Review* 26 (1992): 425-35.
- Yasmin-Y DeGout, "Gender Issues and the Slave Narratives: 'Incidents in the Life' and 'Narrative of the Life' Paper presented at the *Annual Conference of MELUS, the Society for the Study of Multi-Ethnic Literature of the United States*, (5th, Minneapolis, MN, April 11-13, 1991).

DR. KOFI KISSI DOMPERE

EDUCATION:

- Ph.D., Economics, Temple University, 1980
- M.B.A., Financial Management, Temple University, 1976
- M.A., Applied Mathematics, Temple University, 1973
- B.A., Mathematics & Economics, Temple University, 1972

TEACHING AND RESEACH AREAS:

- Mathematical Economics and Analysis
- Economic Theory (Marco)
- General Operations Research and Theory
- Cost-Benefit Analysis and Welfare Economics
- Theory of Economic Planning and Econometrics
- International Economics
- Mathematics: Fuzzy System's Research, Theory of Fuzzy Decisions and Control, Cost-Benefit Analysis

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor and Director of Graduate Studies, Department of Economics, Howard University, 2002 – present
- Assistant Professor, Department of Economics, Howard University 1982 - 2002

SELECTED PUBLICATIONS:

Books

- African Union: Pan-African Analytical Foundations, London. Adonia & Abbey Pub. 2006 <http://www.adonis-abbey.com>
- Polyrhythmicity: Foundations of African Philosophy, 2006 London. Adonia & Abbey Pub. 2006 <http://www.adonis-abbey.com>

DR. JAMES A. DONALDSON

EDUCATION:

- Ph.D., Mathematics, University of Illinois at Urbana-Champaign
- B.A., mathematics, Lincoln University

TEACHING AND RESEARCH AREAS:

- Mathematical Analysis and Partial Differential Equations
- Boundary Value Problems and Water Waves
- History of Mathematics

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Mathematics, Howard University
- Dean, College of Arts & Sciences

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- (with Daniel A. Williams, III) The linear shallow water theory: a mathematical justification. *SIAM J. Math. Anal.* 24 (1993), 892 – 910, MR 94j:35143
- Black Americans in Mathematics. A Century of Mathematics in America, Part III, *Amer. Math. Soc.*, Vol. 3 (1989), 449 – 469.
- "Civil Society and environmental Protection: The Case of Jamaica," 15 Penn environmental I. Rev. 1 (2006)
- The Cauchy problem for a first order system of abstract operator equations. *Bull. Amer. Math. Soc.*, 81 (1975), 576 – 578, MR 54:7985.

DR. ROBERT R. EDGAR

EDUCATION:

- Ph.D., African History, University of California, Los Angeles
- M.A., African History, Indiana University
- B.A., History, Oklahoma State University

TEACHING AND RESEARCH AREAS:

- Social Science Research Methods
- African History; Southern Africa
- African Religious and Political Movements

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of African Studies, Howard University
- Director of Graduate Studies, Department of African Studies, Howard University

SELECTED PUBLICATIONS:

Books

- *Prophets with Honor: A Documentary History of Lekhotla la Bafo* (Ravan Press, 1987).
- *An African American in South Africa: The Research Diary of Ralph J. Bunche, 1937* (Ohio University Press, 1992).
- *Because They Chose the Plan of God: The Bullhoek Massacre of 1921* (Ravan Press, 1988).

Monographs, Articles & Chapters in Books

- Contributed chapters on Africa and Latin America to Palmira Brummett et al, *Civilization: Past and Present*, 9th and 10th editions (Addison Wesley, Longman, 1999 and 2002).
- "Garveyism in South Africa," and "Essays on Garveyism in Africa," in Robert Hill (ed.), *The Marcus Garvey Papers*, Africa Volume (forthcoming).
- Country Study on South Africa for *Colliers Yearbook* (1997).

DR. MARUMBOK ETTA-NKWELLE

EDUCATION:

- Ph.D, Howard University, 2007
- MA, Development Banking, American University, Washington, DC
- BA, Business Administration, University of the District of Columbia

TEACHING AND RESEACH AREAS:

- Finance Principles
- Managerial Economics
- Principles of International Business

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of Finance, International Business and Insurance, Howard University, 1995 to present
- Financial Analyst, USAID – Africa Venture Capital Project

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Marumbok Etta-Nkwelle, *The Effects of Overvalued Exchange Rates on the Export Competitiveness of Less Developed Countries: Evidence from the Communaute Financiere Africane (CFA)*, Dissertation, Howard University, 2007

DR. GWENDOLYN H. EVERETT

EDUCATION:

- Ph.D., George Mason University
- M.A., Art History, Howard University
- B.A., Studio Art, Spelman College

TEACHING AND RESEARCH AREAS:

- African American Art
- Nineteenth- and Twentieth Century American Art
- Museum and Cultural Studies

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Art, Howard University
- Former collections research coordinator at the Smithsonian American Art Museum
- Board of Directors, Arts Council of Fairfax County

SELECTED PUBLICATIONS:

Books

- "The Paintings of Johnnie Lee Gray," in *Rising Above Jim Crow: The Paintings of Johnnie Lee Gray*. New York: New York Life Insurance Company, 2004.
- "History: The Ultimate Judge," in *Triennial*, exhibition catalogue, South Carolina State Museum and the South Carolina Arts Commission, 2004.
- *African American Masters: Highlights from the Smithsonian American Art Museum*. New York: Harry N. Abrams and the Smithsonian American Art Museum, 2003.

DR. CAIN HOPE FELDER

EDUCATION:

- Ph.D. and Master of Philosophy Degree, Biblical Languages and Literature, Columbia University
- Master of Divinity, Union Theological Seminary, New York
- Diploma of Theology, Oxford University, Mansfield College in England
- B.A., Philosophy, Greek & Latin, Howard University
- Diploma, Boston Latin School

TEACHING AND RESEARCH AREAS:

- African Theology

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, New Testament Language and Literature, Howard University School of Divinity
- Chair, Ph.D. Program, Howard University School of Divinity
- Immediate Past Chair, Doctor of Ministry Program, Howard University
- School of Divinity Editor, *The Journal of Religious Thought*, Howard University School of Divinity
- Instructor, Department of Biblical Studies (1978-1981), Princeton Theological Seminary
- Ordained Methodist Minister within the United Methodist Church
- First National Director, United Methodist Black Caucus, 1969-1972
- Founded the Biblical Institute of Social Change (BISC), Washington DC, 1990

SELECTED PUBLICATIONS:

Books

- Cain Hope Felder, *True to Our Native Land*, (Augsburg Fortress: May 2007).
- Cain Hope Felder, *The Original African Heritage Study Bible*, (Winston Publishing Company: 1993).

DR. LORRAINE FLEMING

EDUCATION:

- Ph.D., Civil Engineering, University of California at Berkeley
- M.S., George Washington University
- B.S., Civil Engineering, Howard University

TEACHING AND RESEARCH AREAS:

- Geotechnical Engineering
- Engineering Education
- Soil Mechanics
- Waste Material Utilization

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Civil Engineering, Howard University
- Program Director, HUSEM (Howard University Science, Engineering and Mathematics Program) and GEAR-UP (Global Education, Awareness and Research Undergraduate Program)

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Fleming, Lorraine and D. Williams, "Exploring the Pathways to Engineering Graduate Education of High Achieving Black Students", Research on engineering education Symposium; Cairns, Queensland, AUS Rees-2009-104, 2009
- Chubin, D., K. Donaldson, Barbara Olds and Lorraine Fleming, "Educating Generation Net—Can US Engineering Woo and Win the Competition for Talent?" Journal of engineering education, Vol. 97, No.3, pp.245-257, July 2008.
- Fleming, Lorraine, S. Ledbetter, D. Williams and J. McCain, "Engineering Students Define Diversity: An Uncommon Thread", Proceedings, American Society for engineering education Annual Conference, Paper # AC2008-1039, June 2008.

DR. PAULETTE M. FURBERT- HARRIS

EDUCATION:

- Ph.D, Microbiology, Howard University, 1986
- Staff Fellow, Tumor Imm, Laboratory of Biology, DCE, NCI, NIH, 1990-91
- Postdoctoral, Tumor Imm, Laboratory of Biology, DCE, NCI, NIH, 1987-90
- BS/MS, Zoology/Botany, Howard University, 1974 – 78

TEACHING AND RESEARCH AREAS:

- Genetics, West Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Microbiology/Director Core Laboratory, National Human Genome Center, Howard University, 2000 - Present
- Co-Director, Immunogenetics Laboratory, Howard University, Washington, DC, 1994 – 2000
- Assistant Professor, Department of Microbiology, Howard University, Washington, DC., 1992 - 2000

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Evans, C.H., Barnett, S.C., Gelleri, B.A., Furbert-Harris, P.M., Sheehy, P.A., Barker, S.L., Baker, P.A., Wilson, A.C., Farley, B.K., and D'Allesandro, F., "Biological and molecular characteristics of leukoregulin action," in Gropman, J., Evans, C.H., and Golde (Eds.), *Mechanisms of Action and Therapeutic Applications of Biologicals in Cancer and Immune Deficiency Disorders*, New York, Alan R. Liss, 1988, Vol. 100.
- Furbert-Harris, P.M., Evans, C.H., Woodworth, C.D., and DiPaolo, J.A., "Loss of leukoregulin up-regulation to NK not LAK lymphocytotoxicity in human papilloma virus 16 DNA-immortalized cervical epithelial cells," *JNCI* 81: 1080-1085, 1989.
- Furbert-Harris, P.M., and Evans, C.H., "Leukoregulin up-regulation of tumor cell sensitivity to natural killer and lymphokine-activated killer cell cytotoxicity." *Cancer Immunol. Immunother.* 30: 86-91, 1989.

DR. SEGUN GBADEGESIN

EDUCATION:

- Ph.D., Philosophy, University of Wisconsin, Madison, 1980.

TEACHING AND RESEARCH AREAS:

- African Philosophy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor and Chair, Department of Philosophy, Howard University, 1992 – Present
- Professor and Chairman of Department and Vice Dean of the Faculty of Arts, Obafemi Awolowo University, Ile Ife Nigeria, 1986 - 1989
- Visiting Professor, University of Wisconsin, 1989 – 1990
- Visiting Professor, Colgate University, 1990 - 1992

SELECTED PUBLICATIONS:

Books

- Segun Gbadegesin and Joyce Ladner, *Ethics, Higher Education and Social Responsibility*, (Washington, DC: Howard University Press, 1998).

Monographs, Articles & Chapters in Books

- Segun Gbadegesin, "Genetic Screening, Sickle cell Anemia and the African and African-American Perspectives: The Ethics of Screening and Counseling," in *Genetic Knowledge: Human Values and Responsibility* edited by Jacquelyn Ann K. Kegley, Lexington: ICUS pp.183-196, 1998.
- Segun Gbadegesin, "Bioethics and Cultural Diversity," in Helga Kuhse and Peter Singer (eds.), *A Companion to Bioethics*, Oxford: Blackwell pp 24-31, 1998
- Segun Gbadegesin, "Current Trends in African Philosophy," in Eliot Deutsch and Ron Bontekoe (eds.), *Blackwell Companion to World Philosophy*, Oxford: Blackwell, pp.548-563, 1998
- Segun Gbadegesin, "Kinship of the Dispossessed: W.E.B. Du Bois, Nkrumah and the Foundation of Pan-Africanism," in Bernard, Grosholz and Stewart (eds.), *W.E.B. Du Bois on Race and Culture*, New York: Routledge, pp. 219-242, 1998.

DR. MATTHEW GEORGE

EDUCATION:

- Ph.D., University of California, Berkeley, 1982
- M.S., Atlanta University, 1974
- B.S., Wiley College, 1971

TEACHING AND RESEARCH AREAS:

- Evolutionary Biology in Africa
- Regulation of Gene Expression
- Cell Cycle Kinetics
- Mitochondrial Gene Interactions
- Molecular Evolution (Comparative Biochemistry)

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Biochemistry and Molecular Biology, Howard University
- Chair, Department of Biochemistry and Molecular Biology, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Aleisha T. Dobbins, Matthew George, Daryl A. Basham, Michael E. Ford, Jennifer M. Houtz, Marisa L. Pedulla, Jeffrey G. Lawrence, Graham F. Hatfull, and Roger W. Hendrix, "Complete Genomic Sequence of the Virulent Salmonella Bacteriophage SP6," *Journal of Bacteriology* 186 (2004): 1933-1944.
- Traore, K; Trush, MA; George, M; Spannhake, EW; Anderson, W; Asseffa, A, "Signal transduction of phorbol 12-myristate 13-acetate (PMA)-induced growth inhibition of human monocytic leukemia THP-1 cells is reactive oxygen dependent," *LEUKEMIA RESEARCH* 29 (2005): 863-879.
- George, Y. S. and M. George, M, "The science, treatment and prevention of HIV/AIDS," In: Carl A. Grant, and Liane M. Summerfield (eds.), *Humanizing Pedagogy Through HIV And AIDS Prevention: Transforming Teacher Knowledge*, 61-74. Boulder, CO: Paradigm Publishers Publishers, 2006.

MR. HAILE GERIMA

EDUCATION:

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

TEACHING AND RESEARCH AREAS:

- Award-winning Independent Filmmaker

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Radio, Television and Film, Howard University

HONORS AND AWARDS:

Fim *Teza* won:

- The Dioraphte Award at the 38th International Film Festival in Rotterdam, Netherlands.
- Four top awards at the 22nd Carthage International Film Festival in Tunisia including: Best Screenplay, Best Music and Best Actor Prizes and the Golden Prize for Cinematography.
- Special Jury Prize and Best Screenplay Prize at the 65th Venice International Film Festival.
- Best Composer (Jorga Mesfin) at the Dubai International Film Festival.
- Official Selection at the Toronto Film Festival.
- Golden Unicorn and Best Feature Film at the Amiens/France International Film Festival France.
- Jury Award at the 18th International Film Festival Innsbruck/Austria.
- Golden Stallion of Yennenga at the FESPACO African Film Festival, Burkina Faso.

Film *Harvest 3000* won:

- Festival De Cannes Selection Official Cannes Classic
- Grand prize / Silver Leopard –Locarno

Film *Sankofa* won:

- Best Cinematography Award, FESPACO, African Film Festival, Burkina Faso

DR. KENYATTA R. GILBERT

EDUCATION:

- M.Div. and Ph.D., Princeton Theological Seminary

TEACHING AND RESEARCH AREAS:

- African American Religion
- Kenya
- The History, Theory and Practice of African American Preaching
- The Theology and Rhetoric of Prophetic Preaching in African American Churches and Communities
- Hermeneutical Theory
- Constructive Practical Theology

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Homiletics, Howard University School of Divinity, Howard University
- Associate Faculty, Cathedral College of Preachers

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Kenyatta Gilbert, "Suspicion," in *New Interpreter's Bible Handbook of Preaching*, (Abingdon Press: 2006).
- Kenyatta Gilbert, "The Prophetic and the Priestly: Reclaiming Preaching as Practical Theology," *Koinonia* Volume 16, 2004.

Contributor to:

- The African American Pulpit Lectionary.
- The Forthcoming Feasting on the Word: Lectionary Commentary Series, Volume VI.

DR. ALEM HAILU

EDUCATION:

- Ph.D., Social Sciences, Syracuse University, 1986
- M.A., Social Sciences, Syracuse University, 1981
- M.A., Public Administration, Syracuse University, 1979
- B.A., Public Affairs and Sociology, Addis Ababa University, 1973

TEACHING AND RESEARCH AREAS:

- African Politics
- Theory
- Public Policy & Development
- NGOs and Policy in Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of African Studies, Howard University, 2008 - present
- Lecturer/Researcher/Consultant, The Center for Northeast-African Studies and Development, Howard University, 1998 - 2008
- Project Director/Planner, Marshall University Research Center (West Virginia Statistical Analysis Center), Huntington WV, 1997 - 1999
- Lecturer/Visiting Scholar, Multicultural Affairs and International Programs, Marshall University, Huntington WV, 1997 – 1998

SELECTED PUBLICATIONS:

Books

- Alem Hailu, *Africa's Galloping Horsesmen of the Apocalypse: Approaches and Responses to the Early Warning Systems*, (Washington DC: The Center for Northeast-African Studies and Development, 1999).

Monographs, Articles & Chapters in Books

- Alem Hailu, "Political Violence and U.S. Foreign Policy in the Horn of Africa: Causes, Effects, Prospects," *International Journal of Ethiopian Studies*, Winter/Spring 2007: 1-27.

DR. RENEE K. HARRISON

EDUCATION:

- Ph.D, Religion, Emory University
- M. Div., and M.A. in Religious Education, Interdenominational Theological Center
- B.A. California State University Northridge

TEACHING AND RESEARCH AREAS:

- African American/ Black Religious History and Culture
- Early American Religious History
- Black Feminist/ Womanist Thought
- Phenomenology
- Aesthetic Theory and the Arts
- Rituals of Healing and Resistance

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, African American and U.S. Religious History

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *Enslaved Women and the Art of Resistance in Antebellum America*, (Palgrave Macmillan Publishers, Sept, 2009).
- Selected entries in *Enslaved Females: An Encyclopedia of Daily Life During Slavery in the United States*, Daina Berry and Deleso Alford Washington, eds., (Greenwood Press, 2011).
- "Hagar Ain't Workin', gimme Celie: A Hermeneutic of Rejection and A Risk of Re-appropriation." 2004, November, *Union Quarterly Review*, Vol. 59:3-4, New York, NY

DR. BARRON H. HARVEY

EDUCATION:

- Ph.D., University of Nebraska

TEACHING AND RESEARCH AREAS:

- Management Education
- Organizational Behavior
- Accounting
- Cultural Diversity

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Dean, School of Business, Howard University
- Professor, Department of Accounting, School of Business, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Kidane, Amdetsion and Barron H. Harvey, "Profile of Black entrepreneurs: Identifying factors That Discriminate Between Their levels of Success", Review of Business Research, Volume 10, No.1, 2010. pp. 54-64
- Kidane, Amdetsion and Barron H. Harvey, "Profile of entrepreneurs: employing Stepwise Regression Analysis to determine factors that impact success of entrepreneurs", Journal of Business Research and economics, Vol. 8, No. 1, 2008, pp.27-37.

DR. MERVAT HATEM

EDUCATION:

- Ph.D., Political Science, University of Michigan, 1982
- M.A., Political Science, University of Michigan, 1976
- M.A., Sociology, American University of Cairo, 1975
- B.A., Political Science, American University of Cairo, 1971

TEACHING AND RESEARCH AREAS:

- Women and Politics, Gender Studies, Women in Egypt and the Arab World
- International Organizations/International Political Economy
- Comparative Politics (Middle East and North Africa)
- International Relations Theory and the World System's Approach
- The Political Economy of Development and Underdevelopment

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Political Science, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Mervat Hatem, "Racial Profiling and the Pursuit of Arabs and Muslims in the US," in *It's a Free Country, Personal Freedom in America After September 11*, Danny Goldberg, Victor Goldberg and Robert Greenwald, (ed.) (New York: RDV Books, 2002).
- Mervat Hatem, "Gender and Islamism in the 1990s," in *Middle East Reports*, (Spring 2002).
- Mervat Hatem, "The Nineteenth Century Roots of the Social-Sexual Contrast in Today's Egypt," *Working Papers of the European University Institute*, Florence, Italy, 2002.
- Mervat Hatem, "The History of Discourses on Gender and Islamism in Contemporary Egypt," in *Do Arab Women Have History?* John Voll and Amira Sonbol, (ed.) (Syracuse: Syracuse University Press, forthcoming).

DR. EVELYN HAWTHORNE

EDUCATION:

- Ph.D. and M.A., English Literature, University of Minnesota
- B.A., English, Notre Dame College

TEACHING AND RESEARCH AREAS:

- Caribbean Literature
- American Literature

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of English, Howard University
- Fellow, Dartmouth College's School of Critical Theory

SELECTED PUBLICATIONS:

Books

- Evelyn Hawthorne, *The Usable Past: Caribbean Women Writers Fictions of Self Community and Nation*, (forthcoming)
- Evelyn Hawthorne, *The Writer in Transition: Roger Mais and the Decolonization of Culture* (Peter Lang Pub Inc, 1989).

Monographs, Articles & Chapters in Books

- Evelyn Hawthorne, "Self-Writing, Literary Traditions, and Post-Emancipation Identity: The Case of Mary Seacole," *Biography* 23.2 (2000) 309-331.

DR. MARION ELIZABETH HINES

EDUCATION:

- Ph.D. Georgetown University

TEACHING AND RESEACH AREAS:

- African Languages and Culture

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of World Languages & Cultures, Howard University
- Member, Committee on Academic Policy & Standards, College of Arts and Sciences, Howard University, 2002-2006.

DR. RUDOLPH HOCK

EDUCATION:

- Ph.D, Classics, Johns Hopkins University

TEACHING AND RESEACH AREAS:

- Roman Historian Livy
- Freedom and Slavery in the Ancient Mediterranean
- Ways in which current ideas and ideologies influence the reconstruction of the past

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor and Chair, Department of Classics, Howard University
- Adjunct Professor, Liberal Studies, Georgetown University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Rudolph Hock, "Frank M. Snowden Jr. (1911–2007)," *Classical World* 100.4 (2007) 449-451.

DR. RONALD E. HOPSON

EDUCATION:

- Ph.D, Clinical Psycholog, Michigan State University

TEACHING AND RESEACH AREAS:

- Sexuality
- African American/ Black Church
- Psychotherapy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Psychology and Divinity, School of Divinity, Howard University
- Interim Academic Dean, School of Divinity, Howard Unversity

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Douglas, K.B. & Hopson, R. (2003). Understanding the Black Church. Journal of Religion. Vol. 57-58, (1)
- Hopson, R., & lawson, W. (2005) Church, family and Community in the Prevention and Treatment of Addic- tion among African-Americans. In lowinson, J.H. Ruiz, P., Millman, R.B. & langrod, J.g. Substance Abuse: A Comprehensive Textbook. Philadelphia, PA: lippincott Williams & Wilkins
- Hopson, R. & Rice, g. (2009) The book of Job: A resource for counseling. Journal of Pastoral Care and Counseling.
- Wolburg, J. M., Hovland, R., & Hopson, R. e. (1999). "Some Days are Better Than others": Beer Commer- cials and a Question of ethics. Research in Marketing. Vol. 15, 175-202.
- Hopson, R., & Smith, D. R. (1999). Changing fortunes; An analysis of NCR Ascendancy within American Political Discourse. Journal for the Scientific Study of Religion. March. Vol. 38, (1). 1-13.

DR. KENRICK HUNTE

EDUCATION:

- Ph.D, Ohio State University

TEACHING AND RESEACH AREAS:

- Macroeconomics
- Development
- Rural Finance

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Economics, Howard University
- Director of Graduate Studies, Economics, Howard University

SELECTED PUBLICATIONS:

Books, Articles & Chapters in Books

- "The Diaspora in Caribbean Development: An Untapped Resource." *Small States Digest*, Issue 1: pp. 10-27; 2011.
- "Reflections: A viewpoint from the Diaspora." In: Kenneth o. Hall, Myrtle Chuck-A-Sang (eds.), *CARI- COM. Policy Options for International Engagement*, 489-495. Kingston, Jamaica: Ian Randle Publishers, 2010.
- "Macroeconomic Adjustment and exchange Rate Re- gimes in Selected Caribbean Countries." (with Carlton Augustine, C. Kenrick Hunte, and Maru etta-Nkwelle); *Journal of International Finance and Economics*, JIfe, Vol.9, No.5 (2009): 69-80.
- "Workers' Remittances, Remittance Decay and finan- cial Deepening in Developing Countries," *The American Economist*, XVIII, No.2 (fall 2004): 82-94.
- "Do High Tax Rates Cause Corruption?" (with Joseph Augustine, and ozoemena Nnaji). *Journal of Develop- ment Alternatives and Area Studies*, 25, No.4 (2006): 5-30.

DR. L. JIDE IWARERE

EDUCATION:

- Ph.D., Business Administration (Real Estate and Finance), University of Georgia
- M.S., Business (Real Estate and Investment Analysis), University of Wisconsin Madison
- BSc, Economics, University of Ibadan

TEACHING AND RESEACH AREAS:

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

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Finance, International Business, and Insurance, Howard University
- Lecturer, Applied and Managerial Economics, Kwara State College of Technology, Ilorin, Nigeria

DR. LAVONNE JACKSON

EDUCATION:

- Ph.D., History, Howard University
- M.A., African American Studies, Atlanta University
- B.A., Political Science, University of Texas

TEACHING AND RESEARCH AREAS:

- Black History
- Black Resistance

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of Afro-American Studies, Howard University, 2000 – Present.
- Assistant Professor, Morgan State University, 1998-2000
- Assistant Professor, Instructor, Lecturer, Bowie State University, 1994-1999
- Adjunct Instructor, African-American Studies, Howard University, 1994-1995

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- LaVonne R. Jackson, *Encyclopedia of Malcolm X* (contributor), Mississippi State, Mississippi: Mississippi Press, 1996.
- LaVonne R. Jackson, *African-American Historic Places in the National Register*, (contributor). Washington, D.C.: The National Trust and the National Register. 1993.
- LaVonne R. Jackson, "Olney Township Historic District, Olney Township, Pennsylvania," in *Teaching With Historic Places Section* in Heritage Education Resources Exchange. National Trust for Historic Preservation, 1993.
- LaVonne R. Jackson, *Biography of "Mother Hale" and "Betty Shabazz" in Black Women in America: An Historical Encyclopedia* (contributor). Brooklyn: Carlson Publishing, Inc., 1992.

DR. GREGORY JENKINS

EDUCATION:

- Ph.D., Michigan State University

TEACHING AND RESEARCH AREAS:

- Atmospheric Science
- Regional Climate
- Precipitation Changes
- West Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Physics, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Late 20th century attribution of drying trends in the Sahel from the Regional Climate Model (RegCM3). g. S. Jenkins, A. gaye, B. Sylla. *gRI*, 32, doi: 10.1029/2005gl024225 (2005).
- Lightning-tropospheric ozone connections: eof analysis of TCO and lightning data. Ryu, J-H, g. S. Jenkins, *Atmospheric environment*, 39, 599-5805., 2005.
- P. Misra, g. Carruthers and g. S. Jenkins. Development of an earth and Space Science-focused education Pro- gram at Howard University, *J. of geoscience education*, 54(3), 339-345 (2006)

DR. KRISTA JOHNSON

EDUCATION:

- Ph.D., Political Science, Northwestern University, 2002
- B.A., International Relations, Johns Hopkins University, 1990
- Diploma in African Studies, University of Cape Town, 1989

TEACHING AND RESEARCH AREAS:

- Health Policy
- African Politics
- International Relations Globalization
- Gender and Development

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of African Studies, Howard University

SELECTED PUBLICATIONS:

Books

- Krista Johnson and Sean Jacobs (ed.), *Encyclopedia of South Africa*, Lynne Rienner Publishers (forthcoming 2008).
- Krista Johnson and Meredith Weiss (ed.), special issue on "Social Policymaking and Inequality in the Era of Globalization: Cross-regional Comparisons," *New Political Science* 27:3 (September 2005).
- *Returning to South Africa (A Career Guide for South African Students Returning from Studying Abroad)*, Institute of International Education, 1999.

Monographs, Articles & Chapters in Books

- Krista Johnson, "Medicines, Morality and the Pendulum of Power," (review of *The Power of Pills: Ethical and Legal Issues in Drug Development, Marketing and Pricing*) Jilian Clare Cohen, Patricia Illingworth, Udo Schuklenk (eds.), Pluto Press, 2006, *Review of Policy Research* (forthcoming 2008).
- Krista Johnson, "Between self-help and dependence: Donor funding and the Fight Against HIV/AIDS in South Africa," *Africa: Journal of the International African Institute*, 78:4, Fall 2008.

DR. JAMES JOHNSON

EDUCATION:

- Ph.D., University of Delaware
- M.S., University of Illinois
- B.S., Howard University

TEACHING AND RESEARCH AREAS:

- Environmental Engineering
- Treatment and Disposal of Hazardous Substances
- Evaluation of Environmental Policy Issues in Relation to Minorities
- Development of environmental curricula and strategies to increase the pool of underrepresented groups in the science, technology, engineering and math disciplines.
- South African Research and Archival Project (SARAP)

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Civil Engineering, Howard University
- Dean, College of Engineering, Architecture and Ronald E. Hopson, Sciences, Howard University
- Chair, Department of Civil Engineering, Howard University
- Interim Associate Vice President for Research, Howard University.
- Member, EPA's Science Advisory Board
- Co-principal Investigator, Department of Energy-sponsored HBCU/MI Environmental Technology Consortium.
- Associate Director, USEPA-sponsored Great Lakes and Mid-Atlantic Center for Hazardous Substance Research, 1989-2002.

DR. JENNIFER A. JORDAN

EDUCATION:

- Ph.D., American Literature, Emory University
- M.A., African American Literature, Howard University
- B.A., English, Howard University

TEACHING AND RESEARCH AREAS:

- African American Literature
- African American literary criticism, with special emphasis on the novel, contemporary Black women writers, and the interrelationship of politics and literature.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of English, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Jennifer Jordan, "Ideological Tension: Cultural Nationalism & Multiculturalism in the novels of Ishmael Reed," in *Contemporary African American Fiction: New Critical Essays*, Dana A. Williams (ed.) Ohio State University Press: Columbus, 2009.
- Jennifer Jordan, "Sterling Brown: A Race Man in the 1960s," *Callaloo* 21:4 (1998): 888-894.
- Jennifer Jordan, "Arthur P. Davis: Forging the Way for the Formation of the Canon," *Callaloo*, 20: 2 (Spring 1997): 450-460.

DR. NKONKO M. KAMWANGAMALU

EDUCATION:

- Ph.D., Linguistics, University of Illinois at Urbana-Champaign

TEACHING AND RESEARCH AREAS:

- Multilingualism
- Language Policy and Planning in South Africa
- World Englishes
- Language and Identity
- African Linguistics

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Linguistics, Department of English, Howard University
- Professor and Director, Linguistics Program, University of Natal in Durban, South Africa
- Editorial Boards of: World Englishes and Series Studies in Language Policy in South Africa.
- Editor of: Southern African Linguistics and Applied Language Studies and as a manuscript consultant for the University of Natal Press (South Africa), Multilingual Matters, Journal of Multilingual and Multicultural Development, and Multilingual – Journal of Cross-Cultural and Inter-language Communication.

SELECTED PUBLICATIONS:

Books

- Nkonko M. Kamwangamalu, and Timothy Reagan (eds.), *South Africa: Special issue of Language Problems & Language Planning* 28:2 (2004).

Monographs, Articles & Chapters in Books

- Nkonko Kamwangamalu, "Religion, Social History, and Language Maintenance: African Languages in Post-Apartheid South Africa". In *Explorations in the Sociology of Language and Religion*, Omoniyi, Tope and Joshua A. Fishman (eds.), 86–96 (2006).

DR. ANN C. KELLY

EDUCATION:

- Ph.D., University of Pennsylvania

TEACHING AND RESEARCH AREAS:

- Black Literature
- Seventeenth- and Eighteenth-century British Literature and Criticism

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, English Department, Howard University
- Director, Freshman English Program, Howard University, 1988-1991
- Chairman, Curriculum Committee (numerous consecutive terms), English Department, Howard University
- Book reviewer for: *The Journal of English and Germanic Philology* and *The Scriblerian* and has served as manuscript referee for *PMLA*, *SEL*, and *Eighteenth Century Life*.

SELECTED PUBLICATIONS:

Books

- Ann C. Kelly, *Jonathan Swift and the English Language* (Univ of Pennsylvania Press, 1988).
- Ann C. Kelly, *Jonathan Swift and Popular Culture: Myth, Media, and the Man* (Palgrave Macmillan, 2002).

Monographs, Articles & Chapters in Books

- Ann C. Kelly, "The British Literary Foundations Course: Proposed Designs," *British Studies Intelligencer*, 7th Series, 12.1 (Spring 2002).

DR. JEFFREY R. KERR-RITCHIE

EDUCATION:

- Ph.D., History, University of Pennsylvania, PA.
- M.A., History, University of Pennsylvania, PA.
- B.A., History, Kingston Polytechnic, U.K.

TEACHING AND RESEARCH AREAS:

- Africa Diaspora
- Comparative Emancipation
- Comparative Slavery
- Black Intellectuals
- Black Protest Movements

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, History, Howard University, 2009 -
- Assistant Professor, History, Howard University, 2006 - 2009

SELECTED PUBLICATIONS:

Books

- J. R. Kerr-Ritchie, *Rites of August First: Emancipation Day in the Black Atlantic World (Antislavery, Abolition, and the Atlantic World)*, (Louisiana State University Press, June 2007).
- J.R. Kerr-Ritchie, *Freedpeople in the Tobacco South, Virginia 1860 – 1900*, (Chapel Hill: University of North Carolina Press).

Monographs, Articles & Chapters in Books

- J. R. Kerr-Ritchie, "Many Middle Passages: Forced Migration and the Making of the Modern World (Book review)," *The Historian* (2009).
- J.R. Kerr-Ritchie, "Reflections on the Bicentennial of the Abolition of the British Slave Trade," *The Journal of African American History* 93:4 (2008), 532-542.

DR. KWASI KWAKYE-NUAKO

EDUCATION:

- Ph.D., Iliff School of Theology, University of Denver, 1999
- M.A., Iliff School of Theology, M.A.T.S., McCormick Theological Seminary
- Diploma, Theology, University of Ghana, Legon

TEACHING AND RESEARCH AREAS:

- African Christianity
- African Indigenous Religion

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, World Religions, Howard University School of Divinity, 2000 - present.
- Adjunct Instructor, University of Denver

SELECTED PUBLICATIONS:

Books

- Kwasi Kwakye-Nuako, *Sika 'Dwa Kofi invades Ghana politics: A Study of the Religious Dimension of the National Liberation Movement (NLM), 1954-1957*, UMI Dissertation Services (Ann Arbor, 2002).

Monographs, Articles & Chapters in Books

- Kwasi Kwakye-Nuako, "Still Prasin' God in a New Land: African Immigrant Christianity in North America," in Kwadwo Konadu-Agyemang and John Arthur (eds.), *The New African Diaspora in North America: Trends, Community and Adaptation*, (Rowman & Littlefield, 2006).

DR. IVOR L. LIVINGSTON

EDUCATION:

- Ph.D., Medical Sociology and Social Psychology, Howard University
- M.A., Public Health, Harvard School of Public Health

TEACHING AND RESEARCH AREAS:

- Medical Sociology
- Social Epidemiology of Chronic
- Acculturative Stress and Immigrant Populations
- Etiologic and Mediating Effects of stress on the Health of African Americans and People of Color in the Diaspora

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Chair and Professor, Sociology and Anthropology, Howard University
- Adjunct Professor, Department of Community Health and Family Practice, School of Medicine, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- obisesan, T., Truelear, AD., livingston, II., & gillium, R. (2007). Changes with Aging of the Association of Religiosity and Current Alcohol Use in Americans to Age 90 in a National Survey. *The Internet Journal of geriatrics and gerontology*, 3(2).
- livingston et al. (2007): gender, Acculturative Stress and Jamaican Immigrants' Health in the United States: An exploratory Study. *West Indian Medical Journal*, 56(3): 207-216.
- livingston et al., (2006). exploring Age Differences in the Acculturative Stress-Health relationship of Caribbean Immigrants in the United States. *Wadabagei*, 90(2):74-89.

MS. MKAMBURI LYABAYA

EDUCATION:

- M.A., African Studies, Howard University, 1992

TEACHING AND RESEACH AREAS:

- Kiswahili

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Lecturer, Kiswahili, Department of World Languages and Culture, Howard University

DR. JEAN-MICHEL MABEKO-TALI

EDUCATION:

- Ph.D., African History, University Paris VII-Denis Diderot, France

TEACHING AND RESEARCH AREAS:

- Central African History
- Southern African History
- Angola

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of History, Howard University
- Professor, Angolan State University “Agostinho Neto,” in Luanda, Republic of Angola, Visiting Professor and Researcher, “Ecole des Hautes Etudes en Sciences Sociales,” and “Maison des Sciences de l’ Homme”, in Paris, France.
- Founding Member, French Academic review “LUSOTOPIE” (Center for Black Africa Studies), Paris/Bordeaux, France, in 1994.
- Founding Member, College of Literature and Social Sciences (Faculdade de Letras e Ciências Sociais), State University “Agostinho Neto”, Angola.
- Board Member, Journal of Higher Education, published by the African Union’s Council for the Development of Social Science Research in Africa (CODESRIA), Dakar, Senegal.
- Founding Member, Scientific Director of the Angolan “Centro de Estudos Sociais e Desenvolvimento” (CESD - Center for Social and Development Studies).
- Diplomatic Adviser to the Embassy of Republic of Congo in Angola, 2001 – 2003.

SELECTED PUBLICATIONS:

Books

- *Dissidências e Poder de Estado: O MPLA perante si próprio 1962-1977*, Lisbon/Luanda, Caminho/Nzila, 2001: Volume I: 1962-1974, 473 p. Volume II: 1974-1977, 380 p.
- *Barbares et Citoyens – L’ Identité Nationale à l’ Épreuve des Transitions Africaines – Congo-Brazzaville, Angola*. Paris: L’ Harmattan, 2005, 336.p.

DR. ANDRIDIA MAPSON

EDUCATION:

- Ph.D., University of Tennessee

TEACHING AND RESEARCH AREAS:

- Juvenile Offenders
- Mental Health
- Re-Entry
- Criminal Justice

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Social Work, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Nebbitt, V., Mapson, A., Robinson, A. (2011). Factor Structure and expression of Depressive Symptoms in a Community Sample of African American Adolescents living in Urban Public Housing, Chapter 8. In O.A. Lemelle, W. Reed, & S. Taylor, *Handbook of African American Health: Social and Behavioral Intervention*. New York: Springer Science+Business Media, LLC.
- Lombe, M., Nebbitt, V., Mapson, A.V. (2009). Individual and Social Correlates of Efficacious Beliefs: Assessing the Moderating effects of Parent/Daughter Relationship among Urban African American female Adolescents. *Families in Society*, 90(4), 447-453.
- Wodarski, J. & Mapson, A.V. (2008). A differential analysis of criminal behavior among African American and Caucasian female juvenile delinquents. *Human Behavior in the Social Environment*, 18(2), 224-239.

DR. PAULA WHITNEY MATABANE

EDUCATION:

- M.Div, Howard University School of Divinity, 2000
- Post Doctorate, College of Health and Public Hygiene, Johns Hopkins University
- Ph.D, Department of Communication, Howard University, 1985
- M.A., Department of Communication, Stanford University, 1973

TEACHING AND RESEACH AREAS:

- Independent Filmmaker—African Presence in the Bible

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, School of Communications, Department of Radio, TV and Film, Howard University, 1987 – present
- TV Production Sequence Coordinator, School of Communications, Department of Radio, TV and Film, Howard University
- Director, Honors Program in Communications, School of Communications, Howard University, 1991 - 1994

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Paula Matabane and Bishetta Merritt, "African Americans on Television: 25 years after Kerner," *Howard Journal of Communication*, 7(4), Autumn 1996: 329 – 339.
- Carolyn Stroman, Bishetta Merritt and Paula Matabane, "Twenty Years After Kerner: The Portrayal of African Americans on Prime Time Television," *Howard Journal of Communication*, 2(1), Winter 1989-90: 44-57.
- Executive Producer-Producer-Writer, *Africa in the Holy Land: Significant Connections*, Thirty Minute 16mm film documentary. Aired WHMM-TV June 1995, PBS, 1996.

HAROLD MCDOUGALL, J.D.

EDUCATION:

- J.D. Yale Law School

TEACHING AND RESEARCH AREAS:

- Sustainable Development
- Community Organizing
- Community Development
- Caribbean Political Culture
- Civil Society

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, School of Law, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *Black Baltimore: A New Theory of Community* (Temple Press: 1992)
- *African-American Civil Rights in the Age of Obama: A History and a Handbook* (lulu.Com: 2010)
- "Civil Society and environmental Protection: The Case of Jamaica," 15 Penn environmental l. Rev. 1 (2006)
- "Constitutional form and Civil Society: The Case of Jamaica," 16 St. Thomas l. Rev. 423 (2004)

DR. EDNA GREENE MEDFORD

EDUCATION:

- Ph.D., History, University of Maryland (College Park)

TEACHING AND RESEARCH AREAS:

- 19th Century African American History
- Enslaved Africans New York
- Civil War and Reconstruction
- Colonial America, the Jacksonian Era

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of History, Howard University
- Former Director, Department of History's Graduate and Undergraduate Programs
- Director, History of New York's African Burial Ground Project since 1996
- Faculty Mentor, Ronald McNair Scholars
- Faculty Sponsor, Campus Chapter of Phi Alpha Theta History Honor Society
- Member, Board of Trustees, National History Day, Inc.
- Member, Lincoln Forum and the Lincoln Group, District of Columbia
- Member, Abraham Lincoln Bicentennial Commission's Advisory Council

SELECTED PUBLICATIONS:

Books

- Harold Holzer, Edna Greene Medford, and Frank J. Williams, "*The Emancipation Proclamation: Three Views (Conflicting Worlds: New Dimensions of the American Civil War)*," (Louisiana State University Press: May 2006).

DR. BERTRAM MELBOURNE

EDUCATION:

- Ph.D. Andrews University

TEACHING AND RESEARCH AREAS:

- History of Christianity in Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Biblical Language and Literature, Howard University School of Divinity
- Interim Dean, Howard University School of Divinity, 2004-2007
- Associate Dean for Academic Affairs, Howard University School of Divinity
- Chair, Department of Religion, Columbia Union College
- Chair, Division of Religion and Social Sciences, Columbia Union College

SELECTED PUBLICATIONS:

Books

- Bertram L. Melbourne, *The Busy People Bible Study Plan: Strategies for Personal Time with God Amidst Life's Hectic Pace*, (Urban Ministries, Inc.: March 2009).
- Bertram L. Melbourne, *Called to Discipleship*, (Pacific Press Publishing Association: January, 2007).
- Bertram L. Melbourne, *Slow to Understand*, (University Press of America: November, 1988).

DR. E. ETHELBERT MILLER

TEACHING AND RESEACH AREAS:

- African American Culture and Literature

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Director, African American Resource Center, Howard University
- Board Chairperson, Institute for Policy Studies (IPS)
- Board Member, The Writer's Center
- Editor, Poet Lore Magazine
- Former Chair, Humanities Council of Washington, D.C.

SELECTED PUBLICATIONS:

Books

- *The 5th Inning* (2009)
- *How We Sleep On The Nights We Don't Make Love* (2004)
- *Buddha Weeping In Winter* (2001)
- *Fathering Words: The Making of An African American Writer* (2000)
- *Whispers, Secrets and Promises* (1998)

Editor of the following Anthologies:

- *Beyond the Frontier* (2002)
- *In Search of Color Everywhere* (1994)
- *Women Surviving Massacres and Men* (1977)
- *Synergy: An Anthology of Washington, D.C. Black Poetry* (1975))

DR. AYODELE MOBOLURIN

EDUCATION:

- Ph.D. and M.A., University of Massachusetts, Amherst, MA.
- BSCE and ME, Howard University

TEACHING AND RESEARCH AREAS:

- Supply Chain
- Management Information Systems
- E-Commerce in Supply Chain
- Decision Support and Expert Systems
- Quantitative Business Analysis
- Production Operations Management

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Information Systems & Decision Sciences, Howard University
- Research Associate, University of Massachusetts, Amherst, MA.

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Bryson , N. and Ayodele Mobolurin (2002), "Using Formal MS/OR Modeling to Support Disaster Recovery Planning," *European Journal of Operational Research*, Volume 141, No. 3, pp.679-688.
- Goel, Rajni, Ayodele Mobolurin, and Narendra Rustagi (2008), "Challenges of. Establishing Centers of Excellence in Information Assurance at an HBCU: A Case Study," *Proceedings from the 12th Colloquium for Information Systems Security Education*, June, Texas.

DR. AHMED MOEN

EDUCATION:

- Dr. PH, Johns Hopkins University, School of Hygiene and Public Health, Baltimore, Maryland, 1979
- MPH, Johns Hopkins University, School of Hygiene and Public Health, Baltimore, Maryland, 1974
- M.H.A., University of Michigan, Ann Arbor, Michigan, 1969
- B.A., The American University of Beirut, Beirut, Lebanon, 1963
- Fellow in Hospital Administration, US Health, Education and Welfare and USAID, Washington, DC, 1967-69

TEACHING AND RESEARCH AREAS:

- Primary Care Management
- Infectious and Communication Disease
- Health Systems Research and Analysis
- Health Care Finance and Policy
- Ethiopia

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Health Management Sciences Program, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Ahmed A Moen, "Functional Analysis of PA Curriculum and Work Performance," *Journal of the National Society of Allied Health*, Spring/Summer 2004.
- Ahmed A. Moen, "Community Outreach Management Paradigm in Immigrant Communities - USA Female Genital Mutilation Laws and Practices," *Abstracts. APHA 125th Annual Meeting*, Indianapolis, November 1997.
- Ahmed A. Moen, "Lessons Learned Without Border- the Relevance and Application of USAID Primary Health Care Projects in Global Health to Undeserved Population in Inner Cities of USA," *Abstracts: APHA 125th Annual Meeting*, Indianapolis, November 1997.

DR. LORENZO MORRIS

EDUCATION:

- Ph.D, and M.A., Political Science, University of Chicago

TEACHING AND RESEACH AREAS:

- African Politics

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Political Science, Howard University
- Co-Director, Census Information Center, Howard University
- President, National Conference of Black Political Scientists
- Vice-Chair, University Senate, Howard University
- President, Phi Beta Kappa, Howard University

SELECTED PUBLICATIONS:

Books

- Lorenzo Morris, *The Social and Political Implications of the 1984 Jesse Jackson Presidential Campaign: (Praeger Series in Political Economy)*, (Praeger Publishers, 1990).
- Lorenzo Morris, *Elusive Equality: The Status of Black Americans in Higher Education*, (Howard University Press, 1979).

Monographs, Articles & Chapters in Books

- Lorenzo Morris, "Presidential Impeachment, Ideology, and Party Politics: Comparing 1868 to 1999," *National Political Science Review*, 9, 206-229 (2003).
- Lorenzo Morris, "The Democratic Choice in 1992," *Government & Politics*, 1:3 (March 1993).

DR. ZIYAD MOTALA

EDUCATION:

- S.J.D., Northwestern University School of Law, 1991
- LL.M., Northwestern University School of Law, 1988
- LL.B., University of Natal, South Africa
- B.A., University of Natal, South Africa

TEACHING AND RESEARCH AREAS:

- Human Rights and Justice Africa
- Constitutional Law South Africa
- Democracy South Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Law, Howard University School of Law
- Director, Graduate Studies Program, Howard University School of Law
- Director, Howard South Africa Summer Abroad Program, Howard University School of Law

SELECTED PUBLICATIONS:

Books

- Ziyad Motala, *Constitutional Options for a Democratic South Africa: A Comparative Perspective*, (Howard University Press: 1994).
- Ziyad Motala and M.C. Bassiouni (eds.), *The Protection of Human Rights in African Criminal Proceedings*, (Martinus Nijhoff and Kluwer Publishers: 1995).
- Ziyad Motala and M. Cyril Ramaphosa, *Constitutional Law Analysis and Cases*, (Oxford University Press: 2002).

Monographs, Articles & Chapters in Books

- Ziyad Motala, "Human Rights in Africa: A Cultural Ideological and Legal Examination," *Hastings Int'l & Comp L. Rev.*, 373 (1989).

MR. LATEEF MTIMA

EDUCATION:

- J.D., Harvard University, 1985
- B.S., Amherst College, 1982

TEACHING AND RESEARCH AREAS:

- Creditors Rights
- Computer Law
- Sales and Secured Transactions
- Torts
- Introduction to Intellectual Property
- Research on possible programs for the Institute for Intellectual Property and Social Justice, South Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Law, Howard University School of Law
- Founder and Director, Institute for Intellectual Property and Social Justice, Howard University School of Law.
- Chair, Howard University Intellectual Property Committee
- Member, Advisory Board for the BNA Patent, Trademark, and Copyright Journal.

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Lateef Mtima, "So Dark the CON(TU) of Man: The Quest for a Software Derivative Work Right in Section 117," 69 *U. Pitt. L. R.* 1 (forthcoming Fall 2007).
- Lateef Mtima, "Natural Law and Positive Social Utility in the Digital Copyright Age," *Ad honorem Ion Dogaru: Studii juridice alese* 255 (Editura All Beck, Bucuresti 2005).

DR. SULAYMAN NYANG

EDUCATION:

- Ph.D., Government, University of Virginia
- M.A., Public Administration, University of Virginia

TEACHING AND RESEARCH AREAS:

- Islam
- African Systems of Government
- African Political Thought
- Public Policy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of African Studies, Howard University
- Chairman, Department of African Studies, Howard University, 1986-1993

SELECTED PUBLICATIONS:

Books

- *Islam in the United States of America*, (Chicago, Illinois: ABC International, Inc., 1999).
- *A Line in the Sand: Saudi Arabia's Role in the Gulf War*, co-authored with Evan Hendricks, (Washington, DC: P.T. Books, 1995).
- *Religious Plurality in Africa: Essays in Honor of John S. Mbiti*, co-authored with Jacob Olupona, (Berlin & New York: Mouton de Gruyther, 1993).

Monographs, Articles & Chapters in Books

- "Religion and the Maintenance of Boundaries: An Islamic View," Chapter 10 in David Miller and Sohail H. Hashmi, (ed.), *Boundaries and Justice: Diverse Ethical Perspectives* (Princeton, New Jersey: Princeton University Press, 2001).
- "American Pluralism, Islam, and the Challenges of Interfaith Dialogue for Muslims on the Campus," in Victor H. Kazanjian and Peter Laurence (eds.), *Education as Transformation – Religious Pluralism, Spirituality: A New Vision for Higher Education in America* (New York: Peter Lang, 2000), pp. 159-171.

DR. KWAKU OFORI-ANSA

EDUCATION:

- Ph.D., Folklore Studies, Columbia University

TEACHING AND RESEARCH AREAS:

- West African Art (Ghana)

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Art, Howard University
- Ghana Travel/Study Program to provide participants with the necessary human and material resources and intellectually stimulating environment for the acquisition of knowledge and skills relating to African visual arts and their cultural context of use.

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Kwaku Ofori-Ansa & Peter Pipim, "Celebrations in African Immigrant Communities: Nature & Significance of Durbar in Ghanaian Societies," *Articles from the 1997 Festival of American Folklife Program Book*. Available at: <http://www.folklife.si.edu/resources/Festival1997/1997progbook.htm>
- Kwaku Ofori-Ansa, "Notes from the Howard University Biological Anthropology Laboratory: Identification & Validation of the Sankofa Symbol," *Update Summer* 3:1:8 (1995).

DR. CHUKA ONWUMECHILI

EDUCATION:

- Ph.D., Howard University

TEACHING AND RESEARCH AREAS:

- Intercultural Media
- Telecommunication Policy
- Politics
- Sports

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Communication and Culture, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Onwumechili, C. (2010). CHUKASTATS 1: *History, Records, and Statistics of Nigerian Football*. Mechil Incorp.
- Onwumechili, C. (2010). CHUKASTATS 2: *Youth and Women Football in Nigeria*. Mechil Incorp.
- Onwumechili, C. (2009). "Nigeria, football & the Return of lord lugard," *International Journal of Sport Communication (IJSC)*, Vol. 2(4), 451-465.
- Onwumechili, C. (2009). "Neoliberal Regulation: NITel in Murky Waters." In olorunnisola, A. (ed.), *Media and Communication Industries in Nigeria* (pp. 81 – 102). New York: edwin Mellen Press.
- M'Bayo, R., onwumechili, C., and Musa, B. (2009). (eds.). *Communication in an Era of Global Conflicts: Principles & Strategies for 21st Century Africa*. Published by University Press of America, lanham, MD.

DR. URA JEAN OYEMADE-BAILEY

EDUCATION:

- Ph.D., Psychology, Tulane University, 1969

TEACHING AND RESEACH AREAS:

- Drug Use in South Africa
- South African Initiative
- International Development in Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, School of Education, Howard University
- Director, Center for Drug Abuse Research, Howard University

SELECTED PUBLICATIONS:

Books

- Lorenzo Morris and Ura Jean Oyemade Bailey, *One-Third of a Nation: African American Perspectives*, (Howard University Press: 2002).

Monographs, Articles & Chapters in Books

- Kimarie Engerman, "Family Decision-Making Style, Peer Group Affiliation & Prior Academic Achievement as Predictors of the Academic Achievement of African American Students," *The Journal of Negro Education*, 75:3 (Summer 2006).

WINNIE OWENS-HART, MFA

EDUCATION:

- MFA, Ceramicist, Howard University
- B.A., Philadelphia College of Art

TEACHING AND RESEARCH AREAS:

- Nigerian Pottery
- Ghanaian Pottery
- Ceramics
- African American Art

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Ceramics, Howard University
- Chairman, Department of Economics, Howard University, 1973-76, 1996-2003
- Associate Director, Ralph J. Bunche International Affairs Center, Howard University, 1995-96
- Associate Dean, Graduate School of Arts and Sciences, Howard University, 1974-75
- Economic Policy Fellow, Brookings Institution, Washington, D.C. 1971-72

SELECTED PUBLICATIONS:

Articles

- Winnie Owens-Hart, Kathleen Varnell: Recent Transitions in Clay (Mississippi Museum of Art, 2006)
- Winnie Owens-Hart, Traditions: Ipetumodu, The International Review African American Art, 58-60 (Virginia: Hampton University, 1994) Volume 11, Number 2.

Selected Exhibitions

- "Transatlantic Dialogue: Contemporary Art In and Out of Africa", Ackland Museum-Chapel Hill, N.C., Smithsonian African Art Museum-Wash., D.C., Tampa Museum Tampa, fl. work= cover. 2000-2001.

DR. PHILEMON OYEWOLE

EDUCATION:

- Ph.D. and M. Phil, Business Administration with a Concentration in Marketing, University of Aix-Marseille III, France
- MBA and BSc (first class hon.), University of Ife (now Obafemi Awolowo University), Nigeria

TEACHING AND RESEARCH AREAS:

- International Marketing, Nigeria
- Services Marketing
- Consumer Satisfaction
- Principles of Marketing

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Marketing, School of Business, Howard University
- Lecturer, University of Ife, Ile-Ife, Nigeria
- Statistical Officer, National Population Bureau, Lagos, Nigeria.

AWARDS & HONORS:

- Awards: Distinguished Faculty Author Award (2004, 2003, 2002, 2000), from the President of Howard University; School of Business Summer Research Award (2001), Howard University; "Journal of Travel and Tourism Marketing" (2001), Best Paper of the Year Award, 2001; French Government Ph.D. Scholarship Award tenable in France (1987), Regional Center for University Studies and Research, National Ministry of Education, France; Faculty Award for best graduating student in the Faculty of Social Sciences for the 1980/81 academic session; Faculty Merit Award (2004, 2003, 2002, 2001, 1999, 1998).

DR. RANSFORD PALMER

EDUCATION:

- Ph. D., Economics, Clark University, Worcester, Mass., 1966
- M.A., Economics, Marquette University, 1962
- B.S., Economics with a Minor in Philosophy, Marquette University, 1961

TEACHING AND RESEARCH AREAS:

- Developmental Economics, Africa
- Fiscal Policy
- Development and Migration Issues in the Caribbean

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Economics, Howard University
- Chairman, Department of Economics, Howard University, 1973-76, 1996-2003
- Associate Director, Ralph J. Bunche International Affairs Center, Howard University, 1995-96
- Associate Dean, Graduate School of Arts and Sciences, Howard University, 1974-75
- Economic Policy Fellow, Brookings Institution, Washington, D.C. 1971-72

SELECTED PUBLICATIONS:

Books

- *US-Caribbean Relations: Their Impact on Peoples and Culture*, Westport, Connecticut: Praeger Publishers, 1998.
- *The Repositioning of US-Caribbean Relations in the New World Order*, Westport, Connecticut: Praeger Publishers, 1997.
- *Pilgrims from the Sun: West Indian Migration to America*, New York: Twayne Publishers, 1995

Monographs, Articles & Chapters in Books

- Ransford Palmer & Dawn Elliott, "Education, Productivity, and Competitiveness," *Southwestern Journal of Economics*, March 2002.

DR. ARVILLA PAYNE JACKSON

EDUCATION:

- B.A., Spanish and M.A., Linguistics, American University
- Ph.D., Sociolinguistics, University of Pennsylvania

TEACHING AND RESEARCH AREAS:

- Medical Anthropology--African Traditional Medicine
- Forensic Linguistics
- Sociolinguistics

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Sociology & Anthropology, Howard University
- Coordinator for Anthropology, Howard University

SELECTED PUBLICATIONS:

Books

- Henry Lowe, Cynthia Johnson and Arvilla Payne Jackson, *The Legacy of African Traditional Medicine: Mind Body and Spirit*, Kingston, Jamaica: Pelican Publishers (in press).
- Sue Taylor & Arvilla Payne Jackson, *Conserving Place: Prince William Forest Park – 1900-1945*, Washington, DC: U.S. National Park Service, 2007

Monographs, Articles & Chapters in Books

- Arvilla Payne Jackson, "Mario Vargas Llosa's: El Hablador. The Metamorphosis of Saul Zuratas – Ethnical Challenges for Ethnological Researchers," *Proceedings of ALDEEU Conference*, Burgos, Spain, July 5-9 (in press).
- Arvilla Payne Jackson, "If the Lord Wills It." Stephanie Mitchem & Emilie Townes (eds.) *Faith, Health, and Healing in African American Life*, 100-115, Praeger Press, 2008.
- Arvilla Payne Jackson & Ernest Quimby, "RARE: AIDS in the Shadow of Politics." Benjamin Bowser, Merrill Singer and Ernest Quimby (Eds.) *When Communities Assess their AIDS Epidemic: Results of Rapid Assessment of HIV/AIDS in Nine American Communities*. Lanham: Lexington Books, 2006.

DR. FRANCOISE PFAFF

EDUCATION:

- Ph.D. University of Paris

TEACHING AND RESEARCH AREAS:

- African Cinema
- African American Literature

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Modern Languages and Literatures, Howard University

SELECTED PUBLICATIONS:

Books

- Françoise Pfaff, ed., *Focus on African Films* (Bloomington, Indiana: University of Indiana Press, 2004).
- Maryse Conde & Françoise Pfaff, *Conversations with Maryse Conde*, (University of Nebraska: November 1996).
- Françoise Pfaff, *Twenty Five Black African Filmmakers* (Westport, Conn.: Greenwood Press, 1988).
- Françoise Pfaff, *The Cinema of Ousmane Sembène* (Westport, Conn.: Greenwood Press, 1982).

Monographs, Articles & Chapters in Books

- Françoise Pfaff, "The Uniqueness of Ousmane Sembene's Cinema," *Contributions in Black Studies*: Vol. 11, Article 3 (1993).
- Françoise Pfaff, "The films of Med Hondo: An African filmmaker in Paris," *Jump Cut*, no. 31, March 1986, pp. 44-46.
- Françoise Pfaff, Three faces of Africa: Women in *Xala*, *Jump Cut*, no. 27, July 1982, pp. 27-31.

DR. ALTON B. POLLARD III

EDUCATION:

- Ph.D, University of Louvain

TEACHING AND RESEARCH AREAS:

- African American Religion and Culture
- Sociology of the Black Church
- Theological Education and Leadership
- Pan-Africanist Religious Thought
- American Religious Cultures
- Sociology of Religion

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Religion and Culture, School of Divinity, Howard University
- Dean, School of Divinity, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Advisory editor, *The Papers of Howard Washington Thurman*, University of South Carolina Press, Vol. 1 (Columbia, SC: 2009).
- "Middle Passages: A Meditation on the Black Church Movement in America Today," *Virginia Seminary Journal* (Spring 2009).
- "A Woman's Work, A Man's World: Critiquing and Challenging Patriarchy in the Black family," in *Walk Together Children*, Dwight N. Hopkins and Linda E. Thomas, eds., (Eugene, OR: Cascade, 2010).
- "Wise Ancestral Counsel: The Faith of W.E.B. DuBois," *Society for the Study of Black Religion Newsletter*, Vol. 8, No. 1, 2009, pp. 21-32.

DR. LUIS SERAPIAO

EDUCATION:

- Ph.D., International Relations, American University, 1975.
- M.A., International Law, Catholic University of America, 1971
- B.A., Philosophy, *Seminário Maior de Maputo*, Mozambique, 1964

TEACHING AND RESEARCH AREAS:

- Mozambican History
- Conflict in Africa
- Africa in World Affairs
- International Law

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of African Studies, Howard University, 1996 to present
- Associate Professor, Department of African Studies, Howard University, 1981-1996
- Assistant Professor, Department of African Studies, Howard University, 1977-1981.

SELECTED PUBLICATIONS:

Books

- (Co-Author), *Mozambique in the Twentieth Century: From Colonialism to Independence* (University Press of America, Washington DC: 1979).

Monographs, Articles & Chapters in Books

- Luis Serapiao, "The Politics of Regionalism: Education and Investment in Mozambique," in *Preventing Wars Outbreak and Recurrence: Comparative Experiences in Linking Security and Development*, forthcoming, International Peace Academy, 2006.
- Luis Serapiao, "The Catholic Church and Conflict Resolution in Mozambique's Post-Colonial Conflict 1977-1992," *Journal of Church and State*, Spring 2004: 365-387.

DR. FERAIDOON SHAMS

EDUCATION:

- Ph.D., Howard University

TEACHING AND RESEARCH AREAS:

- Political Theory
- Political Development and Social Change
- Africa, Middle East and Islam
- Social Sciences and Comparative Politics
- Culture and Islam

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of African Studies, Howard University

SELECTED PUBLICATIONS:

Books

- Feraidoon Shams, *State and Society in Africa*, (University Press of America: 1995).
- Editor-in-Chief, *Journal of Asian and African Affairs*
- Editor-in-Chief, *Journal of the Third World Spectrum*

Monographs, Articles & Chapters in Books

- Sulayman Nyang and Feraidoon Shams, "Fanon and Shariati on Alienation," *Journal of Asian and African Affairs*, Vol. 2(1) July, 125-134, 1990.

DR. SANDRA G. SHANNON

EDUCATION:

- Ph.D, University of Maryland at College Park

TEACHING AND RESEARCH AREAS:

- African American Theater and Literature

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Dramatic Literature and Criticism, Department of English, Howard University
- Editor, *Theatre Topics Journal*
- Past President, Black Theatre Network
- Founder, August Wilson Society, Howard University.

SELECTED PUBLICATIONS:

Books

- Dana Williams, Sandra Shannon, August S and Sybil Roberts, *August Wilson and Black Aesthetics*, (Palgrave Macmillan: 2004)
- Sandra G. Shannon, *August Wilson's Fences: A Reference Guide*, (Greenwood Press: 2003).
- Sandra G. Shannon, *The Dramatic Vision of August Wilson*, (Howard University Press, 1996).

Monographs, Articles & Chapters in Books

- Sandra G. Shannon, "A transplant that did not take: August Wilson's views on the great migration," *African American Review*, Vol. 31, 1997.
- Sandra G. Shannon, "Blues, history and dramaturgy: an interview with August Wilson," *African American Review*, Vol. 27, 1993.
- Sandra G. Shannon, "From Lorraine Hansberry to August Wilson: An Interview With Lloyd Richards," *Callaloo*, Vol. 14, No. 1 (Winter, 1991), pp. 124-135.
- Sandra G. Shannon, "The Good Christian's Come and Gone: The Shifting Role of Christianity in August Wilson Plays," *MELUS*, Vol. 16, No. 3, (Autumn, 1989 - Autumn, 1990), pp. 127-142.

DR. TODD SHURN

EDUCATION:

- Ph.D., Southern Methodist University, 1994.

TEACHING AND RESEARCH AREAS:

- Network Optimization
- Target Recognition
- Interactive Media
- Appropriate Technology

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Systems and Computer Science, College of Engineering, Architecture & Computer Science, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *“A Service Model for Improving Health Care Delivery in Rural Developing Communities”*, Ronald leach, Todd Shum, Peter Keiller, and legand Burge, *International Journal of Service, economics, and Management*, 2011.
- *“Mobile Telephone accessible patient health records in Africa,”* Todd Shum and Keith Toussaint, *4th Annual International Network on Appropriate Technology (INAT) Conference in Accra, ghana November 23-27, 2010.*
- *“A game framework to enhance the STeM Pipeline”*, □ Todd Shum, Charles Hardnett, and Iretta Kearse (Spelman College), *ACM Game Development in Computer Science Education Conference, february 28– March 3, 2008, Miami, fl, USA.*

DR. JACQUELINE SMITH

EDUCATION:

- Ph.D., Sociology and Social Work, University of Michigan

TEACHING AND RESEARCH AREAS:

- Foster Care
- Kinship Care
- Institutionalized Youth
- Minority Health
- Health Disparities
- Health and Mental Health of African American elderly

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Social Work, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- "The Demography of African American families and Children: Social Policy. Implications at the end of the Twentieth Century". Jacqueline Smith. 2004. In Joyce everett, Sandra Chipungu & Bogart leashore (eds.), *Child Welfare Revisited: An Africentric Perspective*. Piscataway, NJ: Rutgers University Press, pp. 15-56.
- "Health, Disparity, and the older Population: greater Disparity between Black and White, or within Black? Ron Manuel & Jacqueline Smith in *Handbook of Black American Health: Policies and Issues behind Disparities in Health*. Ivor Iensworth livingston (ed.) (2004). Westport, CN: Praeger, pp. 566-591.
- "Race, Kinship Care and African American Children". Jacqueline Smith. *African American Research Perspectives*. fall 2000, Volume 6, Issue Number 3, pp. 54-65.
- "future outlook in African American Kinship Care families" Jacqueline Smith and Anniglo Boone. *Journal of Health and Social Policy* (2007) Volume 22, Issue Numbers 3 & 4, pp.9-29.

DR. CUDORE SNELL

EDUCATION:

- Ph.D., Social Work, Howard University
- M.A., Social Work, University of North Carolina at Chapel Hill
- B.Sc., (Honors), Psychiatric Social Work, University of Cape Town, South Africa
- B.A., Social Work and Psychology, University of the Western Cape

TEACHING AND RESEARCH AREAS:

- Psychiatric Social Work in South Africa
- Street Youth in Cape Town
- Fetal Alcohol Syndrome Wellington, South Africa

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Interim Dean and Associate Professor, School of Social Work, Howard University
- Fulbright-Hayes Scholar, South Africa - 2000
- Award for excellence, Society for the Scientific Study of Sex, 1988.

SELECTED PUBLICATIONS:

Books

- Cudore L. Snell, *Young Men in the Street: Help-Seeking Behavior of Young Male Prostitutes* (Praeger, 1995).

Monographs, Articles & Chapters in Books

- Philip A. May, PhD, J. Phillip Gossage, PhD, Lesley E. Brooke, BA(Hons), Cudore L. Snell, Dsw, Anna-Susan Marais, RN, Loretta S. Hendricks, Julie A. Croxford, RN, BA(Hons) and Denis L. Viljoen, MD, "Maternal Risk Factors for Fetal Alcohol Syndrome in the Western Cape Province of South Africa: A Population-Based Study," *American Journal of Public Health* Vol 95, No. 7, 1190-1199 (July 2005).

DR. QUITO SWAN

EDUCATION:

- Ph.D., African Diaspora History, Howard University

TEACHING AND RESEACH AREAS:

- Contemporary African Diaspora
- Twentieth Century Black Power Movement
- The Diaspora in the Indian Ocean Region

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, Department of History, Howard University

DR. DOUGLAS TAYLOR

EDUCATION:

- Ph.D., English with specializations in African-American Literature and Critical Theory, University of North Carolina at Chapel Hill, 2002

TEACHING AND RESEARCH AREAS:

- Critical Theory (Marxism, Psychoanalysis)
- Black Nationalism
- Black Arts Movement
- Prison Literature
- African-American Literature and Culture of the 1960s and 1970s

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Assistant Professor, English, Howard University

SELECTED PUBLICATIONS:

Books and Articles

- "Prison Slang and the Poetics of Imprisonment." *Prose and Cons: essays on Prison literature in the United States*. ed. Quentin Miller. Jefferson, North Carolina: Mcfarland, 2005.
- *Richard Wright's Black Boy (American Hunger): DA Casebook* eds. William I. Andrews and Douglas Taylor. New York: oxford University, 2003.
- "from Slavery to Prison: Benjamin Rush, Harriet Jacobs, and the Ideology of Reformatory Incarceration." *genre, Prisoners Writing Special Issue*, 35.3/4 (2002).
- "Interview with John Edgar Wideman," *The Carolina Quarterly* 53.3 (2001).

DR. JOHN P THARAKAN

EDUCATION:

- Ph.D., University of California-San Diego

TEACHING AND RESEACH AREAS:

- Bioenvironmental Engineering
- Protein Production and Purification
- Bioreactor Design and Analysis
- Engineers without Borders

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of Chemical Engineering, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- R.C. Chawla, R. Liou, J.H. Johnson and J.P. Tharakan, "Biodegradation of PCBs in aqueous and soil Systems, " in: D.L. Wise, D.J. Trantolo, H.I. Nyang, and E.J. Cichon (eds.), *Remediation of Hazardous Waste Contaminated Soils*, 237-264. New York: Marcel Dekker, 2000.

DR. EMORY JOEL TOLBERT

EDUCATION:

- Ph.D., in United States History, University of California, Los Angeles

TEACHING AND RESEARCH AREAS:

- United States History
- African Diaspora History
- Oral History

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of History, Howard University
- Chairman, Department of History, Howard University, 1991-1998 and 2002 -2005
- Professor of History and Chairman of the African American and Ethnic Studies Department, California State University at Fullerton

SELECTED PUBLICATIONS:

Books

- Emory Tolbert, *2000 Years of Christianity in Africa*, (Review and Herald Publishing Company: 2005).
- Emory Tolbert, *Perspectives on the African Diaspora*, Volumes 1 and 2 (Houghton Mifflin, 1998 and 2001).
- Emory Tolbert, *Race and Culture in America* (Burgess Press, 1986, 1987, and 1988).
- Emory Tolbert, Senior Editor, *Marcus Garvey and Universal Negro Improvement Association Papers*, Volumes 1-4 (University of California Press, 1983-86).
- Emory Tolbert, *The UNIA and Black Los Angeles: Ideology and Community in the American Garvey Movement*, (Center for Afro –American Studies, UCLA: 1981).

DR. JEANNE M TOUNGARA

EDUCATION:

- Ph.D., University of California at Los Angeles

TEACHING AND RESEARCH AREAS:

- West Africa
- African Diaspora
- Women in Africa
- West African intellectual history
- Indigenous Thought
- Pre-colonial State Formation, Political Culture and Democratization within francophone African nations, with particular emphasis on Côte d'Ivoire.
- Archival Research in: France (Colonial Archives at Aix-en-Provence), Senegal (National Archives and French West Africa Archives), Mali (National Archives) and Côte d'Ivoire (National Archives of Côte d'Ivoire, and holdings at the Ministry of Women's Condition, the National Assembly and Odienné Prefecture). In June 2000 she was awarded a grant by the U.S. Institute for Peace for training of 15 African women in the gender studies conflict management and peace building.

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of History, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Jeanne M. Toungara, "Changing the meaning of marriage: Women and family law in Côte d'Ivoire" in *African Feminism: The politics of survival in Sub-Saharan Africa*, ed. Gwendolyn Mikell, (Philadelphia: University of Pennsylvania Press: 1997).
- Jeanne M. Toungara, "Education & Culture: Thematic Working Series of the National Summit on Africa," Washington DC: National Summit on Africa Thematic Working Paper (1998).

DR. JOHN TRIMBLE

EDUCATION:

- Ph.D., Georgia Institute of Technology

TEACHING AND RESEARCH AREAS:

- System Dynamics
- Philosophy, Teaching Tools, Knowledge Acquisition
- Expert Systems: knowledge acquisition, instructional expert systems
- Software Engineering: software quality assurance, life cycle models
- Data Communications
- Appropriate Technology

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of Computer Science, Howard University
- Dean of Information Communication Technology at Umutara Polytechnic University (a new university in Nyagatare Rwanda) (2007 – 2009).
- Chair, International Planning Committee on the first two international conferences on appropriate technology, Zimbabwe, 2004 and 2006.
- Fulbright Professor, Zimbabwe, 2003-2004
- Lectured and Consulted in: Rwanda, Ghana, Mauritius, Zimbabwe, South Africa and Namibia.

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- John Trimble and Andrew Nyamvumba, "A National Framework for Infusing Information Technology in the Decision Support Process," *Howard University Library* (2008). Available at: <http://www.howard.edu/Library/Scholarship@Howard/Articles/2008/icat2008trimble258.pdf>

DR. HAROLD D. TRULEAR

EDUCATION:

- Ph.D., Drew University
- M.S., University of Illinois
- B.S., Howard University

TEACHING AND RESEACH AREAS:

- Public Policy
- Criminal Justice System
- Black/ African American Religious History
- Congregational Studies

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Applied Theology, School of Divinity, Howard University
- Director of Ministry, School of Divinity, Howard University
- President, GLOBE Ministries of Philadelphia
- Consultant, Faith and Families Portfolio, Annie E. Casey Foundation

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *The African American Church and Welfare Reform* □ (Center for Public Justice, 1999).
- "Mother as Symbolic Presence: The Ministry of Ida B. Robinson," in *Portraits of a Generation: Early Pente- costal Leaders*, grant Wacker and James goff, eds. (University of Arkansas, 2002).
- *Healing Communities: A Framework for Congregations in their Ministry to Families Affected by Incarceration with Robert franklin and Stephanie Boddie* (Annie e. Casey foundation, 2010).

DR. CHARLES VERHAREN

EDUCATION:

- Ph.D., Georgetown University

TEACHING AND RESEARCH AREAS:

- African Culture and Philosophy

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor of Philosophy and Interim Departmental Chairman

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Charles Verharen, "An Ethics of Intimacy: Race and Moral Obligation," *Radical Philosophy Review*, 1:2, Fall 1998, pp. 89-97 (also appeared in Howard University Journal of Philosophy, 1:1, Fall 1997, pp. 20-26).
- Charles Verharen, "Philosophy's Role in Ph.D. Programs at Historically Black Colleges and Universities," *The Howard University Journal of Philosophy*, 2:1, Spring 1999, pp. 27-34.
- Charles Verharen, "Environment, Culture, and Ethics: An African Concept of Evil," *Présence Africaine*, 158:2, Second Semester, 1998, pp. 47-62.
- Charles Verharen, "In and Out of Africa: Misreading Afrocentrism," *Présence Africaine*, 156:2, Second Semester, 1997, pp. 163-185.
- Charles Verharen, "Philosophy and Critical Thinking," *Inquiry: Critical Thinking Across The Disciplines*, 16:3, pp. 64-75.
- Charles Verharen, "A Philosophical Approach to Teaching Reasoning," *Thinking: The Journal of Philosophy for Children*, 13:2, Spring 1997, pp. 30-36.
- Charles Verharen, "The New World and the Dreams To Which It May Give Rise': An African and American Response to Hegel's Challenge," *Journal of Black Studies*, 27:4, March 1997, pp. 456-493.
- Charles Verharen, "A Cultural Introduction to Philosophy," *Teaching Philosophy*, 19:1 March, 1996, pp. 65-80.

DR. FREDERICK L. WARE

EDUCATION:

- Ph.D., Religion and Theological Studies, Vanderbilt University

TEACHING AND RESEARCH AREAS:

- Black/ African American Theology
- Philosophical Theology
- Moral Philosophy
- Philosophy of Religion
- Religion and Science
- African American Pentecostalism

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Theology, School of Divinity, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- *Methodologies of Black Theology* (Wipf & Stock Publishers, 2008).
- "on the Compatibility/Incompatibility of Pentecostal Premillennialism with Black liberation Theology," in *Afropentecostalism: Black Pentecostal and Charismatic Christianity in History and Culture*, edited by Amos Yong and estrelida Alexander (New York University Press, 2011).
- "Spiritual egalitarianism, ecclesial Pragmatism, and the Status of Women in ordained Ministry," in *Philip's Daughters: Women in Pentecostal-Charismatic Leadership*, edited by Amos Yong and estrelida Alexander (Pickwick Press, 2009).
- "African American Theology," in *The Global Dictionary of Theology*, edited by William Dyrness and Veli-Matti Kärkkäinen (InterVarsity Press, 2008).

DR. DANA WILLIAMS

EDUCATION:

- Ph.D., African American Literature, Howard University, 1998
- M.A., Howard University, 1995
- B.A., English, Grambling State University in Grambling, LA, 1993

TEACHING AND RESEARCH AREAS:

- African American Literature

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Department of English, Howard University
- Chair, Department of English, Howard University

SELECTED PUBLICATIONS:

Books

- Dana Williams, *In the Light of Likeness—Transformed: The Literary Art of Leon Forrest* (Ohio State UP: 2005).
- Dana Williams and Sandra G. Shannon (eds.), *August Wilson and Black Aesthetics* (Palgrave-MacMillan: 2004).
- Dana Williams, *Contemporary African American Female Playwrights: An Annotated Bibliography* (Heinemann: 1998).

Monographs, Articles & Chapters in Books

- Dana Williams, "Broad Sympathy": Howard University's DuBoisian Approach to Blackness and the Humanities," *International Journal of the Humanities*, Volume 2, Issue 3.
- Dana Williams, "Playing on the "Darky:" Blackface Minstrelsy, Identity Construction, and the Deconstruction of Race in Toni Morrison's Paradise," *Studies in American Fiction*, Vol. 35:2, Autumn 2007.

DR. ABDUL-AZIZ YAKUBU

EDUCATION:

- Ph.D., North Carolina State University

TEACHING AND RESEARCH AREAS:

- Mathematical Biology
- Population Dynamics
- Ecology
- Epidemiology and Biosurveillance
- Fisheries and Ecosystem Management
- Dynamical Systems

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Professor, Mathematics, Howard University
- Chair, Department of Mathematics, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- Mutual exclusion versus coexistence in discrete competitive systems (with Franke), *J. Math. Biol.* Vol. 30, 161-168 (1991).
- The effects of planting and harvesting endangered species in discrete competitive systems, *Math. Biosci.* 126:1-20 (1995).
- Mathematical models in Isolation and Quarantine (with Castillo-Chavez and Castillo-Garsow), *Journal of American Medical Association*, 290(21), 2876-2877 (December 3, 2003).
- Spatially discrete metapopulation models with directional dispersal (with M. Fogarty), *Mathematical Bioscience*, 204, 68-101 (2006).

Mathematical model for optimal use of sulfadoxine pyrimethane as a temporary vaccine rates (with Bassidy Dembele and Avner Friedman), *Bulletin of Math. Bio.* 72 (4), 914-930 (2010).

DR. ALMAZ ZEWDE

EDUCATION:

- Ph.D., Sociology, University of Michigan
- M.S., Agricultural Economics, Michigan State University
- M.S., Social research/Community Organization, Columbia University
- B.A., Sociology, University of Washington

TEACHING AND RESEARCH AREAS:

- Rural Development in Africa
- Education and Social Change
- Women and African Development
- Ethnicity and African Development

FACULTY AND ACADEMIC ADMINISTRATIVE POSITIONS:

- Associate Professor, Department of African Studies, Howard University

SELECTED PUBLICATIONS:

Monographs, Articles & Chapters in Books

- "The New Immigrants in the Washington, DC Area: Institutional Processes and Problems," *Journal of Third World Spectrum*, Vol. 5, No., 2 (1998), pp. 87-104

Awards and Recognitions

- Women's Self Perception as a Factor in their Career and Educational Status: Research from the Addis Ababa University Community (Research Sponsored by the Ford Foundation).
- "The Role of Government in the Advancement of Women" (commissioned by the Center for Public Enterprises in Developing Countries [ICPE]).
- Consulted with the United Nations Development Program, the International Labor Organization, the Center for Public Enterprises in Developing Countries, the Academy for Educational Development.
- Currently developing teaching materials for "native language" education and related programs of cultural transition for recent immigrant youth in the Washington Metropolitan Area through faith-based institutions.

APPENDIX 4

Howard University African Linkages

#	Country/Region	Project	Howard Unit(s)	US and African Partner	Activity
1.	Cape Town, South Africa	International service-learning project, Since 2010	School of Social Work	University of the Western Cape and Huguenot College.	Focus on global elements in social work education. The students will become familiar with social development and social work organizations through service projects in Cape Town. Students receive credit. Howard faculty members engage in faculty exchanges with their South African counterparts surrounding contemporary issues in social work in the U.S. and South Africa. Sixty nine students and 14 faculty members have participated.
2.	Nigeria	GHAIN – Global HIV/AIDS Initiative Nigeria	School of Pharmacy	FHI360, USAID and other partners	The largest comprehensive HIV/AIDS project ever implemented in a single developing country. It supported 79 HIV counseling and testing sites, which have served more than 1 million people. Additionally, GHAIN Supported 50 comprehensive ART sites with over 53,000 people receiving ART, and provided training to over 2,400 health care workers in ART management.
3.	Nigeria	SIDHAS- Strengthening of Integrated Delivery of HIV/AIDS Services.	School of Pharmacy	FHI360	Builds on the successes of the GHAIN project which supported the GoN response to the HIV epidemic in Nigeria. Project expanded HIV/AIDS prevention, care and treatment services to unprecedented levels of coverage, access, integration and quality
4.	Southern and Eastern Africa	ROADS I and II (Regional Outreach Addressing AIDS through Development Strategies)	School of Medicine	FHI360	Provides high quality health services in transport corridor communities. In these communities drug stores serve as the main and first line source of health information and services, especially in the rural areas.

5.	Nandi Hill, Kenya	Engineers Without Borders	School of Engineering	Running Water International and Build the Village, two local NGOs.	Establish rainwater harvesting and biosand treatment systems for villages in Nandi Hills, a tea farming community approximately 200 miles from Kenya's capital, Nairobi. This project falls under the national EWB mission to support community-driven development programs worldwide by collaborating with local partners to design and implement sustainable engineering projects, while creating transformative experiences and responsible leaders.
6.	South Africa		School of Social Work	University of Pretoria (UP) and the Kara Heritage Institute (KHI), Africa	Promoting community engagement through raising awareness, effective training, and scholarly research.
7.	South Africa		School of Medicine	CDC, Ministry of Health and the University of Pretoria	Helped to identify solutions to HIV patients who are lost to care once diagnosed, and are disengaged from the health care system including lacking access to antiretroviral medications.
8.	North and West Africa		Atmospheric Sciences	NOAA	Led eight integrated atmospheric and oceanographic international scientific missions aboard NOAA's flagship research vessel, the Ronald H. Brown. These thirty to sixty day missions are unique in their focus on exploring the impacts of Saharan dust storms on the regional environment during cross-Atlantic transport. This research has led to new operational products within NOAA and new insights on the role of mineral dust in tropical precipitation and long-range microbial transport.
9.	Africa		School of Medicine	Clinton Foundation	Developed new technologies that contribute directly to having roughly 8.4 million people access HIV drugs in low- and middle-income countries for about \$1.2 billion a year in drug costs. Built a pilot plant and Good Manufacturing Process (GMP) facilities and trained Drug Regulators and companies in Africa to eliminate counterfeit / substandard medicines and in order to produce quality-assured medicines.

10.	Various African Countries	YALI-Young African Leaders Initiative	Provost	White House/US Dept. of State	Hosting 500 Fellows from Africa in President Obama's Africa Policy. The 25 fellows based at Howard University will participate in a 6 week program focused on Public Management, and will be engaged in class room programming, visits to Congressional offices, NGOs, governmental agencies, as well as community service activities.
11.	Botswana, Cameroon, Egypt, Ethiopia, Ghana, Kenya, Nigeria, Senegal, South Africa, Tanzania, and Zambia.	Student Exchange/Study Abroad	Engineering, Pharmacy, Law, Medicine, Nursing, Communications, Economics, History, African Studies, Business, Education, Dentistry		The students have been engaged in study abroad. These experiences have ranged from 10 day study tours to 1-2 semester long immersion programs. Students have participated from varying disciplines.
12.		MOUs and agreements		Addis Ababa University (Ethiopia), University of Ghana – Legon, University of Pretoria (South Africa), University of the Western Cape (South Africa), Kenyatta University (Kenya), Afe Babalola University (Nigeria)	Howard University has a number of established, and new collaborations with institutions throughout Africa.
13.		World Food Day Symposium held in October to celebrate the founding of the U.N. Food and Agriculture Organization.	World Food Law Institute at Howard University School of Law		Mission: strengthen and to offer legal expertise for an improved understanding and development of food and agricultural policy and regulations. Specific activities: -In a joint effort with the World Cocoa Foundation, a Research Associate from Ethiopia joined a Cocoa Foundation specialist in Ghana to write "Traditional Land Tenure in Ghana", including interviews with farmers. -Howard Law students contributed constitutional and African and Latin case law research about

					<p>large scale investments in land.</p> <p>- The Embassy Round Table Series brings together a small group of invited experts and guests to discuss a specific topic in an off-the-record setting. From 2010 through September 2011 the topics ranged from women and food security (South Africa), technology and food security (Ethiopia and Hungary) and small farmers and global standards (Cote d'Ivoire).</p> <p>- World Food Day Symposium: The 2004 theme was "From Agriculture to Agribusiness In Africa: The Culture of Business and the Law"</p>
14.	<p>Cameroon, Ethiopia, Kenya, Senegal, South Africa, Tanzania (also 3 Latin American countries, 3 Southeast Asian countries, 1 Eastern European country, 1 Middle Eastern country)</p>	GEAR UP (NSF sponsored)		<p>University of Buea, Bahir Dar University, University of Nairobi, Université Cheikh Anta Diop de Dakar, University of the Western Cape, University of Dar es Salaam</p>	<p>Undergraduate STEM students conduct research at international universities (in 2014: 51 student scientific presentations/publications)</p>
15.	<p>Cape Verde, Ivory Coast, Ghana, Kenya, Nigeria, South Africa Togo</p>	CEESAC	<p>Electrical and Computer Engineering (ECE) Department.</p>	<p>University of Benin, University of Lagos, University of Cape Town, Kwame Nkrumah University of Science and Technology, Abubakar Tafawa Balewa University, Zaria, Federal University of Technology (FUTO) Owerri, Usmani Danfodio University Sokoto, Federal University of Technology Akure</p>	<p>CEESAC is an interdisciplinary research center aimed at research, education and professional development in energy systems and control, power, environment, economics and energy markets. The center also focuses on new advances in energy, communications and control. CEESAC engages in Research and Education activities that globally energize the society.</p>

				(FUTA)	
16.	Nigeria, Kenya, South Africa, Zimbabwe, Uganda, Ethiopia.	African peace building Network Research		Osun State University (Nigeria Rhodes University (Zimbabwe Haramaya University (Ethiopia) University of Pretoria (South Africa)	Supporting independent African research and its integration into regional and global policy communities
17.	South Africa	HIV/AIDS Project	School of Pharmacy - Dr. Anthony Wutoh	Department of Health and Human Services	Support of strengthening and expanding HIV/AIDS surveillance in the Republic of South Africa. Dates: 9/30/12 to 9/29/16
18.		HIV Project	School of Pharmacy - Dr. Anthony Wutoh	Center for Disease Control (CDC)	Surveillance of HIV Positive pre-ARTS persons by HU in partnership with Sanae. Dates: 9/30/2013 to 9/29/2014
19.	Nigeria (Oyo and Ogun States	SHARP PLUS	School of Pharmacy - Dr. Anthony Wutoh	Center for Disease Control (CDC)- Achieving Health Nigeria initiative	Sustaining comprehensive HIV/AIDS response through partnership in Oyo and Ogun States (SHARP PLUS) project Dates: 10/1/2013 to 6/30/2014
20.	Senegal, Cape Verde, Barbados	2010-2013 Ozone Field Campaign	UCAD/INMIG/CIMH Greg Jenkins	NSF – AGS	Laboratory for Atmospheric-Oceanic Science- Simeon Fongang, Cheikh Anta Diop University/- Dakar Senegal
21.	Senegal, Cape Verde	National/international experiences for students 2010-2013	UCAD/INMIG Greg Jenkins	NSF - OEDG	
22.	South Africa, Ethiopia	Long Distance education	CETLA	Howard University	Online course on teaching writing across the

		<p>program, WAC and Professional Development</p>		<p>and UNISA</p>	<p>curriculum. Five faculty members completed one or more modules: Veli Jiyane, AV Mudau, Willa Louw, Monica Kirsten, and Ramodungoane Tabane. Welcomed Dr. Ephrem Engdawork, an Ethiopian delegate from Addis Ababa University (AAU), who wanted to see how CETLA supports distance education.</p>
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Howard University
College of Arts and Sciences
Graduate School

**Department
of
African Studies**

60th
Anniversary
1953-2013
of the establishment of the graduate program
in African Studies at Howard University

CALENDAR OF EVENTS

An Evening with Thurgood Marshall

THURSDAY, SEPTEMBER 19, 2013
6:00 – 9:00 pm: Blackburn Center Auditorium

A one-man performance by Dr. Lenneal Henderson, former Professor, Department of Political Science, Howard University. In collaboration with the Coalition for Effective Local Democracy (CELO).

Lecture: Rewriting South African History in Post-Apartheid South Africa

MONDAY, OCTOBER 7, 2013
2:00 – 3:30 pm: Ralph J. Bunche International Affairs Center, HU

S. Omar Badsha, South African Photographer and Public Historian. In partnership with the Centennial of the Department of History and The Ralph J. Bunche International Affairs Center, Howard University.

Film Screening and Discussion of Tey

TUESDAY, OCTOBER 15, 2013
5:00 – 8:30 pm: Screening Room West,
School of Communications, HU

TEY (2012) by Alain Gomis (Senegal/France). Winner of the Etalon d'Or de Yennenga, FESPACO 2013. Post-screening discussion with Alain Gomis and main actor, Saul Williams.

In partnership with the Department of World Languages and Cultures and the Department of Media, Journalism and Film, School of Communications, HU.

*Robert J. Cummings Lecture
Black Consciousness, African Studies and HU*

THURSDAY, OCTOBER 24, 2013
2:00 – 4:00 pm: Browsing Room, Founders Library

Dr. Carole Boyce Davies (M.A., 1974), Professor of English and Africana Studies, Cornell University.

In partnership with the Department of Afro-American Studies and the Centennial of the Moorland Spingarn Research Center and the Department of History, Howard University.

Roundtable: African Studies at Howard University

FRIDAY, NOVEMBER 8, 2013
10:00 AM – 2:00 pm: Whittall Pavilion, Library of Congress,
Ground Floor, Thomas Jefferson Building, 101 First Street, S.E., Washington DC 20540

Dr. Angel Battiste (Ph.D. 1992), Moderator
Dr. Howard Dodson, Howard University
Dr. Robert Edgar, Howard University
Dr. Greg Carr, Howard University
Dr. Sulayman Nyang, Howard University

*Alumni Symposium: Celebrating 60 Years
of Graduate Scholarship in African Studies at HU*

WEDNESDAY, NOVEMBER 20, 2013
Blackburn Center Auditorium

2:00 – 4:45 pm: Symposium featuring alumni.

5:00 – 6:00 PM: *Reflections on African Studies at HU*. A Conversation between Professor Joseph E. Harris, Emeritus, Department of History and Professor Sulayman Nyang, African Studies.

6:15 – 7:30 PM: Reception.
The Hilltop Lounge, Blackburn Center

*HU African Studies Dept. at
African Studies Association 56th Annual Convention*

Marriott Waterfront Hotel, Harborside Ballroom E, Baltimore, MD

THURSDAY, NOVEMBER 21, 2013, 2:30 – 4:00 pm: Roundtable; *Sixty Years of Graduate African Studies at Howard University*. Panel featuring current HU African Studies faculty.

FRIDAY, NOVEMBER 22, 2013, 8:45 – 11:00 pm: Reception. In partnership with the West African Research Association (WARA).

*Lecture: In the Shadow of China?
USA in Africa since 1993*

MONDAY, DECEMBER 2, 2013
2:00 – 3:30 pm: Ralph J. Bunche International Affairs Center, HU

Dr. Istvan Tarrosy, Fulbright Visiting Scholar, Center for African Studies, University of Florida, Gainesville and Professor, Department of Political Science and International Studies, University of Pecs, Hungary.



A Celebration of Academic Excellence and Service to Humanity

APPENDIX 6

DAS B.A. Major and Minor Degree Requirements

Requirements for Undergraduate Majors in the Department of African Studies		
All majors must complete 36 credit hours of coursework in the Department, including the core program		
Core Program (24 Credit Hours)	Elective Courses (12 Credit Hours)	Additional Requirements
<ul style="list-style-type: none"> • AFST 101 Introduction to Contemporary Africa • AFST 102 Science, Technology and African Development • AFST 106 Foundation to African Studies • AFST 110 African Development and Underdevelopment • AFST 111 African Systems of Thought • AFST 156 Introduction to African Literature • AFST 182 Seminar in Regional Studies • AFST 183 Internship in African Studies 	<ul style="list-style-type: none"> • AFST 104 Islam, Youth and Social Change in Africa • AFST 105 African Languages and Cultures • AFST 107 Social Media and the African World • AFST 121 Environment and Society in Africa • AFST 123 Women in African Civilizations and Traditions • AFST 124 Globalization in Africa AFST • 125 China and Africa • AFST 126 AIDS in African and the African Diaspora • AFST 131 African Cultural Formations and Identities • AFST 137 Southern Africa • AFST 157 Literature, Film and Society in Africa • AFST 191 Senior Colloquium 	<ul style="list-style-type: none"> • Senior Comprehensive Exam • Internship Experience (AFST 183) • Minimum 2 Years of Study of an African Language

Requirements for Undergraduate Minors in the Department of African Studies	
All minors must complete 15 credit hours of coursework in the Department, including 2 required courses	
Required Courses (6 Credit Hours)	Additional Requirements (9 Credit Hours)
<ul style="list-style-type: none"> • AFST 101 Introduction to Contemporary Africa • AFST 106 Foundation to African Studies 	<ul style="list-style-type: none"> • The remaining credit hours are available through additional courses in the Department that students should select in consultation with an academic advisor

APPENDIX 7

Africa Related Dissertations (2009-2014)

1. Mutheu Maitha Bomba, Ph.D. (2009-2010)

African Studies and Research

Dissertation Title: Driving on an Unpaved Road: The Case of the Arts and Film Industry in the Republic of Namibia.

2. Christopher L. Daniels, Ph.D. (2009-2010)

African Studies and Research

Dissertation Title: State Failure, Terrorism and Piracy in an Interconnected World: Somalia as a Test Case for the Global Security Concerns of the Twenty-First Century.

3. Kerry-Ann Hamilton, Ph.D. (2009-2010)

Mass Communication and Media Studies.

Dissertation Title: The Role of Mobile Phone Technology in Health Interventions in Rural Communities: A Kenyan Exploratory Study.

4. Hilaire M. Kenguele, Ph.D. (2009-2010)

Biology

Dissertation Title: Biological Evaluation of Four Selected African Medicinal Plants for Their Trypanocidal Properties, Mode of Action, and Chemical Compounds.

5. LaNisa Settia Kitchiner, Ph.D. (2009-2010)

African Studies and Research.

Dissertation Title: Structures: Representations of the House in African-American and Black Southern African Women's Writing.

6. Chola Milambo, Ph.D. (2009-2010)

Economics

Dissertation Advisor: Dr. Satish Wadhawan. **Dissertation Title:** Financial Dollarization and Institutional Quality in Sub-Saharan Africa.

7. Sophia Abdi Nur, Ph.D. (2009-2010)

Communication and Culture

Dissertation Title: Gender, Sexual Communication, and Condom Negotiation: A Case Study of the Addis Ababa University Modeling and Reinforcement to Combat HIV/AIDS Project.

8. Edwin M. Oyoo, Ph.D. (2009-2010)

African Studies and Research

Dissertation Title: Human Security and Environmental Sustainability: The Impact of Environmental Factors on Socio-Economic Systems in the Horn of Africa.

9. Steffan A. Spencer, Ph.D. (2009-2010)

History

Dissertation Title: *The Eighteenth Century Ge'ez (Classical Ethiopic) Manuscript, A Theological Treatise of the Daqiqa Estifanos Monastic Order.*

10. Francis Wiafe-Amoako, Ph.D. (2009-2010)

African Studies and Research

Dissertation Title: Human Security and Conflict Management: Post-Conflict Reconstruction in Sierra Leone, 2002 to 2009.

11. Annie N. Duru, Ph.D. (2010-2011)

Communication and Culture.

Dissertation Title: "Understanding Men's Interference in Women's Empowerment and Non-Governmental Organizations (NGOs) in Nigeria: A Gender Comparison".

12. Chika Anne Ezeanya, Ph.D. (2010-2011)

African Studies and Research.

Dissertation Title: "Education and Indigenous Knowledge in Africa: Traditional Bonesetting and Orthopaedic Medicine in West Africa".

13. Bellarmine Anthonia Ezumah, Ph.D. (2010-2011)

Mass Communication and Media Studies

Dissertation Title: "Toward a Successful Plan for Educational Technology for Low-Income Communities: A Formative Evaluation of One Laptop Per Child (OLPC) Projects in Nigeria and Ghana".

14. Bruce Ormond Grant, Ph.D. (2010-2011)

African Studies and Research

Dissertation Title: "Humanitarian Development in Zimbabwe, 1995-2005".

15. Jarvis Lamar Hargrove, Ph.D. (2010-2011)

History.

Dissertation Title: "The Trans-Atlantic Slave Trade: The Gold Coast, the Asante and the Era of Illegal Slave Trading, 1807-1874".

16. Jennifer J. Jones, Ph.D. (2010-2011)

Communication and Culture.

Dissertation Title: "Suffering in Silence? Intrapersonal Communication Regarding Female Empowerment and Healthcare Access for Breast Cancer Screening in Cape Town, South Africa".

17. Tamarah Cypriana Moss-Knight, Ph.D. (2010-2011)

Social Work.

Dissertation Title: "Experiences of Pregnancy Among Adolescents in the Bahamas: A Qualitative Approach".

18. Cara Moyer-Duncan, Ph.D. (2010-2011)

African Studies and Research.

Dissertation Title: "Projecting Nation? Cinema and the Creation of a National Identity in Post-Apartheid South Africa".

19. Lonzen Rugira, Ph.D. (2010-2011)

African Studies and Research

Dissertation Title: "The Cultural Geography of Insecurity in the African Great Lakes Region: Rwanda, Burundi, and the Democratic Republic of the Congo".

20. Desrene L. Vernon, Ph.D. (2010-2011)

Mass Communication and Media Studies

Dissertation Title: "A Historical Analysis of Adventist World Radio's Impact in the East Central Africa Division of the Seventh-day Adventist Church: A Case Study of Tanzania".

21. Melvin Kadiri Barrolle, Ph.D. (2011-2012)

History

Dissertation Title: "(Re)Writing Africa: Thomas Narven Lewis and the Politics of Indigenous Language in Liberia, 1870-1933".

22. Kela Nnarka Francis, Ph.D. (2011-2012)

English

Dissertation Title: "The African Masking Process: Re-Interpreting Mask and Mas' in Six Anglophone Texts".

23. Mjiba Frehiwot, Ph.D. (2011-2012)

African Studies and Research

Dissertation Title: "Education and Pan-Africanism: A Case Study of Ghana, 1957-1966".

24. Julie Guyot-Diangone, Ph.D. (2011-2012)

Social Work

Dissertation Title: "Harder than de Rock: The Contribution of Social Role to the Resilience of Youth in Post-Conflict Sierra Leone".

25. Yohannes Haile, Ph.D. (2011-2012)

African Studies and Research

Dissertation Title: "State Breakdown and the Rise of Somaliland, Puntland and Somalia: Understanding the Organizing Principles and Dynamics of Nationhood".

26. Mesfin Endrias Hailegebriel, Ph.D. (2011-2012)

African Studies and Research

Dissertation Title: "The Ethiopian Diaspora and United States Foreign Policy Towards Ethiopia".

27. Curtis E. Kidd III, Ph.D. (2011-2012)

African Studies and Research

Dissertation Title: "The Social Implications of Sub-Saharan Financial Markets: Case Analysis From the Nairobi and Johannesburg Stock Exchanges".

28. Ronald Courtney Noel, Ph.D. (2011-2012)

History

Dissertation Title: "Secret Societies and Other Mutual Aid Societies: A Triangular Investigation of Africa, the West Indies and the United States of America, 1775-1950".

29. David Olusegun Olanipekun, Ph.D. (2011-2012)

Mass Communication and Media Studies

Dissertation Title: "Non-Governmental Organizations and the Social Constructions of Africa: A Nigerian Case Study".

30. Anita C. Wheeler, Ph.D. (2011-2012)

African Studies and Research

Dissertation Title: "China's Public Diplomacy in Kenya: The Case of Chinese Language and Cultural Programs at the University of Nairobi Confucius Institute".

31. Nichelle Sylvette Williams, Ph.D. (2011-2012)

Political Science

Dissertation Title: "The Economic Integration of Trade Policy in South Africa: A Case Study of Ethekewini".

32. Elana Denise Anderson, Ph.D. (2012-2013)

African Studies and Research.

Dissertation Title: "Communication in Culture and Society: Origin, Evolution, Challenge and Achievement in Senegalese Publishing".

33. Nicole Tanya Branch, Ph.D. (2012-2013)

Sociology

Dissertation Title: "Reconsidering Labeling Theory: A Case Study of Juvenile Delinquency in Barbados".

34. Esther Bassey Effiong, Ph.D. (2012-2013)

Chemistry

Dissertation Title: "Physical and Chemical Characterization of Airborne Saharan Dust Aerosols During the Aerosol and Ocean Science Expeditions (AEROSE)".

35. Balla Mohamed Keita, Ph.D. (2012-2013)

Political Science

Dissertation Title: "Politics of Ethnicity, Region and Religion in Post Houphouët-Boigny Côte D'Ivoire".

36. Loralie Noutong Oyelowo, Ph.D. (2012-2013)

Political Science

Dissertation Title: "The United States of America's Strategic Policy Goals in Sub-Saharan Africa: Beyond Humanitarianism and Development Assistance".

37. Nelsie A. Ramos, Ph.D. (2012-2013)

Atmospheric Sciences

Dissertation Title: "Structure and Evolution of Developing and Non-developing African Easterly Waves During National Aeronautics and Space Administration African Monsoon Multidisciplinary Analyses (NAMMA)".

38. Neo Lawrence Ramoupi, Ph.D. (2012-2013)

History

Dissertation Title: "'Izingoma zo Mzabalazo' Esiqithini! Role of Songs in the African Liberation Struggle of South Africa, 1960-1991, A Culture History of Robben Island".

39. Chandiwana Sithole, Ph.D. (2012-2013)

African Studies and Research

Dissertation Title: "From Lancaster House Through Crisis': A Critical Analysis of Post-Conflict Zimbabwe From 1979 to 2009".

40. TaKeia N. Anthony (2013-2014)

History

Dissertation Title: "Mobilizing Diaspora: The Universal Ethiopian Students' Association, 1927-1948"

41. Jude Chinweuba Asike (2013-2014)

African Studies and Research

Dissertation Title: "Social Change and the Crises of Religious Politics in Africa: A Critical Review of Christian-Muslim Relations in Nigeria"

42. Felix Firima Barikor (2013-2014)

Political Science

Dissertation Title: "Nigeria's Africa Policy and Regional Security: A Case Study of Nigeria's Contributions to ECOMOG Peace Support Operations in Liberia, 1990-1999"

43. Orlando Martin Barker (2013-2014)

Psychology

Dissertation Title: "Cultural Assets as Moderators to the Impact of Psychosocially Toxic Factors on Academic Performance and Social Skills Among Adolescents of African Descent"

44. Aamira Chaney (2013-2014)

African Studies and Research

Dissertation Title: "Black Female Entrepreneurs in Post-Apartheid South Africa: Achieving Female Economic Empowerment in the Formal and Informal Sectors"

45. Jau-Yon Chen (2013-2014)

African Studies and Research

Dissertation Title: "Migration as a Strategy of "Authentic" Development? The Case of Senegal"

46. Ronya Foy Connor (2013-2014)

Social Work

Dissertation Title: "Zanzibari Women in Local Social Entrepreneurship: A Participatory Social Learning Approach to Community Sustainability"

47. Monique Alicia Gamble (2013-2014)

Political Science

Dissertation Title: "Ghana's Black Gold Rush: Analyzing the Effects of Globalization, Political Leadership, and Insecurity on Development and Unemployment From Independence to Present, Ghana's Oil Era"

48. Myra Ann Houser (2013-2014)

History

Dissertation Title: "Lawyering Against Apartheid: The Southern Africa Project of the Lawyers' Committee for Civil Rights Under Law, 1967-1994"

49. George Imongo Kintiba (2013-2014)

History

Dissertation Title: "Encounters, Identities, and Religious Struggle: The Roots of the Revival Churches of the Twentieth and Twenty-first Century Congos"

50. Laounodji Mbairessem (2013-2014)

Communication, Culture, and Media Studies

Dissertation Title: "Healing Narratives and Treatment Approaches in HIV/AIDS Prevention and Management in the Republic of Chad"

51. Stéphanie Laura Mbella Mouéllè (2013-2014)

African Studies and Research

Dissertation Title: "Complex Causality Between Transportation and Human Security: A Special Focus on the City of Douala, Cameroon"

52. Sussie Uzoamaka E. Aham Okoro (2013-2014)

African Studies and Research

Dissertation Title: "International Migration of Igbo Women to the United States, 1995-2012: Brain Drain/Brain Gain or Brain Circulation"

53. Uchenna A. Onuzulike (2013-2014)

Communication and Culture

Dissertation Title: "Ethnic and Transnational Identities in the Diaspora: A Phenomenological Study of Second-Generation Igbo-American Young Adults"

54. Viara Quiñones (2013-2014)

Counseling Psychology

Dissertation Title: "The Relationship of Sociocultural Factors and Psychological Adjustment of International Students of African Descent Attending Historically Black Colleges and Universities"

55. Anta Sane (2013-2014)

Political Science

Dissertation Title: "Gender Inequality in the Process of Public Governance: The Case of the Senegalese Parliament"

56. Rhonda Lavonne Smith (2013-2014)

Nutritional Sciences

Dissertation Title: "Eating Behavior, Dietary Intake, and Weight-Height Status of Amateur Dancers and Non-dancers of African Descent in Nursing and Allied Health Sciences Majors at a Historically Black University"

57. Stephanie J. Stines (2013-2014)

African Studies and Research

Dissertation Title: "Meaningful Involvement of People Living With HIV/AIDS in Tanzania's Structural Approaches to HIV/AIDS Prevention"

58. Kim Dionne Whitehall (2013-2014)

Atmospheric Sciences

Dissertation Title: "Investigating an Automated Method to Explore Mesoscale Convective Complexes in West Africa"

59. Wheeler R. Winstead (2013-2014)

African Studies and Research

Dissertation Title: "South-South Cooperation: The Role of Brazilian Investments in Mozambique's Agricultural Transformation"

APPENDIX 8

DEPARTMENT OF AFRICAN STUDIES (Post-Grad Placements: 2009-2013, with African languages completed)

STEPHANIE STINES (Ph.D., '14) KiSwahili

Stephanie Stines works on HIV-AIDS projects at the Children's Hospital at the National Hospital Center in Washington, DC.

ELANA DENISE ANDERSON (M.A., '09 and Ph.D., '13) Wolof/Peulh

Elana Denise Anderson currently serves as senior artist, consultant, narrator, rehearsal coach, and instructor of Chicago-based Deeply Rooted Productions. She also serves on the faculties of the DC-based Joy of Motion and Baltimore-based Morton Street Dance Centers, and the Princess Mhoon Dance Institute of Silver Spring, MD.

ANITA WHEELER PLUMMER (M.A., '08 and Ph.D., '12) KiSwahili/Chinese

Anita W. Plummer is currently a Visiting Assistant Professor of International Studies at Spelman College in Atlanta. In a/y 2012-2013, she was a Mellon Post-doctoral fellow and Visiting Professor in the Global Studies Program and the African Studies Center at the University of California Los Angeles

CURTIS KIDD (Ph.D., 12) KiSwahili

Dr. Kidd currently holds positions as a Research Analyst with a government regulatory agency and Adjunct Professor at Southeastern University.

YOHANNES HAILE (Ph.D., '12) Tigrinia/Amharic

He is currently engaged in independent research on the Horn of Africa with emphasis on Eritrea.

CARA MOYER-DUNCAN (Ph.D., '11) Zulu

Dr. Moyer-Duncan is currently Assistant Professor in the Institute for Liberal Arts and Interdisciplinary Studies at Emerson College, Boston, MA.

CHIKA EZEANYA (Ph.D. '11) Igbo

Lecturer, Department of Development Studies, National University of Rwanda; Consultant with the World Bank/Ministry of Agriculture in Rwanda, Chika has spent time consulting, working, researching and teaching in several countries spread across three continents. Chika's historical fiction novel *Before We Set Sail* (www.beforewesetsail.com) was one of six shortlisted – out of 250 manuscripts submitted by African writers globally - for the Penguin Publishers Award for African Writing.

LONZEN RUGIRA (M.A., '07 and Ph.D., '11) Kinyarwanda

Upon graduation, he returned to Rwanda, his home country, where he presently teaches at the Center for Conflict Management, at the National University of Rwanda in the duo M.A. programs: Peace and Conflict Transformation, and Genocide Studies and

Prevention. He is also working on a project with the Rwandan National Police, chronicling the history of policing in Rwanda from colonial times to the present. Lonzen also previously worked at one of Rwanda's leading Think Tanks, the Institute of Policy Analysis. He is also a member of the regional team of experts for the East African Community's Peace and Security Department.

FRANCIS WIAFE-AMOAKO (Ph.D., '11) Twi/Ga

His teaching endeavors have spanned the fields of International relations and security, peace negotiation, institutional analysis, and African Politics. He currently resides in Toronto, Canada, and teaches part time at the University of Toronto and Ryerson University in Canada. He also taught at Samford University in Birmingham Alabama, and Montgomery College in Rockville, Maryland. Dr. Wiafe-Amoako is also the Director of The Center for Sustained Domestic Security and Development (CESDOSED). The Center's main goal is institutional design. It collects data and other information to develop appropriate institutions for stability and development in Africa.

MJIBA FREHIWOT (Ph.D., '11) Twi

She is currently Director of Economic Education-NAACP.

MUTHEU MAITHA-BOMBA (Ph.D., '10) Luo

Since leaving Howard University, Mutheu relocated to Zimbabwe with her family and has been actively engaged in the cultural sector in different capacities. Currently, she is the Producer of *Zambezi News* – a satirical news broadcast – which was recently featured at the Third Annual Comic Choice Awards in South Africa and the Goteburg Book Fair in Sweden. In addition, Mutheu is working on a documentary on the creative uses of Zimbabwean dollars (which were removed from circulation in 2008) and a book project that profiles some of Zimbabwe's most outstanding artists.

LANISA S. KITCHINER, (Ph.D., '10) KiSwahili/Arabic

Lanisa served as Associate Director of Howard University's Ralph J. Bunche International Affairs Center until 2013. She was appointed Director of Education and Scholarly Programs at the Smithsonian National Museum of African Art in May 2014.

CHRISTOPHER DANIELS (Ph.D., '10) KiSwahili

Assistant Professor, Department of Political Science, Florida A&M University, Tallahassee, FL.

CASSANDRA ST. VIL (Ph.D., '10) KiSwahili

Current Job Placement: Special Education Teacher (9th Grade Literacy) at KIPP NYC College Prep High School, Bronx, New York.

KARI MILLER (Ph.D., '09) KiSwahili

Kari Miller served on the International Research and Exchanges Board (IREX) as the Project Director of the Washington Fellowship for Young African Leaders, a new initiative sponsored by The White House, State Department, and USAID. Prior to joining IREX, Kari served as the Assistant Director of the Sub-Saharan Africa unit of the

Fulbright U.S. and Visiting Scholar Programs for the Council for International Exchange of Scholars (CIES) division of the Institute of International Education (IIE).

ANYANGO E. REGGY (Ph.D., '09) KiSwahili

Currently, she is an adjunct professor in the Leadership Studies Department at Beulah Heights University in Atlanta, Georgia where she teaches courses on Conflict Management, Cross Cultural Communications, and Gender. She is also the Coordinator for the U.S.-Africa Network, an independent network with the aim of fostering an inclusive international and intergenerational dialogue about priorities and strategies for solidarity with Africa in the United States.

SABELLA ABIDDE (Ph.D., '09) Igbo

Dr. Abidde is currently Assistant Professor at Alabama State University.

WILSON GACHIRI (Ph.D., '09) Kikuyu

Wilson Gachiri currently teaches at Skyline University College, University City of Sharjah, United Arab Emirates (UAE).

SHEBA KANE LO (Ph.D., '09) Zulu/Wolof

Dr. Kane Lo is currently Assistant Professor, Department of Pan African Studies, California State University, Northridge, CA.

VICTOR TEBID (Ph.D., '09) Beti

He currently teaches at Eleanor Roosevelt High School, Greenbelt, Maryland.

CURRENT STUDENTS ALREADY PLACED

ASHANTIE ALFORD (PhD candidate): Central Intelligence Agency (Arabic)

HERBERT FRAZER ABDUR RAHMAN (PhD program): White House National Security Council (Arabic)

AKEEBA MAZE (MA program): K-12 teacher, DC Public Schools System (KiSwahili)

APPENDIX 9

PERFORMANCE MEASUREMENT FORMS

1. Project Goal 1. Statement: Increase by 10%, each year, over a four year period, the number of students graduating from Howard University with advanced proficiency in Kiswahili, Arabic, Amharic, Zulu, Wolof and Yoruba.								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T 1	T2	T 3 T 4
<p>A) By the end of each year, there will be a 20% increase in the number of course offerings in the targeted African language groups.</p> <p>The data will be collected and synthesized by the ASC.</p>	<ol style="list-style-type: none"> 1. Conduct a survey to identify the current needs for African languages in the schools of business, medicine, law and social studies. 2. Develop, in conjunction with the Department of Modern Languages (DWLC), Levels I – IV curricula for Amharic, Zulu and Yoruba. 3. Recruit and hire at least 3 qualified teachers in the targeted African languages. 4. Introduce Zulu, Amharic and Yoruba at Level I by Spring 2015 and Level IV by Fall 2017. 5. Increase by 20% a year the acquisition of African materials from Africa and other relevant print and non-print materials for the HU library system for use by HU departments and area and regional teachers. 6. Participate in the NRC Title VI African Library projects including the Cooperative Africana Microform Project (CAMP). 7. Inform HU Africana librarians about ASA Africana Librarians Council, their microfilming project in West Africa, the digitizing of M.A. theses in Zimbabwe and other collaborations to encourage their participation. 8. Participate in the HU Initiative on Democracy, Markets, Communication and Technology interdisciplinary working groups conferences and lecture series with Africa specific projects. 9. Support the annual HU African Business Conference. 				BL	T 1	T2	T 3 T 4

1. Project Goal 1. Statement: Increase by 10%, each year, over a four year period, the number of students graduating from Howard University with advanced proficiency in Kiswahili, Arabic, Amharic, Zulu, Wolof and Yoruba.								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T1	T2	T3
D) By Fall 2016, establish a formalized instructor/faculty enrichment program to enhance their teaching skills by exposing them to current language pedagogy training for performance-based teaching	<ol style="list-style-type: none"> 1. Conduct a skills assessment of all instructors and faculty engaged in language instruction to determine their proficiency level and developmental needs with regard to performance-based teaching. 2. Develop individualized strategies to reach performance goals for each instructor. 3. Develop a strategy for recruiting and evaluating applicants for tutorial positions, faculty supervision of language tutors, orientation of tutors, developing learning and procedural agreements between learners-tutors-supervisors in the tutorial courses, implementing formative and summative evaluation of tutors and learners in each on-demand tutorial offering, and organizing orientation and mid-year renewal seminars on language pedagogy for tutors by fall 2015. 4. Provide opportunity for instructor, DWLC faculty and on-demand tutors to participate in yearly regional and national collaborative workshops, including the STAMP language proficiency initiatives of the National African Language Resource Center (NALRC) in cooperation with other Title VI NRCs. 5. Provide increased opportunities for ASC language staff and students to take part in regional and national collaborative projects such as NALRC, SCALI, NERCPAL, ASA and WARA/ALMA events. 6. Enhance formal partnerships with <i>Africa Access</i>, the Children's Africana Book Awards (CABA), the DC Center for Global Education and Leadership (CGEL), the African Immigrant and Refugee Foundation, the Georgetown University Middle Eastern Center, Title VI Programs, etc. to enhance teacher training opportunities. 7. Beginning in Fall 2014, establish a one-week residency internship program at the ASC Outreach center for area and regional teachers. 							

1. Project Goal 1. Statement: Increase by 10%, each year, over a four year period, the number of students graduating from Howard University with advanced proficiency in Kiswahili, Arabic, Amharic, Zulu, Wolof and Yoruba.								
2. Performance Measures	3. Activities	4. Data	5. Frequency	6. Data Source	7. Baseline and Targets			
					BL	T 1	T2	T 3
E) Establish a formal system of internal and external evaluation of the African language instructional program, FLAS Fellowship program, and the operations of the ASC and the Outreach Center in serving their constituents.	<ol style="list-style-type: none"> 1. Create an Advisory Council representative of Africanists across the HU faculties and alumni to oversee governance of the ASC and administration of the African language, area studies, library, and outreach programs. 2. Develop and implement an assessment strategy and design the necessary assessment instruments to internally monitor progress annually in cooperation with the HU Office of Institutional Assessment and Evaluation by end of Fall 2014 3. Perform an external evaluation of the language program in Fall 2015. 4. Perform external evaluation of the ASC and outreach Center in Fall 2016. 							

