

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 # P015A140097 P015B140097

Michigan State University

AF

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 06/25/2014	* 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: Michigan State University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6005984	* c. Organizational DUNS: 1932471450000	
d. Address:		
* Street1: Hannah Administration Building	Street2: 426 Auditorium Road, Room 2	
* City: East Lansing	County/Parish: Ingham	
* State: MI: Michigan	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 48824-2601	
e. Organizational Unit:		
Department Name: African Studies Center	Division Name: International Studies & Progra	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mr.	* First Name: Craig	
Middle Name: <input type="text"/>	* Last Name: O'Neill	
Suffix: <input type="text"/>	Title: Sponsored Programs Manager	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 517-884-4275	Fax Number: 517-432-8035	
* Email: agnrproposals@osp.msu.edu		

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

US Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A, 84.015B

CFDA Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001, ED-GRANTS053014-002

* Title:

National Resource Centers Program
Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Michigan State University African Studies Center National Resource Center Program and Foreign Language and Area Studies Fellowship Program

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="634,786.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="634,786.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes No

If "Yes", provide explanation and attach

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:

Craig O'Neill
Sponsored Programs Manager
Office of Sponsored Programs
Michigan State University

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Assefa		Mehretu	

Address:

Street1:	427 N. Shaw Lane
Street2:	Room 100 International Center
City:	East Lansing
County:	Ingham
State:	MI: Michigan
Zip Code:	48824
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
517-353-1700	517-432-1209

Email Address:

mehretu@msu.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Craig O'Neill
Sponsored Programs Manager
Office of Sponsored Programs
Michigan State University



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

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

Name of Institution/Organization

Michigan State 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	129,182	127,246	128,075	128,922		513,495
2. Fringe Benefits	21,005	21,269	21,762	22,276		86,312
3. Travel	20,400	20,400	20,400	20,400		81,600
4. Equipment	0	0	0	0		0
5. Supplies	35,500	37,050	37,050	37,050		146,650
6. Contractual	0	0	0	0		0
7. Construction	0	0	0	0		0
8. Other	53,900	64,200	66,800	57,500		242,400
9. Total Direct Costs (lines 1-8)	259,987	270,164	274,087	266,148		1,070,387
10. Indirect Costs*	20,799	21,613	21,927	21,292		85,631
11. Training Stipends	354,000	354,000	354,000	354,000		1,416,000
12. Total Costs (lines 9-11)	634,786	645,778	650,014	641,440		2,572,018

***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: 7/01/2011 To: 6/30/2015 (mm/dd/yyyy)

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

- (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 _____ %

Craig O'Neill
Sponsored Programs Manager
Office of Sponsored Programs
Michigan State University

Name of Institution/Organization

MICHIGAN STATE UNIVERSITY – N/A

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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						

SECTION C -- BUDGET NARRATIVE (see instructions)

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"/>

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

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

Language	Eligible Now? Y/N	Language	Eligible Now? Y/N
Amharic	N	Shona	Y
Arabic	Y	Somali	N
Bambara	N	Swahili	Y
Chewa	Y	Tshivenda	N
Hausa	Y	Twi	N
Igbo	Y	Wolof	Y
Kinyarwanda	N	Xhosa	Y
Malagasy	N	Yoruba	Y
Mandinka	N	Zulu	Y
Setswana	N		

Information to Meet §602(e) Statutory Requirements

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

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

PLEASE SEE ATTACHED STATEMENT.

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

PLEASE SEE ATTACHED STATEMENT.

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:

Name/Title of Authorized Representative (Printed):

Title:

Signature:

Date:


Craig O'Neill
Sponsored Programs Manager
Office of Sponsored Programs
Michigan State University

Telephone:

E-mail:

517-884-4275

Team3@osp.msu.edu

National Resource Centers (NRC) Program

Foreign Language and Area Studies Fellowship (FLAS) Program

Supplemental Information to Meet Statutory Requirements

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:

With nearly 5,000 regular faculty and academic staff, over 1,000 visiting international faculty each year, nearly 48,000 students of which over 5,000 are international students, diversity of perspectives and the existence of a wide range of views is a natural and inevitable occurrence at Michigan State University. The African Studies Center nevertheless exercises a great deal of deliberation in doing its part to foster and sustain intellectual diversity through the careful selection of the nearly 50 events we sponsor on campus each year. Additionally, we host visiting scholars, speakers, legislators, medical and agricultural professionals, and artists from around the world, each of whom brings to our campus a unique point of view and set of beliefs. We believe in taking time to allow many different voices to be heard, and foster discussion through core faculty meetings, colloquium presentations and talks, performance opportunities, teacher training and best practice sharing sessions, and a wide variety of outreach programming focused on different segments of our community (students, graduate students, families, K-12 educators, the elderly, etc.) We assume as one of our primary responsibilities the enrichment of intellectual discourses on campus by facilitating faculty and student engagement with the wealth of ideas in the intellectual marketplace vying for attention. This sensibility and appreciation for the pedagogical necessity of diverse perspectives will likewise underpin all our programming.

A description of how the application 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.

MSU teaches 13 languages on the Department of Education's list of priority languages, some of which likewise appear on the lists of the U.S. Department of Agriculture, U.S. Department of Commerce, U.S. Department of Defense, U.S. Department of Health and Human Services, U.S. Department of Labor, U.S. Department of State and the U.S. Department of Treasury. We widely publicize via print and digital media the availability of, and recruit students to engage with these languages. Concomitantly, ASC encourages its students, as is consistent with the larger MSU land grant tradition of service, to use the lessons of the classroom to address the pressing problems of community, state and nation. Undergraduate and graduate students in our program will receive specific, targeted information about career opportunities in government services, education, business and the non-profit sectors.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Craig O'Neill	TITLE Sponsored Programs Manager
APPLICANT ORGANIZATION Michigan State University	DATE SUBMITTED 6/23/2014

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

(See reverse for public burden disclosure.)

1. Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	3. Report Type: <input type="checkbox"/> a. initial filing <input checked="" type="checkbox"/> b. material change For Material Change Only: year _____ quarter _____ date of last report _____
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known: Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: National Resource Centers/Foreign Language Area Studies Fellow. CFDA Number, if applicable: <u>84.015A/B</u>	
8. Federal Action Number, if known:	9. Award Amount, if known: \$ N/A	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A Completed per agency request; MSU has not lobbied for these funds.	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature: <u></u> Print Name: <u>Craig E. O'Neill</u> Title: <u>Manager, Office of Sponsored Programs</u> Telephone No.: <u>517.884.4275</u> Date: <u>6/25/14</u>	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

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ABSTRACT

The Michigan State University (MSU) commitment to Africa began over 55 years ago with the bold step of partnering with the future Nigerian president Nnamdi Azikiwe in founding the University of Nigeria-Nsukka, the first indigenous university in that country. MSU contributed 200 faculty years to that decade-long exercise. Today, as in the past, merging theory and praxis, classroom and community, academic excellence and social activism remains the hallmark of an MSU education. MSU is among the country's largest producers of Peace Corps volunteers and is a national leader in study abroad participation. This year approximately 3000 students will participate in over 275 MSU study abroad programs in 60 countries. Of those opportunities, 24 are in Africa. MSU has the leading and largest faculty of African Studies in the nation, offers more courses, and conducts more development work in Africa than any other university. MSU ranks 2nd in PhD dissertations on Sub-Saharan Africa and 4th for dissertations on Africa 1988-2014. Ours is a highly cooperative venture that produces a seamless web of opportunities for faculty and students to engage Africa in the classroom, via extra-curricular cultural events, in social activities with local African community groups, in internships with social service agencies, in study abroad programming and, especially, in conducting research in Africa. Michigan State is a comprehensive university, with arguably the strongest as well as the largest African studies program in the nation, because of broad offerings in the African arts and humanities (art, literature, languages, film, music, dance, philosophy, religion), strong programs in the social sciences and a broad range of professional schools, and it remains ever mindful of its mandate to discover practical uses for theoretical knowledge and to speed the diffusion of information from laboratories to classrooms and to communities of need. The African Studies Center (ASC) has played a key role in lowering the barriers between academic units, between students and faculty, and in bringing talent from across campus into productive cooperation. MSU has the nation's most comprehensive African studies outreach program and provides a wide range of services to K-12 schools, community colleges, minority serving institutions, government, the media, and business.

ASC proposes to strengthen African studies at MSU, within Michigan, regionally, nationally, and internationally inspired by the theme "Reaching Out." With this inspiration we will build upon our African studies leadership experience and outreach expertise through five new initiatives. First we will strengthen the undergraduate, graduate, and professional school African studies curricula by revising and enhancing the undergraduate major and changing the undergraduate specializations to minors; by developing the African studies graduate specializations and concentrations; and by working with professional schools and interdisciplinary programs to refine and expand their options for African studies. Second we will work with CLEAR and with universities in Michigan and in the Midwest to offer a wider range of African languages and to provide greater access to advanced level African language courses through video conferencing courses. Third we will expand our already extensive outreach programs to K-12 schools, community colleges, minority serving institutions, government, media and business. Our research and outreach efforts will include working with Michigan State University Press on the establishment of 4 new publication series. Fourth we will continue to broaden our library services to MSU students and faculty and to those studying Africa regionally, nationally, and internationally. Fifth we will strengthen our evaluation system. Over the next four years, with demonstrated support from the highest levels of the administration, ASC will further expand its leadership role, making MSU an ideal site for training the next generation of African experts be they academicians, policy-makers, or applied practitioners.

Acronyms

Units or programs of Michigan State University are indicated in italics.

AASP	<i>Association of African Studies Programs</i>
AAAS	<i>African American and African Studies Program</i>
ABNE	African Bio-safety Network of Expertise
ACAL	Annual Conference on African Linguistics
ACTFL	American Council on the Teaching of Foreign Languages
AFRE	<i>Department of Agricultural, Food and Resource Economics</i>
ALC	Africana Librarians Council, a Sponsored Organization of the African Studies Association
ALMA	<i>African Language Material Archives</i>
ALP	<i>African Language Program, MSU</i>
ALTA	African Language Teachers Association
AMP	<i>Africa Media Program, a project of the Africa Studies Center at MSU</i>
ASA	African Studies Association, national association of Africanist scholars
ASC	African Studies Center, MSU
ASN	Asian Studies Center, MSU
CAMP	Africana Materials and Preservation
CANR	<i>College of Agriculture and Natural Resources</i>
CASID	<i>Center for Advanced Study of International Development, MSU</i>
CC	Community College
CeLTA	Center for Language Teaching Advancement
CERC	<i>Community Evaluation and Research Collaborative</i>
CIBER	Center for International Business Education and Research
CICALS	Consortium for Inter-institutional Collaboration in African and Latin American Studies
CIC	Committee on Institutional Cooperation, an alliance of Big Ten Universities and the Univ. of Chicago
CLACS	<i>Center for Latin American and Caribbean Studies, MSU</i>
CLEAR	<i>Center for Language Education and Research</i>
CRL	Center for Research Libraries
DDRA	Doctoral Dissertation Research Abroad, a U.S. Department of Education Fulbright-Hays program
DOD	Department of Defense
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies
FLTAs	Fulbright Foreign Language Teaching Assistants
GECP	<i>Global Educators Cohort Program</i>
GenCen	<i>Center for Gender in Global Context</i>

GLAS	<i>Global and Area Studies</i>
GPA	Fulbright-Hays Group Projects Abroad, a program of U.S. Department of Education
GTAs	Graduate Teaching Assistants
H-Net	H-Net (Humanities & Social Sciences Online), an international interdisciplinary organization of scholars and teachers that resides at MATRIX (MSU)
HBCUs	Historically Black Colleges and Universities
IAH	<i>Integrative Studies in Arts and Humanities</i>
IGS	<i>General Sciences</i>
IRIS	International Resource Information System, US/ED online data reporting system
ISS	<i>Integrative Studies in Social Sciences</i>
ISP	<i>International Studies and Programs, MSU</i>
JMC	<i>James Madison College, an honors college focused on public affairs and international relations</i>
KVCC	Kalamazoo Valley Community College
LATTICE	Linking All Types of Teachers to International Cross-cultural Education
LLT	<i>Language Learning and Technology</i>
LRC	Language Resource Centers as designated by U.S. Department of Education
LCTL	Less Commonly Taught Languages
LCTL Base	Less Commonly Taught Languages Database
MATRIX	<i>The Center for Humane Arts, Letters, and Social Sciences Online</i>
MGAC	Michigan Global Awareness Consortium
MIIE	Midwest Institute for International and Intercultural Institute
MRLT	Michigan Research Libraries Triangle
MSU	<i>Michigan State University</i>
MSU CIBER	<i>Center for International Business Education and Research</i>
MSU-LCTL	<i>Less Commonly Taught Languages Program</i>
MSUL	<i>Michigan State University Libraries</i>
NALRC	National African Language Resource Center
NCSA	National Consortium for Study in Africa, headquartered at MSU's ASC
NEPAD	New Partnership for Africa's Development
NRC	National Resource Center
NCSS	National Council for the Social Studies
NCTE	National Council of Teachers of English
OPI	Oral Proficiency Interview, developed by ACTFL
OSA	<i>Office of Study Abroad, MSU</i>
RCAH	<i>Residential College in Arts and Humanities, an Honor College focused on liberal, visual and performing arts</i>
SAS	<i>Specialization in African Studies at MSU</i>

SSRC	Social Science Research Council
STEM	Science, Technology, Engineering and Math
<i>TAP</i>	<i>Teaching Assistance Program, for Graduate Teaching Assistants</i>
TE	Teacher Education
<i>TPP</i>	<i>Tanzania Partnership Program</i>
UG	Undergraduate
US/ED	U.S. Department of Education
WARA	West African Research Association

COMMITMENT TO THE SUBJECT AREA

I.A.1 Support for Operations: African Studies is a point of pride at MSU and is prominently featured in materials that showcase the university's excellence. Eighty percent of MSU's international activities involve Africa. University support comes in a variety of forms: spatial, temporal and financial. ASC's centrality is evident in its space allocation: a suite of 7 large private offices, 4 semi-private work stations, a conference room, a public assembly area, copy room and kitchen, storage rooms, a separate suite for the MasterCard Foundation program, work stations for associated staff, display cabinets, and proprietary access to 8 classrooms, conference and public function spaces. The Tanzania Partnership Program (TPP) has its own office suite. The Department of Linguistics and Languages provides office and classroom space for African language staff, and the Central Library provides space for the Africana Collection, Archives and its staff. During the past year MSU supported visits to Africa by our Provost, the Deans of International Studies and Programs (ISP), the College of Social Sciences, the College of Veterinary Medicine, the College of Human Medicine, the Honors College, and the College of Nursing, the Directors of eight internationally focused centers and institutes, as well as ASC senior leadership. Direct financial support is detailed in Tables 1&2.

As a premier unit of ISP, the hub of international endeavors at MSU, ASC receives immense support. ISP services include coordinating 22 internationally focused centers, supporting international academic programs, internships and 24 study abroad programs in 10 African countries, processing international students and scholars, overseeing volunteers for international programs, funding research and travel abroad, coordinating evaluation, and monitoring MSU Global partnerships. ISP's annual budget exceeds \$4.8 million, with Africa by far receiving the largest share.

TABLE 1			
Expenditures for Africanist Activity in the Center and Colleges			
	2010-11	2011-12	2012-13
1) African Studies Center staff and operations			
Center Personnel (includes benefits)	\$549,334	\$512,088	\$ 541,571
Center Faculty (includes benefits)	\$213,134	\$183,167	\$140,961
2) African Studies Center Operations (S&S)	\$46,045	\$54,096	\$55,448
Total, African Studies Center Staff and Operations	\$808,513	\$749,351	\$737,980
African Studies Faculty Salaries (includes benefits)	\$8,892,8895	\$9,052,104	\$9,742,850
3) Africana Library Support			
Africana Library Personnel (includes benefits)	\$319,000	\$327,250	\$334,125
Africana Library Acquisitions	\$267,759	\$308,851	\$340,554
Total, Africana Library Support	\$586,759	\$636,101	\$674,679
4) Linkages with Institutions in Africa			
	2010-13		
Tanzania Partnership	\$1.25 million		
Malawi Linkage	\$167,225		
Strategic Travel Funds	\$75,000		
HED/Malawi	\$260,000		
5) Center Outreach Activities			
	2010-13		
African Activist Archive Project	\$63,000		
LATTICE	\$21,000		
Outreach GPAs, NEH Summer Institute	\$453,840		
6) Fellowship, Scholarship and Travel Support for Students			
Graduate Office Fellowships	\$35 million (17,211 students)		
University Fellowship Programs	\$7.85 million (248 students)		
Dissertation Completion Fellowships	\$2.75 million (493 students)		
King-Chavez-Parks Fellowships	\$350,000 (10 students)		
Travel funding (to present research at professional conferences)	\$440,042 (1,490 students)		
Graduate Student Research Enhancement Awards	\$314,178 (396 students)		

ASC is also supported by programs that bring African students and scholars to MSU. Each year the MasterCard Foundation Scholars Program admits with full funding 30 students from Africa.

These students have demonstrated academic talent, are economically disadvantaged and are committed to Africa's development. Additionally, MSU implements the USAID funded Borlaug Higher Education Agricultural Research and Development Program that brings African graduate students to MSU and other U.S. universities.

1.A.2 Teaching Staff: MSU has over 200 Africanist faculty members in 13 colleges. Budgets for Africanist faculty by college are provided in Table 2.

TABLE 2	
MSU Support for Faculty by College*	
	2012-13
College of Agriculture and Natural Resources	\$ 8,289,064
College of Arts and Letters	2,546,815
College of Business	517,303
College of Communication Arts and Sciences	610,624
College of Education	615,900
College of Human Medicine	768,360
James Madison College	1,506,316
College of Natural Science	847,962
College of Nursing	132,171
College of Osteopathic Medicine	1,496,202
College of Social Science	6,856,179
College of Veterinary Medicine	597,182
International Studies And Programs	220,325
	\$ 25,004,403
*Salaries include fringe benefits.	

1.A.3: Library Resources: MSU has one of the largest Africana library collections in the nation. Support for Africana library staff and acquisitions continues to increase despite university cutbacks elsewhere. Library staff include two full-time Ph.D. trained Africana specialists, one FTE cataloging librarian, one FTE in acquisitions and 0.5 FTE student.

1.A.4: Linkages with Institutions Abroad: MSU maintains seven project offices in Africa (Burundi, Kenya, Mali, Mozambique, Rwanda, Tanzania and Zambia) to coordinate MSU research initiatives on the continent. MSU Global partnerships include 52 formal linkage agreements with institutions in Africa. Examples of MSU investments in Africa include securing a \$3 million

MRI machine for Malawi, the only such piece of equipment in that or neighboring countries. To maximize effective use, MSU built climate-controlled housing for the machine, trained local radiologists and established a satellite connection enabling real time consultation between radiologists in Malawi and East Lansing. MSU has also invested heavily in the Tanzania Partnership Program, in the USA-Africa Cultural Heritage Strategic Partnership, and in MATRIX, the Center for Humane Arts, Letters & Social Sciences Online, the creator and host of the African Online Digital Library and the H-NET family of scholarly networks. MSU has a formal linkage agreement with The New Partnership for Africa's Development (NEPAD); the only university with such a relationship; and was instrumental in securing B&M Gates Foundation funding to initiate the African Bio-safety Network of Expertise (ABNE) in Ouagadougou, a continent-wide network of experts on bio-safety systems; including food and environmental safety, socio-economic impact, and intellectual property issues. MSU trained the entire staff of ABNE.

1.A.5 Outreach Activities: MSU provides support for Linking All Types of Teachers in International and Cross-cultural Education (LATTICE), in-service programming for teachers as well as for the African Activist Archive project that makes available documents about the anti-apartheid movement in the U.S. In addition the MSU Department of Teacher Education (TE collaborates with ASC on pre-service orientated projects.

1.A.6 Support for Qualified Students: Over 500 students received MSU support for study and research on Africa between 2010 and 2014. Support included fellowships, scholarships, and travel awards (See Table 1; Totals are for all world areas; Specific breakdowns are not available but support for Africanist students predominates).

1.B.1 Support for Students in African Studies Fields: MSU provides substantial support for students in African studies fields (See Table 1; Totals are for all world areas; Specific breakdowns are not available but support for Africanist students predominates).

QUALITY OF CURRICULUM DESIGN

2.A.1 Incorporation into Baccalaureate Degree Programs: Courses with Africa content exist across the curriculum at MSU. There are eight formal options for incorporating African Studies into undergraduate degree programs: (1) Undergraduate Major in Global and Area Studies-Africa Track, within the College of Social Science, (2) Undergraduate Specialization in African Studies, 3) Undergraduate Minor in African American and African Studies, 4) Undergraduate minor in Muslim Studies within James Madison College (JMC), 5) Undergraduate major in Arabic, 6) Undergraduate minor in Arabic, 7) Additional major in Arabic, and 8) the Teacher Education (TE) disciplinary teaching minor in Arabic. Other opportunities for undergraduates include the use of Africa-experiences (supervised research, study abroad, internships) to satisfy the capstone requirement of degree programs, the intensive study of Hausa, Swahili or Arabic to fulfill the World Language fluency requirement, or combining the undergraduate Africa-specializations with one or more majors to create novel baccalaureate options. The Global Educators Cohort Program in the School of Education requires courses that range from 25-100% Africa content and two study abroad experiences. The remaining requirements may be met with African language study and/or an Africa focus in an academic major. An Africa focus is possible in many other minors including the international business minor in the Broad College of Business. The Department of Plant, Soil and Microbial Sciences offers an undergraduate specialization in international agriculture in which most requirements may be fulfilled with African studies courses.

Table 3 Undergraduate Options	
<p><i>Major in Global & Area Studies (GLAS) – Africa Track</i></p> <ul style="list-style-type: none"> ☛ Minimum of 8 non-language GLAS-Africa courses ☛ Course from GLAS list of introductory courses ☛ Course from GLAS list of survey courses ☛ Tier II required writing course ☛ Second-year proficiency of relevant African or research Language ☛ Capstone Experience (Paper based on Research, Study Abroad, Internship) 	<p><i>Specialization in African Studies (AS)</i></p> <ul style="list-style-type: none"> ☛ Minimum of 8 non-language AS courses ☛ Successful completion of 2 foundational courses ☛ 3 or more courses from AS list of core courses ☛ 3 or more from AS list of elective courses ☛ Tier II required writing course ☛ 2-year proficiency in African or research Language ☛ Capstone Experience (Paper based on Research, Study Abroad, Internship)
<p><i>Minor in African American and African Studies (AAAS)</i></p> <ul style="list-style-type: none"> ☛ Minimum of 7 non-language courses ☛ Selection of Option A (Politics and Societies) or Option B (Humanities and Culture) ☛ 3 - 4 courses from either category from AAAS list of approved courses ☛ 3 additional AAAS electives, outside student major, outside chosen AAAS option 	<p><i>Major in Arabic</i></p> <ul style="list-style-type: none"> ☛ All of the following courses (24 credits): ARB201, ARB202 Second-Year Arabic ARB301, ARB302 Third Year Arabic ARB401, ARB402 Fourth Year Arabic Students with intermed. or advanced-level Arabic may substitute ARB 451 Advanced Arabic Reading or ARB 452 Advanced Arabic Writing for any of the courses above. ☛ ARB460, ARB461 ☛ At least 3 credits from a list of advanced Arabic and Islamic Studies courses. ☛ Completion of a capstone experience. ☛ A cognate of 12 credits from within the College of Arts and Letters.
<p><i>Minor in Arabic</i></p> <ul style="list-style-type: none"> ☛ Minimum of 16 credits incl.: ☛ ARB202 Second-Year Arabic II ARB301 Third Year Arabic I ARB 302 Third Year Arabic II ☛ ARB460 or ARB461 ARB 361 or 362 may be substituted for lower level courses. 	<p><i>Additional Major in Arabic</i></p> <ul style="list-style-type: none"> ☛ All of the following courses: ARB201, ARB202 Second-Year Arabic ARB301, ARB302 Third Year Arabic ARB401, ARB402 Fourth Year Arabic ARB460 or ARB461
<p><i>Department of Teacher Education Disciplinary Teaching Minor in Arabic</i></p> <ul style="list-style-type: none"> ☛ Complete a minimum of 20 credits from the following: ☛ All of the following courses: ARB201, ARB202 Second-Year Arabic ARB301, Third Year Arabic I Students with intermediate or advanced-level Arabic can substitute ARB 351, 352, 361, or 362 for any of the courses above. ☛ ARB460 or ARB461 ☛ LLT 307 Second and Foreign Language Teaching 	<p><i>Minor in Muslim Studies</i></p> <ul style="list-style-type: none"> ☛ 2nd year level competency in Arabic or Swahili or other approved language. ☛ 5 courses with Muslim or Islamic content from approved list of Arts and Humanities and Social Sciences courses with at least one from each list.

2.A.2. Appropriateness of Undergraduate Requirements: The requirements for African studies majors, minors, specializations and language programs result in high quality undergraduate training. These programs are regularly reviewed for appropriateness by university, departmental and ASC Core Faculty committees.

2.A.3: Graduate Programs: There are four formal options for the study of Africa in graduate programs: (1) MA Concentration in African Studies, (2) MA in AAAS, (3) PhD Graduate Certificate in African Studies, (4) PhD in AAAS (Table 4). Additional graduate options include the formal combination of African Studies Graduate Specialization, concentration or certificate programs with a host of MA, PhD and professional programs.

Table 4 Graduate Options	
<p><u>MA in African American & African Studies (AAAS)</u></p> <ul style="list-style-type: none"> ✔ Minimum of 10 courses ✔ 2 or more courses addressing critical theory ✔ 6 or more electives pertaining to area of specialization ✔ Foreign language reading comprehension ✔ Successful completion of comprehensive examination 	<p><u>MA Concentration in African Studies (AS)</u></p> <ul style="list-style-type: none"> ✔ Minimum of 4 graduate courses from AS list ✔ Include core courses from at least 2 academic departments ✔ Obtain minimum grade of 3.0 in each course ✔ Completion of MA or MS thesis concerning Africa ✔ Approval of ASC Director
<p><u>PhD Graduate Certificate in African Studies (AS)</u></p> <ul style="list-style-type: none"> ✔ Minimum of 5 graduate courses from AS list ✔ Core courses from at least 3 academic departments ✔ One ASC Interdisciplinary Seminar ✔ Completion of PhD dissertation concerning Africa ✔ Approval of ASC Director 	<p><u>PhD in African American & African Studies (AAAS)</u></p> <ul style="list-style-type: none"> ✔ Minimum of 10 courses ✔ Successful completion of 4-course foundation sequence ✔ 1 or more courses on research methods ✔ 4 or more courses in area of specialization ✔ Second-year oral proficiency of an African Language or advanced reading proficiency of a research language ✔ Successful completion of 2 comprehensive examinations ✔ Successful completion and defense of dissertation

2.A.4 Appropriateness of Graduate Requirements: The graduate training options noted in Table 4 have long produced professionals of the highest quality, fluent in African languages, with deep knowledge of Africa's historical and contemporary context, and well steeped in cutting

edge research methods. The language program at MSU is well known for its rigor and our graduate students in anthropology, history, and numerous other programs are expected to reach advanced levels of fluency.

2.A.5 Training Options for Students from a Variety of Disciplines and Fields: With 428 academic programs, 131 doctoral programs, and 153 masters programs MSU offers endless opportunities to combine the study of Africa with the study of any profession. Likewise, with over 60 research and development projects in Africa, MSU provides unparalleled opportunities for hands-on training. Our History Department offers a Ph.D. specialty in “African History.” English offers concentrated study in “African and African-American Literature” and in “Postcolonial and Africa Diaspora Studies” in literature and film. Political Science offers a research specialization in African politics. The Department of Agricultural, Food and Resource Economics (AFRE) requires Africa-focused courses of most of its Ph.D. candidates. AFRE also maintains permanent faculty and field offices in Africa. The College of Human Medicine offers a specialization in parasitic diseases that requires five courses with 65% or more Africa content. Our Teacher Education program (ranked #1 for the past 20 years by *U.S. News and World Report*) has a long history of collaboration with ASC. Assistant Director Dr. John Metzler has helped design a variety of Africa-focused TE programs over the years, including required courses, various study abroad initiatives, and local and Africa-based internship programs. ASC has also collaborated with other area and international centers in furthering the aims of the *Global Educators Cohort Program (GECP)*, a program for students committed to developing international competency as part of their TE degree program.

2.B.1 Academic and Career Advising: MSU maintains a robust, multi-tiered, professionally staffed and highly coordinated advising program with offices and drop-in service centers in campus residences, in departments and in college offices. The centralized office of Student Academic Affairs provides for the advising needs of undergraduates who have yet to declare majors. Those who have declared rely more heavily on the relevant college, department or program advising staff. Each of our three small residential colleges, James Madison College (public affairs), Lyman Briggs (sciences and humanities), and the Residential College in Arts and Humanities, provides advising services to its students. The Honors College also provides academic advising services. The Office of Supportive Services provides comprehensive assistance to TRIO Student Services (a set of federally-funded programs for students from disadvantaged backgrounds). Graduate and professional school students have access to faculty, academic and career advising within their departments and schools. The Lear Corporation Career Services Center provides all undergraduate students with individualized career planning and advice, and connects them with employers and alumni for career opportunities in various fields. ASC complements this network by providing Africa-specific advising via informational open houses at the Center, spring and fall study abroad fairs, annual campus wide 'Africa Week' programming, monthly Africa-in-the-Dorm events, panel discussions and focus groups, as well as daily one-on-one sessions with interested students on a drop-in basis. Additionally, we collaborate with MSU CIBER to maintain a database of business and internship opportunities in Africa. In 2010 we launched Facebook and Twitter to more effectively engage with current students and alumni, and to link them to our interactive web-based, Africa focused services.

2.B.2 Study and Research Abroad: MSU is ranked #4 in the nation for study abroad participation and #1 for short term study abroad. Over 200 students participate in 24 or more programs in

Africa per year. Our programs are 75% faculty-led, in-depth programs that satisfy degree requirements. The ASC directorate, in conjunction with core faculty members, encourage the involvement of students in intensive African Language programs each summer. MSU's Office of Study Abroad (OSA) staff includes a director, an associate director (who also coordinates study abroad in Africa), two assistant directors, seven study abroad coordinators, twelve other staff members, and seven peer advisors. OSA provides 12 types of financial need and merit awards and two types of merit awards for study abroad. OSA also sponsors research on study abroad. In 2011-12, 13% of MSU study abroad students studied in Africa compared to the 4.5% national average (source: IIE Open Doors).

TABLE 5
Study Abroad Courses 2013-2015

Ghana – Public Health in Ghana

Kenya

- Behavior Ecology of African Mammals
- Building Partnerships for Orphaned and Vulnerable Children in West Kenya
- Society and Ecology in Kenya
- Internal Medicine

Madagascar – Paradise in Peril? Exploring Madagascar's Biodiversity Crisis

Malawi

- Development and NGOs: Internships in Malawi
- Clinical Tropical Medicine Electives

Mali -Ethics and Development in Mali: Dialogue and Reconciliation

Morocco – Arabic Overseas Flagship in Morocco (academic year, capstone)

- Arabic Overseas Flagship in Morocco (summer)
- Arabic Overseas Flagship in Morocco (summer capstone)

South Africa

- Animal Systems in International Development
- Conservation and Biodiversity in South African Parks and Nature Reserves
- Cross-Cultural Teaching in South Africa
- Education, Society and Learning in South Africa
- Environment and Environmental Justice in South Africa
- Expressive Arts, Cultural Heritage and Museum Studies in South Africa
- Food Agriculture and Natural Resources in South Africa
- From Every day to Epic: South African Leaders and Legends
- Independent Studies in South Africa
- International and Comparative Dimensions of Business
- Internships in Cape Town
- Labor Relations/Human Resources in South Africa
- Race Relations
- Research and Action in the New South Africa
- South Africa Women's Activism in Achieving Political Equality
- University of KwaZulu-Natal

Tanzania

- Food, Nutrition and Health
- Information and Communication Technologies for Development in Tanzania
- Intensive Swahili
- Sustainable Community Development in Tanzania
- Teaching Global Studies in the Humanities and Social Sciences

Uganda

- Evolution of Uganda's Forest Biodiversity: Apes to Aves

2.B.3 Other Institutions' Study Abroad and Summer Language Programs: ASC and other MSU units publicize and encourage participation in study abroad and summer language programs of other institutions. As a member of the Committee on Institutional Cooperation (CIC), a consortium of the Big Ten universities plus the University of Chicago, MSU students enjoy access to courses at 12 member institutions, as well as travel and tuition support. Many students take advantage of these opportunities. ASC also works with the other African NRCs to design, coordinate and publicize summer offerings in the US and in Africa.

QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A.1 Quality, Extent and Variety of Course Offerings: During the 2012-13 academic year, 43 departments and programs at MSU offered on-campus courses with Africa-content. 100% Africa courses can be found in AAAS, arts and letters, anthropology, educational administration, English, fisheries and wildlife, geography, history, history of art, human medicine, human nutrition and foods, internal medicine, linguistics, management, marketing, music, philosophy, political science, religious studies, social work, telecommunication, teacher education, zoology, the integrative studies programs in biological science, the social sciences, and the arts and humanities, as well as in the curriculum of JMC and RCAH and the master of business administration program. Additionally, courses with 50% or more Africa-content are provided by the departments of community sustainability, plant, soil and microbial sciences, and sociology. The depart-

ments of agricultural economics, agriculture and natural resources, animal science, criminal justice, economics, French, journalism, plant biology, and the schools of law and veterinary medicine offer additional courses. Over the past two years MSU offered 44 for-credit summer courses in Africa sponsored by AAAS, the College of Arts and Letters, the Master of Business Administration program, JMC, RCAH, the College of Social Science and the departments of anthropology, English, fisheries and wildlife, history, human medicine, human nutrition and foods, management, marketing, social work, teacher education, telecommunication, and zoology, as well the integrative studies programs in the social sciences and in biological sciences.

3.A.2 Courses in Professional Schools: MSU currently offers Africa-content courses in professional programs in agriculture, education, journalism, law, marketing, medicine, museum studies, public health, telecommunications, and the MBA program. ASC with MSU CIBER hosts regular seminars with Africa-content for business students and business managers in the greater Lansing area. Faculty-led research projects and development initiatives in Africa also provide options for professional training in the areas of law (environmental protection, bio-safety, counterfeiting, intellectual property rights, international criminal justice) engineering (solar energy, biomass, bio-economy, water management, water quality) climate change (GIS, mapping and modeling, carbon sequestration, ground cover modification), veterinary sciences (impact of environmental change on disease and animal migration patterns, human-animal disease transmission) telecommunications (computers for educational use in isolated areas, health education), medicine (HIV/AIDS, malaria, tuberculosis, infectious diseases) and education (higher education administration, curriculum design, teacher education, service learning).

3.B Depth of Specialized Coverage: MSU has perhaps the best African history program in the nation, offering over 15 courses a year taught by six Africanist historians within the department

and additional courses within the integrative studies program in the social sciences, and the integrative studies program in the arts and humanities, as well as summer courses in Africa. The AAAS program and the departments of anthropology, English, human medicine, philosophy, political science, and sociology each offer 4 or more Africa-focused courses annually, as well as field based studies in Africa. The Museum Studies Program offers courses that move students systematically from introductory to advanced levels of understanding, complemented by summer courses and internships in African museums.

3.C Interdisciplinary Courses: Over 20 years ago MSU established Integrative Centers for studies in the Humanities (IAH), Social Sciences (ISS) and the General Sciences (IGS). Each center has dedicated faculty and has developed a repertoire of interdisciplinary courses from which undergraduate students select an appropriate mix as a requirement for graduation. Fourteen IAH and ISS courses have significant Africa content. The three integrative studies courses that are 100% Africa focused collectively attract 850+ students each year. Additionally MSU has two interdisciplinary residential honors colleges with significant Africa programming and courses. JMC, with a focus on public affairs and international relations, is home to a number of ASC Core Faculty members and possesses an integrative curriculum that organically moves Africa into discussions of global affairs. RCAH with its focus on liberal, visual and performing arts, is headed by, and staffed with several ASC core faculty members. It frequently hosts African artists-in-residence, exposes the campus to African art in its galleries and has woven the African arts and humanities into its interdisciplinary curriculum. RCAH also has the most rigorous undergraduate foreign language requirement on campus: functional fluency. Students may, and do use African languages to fulfill that requirement. At both the undergraduate and graduate level interdisciplinary units such as AAAS, Center for Gender in Global Context (GenCen), The

Center for Advanced Studies in International Development (CASID), and Muslim Studies offer Africa related programs that include a range of interdisciplinary options for graduate and professional school students.

3.D.1 Number of Faculty: MSU currently has over 200 Africanist faculty members in 45 departments. Between 2012 and 2014 nineteen new Africanist faculty members were hired. (See: Appendix B). There is an active search for a new ASC director. Bethany Wilinski (tenure stream in TE) was recently hired to direct educational initiatives in the Tanzania Partnership Program.

3.D.2 Training for Instructional Assistants: With the exception of the Integrative Studies courses, most Africa-focused classes are small and are taught by tenured or tenure-track faculty. Graduate Teaching Assistants (GTAs) for large courses are mostly restricted to conducting discussion groups under the supervision of faculty members. There are university wide hiring, training, monitoring, mentoring and evaluation protocols for GTAs that are rigorously enforced. There are also layers of institutional assistance, training opportunities, workshops on every aspect of teaching, as well as on personal adaptation to the demands of teaching, coordinated by the professionally staffed Teaching Assistant Program and backed up by the power of a graduate teaching assistants union. The campus wide course assessment system includes administering and analyzing student reviews on each class and instructor. This provides regular feedback on the performance of all GTAs and guidance on areas that may need improvement.

QUALITY OF AFRICAN LANGUAGE PROGRAM

ASC has contributed significantly to the nation's supply of African language speakers, to the availability of state-of-the-art pedagogical materials and to the understanding of second-language acquisition. The ASC African Language Program (ALP) is affiliated with the MSU Less Commonly Taught Languages Program (MSU-LCTL), the Department of Linguistics and Languages

assisted by the Center for Language Teaching Advancement (CeLTA) and with advanced pedagogical support from the Center for Language Education and Research (CLEAR), a Language Resource Center. ALP also collaborates with the National African Language Resource Center (NALRC) and with other Africa NRCs in developing language standards and assessment tools.

4.A.1 African Language Instruction: Over the last four years the African Language Program taught Amharic, Arabic, Bambara, Chewa, Shona, Hausa, Igbo, Kongo, Kinyarwanda, Mandinka, Malagasy, Setswana, Somali, Swahili, Twi, Wolof, Yoruba, Xhosa and Zulu. Note that 13 of these 19 languages are designated as Priority Languages by US/ED. We will offer three levels of Zulu and an advanced Swahili course to students at the University of Michigan beginning in fall, 2014. MSU students may access the African language offerings of other CIC schools, as well as African language learning opportunities in MSU's study abroad programs, the AASP Group Projects Abroad in Yoruba or Swahili (currently hosted by MSU), the study abroad programs of other universities or by engaging with faculty research teams in Africa.

4.A.2 Language Enrollments: During the 2013-14 academic year 11 African languages at MSU attracted 343 enrollees – not including CIC enrollees or in-country language learners such as study abroad participants, student members of research teams or direct enrollees in language programs in Africa. See Appendix C.

4.B.1 Extent of Language Training in Three or More Levels: Appendix B notes that ASC has offered 3 or more levels in Arabic, Hausa, Mandinka, Swahili, Twi, Wolof, Yoruba, and Zulu. Instruction at the third level and beyond is content based and textual, audio, and visual materials are used. Priority is given to the use of authentic materials appropriate to the disciplinary and research interests of the students.

4.B.2 Courses in Foreign Languages: ARB 460 (Special Topics in Arab Culture) considers topics including colonialism, nationalism, identity, women and diversity and ARB 461 (Introduction to Arabic Literature) is a survey of literature in Arabic. Works from a variety of fields are included in other advanced level African language courses. FRN 416 (French and Francophone Cinema) considers North-African diasporic literatures and cinema. History seminars on oral history (860) and on biography (830) also consider African language texts.

4.C.1 Language Faculty (2012-14): Eight fulltime faculty members teach African languages. One is tenured (Deo Ngonyani) while two others (Brahim Chakrani and Camelia Suleiman) are on the tenure track system. Five teach Arabic and three teach other African languages. They are assisted by part-time tutors and teaching assistants. Galen Sibanda teaches isiZulu and, as language coordinator, supervises instruction in other languages. Jonathan Choti was hired full-time in 2014 to offer fourth year instruction in Swahili and a new IAH course on African languages, literatures, and cultures that we hope will attract additional students to African language study.

4.C.2 Language Pedagogy Training: ALP instructors regularly attend pedagogical workshops organized by CLEAR and CeLTA. Sibanda is active in CeLTA's monthly workshops on developing online classes. ALP instructors also attend African Language Teachers' Association (ALTA) meetings. In addition, each summer ASC sends some of its African language instructors to NALRC professional development workshops (pedagogical, leadership, & Startalk). Sibanda, the African Language Coordinator, meets with language staff weekly and serves as the liaison to the pedagogical output of CLEAR, CeLTA and NALRC. MSU is one of the few U.S. universities that offers teacher certification in Arabic. TE with the Department of Linguistics and Germanic, Slavic, Asian and African languages offers a teaching minor in Arabic and a related master's degree program for certified teachers who wish to add Arabic to their credentials.

4.D.1 Performance-Based Instruction: ASC in collaboration with the Consortium of African NRCs and with valuable input from CLEAR and the network of Language Research Centers has long been at the forefront of developing pedagogical principles for performance-based instruction and demonstrating how these principles can be applied to foreign-language classroom instruction, curriculum design, materials development, and proficiency testing. The MSU Arabic Language Flagship Program gives us even greater resources for continued development of performance-based methods.

4.D.2 Adequacy of Resources: ASC has an abundance of on-campus resources to maintain a state-of-the-art African language program: ISP, the Department of Linguistics and Languages, the MSU-LCTL Program, CeLTA, the Arabic teacher certification program, and CLEAR. MSUL has an excellent collection of African language books, films and other language learning resources. MSU's MATRIX is the host of the African Language Material Archives (ALMA), the largest assemblage of Sahelian language materials. Off-campus ASC is able to call upon the resources of NALRC, the Consortium of African NRCs and ALTA. In coming years, ASC will make greater use of CIC resources to offer additional languages.

4.D.3 Language proficiency requirements: MSU has long administered language proficiency exams to all African language students, using adapted ACTFL guidelines and the new language assessment tools emerging from NALRC. Hosting the Summer Cooperative African Language Institutes 2009-10, being responsible for consistency of pedagogical approach across 18 classrooms, the cohesiveness of the curriculum and clarity of outcome expectation, ALP worked closely with NALRC in establishing proficiency requirements, which in turn led to greater precision in defining academic year proficiency requirements at MSU. The new IRIS reporting requirement has facilitated even greater clarity.

STRENGTH OF LIBRARY

5.A Strength of Library Holdings: MSU Libraries (MSUL) is among the top university collections nationally for Africa, spending about \$340,000 in 2012/13 for materials from and about Africa. The collection comprises 280,000-300,000 print volumes, plus access to well over 10,100,000 digital items. Areas of exceptional strength include Ethiopia, Nigeria, Sahelian countries, Zimbabwe, Kenya, South Africa, Malawi, Tanzania and Zambia. Subjects of particular strength include history, linguistics, politics, education, communications, anthropology, sociology, development, agriculture, popular culture, and health. MSUL digital resources are outstanding and include all available major Africana e-resources, including, a suite of full-text African scholarly journals (SAe-Publications), African Writers Series Online, Corpus de la première littérature francophone d'Afrique noire, Aluka, SALDRU, African Blue Books, World Newspaper Archive, AllAfrica.com archive, British Records on the Atlantic World, Confidential Print Africa, Ethnographic Video Online, Filmmakers Library Online, South Africa (streaming video), Slavery Abolition & Social Justice, Slavery and Anti-Slavery, and comprehensive online citation indexes on Africa. Special strengths include the largest national collection of Liberian newspapers and probably the largest collection in the U.S. of microfilm from the UK National Archives (extensive archives of Kenya, Tanzania, Nigeria). MSUL has strong collections of archives, including: Sahel, Great Lakes of Africa and Ezera (Nigeria) collections; Ahmed Kathrada letters; Kenya Airlift Papers; Papers of David Robinson (Senegal), Harold Marcus (Ethiopia), Donald Wright (Senegambia), John Hunter (Ghana), Eric Crawford (Senegal), James Bingen (Mali), Laurence Robbins (archeology/Kenya, Botswana) and the multi-part African Activist Archives (including Association of Concerned Africa Scholars, George Houser, and Mary-Louise Hooper Papers). There are extensive collections of African posters (950), films, cookbooks, comic art,

and African sports materials.

Close attention is paid to African languages for teaching and research, with very strong holdings in Amharic (1,901), Arabic (6,028), Swahili (1,466), Afrikaans (1,762), Yoruba (399), Hausa (390), Shona (335), Malagasy (255), Tigrinya (219), Zulu (195), Igbo (177), Sotho (199), Somali (146), Xhosa (144), Chewa (131), Fula (123), Ndebele (129), Setswana (174), Wolof (101), Kinyarwanda (94), Twi (89), Ewe (88), Bambara (85), Ganda (96), Mende/Temne (118), other Afroasiatic/Bantu/Niger-Kordofanian (441).

MSUL is committed to maximizing user access via external databases, digital libraries and in-house digitization. MSUL leads a Center for Research Libraries (CRL) Selection Committee on digitizing African newspapers and is involved in library partnership projects with the University of Malawi and the University of Nigeria. Over the next four years, in collaboration with the NRCs Africana Librarians Council, MSUL will be engaged in collection/preservation activities designed to give U.S. audiences access to rare but useful African materials, while simultaneously building the capacity of African librarians and archivists to protect and manage their accumulated intellectual heritage. Through cooperation in collection development, digitization initiatives, reference/ bibliographic and instructional metadata projects and preservation, the NRCs for Africa expand access to critical source material, including newspapers, dissertations, and African archives, that would be otherwise inaccessible to U.S. researchers.

5.A.2 Financial Support for Acquisitions and Staff: The African Studies materials base budget rose from \$208,066 in 2009-10 to \$296,089 in 2012-13, not including the estimated 15% more spent from other funds on packages including Africana. Staff salaries are estimated at \$243,000 without including fringe benefits. The staff include two Africana specialists with Ph.D.s (Joe Lauer, Peter Limb), one FTE librarian in cataloging, one FTE staff in acquisitions and 0.5 FTE

student help. (See Table 1).

5.B.1 Availability of Other Institutions' Research Materials to Scholars at MSU: MSUL is affiliated with: (1) the CIC; (2) CRL; (3) Michigan Research Libraries Triangle; (4) Michigan Electronic Library (50+ Michigan academic and public libraries); (5) ArticleReach Direct, with

TABLE 6 Sample of Grants and Awards (2012-13 exclusively)		
<ul style="list-style-type: none"> 🔦 MasterCard Foundation 21st Century Scholars - \$45.1 Million, MasterCard Foundation 🔦 Guiding Investments in Sustainable Agricultural Intensification in Africa (GISAIA) – \$7.8 Million, Gates Foundation 🔦 Borlaug Higher Education Agricultural Research and Development Program (BHEARD) - \$3.8 Million, Agency for International Development 🔦 Intensive Advanced Kiswahili in Tanzania - \$93,750, US Dept. of Education 🔦 Understanding, Interpreting and Teaching about Africa in the World through the Humanities and Social Studies: Case Study of Tanzania for Pre-Service and Mentor Teachers - \$97,387, US Dept. of Education 🔦 Strengthening Leadership Capacity and Professional Skills: A Woman's Economic Empowerment Program with Tanzania, South Africa, and the United States - \$498,103, US Department of State 	<ul style="list-style-type: none"> 🔦 Low Cost Pest Exclusion and Microclimate Modification Technologies for Small-Scale Vegetable Growers in East and West Africa - \$141,004, Agency for International Development 🔦 Africa in World History Summer Institute - \$172,171, National Endowment for the Humanities 🔦 Borlaug Feed the Future Fellows Kenya - \$59,510, USDA – Foreign Agricultural Service 🔦 Feed the Future Food Security Innovation Lab: Collaborative Research on Grain Legumes - \$7.5 Million – Agency for International Development 🔦 Computerized Cognitive Rehabilitation in Children after Severe Malaria - \$441,876, National Institute of Health 🔦 Malawi – Integrating Nutrition in Value Chains (INVC) - \$186,542, Agency for International Development 🔦 Africa SPS Technical Assistance - \$200,086, US Department of Agriculture 🔦 Modeling Household Food Security Given Climate Change Uncertainty in Zambia and Kenya - \$200,000, Agency for International Development 	<ul style="list-style-type: none"> 🔦 Afrobarometer Expansion Phase: Give Year Plan for Rounds 5 and 6, 2011-15 - \$500,000, MidAmerican Energy 🔦 HED Rwanda - \$800,000, Higher Education for Development 🔦 Study Abroad Program for the Tanzania Partnerships for Sustainable Community Development Program - \$500,00, Gerald and Karen Kolschowsky Foundation 🔦 Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship Program - \$113,674, US Department of Education 🔦 Strengthening Agriculture, Food Security and Nutrition Policy in Mozambique - \$1 Million, Agency for International Development 🔦 Capacity Building for Agricultural Education and Research Project - \$37,430, Virginia Polytechnic Institute 🔦 Assessment of Human And Animal Disease Surveillance Systems in Uganda - \$56,996, North Dakota State University

over 175,000 items. Research materials at other institutions are promptly available to users via above cooperative arrangements, inter-library loan, and online via CRL and Hathi Trust.

5.B.2 Accessibility of MSU's Africana Materials to Users from Other Institutions: MSUL's online gateway and discovery tool provides access to a full range of electronic resources, the online catalogs and searchable materials through databases. In 2012-13 MSUL loaned 74,240 items to non-MSU users. MSUL lends African videos and other formats through MRLT. University of Michigan and Wayne State users enjoy priority document delivery services. All Michigan residents have full access to the MSUL at no cost. Visitors from outside Michigan have free access to electronic resources. MSUL is a net lender of materials nationally and within Michigan.

QUALITY OF STAFF RESOURCES

6.A.1 Quantity and Quality of Staff: ASC's faculty and professional staff members are well qualified for current and proposed center activities and training programs. ASC has 200+ affili-

ated faculty members, representing 19 colleges and administrative units with faculty distributed across 43 academic departments. 72% of ASC faculty occupy tenured or tenure-track positions. Six have been designated University Distinguished Professors. Four have served on the Board of Directors of the African Studies Association; three have

TABLE 7
ASC Center Core Staff (Spring 2014)

Interim Director	Dr. Assefa Mehretu
Assistant Director	Dr. Ann Biersteker
Assistant Director (Outreach)	Dr. John Metzler
Language Coordinator	Dr. Galen Sibanda
Program Administrator	Alicia Rice
Editorial Assistant	Lisa Frugé
Directorate Secretary	Andrea McCulloh
Student Affairs Assistant	Dr. Damaris Choti
MasterCard Scholars Program Manager	Dr. Isaac Kalumbu

served as its national President. Of the 200+ ASC faculty affiliates, 110 have been designated as Core Faculty because of the depth of their teaching and research on Africa. A complete list of awards and grants garnered by faculty would exceed proposal page limits. TABLE 6 above gives a sense of the scale of operation at MSU. The list is not comprehensive but only a selection of activities that secured external funding during the previous year. ASC faculty serve in many

professional capacities. For example, Lisa Cook has served as Senior Economist on the President's Council of Economic Advisers (2011-2012), a Team leader on the Obama Presidential Transition Team (2008-09) and is President-Elect of the National Economic Association (2014). Stephen Esquith currently serves as a consultant to the National Commission for Truth, Justice, and Reconciliation in Mali. Adesoji Adelaja is the director of the Directorate of Economic Intelligence, Office of the National Security Adviser, Federal Republic of Nigeria.

The Core ASC Staff is as knowledgeable, well-trained and as accomplished as any African Studies Center staff in the nation. While an international search for a new director is underway, Interim Director Assefa Mehretu leads the center with the support of James Pritchett who is on leave while President of ASA, but is still engaged in ASC activities. Mehretu is a distinguished professor of geography and has had a lengthy international administrative career. He is aided by Assistant Director Ann Biersteker who has 28 years of African studies administrative experience and 30 years of African studies teaching experience and by Assistant Director John Metzler who has 27 years of experience in African studies outreach and teaching. Language Coordinator Galen Sibanda was trained in language pedagogy and has directed the African language program for 3 years. Program administrator Alicia Rice is an experienced office and financial manager. Damaris Choti coordinates ASC's work with student groups. Lisa Frugé has prepared ASC's publications for 18 years. Andrea McCulloh handles travel arrangements and other projects. Isaac Kalumbu is the Program Manager for the MasterCard Scholars Program.

6.A.2 Professional Development: MSU provides a network of professional development opportunities for faculty and staff. A tuition remission program enables staff to enroll in regular university courses. MSU also provides, free of charge, dozens of professional, procedural, health promotion and life enhancement workshops each semester. Elevate, a newly developed on-line

system, provides MSU staff with thousands of classes, simulations, books and video covering a broad range of professional development topics. Tenured faculty members are eligible for sabbatical leaves after six years of service. ASC expands on these options by convening thematic and area-specific working groups to bring junior faculty into productive mentor relations with senior colleagues. ASC also provides funds via its Strategic Partnership Travel Grants, designed to incorporate younger faculty into MSU's dense network of relationships with African institutions and to assist them in creating their own networks.

6. A.3 Teaching, Supervision, and Advising: At MSU a full faculty annual load is 8 units; typically 4 units of teaching, 1+ research units, one unit devoted to advising and supervising dissertation or thesis work. Outreach that bridges teaching, research, and service is likewise expected.

All ASC faculty members serve as advisors in their home department and are committed to serve as advisors and mentors to students with Africa-interests across campus. The high value placed on faculty-led study abroad experience, service learning models and applied research move education beyond the classroom, intensifying interactions between faculty and students.

6.B.1 Staffing and Oversight Arrangements: ASC is subjected to four levels of oversight. (1) Core Staff meet weekly to confer on upcoming activities, to analyze outcomes of completed activities, and to act upon lessons learned. (2) The ASC Advisory Committee meets monthly. By-laws mandate that this group always includes faculty representing STEM disciplines, humanities, social sciences, professional schools, junior and senior faculty. The Advisory Committee suggests directions, creates subcommittees and insists upon accountability. (3) The core faculty members meet at least once a semester. (4) The Dean of ISP coordinates strategic directions and regularly evaluates the performance of all area studies programs at MSU. (5) The Office of the Vice President for Research conducts an annual review of all MSU centers and institutes.

6. B.2 Outreach Staffing Oversight: Assistant Director for Outreach, John Metzler is the longest-serving Africa outreach professional in the U.S. and one of only a few who works fulltime on outreach. Like all ASC administrators, he is subject to the same array of oversight detailed above.

6.C Nondiscrimination and Broader Representation (GEPA 427): The MSU central website opens with a statement linking diversity and inclusion with its core value of seeking practical applications for theoretical knowledge. The lone Senior Advisor to the University President is for Diversity, and directs the Office for Inclusion and Intercultural Initiatives, with a fulltime staff of 10, complemented by an Office of Diversity and Inclusion in each MSU college. These offices monitor and make public data on institutional equity in the areas of recruitment, hiring and bias incident reporting. Their sub-structures include the President's Advisory Committee on Disability Issues, Creating Inclusive Excellence Grants Programs, Advancing Diversity through the Alignment of Policies and Practices, The Best Practices Summit, and annual Excellence in Diversity Awards. ASC is in complete alignment with these initiatives, keeping issues of underrepresentation at the forefront of all institutional decision making. Our current staff is over 50% female, over 50% minority, and represents a wide breadth of age categories. Our private and public spaces are fully accessible to the differentially-abled, and our staff are fully trained and sensitive to the needs of MSU's diverse population. (See also 9.B.)

OUTREACH ACTIVITIES

Being one of few NRCs with a fulltime, professionally trained, PhD Outreach Coordinator, our programming is continually crafted to meet the needs of various constituencies locally, statewide and nationally. We collaborate closely with other NRCs on campus and nationally (see Table 9), with our nationally #1 ranked teacher education programs, the Eli Broad College of Business,

CANR, the Colleges of Communication Arts and Sciences, and Social Sciences in the development and delivery of diverse programs and materials. ASC faculty play important roles in outreach, for example, providing expert testimony to U.S. congress and departments on issues that range from food security to governance in Africa; workshops for Michigan National Guard and Naval Reserves heading for assignments in Africa; and presentations at community colleges, HBCUs and other institutions. The podcast “Africa Past & Present,” produced by MSU MATRIX, broadens the accessibility of cutting-edge African scholarship and research. Its nearly 100 episodes are interviews with African scholars, politicians, and other eminent persons knowledgeable about Africa’s complicated past and diverse contemporary experiences. Last year the podcast had more than 1.2 million discrete hits with downloads from more than 80 countries.

TABLE 8
K-12 Educators and Students

Category	Program	Partners	Audience	Impact
<i>Exploring Africa</i>	20 module –(100 lesson) web-based curriculum	MSU MATRIX	Middle/HS teachers & students	2009: Unique Visits: 566,262 Duration of Visit: One hour plus: 865 30–60 minutes: 1996
LATTICE (Linking Teachers in International & Inter-Cultural Education)	8 four-hour in-service session for 30 teachers in each school yr.	MSU’s Dept. of Teacher Ed; 17 Sch. Districts	K-12 educators from 17 school districts.	30 educators reaching more than 1,000 students on a monthly basis
Capacitating Mentor Teachers to Internationalize their Classrooms	Collaborate with COE’s Global Educators Cohort Program (GECP) in offering three (years two, three, four of the grant) annual summer workshops for 20 senior teachers.	Department of Teacher Education; ASN, CASID	K-12 “master” teachers	First Summer Institute (2016) will focus on content/ pedagogy related to language arts curriculum; second summer (2017) institute will focus on content/pedagogy related to math & science curricula; third summer institute (2018) will focus on content related to the social studies curricula.
Internationalize TE 150	Support for internationalizing TE 150 <i>Reflections on Learning</i> , a required prerequisite for all teacher education students.	Department of Teacher Education; ASN, CASID	Graduate instructors of & undergraduate students who take required TE150	Project will have four major components: (1) Train course instructors (2) Revamp the course curriculum (3) Develop materials for use in classrooms and by students (Y2,3,4) A yearly workshop for graduate instructors

N.E.H. Summer Institute for Teachers (four weeks)	<i>Teaching Africa in World History</i> , NEH Summer Institute for Teachers (2013, 2015)	Department of History	High school world history teachers from across U.S.	<ul style="list-style-type: none"> i. Provide world history teachers with a comprehensive introduction to African content within context of world history standards ii. Each teacher develops curriculum project to share nationally on website.
Study Abroad Opportunities for Teachers (pre & in-service)	<i>Three options: Education, Society, Learning in Southern Africa for TE UG, Cross-Cultural Teaching in South Africa for intern teachers; Fulbright GPA for educators, Tanzania, 2014, 2016</i>	Department of Teacher Education	Pre- and In-service teachers	Provides Pre- & In-service educators with a rigorous introduction to specific African countries.
Other presentations: ASC Staff/Core Fac.	64 presentations	Varied	K-12 educators & students	Approx. 2000 teachers/students
<i>Explore Africa at MSU</i>	Week-long summer program	Honors College	15-17 HS students	Intensive week long study of Africa

Table 9

Collaborative Projects with the Outreach Council of the African Studies Association

Project	Description	Outcomes	Budget
Children's Africana Book Award	Support the process of procuring, reviewing and sharing reviews of children's books published in and on Africa.	CABA provides support for the publication and dissemination of high quality children's books on Africa	\$350 per year
Annual workshops for K-16 educators at the African Studies Association Annual meeting	The ASA Outreach Council each year works with local educators to offer a high quality workshop on best practices in the teaching of Africa in the host city of the ASA meetings.	Local teachers obtain advice and supporting materials on teaching Africa in the context of leading academic meetings on Africa.	\$350 per year
Support for Africa Outreach display at the annual meetings of the National Council for Social Studies and National Council for Teachers of English	In alternate years the ASA Outreach Council will sponsor a joint display at the annual meetings of the NCSS and NCTE. The displays will feature materials on best practices for teaching Africa in the social studies and humanities.	Opportunity for Outreach Council to directly to impact scores of educators who attend these annual meetings that attract leading educators from across the nation.	\$350 per year

7.1 Outreach to Elementary and Secondary Schools (Teacher Education): Our signature programs include: (1) *Exploring Africa*, a 25-module online curriculum resource with 120+ learning activities for middle and high school students and teachers. It is used by hundreds of teachers each year from every state, and more than 10 countries; (2) *LATTICE* (Linking All Types of Teachers in International and Cross-cultural Education), in-service programming for teachers that offers 9 monthly 4-hour sessions for 30 educators from 17 school districts; (3) *Fulbright-Hays Group Projects Abroad for Educators*, Tanzania program in 2014 with additional GPAs planned for 2016 and 2018; (4) Development of Africa content for two required teacher education courses (TE150, TE250) that have a yearly enrollments of 1000+ students; (5) summer institutes focusing on teaching global and African studies within the guidelines of the Common Core, for mentor teachers who host MSU TE interns in their classrooms.

7.2 Outreach to Postsecondary Institutions: ASC has a rich history of working with postsecondary institutions, especially minority serving institutions and community colleges. ASC was a key partner in the Mellon Foundation funded Consortium for Inter-institutional Collaboration in African and Latin American Studies (CICALS) that linked ASC with 19 HBCUs in a program that funded faculty and student participation in intensive summer African language training (Amharic, Shona, Swahili) and subsequent field research in Ethiopia, Zimbabwe and Kenya/Tanzania. In 2005 & 2006 ASC collaborated with a consortium of CIBERs in providing workshops on Africa for faculty from 12 HBCUs, followed by two week economics/business focused study tours in South Africa and Botswana. In 2008-2009 in collaboration with CASID and OSA, ASC worked with 4 HBCUs in the development of study abroad programs in 4 African countries. The two-phase program brought representatives from HBCUs to MSU for workshops on developing high quality and sustainable study abroad programs. In phase two MSU units provided funding

and logistical support for four development initiatives: Bowie State University (Education program in Ghana); Jackson State University (Undergraduate allied health in Uganda); Norfolk State University (Language and liberal arts in Senegal); Tuskegee University (Architecture and building sciences in rural South Africa).

ASC currently collaborates with Lincoln University in two externally funded initiatives: (i) *Higher Education for Development Program in Malawi*, capacity building assistance to four public universities in Malawi; and (ii) *The Global Center for Food Systems Innovation*, a USAID funded project in support of innovative solutions to emerging problems. Building on this strong foundation of collaboration ASC is committed to continuing engagement with HBCUs.

ASC has an equally rich and on-going relationship with community colleges. For over 20 years ASC has worked with two consortia of community colleges: MIIIE, a consortium of over 100 community colleges in 10 mid-western states, and MGAC (Michigan Global Awareness Consortium) an 8 member group of rural community colleges serving many of the poorest counties in the state. Most MIIIE colleges are urban based with high minority enrollments; 21% African-Americans, and 12% Hispanics. The rural community colleges have an average of 24% minority students. Thirty-nine of the MIIIE community colleges are eligible for Title III and Title V funding. ASC has supported curriculum development and the internationalization of campuses through a variety of programming, including summer institutes for teachers.

TABLE 10				
Post-Secondary Institutions				
Category	Program	Partners	Audience	Impact
Community Colleges	(a) Co-sponsor of 102 member MIIIE (b) CIBER bi-annual wk-long	(a) MIIIE (b) MSU CIBER	(a) Faculty from MIIIE colleges (b) 25-30 Community College business faculty	(a) 40-50 modules created each year impacts circa 2,500 - 5,000 students

Community Colleges	Sum. institute for CC business fac. Support faculty study aboard participation in programs for CC students in MSU study abroad programs	MIIEE ASN, CASID, Canadian Studies	CC faculty and Students	(b) 25-30 reaching circa 1,500 students Increase the number of CC students who study in Africa, Asia, Canada
Historically Black Colleges and Universities	(a) Internationalizing business faculty seminars (b) Developing Sustainable study abroad programs in Africa at HBCUs	(a) MSU CIBER (b) MSU's Ofc. of Study Abroad & Four HBCUs	(a) i) 3-day seminar & ii) two-wk sem. for 14 fac. in Southern Africa (b) Two phase project: i) 3-day sem. at MSU for HBCU fac.; ii) week-long pgm devlmt. trips to Africa	(a) 2-yr. project reached 25 fac. who internationalized courses reaching circa 1,500 students each year. (b) Devlmt. of abroad programs at four HBCUs in Ghana, Senegal, So. Africa, Uganda
Other Initiates	(a) Visiting Scholars Program (b) Presentations by ASC core faculty	(a) MSU colleges and Professional Schools (b) Varied	(a) Supports visits to MSU by fac. from two-four year colleges working on infusing Africa into their teaching (b) 155 presentations	(a) Infusion of African content into new and extant courses at two & four year colleges (b) 6,600 faculty and students reached

7.3 Outreach to Business, Media, Government, Museums, and the General Public: ASC collaborates with MSU CIBER in the provision of business outreach (see Table 11). We collaborate with the MSU Museum of Cultural and Natural history (a Smithsonian-affiliated institution), the MSU Kresge Art Museum, and the RCAH Galleries on Africa-related exhibits and in developing units for teachers and students based upon those exhibits. ASC is now working with the Museum on a series of traveling exhibits that will educate the general public on the United Nation's Millennium Goals initiative, and the role of MSU scholars in addressing those goals in Africa.

TABLE 11 Media, Business, Govt. and others				
Media				
Category	Program	Partners	Audience	Impact
African Media Program	Comprehensive searchable online database of more	MSU MATRIX	Designed for teachers at all levels, provides	Tracking analysis shows that database is widely

	than 14,000 films, DVDs, Videos		comprehensive info & includes links to distributors.	used throughout the U.S. Europe and Africa.
Islam/Muslims & the Press	IMAJE: Islam, Muslims & Journalism Education	MSU's School of Journalism & Muslim Studies Prog	Provides online curriculum for journalism programs	Website inaugurated in April, 2010
Other Initiatives	Africa focused press interviews reported by ASC core faculty	Varied press media	Provided informed opinion on a variety of important African topics	84 reported interviews
Business				
Category	Program	Partners	Audience	Impact
Workshops with CIBER	See above : HBUC & Comm. Col.			
<i>Global Edge Website</i>	International Business Resource Site—	MSU CIBER	Database on 40 Africa countries bus. resource database avail.to investors & importers/exporters	
Other Initiatives	Presentations by ASC core faculty	Business groups	Various business groups	Total audience of approximately 650
Government				
Category	Program	Partners	Audience	Impact
Naval Reserves in Africa Initiative	Twice yearly seminar on current African Topics	Selfridge Naval Reserve & AFRICOM	Naval reserve officers who serve as naval attaches to West African Countries part of AFRICOM	Seminars provide the opportunity to share academic analyses with 30-40 naval attaches who serve two-four week tours in Africa
Other Initiatives	Expert testimony and consultancies by ASC Core faculty	Various state and Federal agencies	Expert testimonies & presentations to state & Federal agen. & Congress	Reported estimated audience of 1,500
Public	Presentations by ASC staff & core faculty	Civic groups including religious groups	Presentations to wide variety of religious and civic groups	Reported estimated audience of 1,800

PROGRAM PLANNING AND BUDGET

8.A.1 Quality of Activities: ASC will strengthen the undergraduate, graduate, and professional school African studies curricula by revising and enhancing the undergraduate majors, upgrading the undergraduate specializations into minors, developing the graduate specializations and concentrations, and by working with professional schools and interdisciplinary programs to refine

and expand their options for African studies. The ASC Advisory Committee and Core faculty will establish teams to generate recommendations. ASC will encourage implementation by providing development funds for new courses that fill curricular gaps.

African studies at MSU has been enhanced in recent years by increased attention to Africa in two interdisciplinary programs (AAAS and Muslim Studies) and in two professional schools (CANR and Human Medicine). The Public Health Program offers graduate certificates in international public health, and in integrated parasitic diseases and public health. The Department of Plant, Soil and Microbial Sciences offers an undergraduate specialization in international agriculture in which most requirements may be fulfilled with African studies courses. AFRE has two Ph.D. options with substantial Africa content. We seek to expand the Africa content of the offerings of these two interdisciplinary programs and two professional schools while also encouraging similar tracks and courses in other departments and colleges. The African Studies Center will encourage Africa-focused course offerings campus wide, with the aim of strategically creating logical course sequences to satisfy student interests variously in the social sciences, humanities, STEM and other professional programs. By combining the leveraging effect of FLAS dollars, the strategic use of the MSU 'course buyout' system, summer awards, curricular workshops and the accumulated goodwill of decades of cooperation with specific departments, we intend to create new courses that provide introductions to Africa within specific disciplines, bridge the gaps in current disciplinary offerings or serve as capstone experiences enabling students to complete African specializations. We will also work with the MSU OSA to support the development of global internship placements. (Course Buyout/Summer Curricular Development \$32,000/yr; Global Internships Placements \$3,500/yr; Fringes \$2,716 TOTAL \$38,216) Budget Items: A3.a, A3.c, B3.

In collaboration with other MSU NRCs we will build on the success of infusing TE 250 with international content and work with Dr. David Wong, who coordinates the other pre-requisite TE course, *Reflections on Learning*, and the 10-12 doctoral students who teach the 15-17 sections of the course each semester, to develop and infuse international modules into the TE 150 curriculum (See Table 8 and budget for details).

2) Regional Leadership in African Languages: We will develop a minor in Swahili. We will work with CIC universities to offer a wider range of African languages and to provide greater access to advanced level language courses through video conferencing courses. During this cycle we will offer advanced Zulu as a CIC video-conferencing course to students at the University of Michigan, the University of Wisconsin, and Indiana University. We will also provide Zulu and advanced Swahili to students at Michigan. CIC video-conferencing courses based at Wisconsin and Indiana will provide Wolof and Bamana instruction to our students. We intend to offer, and seek FLAS authorization for Amharic, Arabic, Bambara, Chewa, Shona, Hausa, Igbo, Kinyarwanda, Malagasy, Mandinka, Setswana, Somali, Swahili, Tshivenda, Twi, Wolof, Yoruba, Xhosa, and Zulu. With the support of other MSU units we will host the Annual Conference on African Linguistics (ACAL) in 2017. (ACAL \$4,000/yr 3). Budget Item: E14. We will work with CLEAR on the Less Commonly Taught Languages Database (LCTL Base) to make recordings of all FLAS interviews. These interviews will provide a database that will enable us to standardize interviews, to provide improved training for interviewers, and to better understand learner skill development in specific African languages. We will also work with ASN, CLEAR and the editorial board of the journal *Language Learning and Technology (LLT)* to develop a special issue on the use of technology to further the study of critical African and Asian lan-

guages. In 2016 CLEAR will host the Computer-Assisted Language Instruction Consortium annual conference and ASC and ASN will sponsor a pre-conference workshop that will focus on the use of computer-assisted language learning in Arabic instruction. We will also work with CLEAR and ASN to revise and publicize our earlier guide to small group language instruction, to provide summer workshops on the use of authentic materials for teachers of Arabic and other African languages (especially those from minority serving institutions and community colleges), to provide a World Languages Day for area high school students, and to develop African language Rich Internet Applications for CLEAR's showcase. (Guide to small group language instruction \$5,000/yr 1; World Languages Day \$1,500/yr. TOTAL \$6,500/yr 1, \$1,500 yrs 2-4)

Budget Item: A3.b, E10. The African NRCs will support the University of Wisconsin-Madison in maintaining a website that lists all summer African language offerings in the U.S. and approved language study programs in Africa. ASC will publicize these opportunities through our networks, and 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. (Language Tutors-includes fringes \$34,448/yr; Language Staff Training \$5,000/yr; Arabic workshops 2016, 2017, 2018, \$4,500/yr TOTAL \$39,448/yr 1, \$43,948/yr 2-4) Budget Items A2.a, B3, C1.c, E11.

3) Outreach: We seek Title VI funds to complement and maintain MSU's historic levels of investment in outreach. We propose two new programming initiatives with MIIIE & MGAC: an initiative to increase the number of community college students who participate in study abroad programs in Africa, Asia and Latin America and a comprehensive web-based modularized course on Africa. The modularized course will allow CC faculty to either adopt the entire course

or to extract modules to be used in existing courses. The design, construction, and implementation of these initiatives will be directed by a program committee comprised primarily of MIIIE affiliated community college faculty along with ASC staff and faculty. In year-one we will work with MIIIE to build a five-person team representing the areas of CC strength: allied health, business, environment, criminal justice, social sciences and humanities. Working with ASC faculty the team will design the curriculum. Funds in first year will sponsor a two-day planning meeting at MSU (\$2,865). In years 2, 3, & 4 we will fund MATRIX to develop the prototype for an interactive website that will host the course (\$6,000 over 3 years). In year-two we will develop 7 of the 14 modules. Seven MIIIE affiliated faculty with African expertise will work with ASC faculty to construct the thematic modules. Budget: payment for development of modules (\$7,000) and for the yearly program committee meetings (\$3,260, to be cost shared with CASID/GenCen and ASN). In year-three we will develop the final 7 modules. Budget: payment for development of modules (\$7,000) and for the yearly program committee meeting at MSU (\$3,405 to be cost shared with CASID/GenCen and ASN). In year-four we will pilot the course and do an initial evaluation and host a meeting of the planning committee (\$3,555 to be cost shared with CASID/Gen and ASN). We will also publicize the course to member colleges. (Collaboration with Community Colleges TOTAL: \$1,500/yr 1; \$9,300/yr 2; \$9,400/yr 3; 2,600/yr 4) Budget Items: E15, E16.

Building on our history of work with GECP, ASN, CASID/GenCen and the Canadian Studies Center, we request funding for the next four summers to sponsor week-long institutes for the mentor teachers who work with GECP interns. The planned summer institutes will provide 20 GECP mentor teachers with training that will enable them to work more effectively with their GECP interns (Program outlined in Table 8 and on the budget). (Collaboration with College of

Education TOTAL: \$6,396/yr 2-4) Budget Items: A4.c, A4d, B3, D7, D8, E12. We will continue to work with the MSU Press in the publication of the journal *Northeast African Studies* and in the promotion of its three new Africa publication initiatives. We will continue to work with the MSU Museum in development of Africa related exhibits and associated curricular materials. (Student and professional staffing, electronic and print materials productions, travel, and teacher training, TOTAL \$66,068/yr 1; \$60,743/yr 2; \$61,436/yr 3; \$62,148/yr 4) Budget Items: A4.a, A4.b, B3, C1.d, D4, D5, E6, E9. E13.

4) Library projects: We seek supplementary support for the acquisition of materials for the MSU Africana Library. (\$8,000/yr) Budget Item: D1.

5) Improved evaluation: We will work with ISP on the continued development of an integrated system of evaluation that builds capacity for monitoring and evaluation across all NRCs on campus. We will also work with CLEAR to develop a taped archive of FLAS interviews (See: Above and below in "Impact and Evaluation). TOTAL \$2,500/year 1 & 3; \$4,000 year 2 & 4) Budget Items: E17, E18.

6) Maintaining the Consortium: The consortium of African National Resource Centers has long collaborated on a series of projects. The portion of our support for which we ask Title VI assistance include: Collaborative National Outreach Projects (Africana Children's Book Award, ASA National Teachers Workshop, NCSS and NCTE meetings) \$3,200/yr, Africana Librarians Collaboration (Collections Development and Preservation) \$2,000/yr, sponsorship of Community College attendee at AASP \$3,000/yr, HBCU attendee at AASP \$1,000/yr, WARA & ALMA (scholarly exchanges and material collection and preservation) \$3,000/yr, CAMP (Africana materials and preservation) \$2,000/yr (TOTAL \$14,200/yr) Budget Items: D2, D3, D6, E4, E5, E7, E8, E9.

7) Other: The capacity to command space on campus, the attention of our administration and the time of our department bound peers extends from our strategic use of Title VI resources. The requests noted above will leverage significant resources (See TABLE 1) from a variety of campus sources. The totality of our requests are detailed in the accompanying budget. (Administrative, student and professional staffing; travel, interdisciplinary working groups TOTAL \$83,174/yr 1; \$83,787/yr 2; \$84,417/yr 3; \$85,065/yr 4) Budget Items: A1.a, A1.b, B3, C1.a, C1.b, E1, E2, E3).

8.B.1 Development Plan: In Appendix D we provide a development plan that demonstrates how our proposed activities will contribute to a strengthened program by 2018.

8.B.2: In our development plan (Appendix D) we demonstrate how we will use our resources effectively to achieve each of our proposed objectives.

8.C Cost Effectiveness: Given the scale of our enterprise, the global reach of our program, and more importantly, the potential for service to the nation, the costs outlined in our budget are modest. (For a more detailed look at intended outcomes, see APPENDIX D). We have had considerable success in leveraging NRC funds to increase university support and we will continue our efforts to do this.

8.D Long-Term Impact of Training Programs: ASC has contributed greatly to the U.S. supply of LCTL speakers, staffing the highest ranks of governmental and non-governmental organizations focused on Africa, producing the plans and policies that have guided development efforts globally, training successive cohorts of scholars, and designing and disseminating the materials that have informed generations of U.S. citizens. The current plan, focused primarily on reinvent-

ing our curriculum and African language program, strengthening teacher education, and maintaining and reinvigorating our Outreach program and the consortium of African NRCs will increase ASC's contribution to an informed citizenry and underpin U.S. global competitiveness.

IMPACT AND EVALUATION

9.A Program Impact: African Studies courses attract well over 3,500 enrollees per year. With 9 student organizations focused exclusively on Africa the campus is daily animated with talks, films, performances and lively debates about African issues. ASC itself sponsors upward of 50 lectures and symposia each year attracting over 2,000 attendees. With ASC support the MSU Museum and art galleries produce major Africa exhibits that attract thousands of mid-Michigan residents to campus. Nearly 1/3 of all graduate students in history focus on Africa, having selected MSU in large part because of ASC's reputation. The same dynamics bring to campus top students in anthropology, economics, education, agriculture and natural resources, crop and soil sciences, literature and philosophy. Our undergraduate and graduate programs rank among the top in the nation in competitiveness in national grants (Fulbright IIE, Fulbright DDRA, SSRC, Wenner Gren, Ford, Rockefeller, Carnegie), in admission into top-tier programs elsewhere, in selection into prestigious internships and summer programs, and in professional marketability. MSU is one of the leaders nationally in the production of PhD dissertations on Africa. Our

Table 12
Selected Graduates and Fields of Employment – Government and NGO

Stephen Bachman	RTI International (Malawi)
Tracy Beedy	Scientist at World Agroforestry Centre
Kathleen Beegle	World Bank
John Uniack Davis	Country Director (Madagascar) CARE
Josue Dione	Director, Food Security and Sustainable Development Division, UN Economic Commission for Africa
Beth Dunford	USAID
Manelisi Genge	South African Ambassador to the Republic of the Congo
Mark Hamilton	Education Development Center (DRC)
Browyn Irwin	Senior Technical Director at ACIDI/VOCA

Kimberly Ludwig Roger A. Meece	Foreign Service Democracy and Governance Officer at USAID Head, UN Mission, Democratic Republic of Congo; former U.S. ambassador to Malawi and to DRC
Denny Robertson	Peace Corps Country Director, Philippines; formerly senior foreign service officer with USAID, South Africa and Cote d'Ivoire
Lawrence Rubey Aaron J.M. Russell	Deputy Mission Director USAID (Colombia); formerly with USAID Malawi Center for International Forestry Research
Ayele Solomon Stephanie White	UNICEF Dual appointment with MSU's Center for Regional Food Systems and the Global Center for Food Systems Innovation

Table 13
Selected Graduates and Fields of Employment – Higher Education

Stephen F. Burgess	Professor, Department of International Security Studies, U.S. Air War College
Chris Conte	Associate Professor, Environment & Society and History, Utah State University
Timothy Carmichael	Associate Professor, College of Charleston
Robert S. Glew	Director, Center for Advanced Study of International Development, MSU
John Hanson	Professor (History); former Director, African Studies Center, Indiana University
Shannon V. Harris	Associate Professor, World History, King University
Steve Howard	Director, African Studies Center, Ohio University
Elizabeth MacGonagle	Associate Professor, Department of History, & Director of African Studies Center, University of Kansas
E. Mark Pires	Associate Professor, Geography, Long Island University
Thomas A. Smucker	Director, International Development Studies, Ohio University
Carol R. Thompson	Professor (Political Science) University of Northern Arizona

graduates are well represented on the faculties of all the major African studies programs in this country, and in business, NGOs and government in the U.S. and in Africa.

9.B Equal Access Provisions: By law, by tradition, and by personal sensibilities honed over years of dealing with diverse populations, ASC keeps issues of underrepresentation at the forefront of all institutional decision making. (See GEPA 427 Statement, 6.C, pp 24)

Table 14 Impact on University, Community, Region, and Nation, FY2010–14

<u>Objective</u>	<u>Activity</u>	<u>Impact</u>
1) Maintain and strengthen the quality of curriculum and instructional programs	<ul style="list-style-type: none"> • Maintain high quality majors, minors, & specializations in African studies (Tables 3 & 4) • Support African Studies curriculum • Internationalize teacher education curriculum 	<ul style="list-style-type: none"> • 95 majors, minors, specialists since 2010 • new courses created or updated • 10 course modules developed with approximately 1,200 future teachers trained in the internationalized TE250

	<ul style="list-style-type: none"> • Create and maintain study abroad programs • Sponsor scholarly presentations on issues in African studies 	<ul style="list-style-type: none"> • 24 Study Abroad programs in Africa • 23 live-streamed and online archived lectures in the 2013-14 weekly “Eye on Africa” seminar
2) Maintain and strengthen the quality of the language instructional programs	<ul style="list-style-type: none"> • Support and maintain language course offerings and offer new language courses • Provide proficiency training for language faculty and instructors 	<ul style="list-style-type: none"> • 19 African languages taught 2010-14; new IAH course on African languages, literatures, and cultures. • All faculty and instructors trained
3) Maintain and strengthen library holdings	<ul style="list-style-type: none"> • Maintain and strengthen library resources on Africa for MSU students, faculty, and public • Maintain partnerships with African university libraries 	<ul style="list-style-type: none"> • 30% increase in Africa materials base budget. • Partnerships with the University of Malawi and University of Nigeria libraries
4) Support faculty professional development	<ul style="list-style-type: none"> • Attract and maintain pool of qualified faculty and researchers • Promote new faculty research and professional development in African studies 	<ul style="list-style-type: none"> • 110 core faculty in 43 departments and programs; 200+ faculty • ASC research and professional travel awards and external research award (Table 6)
5) Expand K-12 teacher training and outreach to other constituencies	Tables 8-11 present outreach activities and impacts	
6) Prepare students to be specialists with language and academic training	<ul style="list-style-type: none"> • Train specialists with expertise in African studies • Awarded FLAS fellowships to students studying LCTLs and pursuing advanced language proficiency. 	<ul style="list-style-type: none"> • 95 graduates 2010-14 • 100% of AY and Summer awards made to students studying a LCTL and indicating intention to pursue advanced-level proficiency

9. **CLL Evaluation Plan: Overview.** The ASC FY2014–17 Evaluation Plan outlines a logical framework and procedures for monitoring program activities and measuring outputs and outcomes. Using a continuous improvement model, we will assess progress throughout the project cycle, making programmatic modifications based on formative evaluation findings. Table 15 and Appendix D provide an overview of our five primary program goals, associated performance

measures and activities. Additional information related to data/indicators, frequency of data collection, data sources, along with baseline and target measures will be incorporated if/when the project is funded.

Evaluation system and procedures. The ASC in collaboration with the other MSU NRCs, participated in the development of a comprehensive and integrated, cross-NRC evaluation system. The resulting system uses a centralized student data tracking system, as well as common faculty and alumni surveys and data collection processes that meet both formative and summative evaluation needs for each of the NRC centers. Formative evaluation focuses on quality of instruction and program delivery, while summative evaluation focuses on the results achieved. Summative evaluation is represented here in the following narrative and associated tables.

The associated evaluation process involves collection and analysis of data on change in the increase in the number of students with expertise in African Studies, including language competency (Project Goal 1); outreach to K-12 practicing teachers to enhance capacity in African Studies and LCTL instruction (Goal 2); enhancement of MSU's Teacher Education Program to mainstream African Studies in its curriculum (Goal 3); collaboration with community colleges to similarly build capacity and mainstream African Studies in their curriculums (Goal 4); and, the enhancement of the African language program at MSU (Goal 5). The evaluation plan will be refined in the first months of program start-up in the new grant cycle including development of performance targets after all baseline data has been collected. (Note: Unless otherwise stated, "students" indicates graduate and undergraduate students in ASC academic programs.) A participatory evaluation model will continue to be implemented to ensure that all centers: 1) are engaged in measure development and interpretation; and 2) build capacity for using data for program improvement.

Evaluation specialists' qualifications. We will implement the evaluation plan with specialists both internal and external to MSU. The ***Community Evaluation and Research Collaborative***

(*CERC*) at MSU, housed in the Office of University Outreach and Engagement, has been contracted to oversee the centers' program evaluation. This unit is not affiliated with MSU's NRCs. It provides services that adhere to the American Evaluation Association Program Evaluation Standards, and CERC specialists have extensive experience in educational program evaluation, outreach evaluation, and mixed methods design. Working with CERC we will finalize plans for data collection, including assignment of specific data collection methods for tracking progress regarding each project goal and associated performance measures, finalizing data/indicators, frequency of collection, and data sources, and establishing baseline and target values during the initial weeks of the next project cycle (Table 15 and Appendix D). In addition, an evaluator external to MSU will conduct a meta-evaluation to review our system and procedures and ensure objective interpretation and report of findings. This evaluator will be identified through the *Michigan Association of Evaluation* pool of evaluators and will have experience in meta-evaluation. The resulting report will be used to revise the evaluation plan, if necessary. MSU NRCs will share contracting costs for both CERC and the meta-evaluator.

9.C.2. Use of Recent Evaluations. ASC has used recent evaluations to enhance: 1) the overall evaluation system and procedures utilized for NRC program evaluation; and 2) the quality and impact of program activities in achieving targeted outcomes. Here we provide preliminary findings from evaluation of the FY10-13 grant cycle. The full ASC NRC evaluation report for FY10-13 will be provided with the NRC Final Report on IRIS.

We developed *the current evaluation system and associated procedures* in consultation with the University of Illinois on their cross-center database and Indiana University concerning the design, implementation and use of online surveys for recent graduates, affiliated faculty, and outreach participants. We then developed our evaluation system in consultation with MSU evaluation and database specialists through an iterative and collaborative process of cross-NRC testing and feedback. The system was pilot tested through FY2011 across MSU NRCs. As a result, the

database has been fine-tuned and procedures for requesting information from the university registrar, tracking students, and administering graduate and faculty surveys have been enhanced significantly. As a result, MSU NRCs are now able to use the database to process the raw data more quickly into the required IRIS reporting format and to analyze the content across multiple project years to facilitate continuous quality improvement and enhanced outcomes. During the next grant cycle, we will deepen and expand our attention to outreach outcomes as a result of our collaboration with practicing teachers, teacher education programs and community colleagues.

Objective 1 “strengthen quality of curriculum and instruction programs”. Based on a comparison of the numbers of students enrolled in our African studies majors, minors, and specializations we note that significantly more students are enrolled than ultimately follow through with official transcription of an African Studies major or minor via the university registrar, even when they have completed the necessary requisites. Once we close this information loop, we expect a significant increase in the number of African studies graduates.

Objective 2 “strengthen quality of language instructional programs, with emphasis on US/ED critical languages.” Over AY10-14 ASC supported 19 LCTL course offerings with NRC funding, including 13 US/ED critical languages. Further outcomes include: 1) training and certification of MSU African language specialists through the American Council on Teaching Foreign Languages (ACTFL) on Oral Proficiency Interview (OPI) testing; and 2) offering OPI tests to African language students. Results confirmed high program quality in achieving significant and appropriate proficiency increases as a result of MSU LCTL instruction. Finally, MSU hosts a large number of Fulbright Foreign Language Teaching Assistants (FLTA’s), which not only assists US/ED IFLE to place their FLTA’s appropriately; it contributes to further our ability to prepare students for a broader range of careers in which they will utilize African language competency. Findings related to ***Objectives 3, and 5, focused on strengthening library***

resources, faculty development and outreach indicate that the program is similarly on track in producing the intended outcomes, as reported in Table 15 below.

Objective 4 faculty development and **Objective 6 “prepare students to be specialists with language and professional training:”** Graduates for FY10-13 include 95 graduates with African Studies majors, minors or specializations. The results of the *MSU International Studies and Programs 2011-12* and *2012-13 Faculty Reports* and the *MSU International Studies and Programs 2012-13 Alumni Survey Report* suggest modifications that will improve our data collection and evaluation procedures. Staffing changes and the delay in hiring the new assistant director meant that we did not always promptly collect the most accurate data. Biersteker’s experience in data management and reporting will ensure that we are surveying all of the appropriate students and faculty members. The recommendations of the *2011-12* and *2012-2013 Faculty Reports* were that all centers should update current affiliated faculty listings, expand faculty listings to include more non-tenure stream faculty, and increase communication with affiliated faculty. We have implemented all of these recommendations and we will hold a retreat with core faculty members in September 2014 at which one of the top agenda items will be how best to improve communication. We also learned from the surveys that faculty members report that travel awards and support for speakers are the ASC funded activities that are most important to them. The *2012-13 Alumni Survey Report* was less useful to us than the faculty survey because of the limited number of those surveyed and the small number of respondents. We now have a significantly larger alumni database and we will survey more alumni in the future. We were encouraged that 67% of Africanist alumni use their African language skills once or more weekly and that 75% report using their cultural knowledge and area studies skills once or more each week.

Table 15
Program Objectives, Data Collection Methods, and Impacts

<u>Program Objectives</u>	<u>Evaluation Data and Collection Methods</u>
GOAL: Increased supply of trained specialists in areas of national need	<p>Methods: Following graduation, students in international development/gender academic programs will be given an online survey every 2 years to track outcomes</p> <p>Student outcomes: Adequacy of language and global competency skills learned in the program; and suitability for the job market</p>
<p>1) Maintain and strengthen the quality of curriculum and instructional programs</p> <p>2) Maintain and strengthen the quality of the language instructional programs, with an emphasis on US/ED critical languages</p>	<p>Methods: Tracking database to monitor implementation of activities; program improvement surveys for students; focus groups for students</p> <p>Program quality outputs: Data collection: number of new and modified courses; number of new language offerings; number of new overseas internships; new degree offered; enrollment data</p> <p>Program quality outcomes: Improved quality and breadth in curricular offerings and instructional programs as evidenced by student program improvement survey and focus groups with graduates; upon graduation, students will be asked to rate satisfaction with curriculum content, requirements, and instructors, suggest modifications, and rate perceptions of job preparedness</p>
3) Strengthen library holdings, with an emphasis on electronic resources	<p>Methods: Tracking database to monitor new holdings (by type) and access to electronic resources; focus group with librarians on faculty and student use of library resources</p> <p>Program quality outputs: Number of new acquisitions and number of new electronic resources available and accessed</p> <p>Program quality outcomes: Improved access to key materials in international development/gender as evidenced by focus group interviews with librarians</p>
4) Support faculty professional development	<p>Methods: Tracking database to monitor programmatic activities in support of faculty and staff professional development; faculty survey; focus groups with faculty</p> <p>Program quality outputs: Number and types of grants to faculty; scholarly outputs from grants; number of courses impacted; external grants leveraged</p> <p>Program quality outcomes: High-quality research and scholarly outputs resulting in strong programming in international development/gender academic programs as evidenced by focus group interviews with faculty who will be surveyed about the support</p>
5) Expand K-12 teacher training and outreach to other constituencies	<p>Methods: Retrospective pre-post participant surveys will assess increases in participants' knowledge for outreach activities involving K-12 teachers, post-secondary faculty, and other constituencies</p> <p>Program quality outputs: Number of workshops/activities held, number of attendees, number of organizations/institutions represented</p> <p>Program quality outcomes: In years 2 and 4 of the grant cycle, a random sample of participants for each activity will be selected for phone interviews to gather qualitative data on impacts of programming</p>
6) Prepare students to be specialists with language and professional training	<p>Methods and student outcomes: A system will be developed to monitor data for all FLAS Fellows and a sample of students participating in international development/gender academic programs, including degrees, specializations, internships, and study abroad programs</p> <p>Program quality outputs: Number of graduates</p> <p>Program quality outcomes: Language competency will be measured using language competency exams, and course grades.</p>

Table 16			
Improved Supply of Specialists			
2010-2013 Field of Employment	Bachelors Degrees	Masters Degrees	Doctorates
Elementary or Secondary Education	4		1
Federal government	3		2
Foreign government		1	
Graduate study	13	3	
Higher Education	5		17
International organization (in the U.S.)			
International organization (outside of the U.S.)			2
Private sector (for profit)	3	1	
Private sector (non-profit)	18		1
State or local government	2		2
Unemployed or out of job market	2		
Unknown	13	1	1
U.S. Military	0	0	0

9.D Improved Supply of Specialists: Over the last four years MSU has made 66 FLAS awards and 95 students have graduated with majors, minors, or specializations in African studies. The new evaluation, assessment and monitoring system (described in 9.C.1) along with a summary of our IRIS reports data produces the clearest picture to date of the post-baccalaureate trajectory of our most recent students. (See Tables 16 & 17 for information on earlier graduates). Since 2010 doctoral degree students were placed in faculty positions at Brigham Young University, Davidson College, Dowling College, Howard University, Indiana University-Bloomington, Michigan State University, Oklahoma State University, Southern Methodist University, SUNY-Binghamton, University of Kentucky, University of Michigan-Ann Arbor, University of Oklahoma, and University of South Carolina at Columbia.

9.E.1 Addressing National Needs: During the last 4 years ASC taught 13 African languages that were designated as Priority Languages by US/ED. Three hundred MSU students served in the Peace Corps duties during that same period, the largest portion serving in Africa. Our journals, newsletters and electronic bulletins keep thousands of US citizens informed each month of news, events and analyses of Africa issues. Our webpages receive tens of thousands of visitors and our public outreach program impacts the lives of even more through pedagogical materials and teacher training exercises that will influence generations of students to come.

9.E.2 Advising and Student Placement: The ASC director and assistant directors advise students daily on issues that range from course selection to thesis development to grant proposal construction to career development. In that effort we are one piece of an immense institutional network that guide student choices. The campus is replete with offices that channel interests and recruit students to service, including the Office of Community Engagement, the Offices of Service Learning and Internships, a dedicated Office of Peace Corps Recruitment, the Department of Military Science with some of the largest ROTC programs in the nation. (See also 2.B.1)

9.F.1 FLAS and National Need: MSU has long lead the nation in the teaching of critical needs African languages, has substantially increased the nation's supply of speakers and materials for LCTL and will continue to do so (See 9.E.1). Twenty-eight former FLAS awardees teach at U.S. universities, one awardee has served as a country director at CARE, one has worked for various DOD contractors, one is a quality engineer, one is a network engineer, two work for USAID, one works with an NGO that serves refugees, two are forestry scientists, one works with a nonprofit international economic development organization, one works for an education NGO in Malawi, and one works for the Office of the U.S. Global AIDS Coordinator.

9.F.2 FLAS and Placements: ASC advising as well as MSU advising services encourage students to seek employment in areas of national need. We post job listings in our weekly bulletin and in mentoring majors, minors, specialists and FLAS awardees we encourage work that addresses national needs. The Graduate School Career Office provides a special set of services, “Beyond the Academy” that provide access to government and private sector employment.

FLAS SELECTION PROCEDURES

10.A.1 Publicizing the Awards: Academic Year and Summer FLAS availability are publicized via (1) MSU electronic and print literature, i.e., bulletins, catalogues, guidebooks, recruiting materials, (2) the network of MSU student advisors, (3) ASC’s weekly bulletin, which is disseminated nationally to a listserv of over 1,000 individuals with Africa interests, (4) over the Internet via our website, and (5) over the multiple listservs of H-Net Africa with a subscription base of 3,454. The availability of FLAS is also listed on federal websites, most especially US/ED and on the National NRC portal at Duke University. We will also design publicity targeted to students at Minority Serving Institutions and community colleges on the availability of Summer FLAS awards. The publications advise students that they must complete and submit the FAFSA (Free Application for Federal Student Aid) form and sign and submit a Release of Information Authorization form so that the FLAS Selection Committee will have documentation of financial need.

10.A.2 FLAS Selection Plan and Calendar: FLAS applications are available on our website from early in the fall semester to February of the given year. Students receive guidance via phone, email, or in person from ASC staff and faculty advisors. Application materials are due February 15. Files containing applications and reference letters are assembled February 16-28. Selection Committee deliberations take place in March. Awards are announced April 15. A committee comprised of the Language Coordinator, the Assistant Director, and four Core Faculty

members representing a range of departments and schools reviews FLAS applications. For summer awards consultation with other Africa NRCs, the GPA directors and those providing other in-country options is ongoing and every attempt is made to match summer recipients with their best training option and notify them of awards by May 1. Academic Year and Summer FLAS selection will be a two-tier process. The Selection Committee will first select a pool of qualified applicants based strictly on merit as defined in Sec. 657.3 of the FLAS Program regulations. The ASC office manager will then contact the MSU Financial Aid Office and request information on the financial need of the applicants as determined by their FAFSA submissions. The Committee will then give competitive priority to students who have demonstrated financial need. In the Summer FLAS competition we will seek to make at least one award each year to a community college or minority serving institution student with demonstrated financial need.

10.A.3 Responsiveness to Announced Priorities: Our two-tier selection process is in accordance with the priority to award fellowships to those meritorious students who would most benefit from financial relief. We will award 95% of FLAS fellowships for study of priority languages.

10.B Student Applications: The student application requirements consists of (1) the Center's Title VI FLAS Application Form, (2) letters of reference and transcripts addressing the quality of student language and area studies knowledge and recent performance, (3) an essay on research and career goal plans to utilize the training, (4) completion and submission of the FAFSA form; and (5) completion and submission of the MSU Release of Information Authorization form.

10.C.1 Who Selects FLAS Fellows: A Faculty FLAS Selection Committee as constituted by the ASC, consists of one Core Faculty member each from the Colleges of Arts and Letters, Social Science, a professional college, and the Language Coordinator. Membership rotates each year. The Assistant Director administers the FLAS program and serves ex officio.

10.C.2 FLAS Selection Criteria: The criteria utilized for the consideration of merit are: (1) Evidence of high academic quality: GRE scores, transcripts, letters, (2) strong commitment to a career utilizing advanced African language and area knowledge, as gleaned from letters of reference and essays, (3) student intention to continue to advanced level proficiency, (4) capacity of MSU to offer the training in area studies and the particular language that the student requests, and (5) for current FLAS fellows, recent academic performance and evidence of continuing commitment. Financial need is determined by the FAFSA report.

11. PRIORITIES

NRC Absolute Priority: We will continue to provide extensive teacher training activities in African languages and African studies.

NRC Competitive Priorities:

11.A.1 Collaborative Activities with Minority Serving Institutions and Community Colleges: ASC will continue to work with minority serving institutions and with community colleges. Our work with Lincoln University is on-going. We will expand our work with MIIIE colleges to incorporate African language and area studies into their curricula by providing workshops, Africana materials, and specialized personnel and through the development of an interdisciplinary modularized course on Africa that can be adopted as a complete course, or from which instructors can extract Africa thematic modules to infuse into existing courses. (See Table 11).

11.A.2 Collaborative Activities with Schools of Education: ASC has long been engaged in internationalizing the curriculum of the School of Education, particularly through the efforts of Assistant Director John Metzler who teaches a core course in TE. We will continue to work with Margo Glew, the director of the Global Cohort program, to strengthen the African studies dimension of teacher education at MSU, assist in the internationalizing of two compulsory TE

courses, offer two collaborative study abroad programs in Africa for TE students, and offer three summer institutes on internationalizing under the common core standards for Michigan teachers who host MSU TE interns. We also will work with faculty members more broadly in the College of Education to promote the training of teachers of Arabic and other African languages. (See Table 9)

11.B. NRC Invitational Priority: We will continue to develop, maintain, and enhance our extensive linkages with overseas institutions of higher education or other educational organizations that focus on sub-Saharan Africa.

11.C.1 FLAS Competitive Priority 1: Preference to Students who Demonstrate Financial

Need: Our two-tier FLAS selection process is in accordance with MSU policies and with federal guidelines. We will award fellowships to those meritorious students who would most benefit from financial relief.

11.C.2 FLAS Competitive Priority 2: 25% of Academic Year Awards in Priority Lan-

guages: This academic year 100% of MSU FLAS awards were in priority languages. Over the last Title VI cycle all but 4 awards were in priority languages (95%). Swahili alone accounted for 30% of awards. This pattern will be continued 2014-18.

11.D. FLAS Invitational Priority: We propose to make at least 95% of academic year and summer fellowships in priority languages used in sub-Saharan Africa.

APPENDIX A

BUDGET

MSU African Studies Center US/ED Title VI Account
08/15/2014-08/14/2018

Narrative Section Reference	Priorities		Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget
			8/15/14-8/14/15	8/15/15-8/14/16	8/15/16-8/14/17	8/15/17-8/14/18
A. SALARIES						
1. Administrative						
8.A.7		a) Assistant Director, (25% effort, AN)	\$ 19,063	\$ 19,444	\$ 19,833	\$ 20,229
8.A.7		b) Center Program Student Assistants, assistance with all programs, as necessary	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
		Subtotal, Administrative Salaries	\$ 30,063	\$ 30,444	\$ 30,833	\$ 31,229
2. Language						
African Language Instruction (Tutors) FLAS Eligible Languages: Amharic, Arabic, Bambara, Chewa, Hausa, Igbo, Mandinka, Shona, Somali, Swahili, Wolof, Xhosa, Yoruba, Zulu						
8.A.2		a)	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
		Subtotal, Language Salaries	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
3. Area and Other Instruction						
Area Studies Curricular Development - Contribute new online courses to the curriculum to complement Africa specialization requirements via joint hires, summer pay, and/or course buyouts						
8.A.1		a)	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
8.A.2		b) Small Group Instructional Guide for LCTLs with CLEAR & ASN Support for development of Global Internship Placements (in collaboration with the Office of Study Abroad, ASN, & CASID)	\$ 5,000	\$ -	\$ -	\$ -
8.A.1		c)	\$ 3,500	\$ 3,500	\$ 3,500	\$ 3,500
		Subtotal, Area and Other Instruction	\$ 40,500	\$ 35,500	\$ 35,500	\$ 35,500
4. Outreach						
8.A.3		a) Assistant Director for Outreach, (25% AN Salary) Outreach Program Student Assistants - Assistance with the accumulation compilation, and dissemination of outreach materials (\$8-\$15/hour)	\$ 21,619	\$ 22,052	\$ 22,493	\$ 22,943
8.A.3		b) Collaboration with College of Education - Capacitating Mentor Teachers to Internationalize their Classrooms - instructional support	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
8.A.3	CPP2, AP	c) Collaboration with College of Education - Internationalization TE 150 Reflections on Learning - instructional support	\$ -	\$ 1,000	\$ 1,000	\$ 1,000
8.A.3	CPP2, AP	d)	\$ -	\$ 1,250	\$ 1,250	\$ 1,250
		Subtotal, Outreach Salaries	\$ 26,619	\$ 29,302	\$ 29,743	\$ 30,193
		TOTAL, SALARIES	\$ 129,182	\$ 127,246	\$ 128,075	\$ 128,922
B. FRINGE BENEFITS						
8.A.7		1. Assistant Director Fringes (SI Fringes at 36.03%, 36.52%, 37.02% & 37.52%)	\$ 6,869	\$ 7,101	\$ 7,342	\$ 7,594
8.A.3		2. Assistant Director for Outreach Fringes (SI Fringes at 34.07%, 34.50%, 34.94% & 35.40%)	\$ 7,366	\$ 7,608	\$ 7,860	\$ 8,122
8.A.1, 2, 3, 7		3. Students, African Language Tutors, & Global Internship Placement Fringes (7.65%)	\$ 6,770	\$ 6,560	\$ 6,560	\$ 6,560
		TOTAL, FRINGES	\$ 21,005	\$ 21,269	\$ 21,762	\$ 22,276
C. TRAVEL - DOMESTIC						
1. Faculty/Staff Travel						
8.A.7		a) Africanist Faculty - Annual African Studies Conference (12 @ \$500)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
8.A.7		b) Administrative staff travel to ASA and AASP meetings (6 @ \$1,400)	\$ 8,400	\$ 8,400	\$ 8,400	\$ 8,400
8.A.2	AP	c) Language Faculty Workshops and Meetings	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

Narrative Section Reference	Priorities	Year 1 Budget 8/15/14- 8/14/15	Year 2 Budget 8/15/15- 8/14/16	Year 3 Budget 8/15/16- 8/14/17	Year 4 Budget 8/15/17- 8/14/18
8.A.3	CPP2, AP	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
		\$ 20,400	\$ 20,400	\$ 20,400	\$ 20,400
		Travel for MSU Outreach Program activities in-state travel related to outreach programs (to include university car rental)			
		SUBTOTAL, DOMESTIC TRAVEL			
		\$ 8,000	\$ 8,000	\$ 8,000	\$ 8,000
		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
		\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
		\$ -	\$ 500	\$ 500	\$ 500
		\$ -	\$ 1,050	\$ 1,050	\$ 1,050
		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$ 35,500	\$ 37,050	\$ 37,050	\$ 37,050
		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
		\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
		\$ 14,000	\$ 14,000	\$ 14,000	\$ 14,000
		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
		\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
		\$ 4,700	\$ 4,700	\$ 4,700	\$ 4,700
		\$ 350	\$ 350	\$ 350	\$ 350
		\$ 350	\$ 350	\$ 350	\$ 350
		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
		\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
		\$ -	\$ 4,500	\$ 4,500	\$ 4,500
		\$ -	\$ 2,500	\$ 2,500	\$ 2,500
		SUBTOTAL, SUPPLIES			
		E. OTHER			
		1. Interdisciplinary Working Groups Project - Linking faculty and students in key research initiatives			
		2. Visiting African Studies Scholars - Professional services fee and travel support			
		3. Distinguished Speaker Series - Professional services fee and travel (4x \$3,500)			
		4. Community College MIIIE Initiative (80 plus community colleges in 11 states) - Support for travel and lodging for participants			
		5. Community College and Historically Black Colleges and Universities - Faculty to attend Association of African Studies Programs (AASP) Professional services and travel			
		6. LATTICE K-12 Teachers in International & Cross-Cultural Education - (Cooperative with MSU College of Education & 17 School Districts)			
		7. National Collaborative Teachers Workshop at ASA - Co-sponsor workshop with other African NRCs			
		8. Africana Children's Book Awards of African Studies Association - Co-sponsor presentation/meeting with other African NRC's			
		9. Outreach Program Professional Services for workshops and meetings - Professional services payment for presentations			
		10. World Languages Day - Supplies and materials			
		11. Annual Summer Workshops for Teaching Arabic - including both pre-service & in-service teachers (in collaboration with CLEAR, ASN, CASID) travel for speakers; supplies and materials			
		12. Collaboration with College of Education - International Summer Institute for Teachers - support for participating teachers			

APPENDIX B

**BIOGRAPHICAL
INFORMATION**

Appendix B

MSU AFRICAN STUDIES CENTER CORE AND CONSULTING FACULTY

MSU African Studies Center Faculty, 2012-2014 by Academic Field

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
A. African Languages and Linguistics					
<u>Languages and Linguistics</u>					
Chakrani Brahim	Assistant Professor	Language & Linguistics	100	No	B-21
Choti Jonathan	Instructor	Language & Linguistics	100	No	B-22
Lucas Russell E	Associate Professor	Language & Linguistics	20	Yes	
Myers-Scotton Carol	Adj. Prof. Emeritus	Language & Linguistics	75	No	B-48
Nkonyani Deogratias	Associate Professor	Language & Linguistics	80	Yes	B-54
Sibanda Galen	Assistant Professor	Language & Linguistics	100	No	B-65
B. African Area Studies Faculty - Arts, Humanities, and Social Sciences					
<u>Anthropology</u>					
David Kenneth	Associate Professor	Anthropology	10	Yes	B-26
Ferguson Anne	Professor/ Director	Anthropology/ GenCen	50	Yes	B-32
Fujita Masako	Assistant Professor	Anthropology	80	No	B-33
Hourani najib	Assistant Professor	Anthropology	30	Yes	B-40
Leichtman Mara	Assistant Professor	Anthropology	75	Yes	B-45
Pritchett James A.	Prof./Dir.	Anthropology	100	Yes	B-59
Tetreault Chantal	Assistant Professor	Anthropology	25	No	B-70
Watrall Ethan	Assistant Professor	Anthropology	40	Yes	B-74
<u>Art and Museum</u>					
Keller Candace	Assistant Professor	Art & Art History	90	No	B-43

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
MacDowell Marsha	Professor/ Curator	Art & Art History	15	Yes	B-49
Dewhurst C. Kurt	Professor/Curator	Museum/English	20	Yes	B-27
<u>Economics and Agricultural Food & Resource Economics</u>					
Adelaja Adesoji	Hannah Dist. Professor	Agricultural Food & Resource Economics	5	Yes	B-11
Ahlin Christian	Assistant Professor	Economics	10	Yes	B-13
Birbeck Matthew	Visiting Specialist	Agricultural Food & Resource Economics		No	B-17
Black Roy	Professor	Agricultural Food & Resource Economics		Yes	B-18
Chamberlin Jordan	Professor	Agricultural Food & Resource Economics	100	No	B-22
Cook Lisa	Assistant Professor	Economics/James Madison	25	Yes	B-24
Cunguara Benedito	Vis. Research Associate	Agricultural Food & Resource Economics	100	No	B-25
Dillion Andrew	Assistant Professor	Agricultural Food & Resource Economics	90	No	B-27
Donovan Cynthia	Assistant Professor	Agricultural Food & Resource Economics	100	No	B-28
Jayne, Thomas	Professor	Agricultural Food & Resource Economics	100	No	B-41
Liverpool-Tasie Lenis	Assistant Professor	Agricultural Food & Resource Economics	90	Yes	B-46
Reardon Thomas	Professor	Agricultural Food & Resource Economics	10	Yes	B-60
Ross Brent	Assistant Professor	Agricultural Food & Resource Economics		Yes	B-62
Smale Melinda	Professor	Agricultural Food & Resource Economics	100	No	B-66
Staatz John	Professor Emeritus	Agricultural Food & Resource Economics	80	Yes	B-68
Simpson Brent	Associate Professor	Agricultural Food & Resource Economics	80	No	B-66
Swinton Scott	Professor	Agricultural Food & Resource Economics	5	Yes	B-69
Thériault, Véronique	Assistant Professor	Agricultural Food & Resource Economics	100	No	B-71
Tschirley David	Professor	Agricultural Food & Resource Economics	95	No	B-73
Weatherspoon Dave	Professor	Agricultural Food & Resource Economics	15	Yes	B-74
<u>English and Literature</u>					
Harrow Kenneth J.	Professor	English	95	Yes	B-37
Hassan Salah	Associate Professor	English	25	Yes	B-38

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
Troutman Denise	Associate Professor	Writing, Rhet, and Culture/Linguistics	25	Yes	B-72
Babana-Hampton Safoi	Associate Professor	Romance and Classical Studies	70	Yes	B-14
<u>Geography</u>					
Evered Kyle T	Assistant Professor	Geography	5	Yes	B-31
Hitchcock Robert	Professor	Geography/Anthropology	70	Yes	B-39
Mehretu Assefa	Interim Dir/ Professor Emerit	Geography	50	Yes	B-9
Messina Joseph	Professor	Geography	35	Yes	B-53
Triezenberg Heather	Assistant Professor	Geography	10	No	B-72
Zulu Leo	Assistant Professor	Geography	70	No	B-77
<u>History</u>					
Achebe Nwando	Professor	History	100	Yes	B-10
Alegi Peter	Associate Professor	History	100	Yes	B-13
Dagbovie Pero	Professor	History	60	Yes	B-26
Evered Emine	Assistant Professor	History	25	Yes	B-30
Fair Laura	Associate Professor	History	100	Yes	B-31
Harris Lashawn	Assistant Professor	History	5	Yes	B-37
Hawthorne Walter	Chair/Professor	History	100	Yes	B-38
Holden Vanessa	Assistant Professor	History	20	Yes	B-39
Jackson II Ronald	Instructor	History	30	No	B-41
Steinberg Ronen	Assistant Professor	History	5	No	B-68
<u>Human Development and Family Studies</u>					
Blow Adrian	Associate Professor	Human Development & Family Studies	5	Yes	B-18
<u>Human Resources and Labor Relations</u>					
Beck John	Associate Professor	Human Resources & Labor Relations	10	Yes	B-15

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
<u>James Madison College</u>					
Edozie Rita Kiki	Professor	James Madison College	70	Yes	B-28
El-Rayes Waseem	Assistant Professor	James Madison College	25-50	Yes	B-29
Freidus Andrea	Assistant Professor	James Madison College	30	Yes	B-33
Olcott Martha	Professor	James Madison College	5	No	B-56
Pinto Rodrigo G	Assistant Professor	James Madison College	8	No	B-58
Rohs Stephen	Professor	James Madison College	40	Yes	B-61
Stokes Curtis	Professor	James Madison College		Yes	B-69
<u>Philosophy</u>					
Esquith Stephen	Professor/Dean	Philosophy/RCAH	30	Yes	B-30
Gifford Frederick	Professor	Philosophy	10	Yes	B-35
McClendon John	Professor	Philosophy	50	Yes	B-51
<u>Political Science</u>					
Bratton Michael	Univ. Distinguished Prof.	Political Science	90	Yes	B-20
Conroy-Krutz Jeffrey	Assistant Professor	Political Science	70	No	B-24
Elemo Olufunmbi	Visiting Instructor	Political Science	100	No	B-29
Logan Carolyn	Assistant Professor	Political Science	100	No	B-47
Thomas Jakana	Assistant Professor	Political Science	40	No	B-71
<u>Religious Studies</u>					
Khalil Mohammad	Assistant Professor/Adj. Prof	Religious Studies/Law	30	Yes	
<u>Social Work</u>					
Agbenyiga DeBrenna	Associate Professor	Social Work	50	Yes	B-11
<u>Sociology</u>					
Busch Lawrence	Univ. Distinguished Prof.	Sociology	50	Yes	B-21
Gasteyer Stephen	Assistant Professor	Sociology	10	No	B-34

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
Harris Craig	Associate Professor	Sociology	20	Yes	B-37
Kaytsinga Jean	Visiting Asst. Professor	Sociology	5	No	B-42
Wiley David	Professor emeritus	Sociology	95	Yes	B-75
<u>VP Student Affairs</u>					
Gazel Jeanne	Consultant	VP Student Affairs	35	No	B-34
C. African Area Studies Faculty - Professional Colleges					
<u>College of Agriculture and Natural Resources (ANR)</u>					
<u>Animal Science</u>					
Balander Richard	Associate Professor	Animal Science	10	Yes	B-15
<u>Plant, Soil and Microbial Sciences</u>					
Foster Eunice	Professor	Plant, Soil and Microbial Sciences	5	Yes	B-32
Smucker Alvin	Professor	Plant, Soil and Microbial Sciences	10	Yes	B-67
Snapp Sieglende	Professor	Plant, Soil and Microbial Sciences	50	Yes	B-67
<u>Fisheries & Wildlife</u>					
McConnell William J	Assoc. Dir./Asst. Prof.	Fisheries & Wildlife	5	No	B-51
Schneider Jim	Senior Spec./Advisor	Fisheries & Wildlife	5	No	B-63
Gore Meredith	Assistant Professor	Fisheries & Wildlife	15	No	B-36
<u>Food Science & Human Nutrition</u>					
Weatherspoon Lorraine	Associate Professor	Food Science & Human Nutrition	5	Yes	B-75
<u>Horticulture</u>					
Ngouajio Mathieu	Associate Professor	Horticulture	5	Yes	B-55

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
<u>CSUS (Community Sustainability)</u>					
Bingen James	Professor Emeritus	CSUS	30	Yes	B-16
Bronstein Daniel	Professor	CSUS	25	Yes	B-20
Clay Daniel C	Professor/ Dir	CSUS	80	Yes	B-23
Kerr John M.	Associate Professor	CSUS	20	Yes	B-43
Lopez Maria C	Assistant Professor	CSUS	20	No	B-48
Richardson Robert	Assistant Professor	CSUS	40	Yes	B-60
<u>College of Natural Science</u>					
<u>Entomology</u>					
Melakeberhan Haddish	Associate Professor	Entomology	5	Yes	B-52
Walker Edward	Professor	Entomology/ Microbiology & Molecular Genetics	50	Yes	B-73
<u>Geological Sciences</u>					
Rooney Tyrone	Assistant Professor	Geological Sciences	40	Yes	B-61
<u>Zoology</u>					
Holekamp Kay	Univ. Distinguished Prof.	Zoology	90	Yes	B-40
Lindell Catherine	Associate Professor	Zoology	5	Yes	B-46
McGuire Jeanette	Assistant Professor	Zoology	25	Yes	B-52
Rasmussen Pamela	Assistant Professor	Zoology/Museum	10	No	B-59
<u>Communication/Arts and Sciences</u>					
Ogundimu Folu	Associate Professor	School of Journalism	75	Yes	B-55
Olson Jennifer	Associate Professor	Telecom, Info Studies & Media	85	No	B-57
Rumler Jennifer	Specialist/Managing Director	Communication		No	B-62
Wyche Susan	Associate Professor	Telecom, Info Studies & Media			B-76
<u>College of Music</u>					
Bosse Joanna	Assistant Professor	Music/RCAH	10	No	B-19

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
Long Sarah	Assistant Professor	Music	10	No	B-47
<u>College of Education</u>					
Austin Ann F	Professor	Educational Administration	5	Yes	B-14
Chudgar Amita	Associate Professor	Educational Administration	5	Yes	B-23
Mabokela Reitumetse	Professor	Educational Administration	55	Yes	B-49
Metzler John	Asst. Prof./Coordinator	Teacher Education	100	No	B-53
Schwille Jack R.	Professor/Assistant Dean	Education/Internat'l Studies in Education	40	Yes	B-64
<u>College of Osetopathic Medicine</u>					
Aguwa Margaret	Associate Dean	Family and Community Medicine	5	Yes	B-12
Birbeck Gretchen	Professor	Neurology & Epidemiology	90	Yes	B-17
Boivin Michael	Professor	Neurology & ophthalmology	70	Yes	B-19
Postels Douglas	Assistant Professor	Neurology	60	Yes	B-58
Seydel Karl	Assistant Professor	Internal Medicine	100	No	B-65
Taylor Terrie	Univ. Distinguished Prof.	Internal Medicine	90	Yes	B-70
<u>College of Human Medicine</u>					
Currier Constance	Assistant Professor	Public Health Program	30	No	B-25
Gordon Linda	Instructor	Public Health Program/Anthropology	10	No	B-35
Malouin Rebecca	Assistant Professor	Family Medicine	15	No	B-50
Satti Mohamed Z	Assistant Professor	Public Health Program	25	No	B-63
Scott-Emuakpor Ajovi	Professor	Pediatrics and Human Development	7	No	B-64
<u>College of Nursing</u>					
Peek Patricia	Associate Professor	Nursing	10	Yes	B-57
<u>College of Veterinary Medicine</u>					
Kaneene John	U. Distinguished Prof./Dir.	Large Animal Clinical Sciences	10	Yes	B-42

<u>Name</u>	<u>Rank</u>	<u>Department</u>	<u>% Africa Related</u>	<u>Tenured</u>	<u>Page Number</u>
Agnew Dalen	Associate Professor	Pathobiology & Diagnostic	10	TS	B-12
MacKenzie Charles	Professor	Pathobiology & Diagnostic	80	Yes	B-50
D. Library - African Studies Library Faculty					
<u>MSU Libraries</u>					
Lauer Joseph Ph.D.	Africana Librarian	Africana Library	100	Yes	B-44
Limb Peter Ph.D.	Africana Librarian	Africana Library	100	Yes	B-45
E. Administrative Faculty					
Adekson Adedayo	Ass. Dean for Admin.	International Studies & Programs	10	No	B-10
Okwako Betty	Assistant professor	CASID	80	No	
F. African Studies Center Administrative and Clerical					
Mehretu Assefa, Ph.D.	Interim Director/Prof.		100	Yes	B-9
Biersteker Ann, Ph.D.	Assistant Director		100	No	B-16
Metzler John, Ph.D.	Assistant Professor/Coordinator Outreach		100	No	B-53
Sibanda Galen, Ph.D.	Coord., Afr. Language Prog./ Asst. Prof.		100	No	B-65
Choti Damaris, Ph.D.	Assistant to the Director/Outreach Specialist Program		100	No	
Kalumbu Isaac, Ph.D.	Manager/MasterCard Foundation Program		100	No	
Rice Alicia	Office Administrator and Supervisor		100	No	
Frugé Lisa	Editorial Assistant		100	No	
McCulloh Andrea	Office Assistant		100	No	

Mehretu, Assefa

Title/Department: Interim Director, African Studies Center; Associate Dean Emeritus, College of Social Science; Professor Emeritus, Department of Geography. Appointed: 1977; Tenured: Yes.

Education: Ph.D., Johns Hopkins University, 1969; B.A., Haile Sellassie I University, 1964.

Field Research Experience: Ethiopia; Burkina Faso; Guinea Bissau; Zimbabwe.

African Languages: Amharic (3); French (2).

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: Geography of Africa; Social Science Perspectives: Africa; Global Diversity and Interdependence; Introduction to Economic Geography.

Research/Teaching Specialization: Regional Development; Socioeconomic Inequality and Marginalization; Economic and Demographic Geography.

Recent Publications and Awards:

Publications:

“Partners for Progress and Modernization: Rise and Fall of America’s Soft-Power Relations with Ethiopia.” *East African Social Science Research Review* 39.2 (2013): 51-77;

“Residential Marginality, Erasure and Intractability in Addis Ababa,” with Tegegne Gebre Egziabher. *Sustainable Urbanization*. Ed. Egor Vojnovic. East Lansing: MSU Press, 2013. 205-308;

“Ethnic Federalism and its Potential to Dismember the Ethiopian State.” *Progress in Development Studies* 12.2 (2012): 113-133;

“Delegitimizing Multicultural Collective Identity in Ethiopia: A Critical Reflection on Ethnic Federalism.” *Horn of Africa* 29 (2011): 64-82.

Administrative Experience:

Interim Director, African Studies Center, Michigan State University; 2014-present;

Program Director, Social Science in Rome, Michigan State University; 1992-present;

Director, Center for Integrative Studies in Social Science, Michigan State University, 2000-2007;

Associate Dean for Academic and Student Affairs, Michigan State University; 2004-2006.

Achebe, Nwando

Title/Department: Professor, History Department. Appointed: 2005; Tenured: Yes

Education: Ph.D., University of California – Los Angeles, 2000; C. Phil., University of California – Los Angeles, 1998; M.A., University of California – Los Angeles, 1994; B.A. Univ. of Massachusetts, 1991.

Field Research Experience: Nigeria.

African Languages: Igbo (5); West African Pidgin (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: Women in the First Person: African Autobiography and Personal Narrative; African History since 1800; Introduction to African History, Culture, and Society; Comparative Slave Systems; Africa and the World; Biography as History; African Historiography; Seminar on Women's History: Women, Gender, and Sexuality in Africa; Women and Gender in Africa.

Research/Teaching Specialization: West African History; Women, Gender, and Sexuality in Sub-Saharan Africa; Oral History.

Recent Publications:

“Twenty-Five Years of African Women Writing African Women’s Worlds.” *Journal of Women’s History* 25.4 (2013): 275-287;

The Female King of Colonial Nigeria: Ahebi Ugbabe. Bloomington: Indiana University Press, 2011;

“Ogidi Palaver: The 1914 Women’s Market Protest.” *Shaping Our Struggles: Nigerian Women in History, Culture, and Social Change.* Eds. Obioma Nnaemeka and Chima Korieh. New Jersey: Africa World Press, 2010. 23-51;

Awards:

The Aidoo-Snyder Book Award, Women’s Caucus, The African Studies Association, 2013;

The Gita Chaudhuri Book Award, Western Association of Women Historians, 2012;

Fintz Teaching Excellence Award, Center for Integrative Studies in Arts & Humanities, 2011.

Grants:

Africa in World History Summer Institute for School Teachers (PI and Institute Director), National Endowment for the Humanities, 2013;

Eradicating Wild Polio Viruses in Nigeria: A Strategic Communications-Centered Approach for Research and Training (Co-PI), World Health Organization, 2010;

Akwa Ibom’s ‘Witch Children’ (Co-PI), African Studies Center/International Studies and Programs Strategic Partnership Grant, 2010;

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Founding Editor-in-Chief, *Journal of West African History*, Michigan State University Press, 2012-present.

Adekson, Adedayo

Title/Department: Assistant Dean for Administration, International Studies and Programs Appointed 2012 Tenured No

Education: Ph.D. Political Science, American University; M.A. International Development, American University; B.A. International Studies, American University

Field Work: Nigeria

African Languages Yoruba (5)

Percentage of Time Devoted to Africa Related Research and Teaching: 10%

Africa Related Courses Taught 0

Research/Teaching Specialization: Ethnic conflict in Africa

Recent Publications and Awards

“Civil’ or ‘Uncivil Society? Revisiting the Proliferation of Ethnic Organizations in South Nigeria,” in *State Fragility, State Formation and Human Security in Nigeria* M. Okome (Ed) London: Palmgrave MacMillan, 2013;

The “Civil Society” Problematique: Deconstructing Civility and Southern Nigeria’s Ethnic Radicalization New York: Routledge, 2012

Dissertation Supervised: 0

Administrative Experience; Assistant Dean for Administration, International Studies & Programs, 2012-present.

Adelaja, Adesoji O.

Title/Department: John A. Hannah Distinguished Professor in Land Policy, Department of Agricultural, Food and Resource Economics. **Appointed:** 2004; **Tenured:** Yes.

Education: Ph.D., West Virginia University, 1985; M.S., West Virginia University, 1981; M.S., West Virginia University, 1980; B.S., Pennsylvania State University, 1978.

Field Research Experience: Nigeria; Ghana; Côte d'Ivoire.

African Languages: Yoruba (5).

Percentage of Time Devoted to Africa-Related Research, Teaching, and Administration: 75%.

Research/Teaching Specialization: Land Security; Land Resource Policy; Renewable Energy Policy; Growth Strategy in the New Economy; Placemaking Strategies; Emerging Issues in Agricultural and Food Policy; Intergovernmental Cooperation and Public-Private Partnerships.

Recent Publications and Awards:

Publications:

“Explaining International Land Transactions in Africa.” *Economic Methods for Analyzing Economic Development*. Eds. Peter Shaeffer, et al. Hershey: IGI Global Press, 2013;

Causes and Consequences of Unrest: Economics, Insecurity, and other Triggers. Office of the National Security Adviser, the Presidency, Federal Republic of Nigeria, 2013;

Northeast Nigeria Economic Transformation Strategy. Office of the National Security Adviser, the Presidency, Federal Republic of Nigeria, 2013;

Awards:

Distinguished Faculty Award, Michigan State University, 2011;

Outstanding Article of the Year Award, Emerald Publishing Group, 2011.

Grants:

Economic Transformation of Northeast Nigeria (PI), U.K. Department for International Development, 2013

African Dissertations Supervised 0

Administrative Experience:

Director, Directorate of Economic Intelligence, Office of the National Security Adviser, the Presidency, Federal Republic of Nigeria, 2011-present;

Founding Director of the Land Policy Institute, Michigan State University, 2006-2011;

Agbenyiga, DeBrenna

Title/Department Associate Dean for Equity & Diversity, College of Social Science, Associate Professor of Social Work. **Appointed** 2015 **Tenured** Yes

Education Ph.D. Social Work, Michigan State University; MSW Michigan State University; B.A. Criminal Justice, University of South Carolina

Field Research in Africa: Ghana, Togo

African Languages Twi (3) Fa (3)

Research/Teaching Specialization: Women and children's equity in access to social services; education and health care needs in developing countries. Summer study abroad program to Ghana, 2008 – present.

Recent Publications and Awards:

With Barrie, S., Djelaj, V., & Nawyn, S.. “Expanding our Community: Independent and Interdependent Factors Impacting Refugees’ Successful Community Resettlement. *Advances in Social Work*. (2012);

Nawyn, S., Gjakaj, Linda, Grace, B. & Agbenyiga, D. L.. “Linguistic Isolation, Social Capital, and Immigrant Belonging. *Journal of Contemporary Ethnography*. (2011);

Agbenyiga, D. L. & Huang, L. Impact of organizational network on the roles of NGO in eldercare: Perspectives from Help Age Ghana Day Care Centres. *Ageing International*, 36 (3) 2011.

African Dissertations Supervised 0

Administrative Experience: Associate Dean for Equity and Diversity, College of Social Science 2010-present.

Agnew, Dalen W.

Title/Department: Associate Professor, Department of Pathology and Diagnostic Investigation.

Appointed: 1996; **Tenured:** Yes.

Education: DVM, Michigan State University, 1990; Ph.D., University of California-Davis, 2006.

Field Research Experience: Ghana.

Percentage of Time Devoted to Africa-Related Research, Teaching, and Administration: 10%.

Africa-Related Courses Taught: International Veterinary Medicine.

Research/Teaching Specialization: Comparative Reproductive Pathology; Zoo and Wildlife Pathology; Conservation Biology; Infectious Diseases in the Bovine Reproductive Tract; International Development and Livestock Diseases in Ghana.

Recent Publications and Awards:

Publications:

“Reproductive Health Surveillance in Zoo and Wildlife Medicine,” with A. Moresco. *Journal of Zoo and Wildlife Medicine*. Forthcoming;

“Skunk Musk Causes Methemoglobin and Heinz Body Formation in Vitro,” with B. R. Fierro, et al.

“Importance of Infectious Bovine Reproductive Diseases: An Example from Ghana,” with B. Adu-Addai, et al. *Veterinary Record* (2012);

“Convergent Evolution of Endometrial Prolactin Expression in Primates, Mice, and Elephants through the Independent Recruitment of Transposable Elements,” with Claudio Casola, et al. *Molecular Biology and Evolution* 29.1 (2012): 239-247;

“Treatment of an Amelanotic Melanoma Using Radiation Therapy in a Lesser Madagascar Hedgehog Tenrec,” with Pedro Dominguez, et al. *Journal of Zoo and Wildlife Medicine* 41.1 (2010): 152-157;

Awards:

Presidential Service Award, 2006;

Cordy Prize, University of California-Davis, 2005.

Grants:

National Institutes of Health Grant Fellow, Center for Comparative Medicine, University of California – Davis, 2005-2006.

Dissertations Supervised during the Past Five Years: 1.

Aguwa, Margaret I.

Title/Department: Associate Dean, College of Osteopathic Medicine; Professor, Department of Family and Community Medicine. **Appointed:** 1976; **Tenured:** Yes.

Education: M.P.H., University of North Carolina-Chapel Hill, 1979; D.O., University Health Sciences College of Osteopathic Medicine, 1973; B.A., Loma Linda University, 1968.

Field Research Experience: Nigeria; Women in African Diaspora.

African Languages: Igbo (3).

Percentage of Time Devoted to Africa-Related Research, Teaching, and Administration: 5%.

Research/Teaching Specialization: Medical Education; Women’s Health; Health Care Disparities; Health Care Workforce Diversity; Academic Leadership Development.

Recent Publications and Awards:

Publications:

“Variations in Aging in Ethnic Skin and Hair: Corrective and Cosmetic Treatment,” with Marcy Street. *Diagnosis of Aging Skin Diseases*. Eds. Robert A. Newman. London: Springer, 2008.

Awards:

Sadie Abbassi Award for Services in Women’s Health, 2008;

Detroit Free Press Award, 2007;

Grants:

Academic Administrative Units, U.S. Department of Health and Human Services, 2004-2007.

Administrative Experience:

Founder and Director, OsteoCHAMPS Program, College of Osteopathic Medicine, MSU, 2013-present;

Associate Dean for Community Outreach and Clinical Research, College of Osteopathic Medicine,

Michigan State University, 2005-present;

Ahlin, Christian

Title/Department: Associate Professor of Economics. Appointed: 2007 Tenured Yes

Education: Ph.D. University of Chicago, B.S. Duke University

Field Research Experience: No Africa

African Languages: None

Percentage of Time Devoted to Africa-Related Research, Teaching, and Administration 10%

Research/Teaching Specialization: Micro lending in developing countries, economic impact of corruption in developing countries; EC 410, *Economics of Developing Countries*; EC 851 *Domestic and Foreign Development Policies*.

Recent Publications and Awards:

“Product Differentiation under Congestion: Hotelling was Right” With Peter Ahlin, *Economic Inquiry*, 51 (3) 1750-1763, July 2013.

Alegi, Peter C.

Title/Department: Associate Professor, Department of History. Appointed: 2005; Tenured: Yes.

Education: Ph.D., Boston University, 2000; M.A., Yale University, 1995; B.A., Trinity College, 1992.

Field Research Experience: South Africa.

African Languages: Zulu (4).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught:

Sport in African History: Colonialism, Independence, and Globalization; Leisure and Popular Culture in African History, 1880s-Present; South African History; Historical Methods and Skills: Reconstructing the South African Past; Africa Social Science Perspectives; African History, Cultures, and Politics; Race, Biography, and Nation Building in South African History; New Perspectives on South African History; Spectatorship and Consumerism in African History: 1880s-Present; Global Soccer: History; Social Science of Sport: The Culture of Soccer; Sport in World History.

Research/Teaching Specialization: African History; Soccer in South Africa; Social History, Gender, and Popular Culture in South Africa; Digital History.

Recent Publications and Awards:

Publications

Africa's World Cup: Critical Reflections on Patriotism, Play, Spectatorship, and Urban Space, ed. with Chris Bolsmann. Ann Arbor: University of Michigan Press, 2013;

“Podcasting the Past: Africa Past and Present and (South) African History in the Digital Age.” *South African Historical Journal* 64.2 (2012): 206-220;

African Soccerescapes: How a Continent Changed the World's Game. Athens: Ohio University Press, 2010; *Laduma! Soccer, Politics and Society in South Africa*. 2nd edition. Scottsville: University of KwaZulu-Natal Press, 2010.

Awards:

Richard E. Sullivan Teaching Excellence Award, Department of History, Michigan State University, 2012; Fintz Teaching Excellence Award, Center for Integrative Studies in Arts & Humanities, Michigan State University, 2010.

Grants:

Fulbright Scholar, University of KwaZulu-Natal, Pietermaritzburg, South Africa, 2010; Internal Research Grant Program Award, Michigan State University, 2009; Sesquicentennial Research Grant, Michigan State University, 2008; Travel Grant, Center for Integrative Studies in Arts & Humanities, 2008.

Dissertations Supervised during the Past Five Years: 2

Administrative Experience:

Director, Digital History Projects, Matrix, 2012-present;

Co-Founder and Convenor, *Football Scholars Forum*, 2010-present;

Co-Host, *Africa Past and Present* Podcast, 2008-present.

Austin, Ann E.

Title/Department: Professor, Department of Educational Administration. Appointed: 1991; Tenured: Yes.
Education: Ph.D., University of Michigan, 1984; M.A., University of Michigan, 1982; M.S., Syracuse University, 1978; B.A., Bates College, 1976.

Field Research Experience: South Africa.

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 5%.

Africa-Related Courses Taught: Higher Education Professional Development Experience in South Africa.

Research/Teaching Specialization: Faculty Careers, Roles, and Professional Development; Organizational Change and Transformation in Universities and Colleges; Reform in Doctoral Education; Undergraduate and Graduate Education in Science, Technology, Engineering, and Mathematics (STEM); Improvement of Teaching and Learning in Higher Education; Higher Education in Developing Countries.

Recent Publications and Awards:

Publications:

“Preparing Doctoral Students for Faculty Careers that Contribute to the Public Good,” with B. J. Barnes. *Higher Education for the Public Good: Emerging Voices from a National Movement*. Eds. John C. Burkhardt et al. San Francisco: Jossey-Bass, 2005. 272-292.

Awards and Grants:

Exemplary Research Award, American Educational Research Association (AERA), 2014;

The CTRL Network: 25 Research Universities Preparing a National Faculty to Advance STEM Undergraduate Learning, National Science Foundation, 2013-2016;

How Do Organizational Change Strategies Support the Success of Women Scholars in STEM Fields?, National Science Foundation, 2010-2014.

Babana-Hampton, Safoi

Title/Department: Associate Professor, Department of Romance and Classical Studies. Appointed: 2005; Tenured: Yes.

Education: Ph.D., University of Maryland, 2005; M.A., Indiana University, 1998; B.A., Université Mohammed V, 1994.

Field Research Experience: Morocco.

African Languages: Arabic; French.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 70%.

Africa-related Courses Taught: Theme-Based Seminar: Images des Identités Transculturelles, Métisses, Diasporiques et Nomades dans les Littératures et les Films Francophones; Theme-Based Seminar: La Littérature et le Film Beur et d’Immigration; Special Topics Seminar: Cartographie de l’Espace Public dans les Récits des Femmes Maghrébines et Franco-Maghrébines; Genre-Based Seminar: Francophone Literatures of the Maghreb; Introduction to French Studies II: Francophone Cultures

Research/Teaching Specializations: Francophone and Comparative Studies; Maghrebi Literature and Culture; Civic Movements and Civil Society in Morocco; Postcolonial Literature and Theory; Diasporas.

Recent Publications, Awards and Grants:

Publications:

“L’Image et le Texte entre Déconstruction et Construction dans L’Enfant de Sable et Le Fond de la Jarre.” *French Review: Journal of the American Association of Teachers of French* 84.3 (2011): 541-553;

“Bringing into Focus Narrative Text and Subtext in Moroccan Film: Marock’s Hors-Champ.” *Journal of North African Studies* 15.3 (2010): 289-303;

Administrative Experience:

Chair, Curriculum Academic Programs (CAP) Committee, Michigan State University, 2008-2009;

Lead Undergraduate Advisor, Michigan State University, 2008; Advisor, French and African Studies in Senegal, Michigan State University.

Balander, Richard

Title/Department: Associate Professor, Department of Animal Science. Appointed: 1978; Tenured: Yes.

Education: Ph.D., Virginia Tech, 1978; M.S., Virginia Tech, 1977; B.S., University of Virginia, 1973.

Field Research Experience: No Africa

African Languages: None

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Africa-related Courses Taught: Animal Systems in International Development: Study Abroad in Johannesburg; Food, Agriculture, and Natural Resources in South Africa and Swaziland.

Research/Teaching Specialization: Poultry; Research on Eggshell Quality and Turkeys.

Beck, John P.

Title/Department: Associate Professor, School of Human Resources and Labor Relations. Appointed: 1991; Tenured: Yes.

Education: M.A., University of Michigan, 1982; B.A., Michigan State University, 1977.

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 10%.

Africa-Related Courses Taught: Labor Relations in South Africa (Study Abroad).

Research/Teaching Specialization: Labor Relations and Work Innovation in South Africa; Comparative Workers Culture in South Africa and the United States.

Recent Publications & Grants:

Publications:

Workers Culture in Two Nations: South Africa and the United States, with Yvonne Lockwood. Port Elizabeth: Red Location Museum, 2011-2012. Traveling Museum Exhibit with Michigan State University Museum; *Integrating Outreach and Engagement into Faculty Work*, with Ann E. Austin.

Grants:

Leadership Fellows Program: Building Capacity for Civil Society and Economic Development (A Mali, Senegal, Burkina Faso and U.S. Partnership) (Co-PI), U.S. Department of State, 2011-2012.

Administrative Experience: External Reviewer, Masters Treatises, Nelson Mandela Metropolitan University, 1998-present; Adjunct Curator, Michigan State University Museum, 1993-present.

Biersteker, Ann J.

Title/Department: Assistant Director, African Studies Center. Appointed: 2013; Tenured: No.
Education: Ph.D., University of Wisconsin, 1984; M.A., University of Minnesota, 1971; B.A., Lawrence University, 1968.

Field Research Experience: Kenya; Tanzania.

African Languages: Swahili (5); Gikuyu (4); Embu (3); Zulu (2); Shona (2); Spanish (2); French (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: Introduction to Africa; Swahili Literature; Comparative Perspectives in African Literature; Research Methods in African Studies; Structure of Swahili; African Studies Senior Colloquium.

Research/Teaching Specialization: African Literatures and Languages; Lexicography; Language Teaching Methods.

Recent Publications and Awards:**Publications:**

“Swahili Literature and Language,” with Alena Rettova. *Oxford Bibliographies Online*. 2012;

“Horn of Africa and Kenya Diaspora Websites as Alternative Media Sources.” *The Media in Africa*. Eds.

Kimani Njogu and John Middleton. Bloomington: Indiana University Press, 2009;

Masomo ya Kisasa: Contemporary Readings in Swahili. 2nd edition. Trenton: Africa World Press, 2005.

Grants:

“Swahili Language Instructional Resource Development.” USED International Research and Studies. June 2003 - May 2006.

Dissertations Supervised during the Past Five Years: 0

Administrative Experience:

Associate Chair, African Studies, Yale University, 1996-2013.

Bingen, James

Title/Department: Professor Emeritus, Community Sustainability. Appointed: 1979; Tenured: Yes.

Education: Ph.D., University of California-Los Angeles, 1983; M.A., Univ. of Wisconsin-Milwaukee, 1967; B.A., University of Wisconsin-Eau Claire, 1966.

Field Research Experience: Senegal; Mali; Rwanda.

African Languages: French (3).

Africa-related Courses Taught: Pesticides, People and Politics; Foundations of Community, Agriculture, Recreation and Resource Studies.

Research/Teaching Specialization: Agriculture and Rural Development in West Africa; Local Food Systems; Organic Farming.

Recent Publications Grants and Awards:**Publications:**

“Ummuhan Gokovali Medettin.” *Geographic Indications in the Mediterranean Region. The Antalya Seminars*, forthcoming; *Rethinking Organic Food and Farming in a Changing World*. With Bernhard Freyer. New York: Springer, forthcoming June 2014; “Early Farming Systems Research and Extension Experience in Africa and Possible Relevance for FSR in Europe,” with David Gibbon. *Farming Systems Research into the 21st Century: The New Dynamic*. Eds. Ika Darnhofer, et al. New York: Springer, 2012. 47-70.

Grants:

Co-PI, “A Michigan-French Partnership to Strengthen the Global Competence of Students, Researchers, and Extension Educators in Agriculture and Tourism,” USDA/CSREES/ISE, 2009-2011; PI, “Farmers’ Markets: A Real Opportunity for Michigan Fruit and Vegetable Growers,” North Central SARE Research and Education, 2006-2010;

Awards:

Fulbright Distinguished Chair, University of Natural Resources and Applied Life Sciences (BOKU), Vienna, Austria, 2009-2010; Order of Agricultural Merit, Government of France, 2008.

Dissertations Supervised during the Past Five Years: 4.

Administrative Experience:

Board Chair, Michigan Organic Food and Farm Alliance (MOFFA).

Birbeck, Matthew

Title/Department: Visiting Specialist, Department of Agricultural, Food and Resource Economics.

Appointed: 2005; **Tenured:** No.

Education: London City and Guilds Phase 4 Agricultural Business Management; Advanced Diploma in Arable Management; Degree in Agricultural Management, Lincolnshire College of Agriculture, 1990.

Field Research Experience: Zambia.

African languages: None

Research/Teaching Specialization: Branding and Marketing Creation and Strategy; Business Strategy and Implementation; Product and Market Development.

Recent Publications and Awards: 0

Dissertations Supervised during the Past Five Years: 0

Administrative Experience:

General Manager, Zambezi Ranching and Cropping Ltd., Zambia, 10 years.

Birbeck, Gretchen L.

Title/Department: Professor, Department of Epidemiology and Biostatistics and Department of Neurology and Ophthalmology. **Appointed:** 2000-2013; **Tenured:** Yes.

Education: B.A., Indiana University, 1990; M.D., University of Chicago-Pritzker, 1994; M.P.H., University of California-Los Angeles, 2000.

Field Research Experience: Zambia; Malawi; Kenya.

African Languages: French.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: Social Context of Clinical Decisions; Methods and Issues in Neuroepidemiology.

Research/Teaching Specialization: Cerebral Malaria and Epilepsy Treatment in Sub-Saharan Africa; HIV/AIDS.

Recent Publications and Awards:

Publications:

“Emerging Subspecialties in Neurology: Global Health,” with O. K. Siddiqi, et al. *Neurology* 80.8 (2013): 378-380;

“Detection and Management of Depression and/or Anxiety for People with Epilepsy in Primary Health Care Settings in Zambia,” with Edward K. Mbewe and Leana R. Uys. *Seizure* 22.5 (2013): 401-402;

“A Primary Healthcare Screening Tool to Identify Depression and Anxiety Disorders among People with Epilepsy in Zambia,” with Edward K. Mbewe, et al. *Epilepsy and Behavior* 27.2 (2013): 296-300;

“The Genetic Risk of Acute Seizures in African Children with Falciparum Malaria,” with S. M. Kariuku, et al. *Epilepsia* 54.6 (2013): 990-1001;

“MRI Findings in a Cohort of Brain Injured Survivors of Pediatric Cerebral Malaria,” with S. D. Kamponeni, et al. *The American Journal of Tropical Medicine and Hygiene* 88.3 (2013): 542-546;

“Stigma and Psychiatric Morbidity among Mothers of Children with Epilepsy in Zambia,” with M. A. Elafros, et al. *International Health* 5.4 (2013): 288-294

Awards:

2009, NINDS Clinical Trials Methods Fellowship, National Institutes of Health (NIH);

2007, MSU John H. Hudzik Emerging Leader in Advancing International Studies and Programs, Michigan State University; 2007-2008,

Dissertations/Thesis Supervised during the Past Five Years: 8

Administrative Experience:

Director-International Neurologic & Psychiatric Epidemiology Program; Consulting Faculty-MSU Gender Center

Black, J. Roy

Title/Department: Professor, Agricultural, Food, and Resources Economics **Appointed:** **Tenured:** Yes

Education: Ph.D., University of Minnesota; B.S., Montana State University

Field Research Experience: No Africa

African Languages: None

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration:

Africa-related Courses Taught: Agricultural Production Economics; 851 Agricultural Firm Management; Information Economics and Institutions in Agriculture and Natural Resources

Research/Teaching Specializations: Multidisciplinary team research on agricultural production systems; Managing risk and growth in agricultural; Facilitation of insurance by the federal government, for farms, against yield and revenue shortfalls; contract design and implementation and public policy issues; Climate change and valuation of flexibility

Recent Publications:

Megan Sheahan; Roy Black; T.S. Jayne. 2013. "Are Kenyan farmers under-utilizing fertilizer? Implications for input intensification strategies and research," *Food Policy*. 41:39-52.

Xu, Zhiying, Guan, Zhengfei, Jayne, Thomas S., Black, J. R. 2009. Factors Influencing the Profitability of Fertilizer Use on Maize in Zambia. *Agricultural Economics* 40 (4): 437-446

Dissertation/theses supervised in last 5 years: 2

Blow, Adrian J.

Title/Department: Associate Professor, Department of Human Development and Family Studies.

Appointed: 2005; **Tenured:** Yes.

Education: Ph.D, Purdue University, 1999; M.A., Abilene Christian University, 1995; B.A., University of South Africa, 1992.

Field Research Experience: South Africa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Research/Teaching Specialization: HIV/AIDS in South Africa; Military Families; Women with Breast Cancer; Infidelity in Committed Relationships; Common Factors in Interventions.

Recent Publications, Awards and Grants:

Publications:

"Marital Satisfaction, Family Emotional Expressiveness, Home Learning Environments, and Children's Emergent Literacy," with L. C. Froyen, et al. *Journal of Marriage and Family* 75 (2013): 42-55;

"Therapist Worldview Matching: Not as Important as Matching to Clients," with S. D. Davis and D. H. Sprenkle. *Journal of Marital and Family Therapy* 38 (2012): 13-17;

Awards and Grants:

Reviewer of the Year, *The Journal of Marital and Family Therapy*, 2010;

Star Behavioral Health Provider Initiative (PI), Ethel and James Flinn Foundation, 2013-2015.

Dissertations Supervised during the Past Five Years: 6

Administrative Experience:

Director, Couple and Family Therapy Program, 2011-present; Interim Clinic Director, Couple and Family Therapy Clinic, 2012; Department Chair, Counseling and Family Therapy, Saint Louis University, 2005.

Boivin, Michael

Title/Department: Professor, Neurology & Ophthalmology. **Appointed:** 2006; **Tenured:** Yes.
Education: Ph.D., Western Michigan University, 1980; M.P.H., University of Michigan, 1994; M.A., Western Michigan University, 1978; B.A., Spring Arbor College, 1976.

Field Research Experience: Democratic Republic of the Congo; Uganda; Kenya; Benin.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 70%.

Research/Teaching Specialization: Neurocognitive Impact of Public Health Risk Factors and Interventions in African Children.

Recent Publications and Awards:**Publications:**

“Usefulness of Child Development Assessments for Low-Resource Settings in Francophone Africa,” with G. K. Koura, et al. *Journal of Developmental and Behavioral Pediatrics* 34 (2013): 486-493;

“Neuropsychological Effects of Konzo: A Neuromotor Disorder Associated with Cassava,” with Guy Bumoko, et al. *Pediatrics* 131.4 (2013): 1231;

“A Year-Long Caregiver Training Program to Improve Neurocognition in Preschool Ugandan Children Affected by HIV,” with Paul Bangirana, et al. *Journal of Development and Behavioral Pediatrics* 34.4 (2013): 269-278;

“The Association between Cognition and Academic Performance in Ugandan Children Surviving Malaria with Neurological Involvement,” with Paul Bangirana, et al. *PLoS One* (2013);

“Pediatric Cerebral Malaria: A Scourge of Africa,” with Y. F. Chimalizeni, et al. *Future Neurology* 8.1 (2013): 67-85;

“Cassava Food Toxins, Konzo Disease and Neurodegeneration in Sub-Sahara Africans,” with M. Banea, et al. *Neurology* 80.10 (2013): 949-951; *The accidental anthropologist: A Fulbright scholar unloads his cultural baggage in Zaire*. Spring Arbor, MI: Spring Arbor College Press.

Awards:

Faculty Humanism Award, College of Osteopathic Medicine, Michigan State University, 2013; Alumnus of the Year Award, Spring Arbor University, 2007; Health Prize, 1st Annual Science and Religion Contest, Science and Theology News, 2005; Fulbright African Regional Research Award, Council for the International Exchange of Scholars and the U.S. Department of State, 2003-2004.

Grants:

Enhancing Ugandan HIV-Affected Child Development with Caregiver Training (Co-PI), 2013-2017; Developmental and Growth Outcomes for ARV Exposed HIV Uninfected African Children (Co-PI), 2012-2017; Neuropsychological Benefits of Cognitive Training in Ugandan and Kenyan HIV Children (PI), Michigan State University Discretionary Funding Initiative (DFI), 2012-2014; Enhancing Ugandan HIV-Affected Child Development with Caregiver Training (Co-PI), 2011-2016; Computerized Cognitive Rehabilitation in Children after Severe Malaria (Co-PI), 2011-2016;

Bosse, Joanna

Title/Department: Assistant Professor, Residential College in the Arts & Humanities **Appointed:** 2004
Tenured: No

Education: PhD, University of Illinois at Urbana-Champaign; Master of Music, Michigan State University; Bachelor of Music, Houghton College

Field Research Experience: No Africa

African Languages: 0

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 10%

Africa-related Courses Taught: African Music

Research/Teaching Specializations: Ethnomusicology and dance ethnography

Recent Publications:

Whiteness and the performance of race in American ballroom dance. *Journal of American Folklore*. 2007; 120(475):19-47+124.

Dissertation/theses supervised in last 5 years: 2

Bratton, Michael

Title/Department: University Distinguished Professor, Political Science. Appointed: 1977; Tenured: Yes.

Education: Ph.D., Brandeis University, 1978; B.A., University of Exeter, 1969.

Field Research Experience: Kenya; Zambia; Uganda; Zimbabwe; South Africa; Nigeria; Ghana; Malawi; all countries included in the Afrobarometer.

African Languages: French (3); ChiBemba (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: African Politics; Comparative Politics; Comparative Public Administration; International Human Rights; Social Science Research Methods.

Research/Teaching Specialization: Political Regime Change and Democratization; State-Society Relations; Mass Political Attitudes in New Democracies.

Recent Publications, Awards and Grants:

Publications:

Voting and Democratic Citizenship in Africa. Ed. Boulder: Lynne Rienner Pub., 2013;

“Citizens and Cell Phones in Africa.” *African Affairs* 112.447 (2013): 304;

“Public Opinion and Democratic Consolidation.” *Routledge Handbook of African Politics*. Eds. David Anderson and Nicholas Cheeseman. New York: Routledge, 2013; “Citizen Perceptions of Local Government Responsiveness in Sub-Saharan Africa.” *World Development* 40.3 (2012): 516; “Voting Intentions in Africa: Ethnic, Economic, or Partisan?” with Ravi Bhavnani and Tse-hsin Chen.

Commonwealth and Comparative Politics 50.1 (2012): 90-115; “The Democracy-Governance Connection in Africa: Do Free Elections Foster Capable Governments?” *Governing Africa’s Changing Societies: Dynamics of Reform*. Eds. Ellen M. Lust and Stephen N. Ndegwa. Boulder: Lynne Rienner Publishers, 2012; “Violence, Partisanship and Transitional Justice in Zimbabwe.” *The Journal of Modern African Studies* 49.3 (2011): 353-380

Awards:

Jennings Randolph Senior Fellow, United States Institute of Peace, 2010-2011; University Distinguished Professor Award, Michigan State University, 2007; Distinguished Faculty Award, Michigan State University, 2006.

Grants:

Afrobarometer Rounds 5 and 6, U.S. Agency for International Development, 2011-2015; Afrobarometer Round 4, U.S. Agency for International Development, 2008-2011; Afrobarometer Round 4, DFID, CIDA, and Danida, 2008-2010; Afrobarometer Round 4, Swedish International Development Cooperation Agency (SIDA), 2007-2010; Citizen Access to Public Services, World Bank, 2007-2010;

Dissertations Supervised during the Past Five Years: 3

Administrative Experience:

Senior Advisor, Afrobarometer, 2008-present; Leader, Consultant Team: Political Economy Analysis of Donor Engagement in Zimbabwe, The World Bank, 2009; Executive Director, Afrobarometer, 2006-2007; Co-Founder and Co-Director, Afrobarometer, 1999-2005.

Bronstein, Daniel A.

Title/Department: Professor, Department of Community Sustainability. Appointed: 1984; Tenured: Yes.

Education: S.J.D., University of Michigan, 1972; LL.M., University of Michigan, 1971; LL.B., University of Maryland, 1966; B.A., Johns Hopkins University, 1963.

Field Research Experience: Zambia; Tanzania; Rwanda; Uganda.

African Languages: French (5); Spanish (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Africa-related Courses Taught: Tourism, Conservation and Development.

Research/Teaching Specialization: Environmental Law.

Recent Publications and Awards:

Publications:

“Perspective: The National Environmental Policy Act at 35,” with Dinah Baer, et al. *Science* 307.5710 (2005): 674.

Dissertations Supervised during the Past Five Years: 5.

Busch, Lawrence M.

Title/Department: University Distinguished Professor, Sociology. **Appointed:** 1990; **Tenured:** Yes.

Education: B.A., Hofstra University, 1966; M.S., Cornell Univ. 1971; Ph.D., Cornell University, 1974.

Field Research Experience: Guinea; Togo; Mali; Ghana; Kenya; Sudan; Niger; South Africa.

African Languages: French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: Problems of Development in West Africa; Rural Sociology; Science and Agricultural Commodity Production; Agricultural Structure and Food Systems.

Research/Teaching Specialization: Agricultural Science Policy; Biotechnology and Nanotechnology Policy; Higher Education in Agriculture; Standards in Public and Private Policy Making; Public Participation in the Policy Process.

Recent Publications, Awards and Grants:

Publications:

“Governance in the Age of Global Markets: Challenges, Limits, and Consequences.” *Agriculture and Human Values* (2014). Forthcoming; “How Neoliberal Myths Endanger Democracy and Open New Avenues for Democratic Action.” *The Neoliberal Regime in the Agri-Food Sector: Crisis, Resilience and Restructuring*. Eds. S. Wolf and A. Bonanno. Boston: Routledge, 2014. 32-51; “Classifying, Constructing, and Identifying Life: Standards as Transformations of ‘The Biological’,” with Rebecca Ellis, et al. *Science, Technology and Human Values* 38.5 (2013): 701; “On the Peculiarity of Standards: A Reply to Thompson,” with K. Powys-Whyte. *Philosophy and Technology* 25.2 (2012): 243-248; *Standards: Recipes for Reality*. Cambridge: MIT Press, 2011;

Awards:

Distinguished Rural Sociologist Award, Rural Sociological Society, 2013; Excellence in Graduate Teaching Award, Department of Sociology, Michigan State University, 2012

Grants:

Toward Standards-Literate Citizens: Curricular Materials and Educational Strategies (Co-PI), National Institute for Standards and Technology, 2012; Anticipatory Workshop on NanoBioSensors in the Agrifood Sector (Co-PI), National Science Foundation, 2010

Dissertations Supervised during the Past Five Years: 2

Administrative Experience:

Co-Director, Center for the Study of Standards in Society, 1998-present.

Chakrani, Brahim

Title/Department: Assistant Professor, Department of Linguistics and Germanic, Slavic, Asian and African Languages. **Appointed:** 2010; **Tenured:** No.

Education: Ph.D., University of Illinois at Urbana-Champaign, 2010; M.A., University of Illinois at Urbana-Champaign, 2007; B.A., Cadi Ayyad University, 1997.

Field Research Experience: Morocco.

African Languages: Arabic; Swahili; Berber.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: Arabic Study Abroad Program in Rabat; Arabic Independent Study; Introduction to Arabic Literature; Special Topics in Arab Culture; Third-Level Arabic; Elementary Arabic.

Research/Teaching Specialization: Sociolinguistics; Language Ideologies and Attitudes, Discourse Analysis; Arabic Teaching; Pragmatics; Second Language Acquisition and Learning;

Recent Publications, Awards and Grants:

Publications:

“The Work of Ideology: Examining Class, Language Use, and Attitudes among Moroccan University Students.” *International Journal of Bilingual Education and Bilingualism* 17.1 (2014); “The Impact of the Ideology of Modernity on Language Attitudes in Morocco.” *Journal of North African Studies* 18.3 (2013): 431-442; “Gender and Number Agreement in the Oral Production of Arabic Heritage Speakers,” with Abdulkafi Albirini and Elabbas Benmamoun. *Bilingualism: Language and Cognition* 16.1 (2013): 1-18

Awards and Grants:

Faculty Excellence Recognition, Department of Residence Life, MSU, 2009-2010; Language Attitudes among the Arabic-Speaking Community in the U.S., Muslim Studies Program, MSU, 2013.

Dissertations Supervised during the Past Five Years: 2.

Chamberlin, Jordan B.

Title/Department: Assistant Professor, Department of Agricultural, Food and Resource Economics.
Appointed: 2013; **Tenured:** No.

Education: Ph.D., Michigan State University, 2013; M.A., Arizona State University, 1999; B.A., University of Washington, 1991.

Field Research Experience: Zambia; Ethiopia; Ghana; Uganda; Kenya; Mozambique.

African Languages: Spanish (5); Portuguese (4); Amharic (3); French (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Rural Infrastructure Investments, Market Access, and Smallholder Commercialization; Market Intermediation Services Provided by Small Traders and Transporters; Rural Population Mobility and Access to Land; Integration of Household Survey Data, Remote Sensing and Geographic Information Systems; Spatial Econometric Methods Applied within Household Survey Data Contexts.

Recent Publications and Awards:**Publications:**

“Unpacking the Meaning of ‘Market Access’,” with T. S. Jayne. *World Development* 41 (2013): 245-264;

“Ethiopian Agriculture: A Dynamic Geographic Perspective,” with E. Schmidt. *Food and Agriculture in Ethiopia: Progress and Policy Challenges*. Eds. Paul Dorosh and Shahidur Rashid. Philadelphia:

University of Pennsylvania Press, 2012. 21-52; “It’s a Small World after All: Defining Smallholder Agriculture in Ghana.” Working Paper 6. Washington, D.C.: International Food Policy Institute, 2007;

Administrative Experience:

Long-term Researcher, Indaba Agricultural Policy Research Institute (IAPRI), Lusaka, Zambia.

Choti, Jonathan

Title/Department: Instructor, Department of Linguistics and Germanic, Slavic, Asian and African Languages **Appointed:** 2005; **Tenured:** No.

Education: Ph.D. Candidate, Michigan State University, 2014; M.A., Egerton University, 1998; B.A., Egerton University, 1993.

Field Research Experience: Kenya.

African Languages: Gusii (5); Swahili (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: Elementary Swahili; Second-Year Swahili; Advanced Swahili.

Research/Teaching Specialization: Bantu Morphophonology; Foreign Language Pedagogy.

Recent Publications and Awards:**Publications:**

“Motivation in L2 Learning: How Teacher Practices Can Improve Motivation to Learn.”

NCOLCTL/ALTA Joint Conference. Chicago, IL. 28 April 2013; “Utatua Ukunzani Kati Ya Mbinu Za Mwalimu Na Za Wanafunzi.” NCOLCTL/ALTA Joint Conference (Swahili Session). Chicago, IL. 28

April 2013; “Bantu Pre-consonantal Nasals as Subsegments: Evidence from (Dis)Harmony Patterns.” 44th Annual Conference on African Linguistics. Georgetown University. Washington, D.C. 7-10 March 2013;

“Teaching Culture through the Novel: A Case of Shida in Swahili.” 16th Annual Conference of African

Language Teachers’ Association (ALTA). Madison, WI. 2012; “NC Effects in Swahili and Ekegusii.” 41st

Annual Conference on African Linguistics (ACAL). University of Toronto. Toronto, Canada. 2010; “The

Role of Linguistics in L2 Teaching: A Case of Swahili Nasal-Obstruent Sequences.” 14th Annual

Conference of African Language Teachers’ Association (ALTA). Madison, WI. 2010.

Chudgar, Amita R.

Title/Department: Associate Professor, Educational Administration. Appointed: 2007; Tenured: Yes.

Education: Ph.D., Stanford University.

Field Research Experience: Tanzania.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: Education, Development and Social Change.

Research/Teaching Specialization: Diverse Learners and Educational Equity; Educational Policy.

Recent Publications and Awards:

Publications:

“Alternative Forms of Teacher Hiring in Developing Countries and Its Implications: A Review of Literature,” with M. Chandra and A. Razzaque. *Teaching and Teacher Education* (forthcoming);

“International Assessments,” with T. F. Luschei. *Encyclopedia of Educational Economics and Finance*. Eds. Dominic Brewer and Lawrence Picus. Thousand Oaks: SAGE, forthcoming;

“Mobile Phone Use and Ownership among Illiterate Adults and Its Implications for Adult Literacy Training.” *International Journal of Educational Development* (forthcoming);

“Science and Mathematics Achievement and the Importance of Classroom Composition: Multi-country Analysis using TIMSS 2007,” with T. F. Luschei and Y. Zhou. *American Journal of Education* (forthcoming).

Awards:

Postdoctoral Fellow, National Academy of Education and Spencer Foundation;

Dick Wolf Memorial Award, International Association for the Evaluation of Educational Achievement;

Fellow of the Cambridge Commonwealth Society, Cambridge University;

Dharam Hinduja and DFID Cambridge Society Bombay Scholar, Cambridge University;

Asha L. Datar Smarak Gold Medal in Economics, Mumbai University.

Dissertations Supervised during the Past Five Years: 2.

Clay, Daniel C.

Title/Department: Professor/Director, Global Programs in Sustainable Agri-Food Systems. Appointed: 1987; Tenured: Yes.

Education: B.A., Hartwick College, 1974; M.A., Michigan State University, 1976; Ph.D., Michigan State University, 1982.

Field Research Experience: Burundi; Ethiopia; Côte d’Ivoire; Kenya; Madagascar; Mali; Morocco; Niger; Rwanda; Senegal; Zambia.

African Languages: French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 80%.

Research/Teaching Specialization: Income Diversification; Food Aid; Household Livelihood Strategies; Population, Environment, and Development Linkages; Sociology of Sport.

Recent Publications, Awards and Grants:

Publications:

“Rapid Strategic Environmental Assessment of Coffee Sector Reform in Burundi,” with Paola Agostini, et al. *World Bank*. 2011; “Export Crops: Toward a Significant Contribution to Growth,” with et al. World Bank Working Paper No. 147. 2008.; “Coffee Value Chain Study,” with Emile Kamwenubusa and Jumaine Hussein. Burundi Agribusiness Program. *USAID*. 2008; “Diagnostic and Design Report: Specialty Coffee Value Chain Development in Uganda’s Kapchorwa and Bukwo Districts,” with Anne Ottaway and Genevieve Kappler. *Government of Uganda*. 2008; “Diagnostic and Strategy.” *World Bank*. 2007.

Grants:

Burundi Agribusiness Program, U.S. Agency for International Development, 2007-2012; Rwanda Horticulture Exports Standards Initiative, World Trade Organization, 2006-2008; Sustaining Partnerships to Enhance Rural Enterprise and Agribusiness Development (PI), U.S. Agency for International Development, 2006-2009

Administrative Experience:

Senior Associate to the Dean, Department of Community Sustainability, Michigan State University;

Director, Institute of International Agriculture (IIA), Michigan State University, 2000-present;

Director, Partnership to Enhance Agriculture in Rwanda through Linkages (PEARL), 2000-present;

Conroy-Krutz, Jeffrey K.

Title/Department: Assistant Professor, Department of Political Science. Appointed: 2009; Tenured: No.
Education: Ph.D., Columbia Univ., 2009; M.A., Columbia University, 2003; B.A., Hamilton Coll., 2001.

Field Research Experience: Uganda; Senegal; Ghana.

African Languages: French (3); Spanish (2); Wolof (1).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-Related Courses Taught:

Government and Politics of the World; Politics of the Third World; African Politics; Parties and Elections.

Research/Teaching Specialization: Comparative Politics; African Politics; Political Information and Mass Media; Elections and Voting Behavior; Ethnic Politics; Clientelism.

Recent Publications, Awards and Grants:

Publications:

“Information and Ethnic Politics in Africa.” *British Journal of Political Science* 43.2 (2013): 345-373;

“Museveni and the 2011 Ugandan Election: Did the Money Matter?” with Carolyn Logan. *The Journal of Modern African Studies* 50.4 (2012): 625-655; “Mapping Ideologies in African Landscapes,” with Dominique Lewis. Afrobarometer Working Paper No. 129. 2011; “Senegalese Electoral Politics: Evidence of a Serial Dominant-Party System?” with Linda Beck. *Elections and Democratization in West Africa*. Ed. Abdoulaye S. Saine. Trenton: Africa World Press, 2011.

Grants:

Teaching Fellowship, Columbia University Graduate School of Arts and Sciences, 2002-2008; Doctoral Dissertation Research Improvement Grant, National Science Foundation, 2007; James Leitner Sumer Travel Grant, Institute of African Studies, Columbia University, 2006;

Dissertations Supervised During the Past Five Years: 2.

Administrative Experience:

Editorial Assistant, *Political Science Quarterly*, 2004-2009; Project Assistant, Institute of African Studies, Columbia University, 2005.

Cook, Lisa D.

Title/Department: Associate Professor, Department of Economics and James Madison College.

Appointed: 2005; Tenured: Yes.

Education: Ph.D., University of California-Berkeley, 1997; Master’s Thesis, Université Cheikh Anta Diop de Dakar, 1989; B.A., Oxford University, 1988; B.A., Spelman College, 1986.

Field Research Experience: Nigeria; South Africa; Senegal; Ghana; Egypt; Tunisia; Madagascar; Mozambique; Namibia; Mauritius; Rwanda; Burundi; Uganda; Kenya.

African Languages: French; Wolof.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Africa-related Courses Taught: Economic Analysis of Sub-Saharan Africa; Development Economics.

Research/Teaching Specialization: Development; Macroeconomics; Money and Banking; Economic History; Political Economy; Technology and Innovation.

Recent Publications and Awards:

Publications:

“Distinctively Black Names in the American Past,” with Trevon D. Logan and John M. Parman. *NBER Working Paper Series* 18802 (2013); “Overcoming Discrimination by Consumers during the Age of Segregation: The Example of Garrett Morgan.” *Business History Review* 86.2 (2012); “Inventing Social Capital: Evidence from African American Inventors, 1843-1930.” *Explorations in Economic History* 48.4 (2011): 507-518; “Were the Nigerian Banking Reforms of 2005 a Success ... And for the Poor?” *NBER Working Paper Series* w16890 (2011);

Awards and Grants:

National Fellow, Hoover Institution, Stanford University, 2002-2005; The Idea Gap in Pink and Black, National Science Foundation, 2011-2013; Historical Origins of Financial Crises, Harvard Business School Alfred Chandler Grant, 2011.

Administrative Experience:

President-elect, National Economic Association, 2014; Senior Economist, Council of Economic Advisers, 2011-2012; Team Leader, Economics and International Trade Team, Obama Presidential Transition Team, 2008-2009; Associate Editor, *Feminist Economics*.

Cunguara, Bedito

Title/Department: Visiting Research Associate, Department of Agricultural, Food and Resource Economics. **Appointed:** 2011; **Tenured:** No.

Education: Ph.D., BOKU University of Natural Resources and Life Sciences, 2011; M.S., Michigan State University, 2008; B.S., Universidade Eduardo Mondlane, 2003.

Field Research Experience: Mozambique; Zimbabwe.

African Languages: Portuguese (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Analysis of Survey Data; Econometric Modeling; Identification of Constraints to Poverty Reduction in Developing Countries.

Recent Publications and Awards:

Publications:

“Whose Wealth is it Anyway? Mozambique’s Outstanding Economic Growth with Worsening Rural Poverty,” with J. Hanlon. *Development and Change* 43.3 (2012): 623-647; “An Exposition of Development Failures in Mozambique.” *Review of African Political Economy* 39.131 (2012): 161-170; “Growth without Change? A Case Study of Economic Transformation in Mozambique,” with G. Fagilde, et al. *Journal of African Development* 14.2 (2012): 1-14; “The Supply of Inorganic Fertilizers to Smallholder Farmers in Mozambique: Evidence for Fertilizer Policy Development,” with T. Benson and T. Mogues. *International Food Policy Research Institute (IFPRI)*, 2012.

Grants:

Strengthening Mozambican Capacity to Harness Technology, Markets and Policies for Accelerated Productivity Growth and Poverty Reduction, U.S. Agency for International Development.

Dissertations Supervised during the Past Five Years: 6.

Administrative Experience:

Agricultural Policy Analyst, Ministry of Agriculture, 2003-2005.

Currier, Constance A.

Title/Department: Assistant Professor, Program in Public Health. **Appointed:** 1993; **Tenured:** No.

Education: Ph.D., University of Michigan, 2002; M.P.H., University of Michigan, 1988.

Field Research Experience: Ghana; Ethiopia; Kenya; Liberia; Mali; Malawi; Zimbabwe.

African Languages: French; Twi.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 30%.

Africa-related Courses Taught: Public Health in Ghana: Methods for Community Practice; Global Public Health; Cultural Aspects of Public Health Practice.

Research/Teaching Specialization: Global Health; Cultural Competence in Public Health Practice; Reproductive Health; Health Disparities.

Recent Publications and Awards:

Publications:

“Study Abroad and Nursing: From Cultural to Global Competence,” with James Lucas and Denise Saint Arnault. *Handbook of Practice and Research in Study Abroad*. New York: Routledge, 2009. 133-150.

Awards:

Award for Outstanding Service to Study Abroad, Michigan State University, 2004.

Administrative Experience:

Public Health Liaison, Program in Public Health, Michigan State University, 2009-present;

Coordinator for International Programming, College of Nursing, Michigan State University, 1995-2009.

Dagbovic, Pero G.

Title/Department: Professor, Department of History. **Appointed:** 1999; **Tenured:** Yes.

Education: Ph.D., Michigan State University, 1999; M.A., Michigan State University, 1995; B.A., Michigan State University, 1993.

Field Research Experience: Togo.

African Languages: French (3); Hausa (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 60%.

Africa-related Courses Taught: Introduction to African American and African Studies; Modern Black America: 1865 to the Present; African American History Since 1876; Seminar in African History; African American Life, History, & Culture.

Research/Teaching Specialization: African and African American History.

Recent Publications and Awards and Grants:

Publications:

What is African American History? Cambridge: Cambridge University Press, forthcoming 2014;
African American Historians and Historiography in the Twentieth Century. Eds. with Stephen G. Hall. Boulder: Paradigm Publishers, forthcoming 2014; "Obama, Hip Hop, and African American History and 'Historical Revivalism'." *Remixing Change: Obama and Hip Hop.* Eds. Travis Lars Gosa and Erik Nielson. New York: Oxford University Press, forthcoming 2014; "Reflections on Conventional Portrayals of the African American Experience during the Progressive Era or 'the Nadir'." *The Journal of the Gilded Age and Progressive Era* 15 (2014): 1-24; "In the Words of Frederick Douglass: Quotations from Liberty's Champion." *Afro-Americans in the New York Life and History* 37.2 (2013): 161-166; "'God Has Spared Me to Tell My Story': Mabel Robinson Williams and the Civil Rights-Black Power Movement." *The Black Scholar* 43.1 (2013): 69-88; "African American History Reconsidered," with Yohuru Williams. *American Historical Review* 117.3 (2012): 820; *African American History Reconsidered.* Urbana: University of Illinois Press, 2010

Grants:

Carter G. Woodson Home Historic Study (PI), U.S. Department of the Interior, National Park Service, National Capital Region, and the Organization of American Historians, 2008-2010.

Administrative Experience:

Graduate Director, Department of History, Michigan State University;
 Associate Chair, Department of History, Michigan State University.

David, Kenneth

Title: Associate Professor, Anthropology **Appointed:** 1971 **Tenured:** Yes

Education: B.A. (Honors) Wesleyan University of Connecticut; M.A. Socio-Cultural Anthropology; M.B.A. International Business and Business Policy, Michigan State University; Ph.D. Socio-Cultural Anthropology, University of Chicago

Field Research Experience: Organizational Anthropology research in China, France, Germany, Holland, India, Mexico, South Korea, Sri Lanka and the United States.

Language Proficiencies: French (2); German (1)

Percentage of Time Dedicated to African Studies:

Africa Related Course Taught: Religion and Culture

Research and Teaching Specialization: Organizational Anthropology, Social Movements, Transcultural Project Studies, Professional Applications of Anthropology (to Engineering, Medicine, and Business), and Religion and Culture.

Recent Publications:

What Can Nanotechnology Learn from Biotechnology? Food Science and Technology International Series with P.B. Thompson . Boston, MA: Elsevier (2008). "Analytic Introduction: Lessons from Biotechnology for Nanotechnology. In *What Can Nanotechnology Learn from Biotechnology?*" K. David and P.B. Thompson (eds.) Boston, MA: Elsevier. (2008) Pp. 3-30; "It Depends on Where You Sit: Anthropologists' Involvement with Nanotechnology in Government, University, and Industry Settings." *Practicing*

Anthropology 28(2) (2006).

Dissertation or Theses Supervised in the Last Five Years: 0

Dewhurst, C. Kurt

Title/Department: Professor, Department of English. **Appointed:** 1971; **Tenured:** Yes.

Education: Ph.D., Michigan State University, 1983; M.A., Michigan State University, 1973.

Field Research Experience: South Africa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 20%.

Africa-related Courses Taught: Foundations in Museum Studies: South Africa; The Creative Process: South Africa.

Research/Teaching Specialization: Folk Arts; Material Culture; Ethnicity; Occupational Folk Culture; Cultural Economic Development; Cultural Heritage Policy.

Recent Publications and Awards:

Publications:

Cultural Heritage of the New South Africa, with Marsha MacDowell, et al. Forthcoming; "Going Public through Museum Partnerships," with Marsha MacDowell. *Going Public: Civic and Community Engagement*. Ed. Hiram Fitzgerald. East Lansing: Michigan State University Press, 2013; *Siyazama: Traditional Arts, AIDS, and Education in South Africa*, with Marsha MacDowell, et al. Pietermaritzburg: University of KwaZulu-Natal Press, 2012; "Lessons Lived and Learned in Developing and Managing a Bi-National Cultural Heritage Sector Project in South Africa," with Marsha MacDowell and Narissa Ramdhani. *Museum Anthropology Review* 2.1 (2008): 27-43; "Dear Mr. Mandela/Dear Mrs. Parks." Museum Exhibit, Michigan State University Museum and Nelson Mandela Museum, 2008.

Grants:

Fulbright Grant, University of Witwatersrand, Johannesburg, South Africa, 2011.

Administrative Experience:

Curator, Folklife and Cultural Heritage, Michigan State University Museum; Director Emeritus, Michigan State University Museum; Co-Leader, Study Abroad Program: Expressive Arts, Cultural Heritage, and Museum Studies in South Africa, Michigan State University; Director, University Arts and Cultural Initiatives, Michigan State University; Senior Fellow, Outreach and Engagement, Michigan State University; Founding Director, Festival of Michigan Folklife; Advisor, Nelson Mandela Museum, Mthatha, South Africa; Advisor, Ahmed Kathrada Foundation Museum Center on Non-Racialism, Lenasia, South Africa.

Dillon, Andrew S.

Title/Department: Assistant Professor, Department of Agricultural, Food and Resource Economics.

Appointed: 2012; **Tenured:** No.

Education: Ph.D. Cornell University, 2008; M.A., Cornell University, 2007; B.A., University of Virginia, 1999.

Field Research Experience: Mali; Burkina Faso; Ghana; Nigeria; Tanzania.

African Languages: French; Bambara.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Research/Teaching Specialization: Agriculture, Health, and Nutrition; Labor; Social Networks.

Recent Publications and Awards:

Publications:

"Agricultural Production, Dietary Diversity and Climate Variability," with Kevin McGee and Gbemiola Oseni. (forthcoming); "Child Labour Responses to Production and Health Shocks in Northern Mali." *Journal of African Economies* 22.2 (2013): 276-299; "Do Household Definitions Matter in Survey Design? Results from a Randomized Survey Experiment in Mali," with Lori Beaman. *Journal of Development Economics* 98.1 (2012): 124; "Explaining Variation in Child Labor Statistics," with Elena Bardasi, et al. *Journal of Development Economics* 98.1 (2012): 136-147

Grants:

Experimental Estimates of the Impact of Malarial Infection on Agricultural Worker Earnings, Labor Supply and Productivity; Alatona Irrigation Project (Mali) Impact Evaluation, Millenium Challenge Corporation; Enhanced Homestead Food Production Evaluation in Burkina Faso, Helen Keller International; Evaluation of the Stromme Foundation's Remedial Education Program in Mali, William and Flora Hewlett Foundation.

Dissertations Supervised during the Past Five Years: 1.

Administrative Experience: Post-Doctoral Fellow, International Food Policy Research Institute, 2008-2011; Peace Corps Volunteer, Mali, 1999-2001.

Donovan, Cynthia

Title/Department: Assistant Professor, Department of Agricultural, Food and Resource Economics

Appointed: 1999; **Tenured:** No.

Education: Ph.D., MSU, 1996; M.A., University of Minnesota, 1987; B.S., Swarthmore College, 1977.

Field Research Experience: Mozambique; Zambia; Kenya; Angola; Malawi.

African Languages: French; Spanish; Portuguese.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Market Development & Smallholder Participation; Market Information Systems; Agriculture & Nutrition Linkages; Impact Assessment of Policies, Investments, & Shocks.

Recent Publications and Awards:

“Análise Situacional, Constrangimentos e oportunidades para o crescimento agrícola em Moçambique,” with Benedito Cunguara, James Garrett, and Célia Cássimo. Directorate of Economics Research Report; Maputo: Ministry of Agriculture, 2013; “Cassava commercialization in Southeastern Africa,” with Steven Haggblade, et al. *Journal of Agribusiness in Developing and Emerging Economies* 2.1 (2012): 4-40; “Impact of Agricultural Market Information Systems Activities on Market Performance in Mozambique,” with Andrew M. Kizito and John M. Staatz. *International Development Working Papers* 124 MSU, 2012.

Grants:

Feed the Future Innovation Lab for Collaborative Research on Grain Legumes, MSU and USAID Agency Bureau for Food Security; Mozambique Policy Analysis and Planning Capacity for Improved Food Security and Nutrition Outcomes (MOZCAPAN), MSU and USAID Bureau for Food Security; Impact Assessment of ProRenda (Angola), MSU and World Vision.

Dissertations Supervised during the Past Five Years: 1

Administrative Experience: Deputy Director, Feed the Future Innovation Lab on Collaborative Research for Grain Legumes (Legume Innovation Lab).

Edozie, Rita Kiki

Title/Department: Professor, James Madison College. **Appointed:** 2005; **Tenured:** Yes.

Education: Ph.D., New School University, 1999; M.A., New School University, 1996; M.A., Brooklyn College, 1988; B.A., University of Ife (Obafemi Awolowo University), 1985.

Field Research Experience: Nigeria; South Africa; Ethiopia.

African Languages: Igbo (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 70%.

Africa-related Courses Taught: Postcolonial Transformations in Africa; Freshman Study Abroad in South Africa; Region Politics, Conflict & Cooperation: Africa in International Relations; Politics, Economics, and Society of the Third World; African Politics; Graduate Seminar in African Studies; International Political & Economic Relations; Culture & Politics in Transnational Perspective; Seminar in Development. **Research/Teaching Specialization:** African Affairs, Comparative Politics, Democratization; International Political Economy and Development.

Recent Publications and Awards and Grants:**Publications:**

“African Solutions for (Malian) Problems: Pan Africanist vs. Pan-Sahelian Global Play in Contemporary Africa.” *The Sahel in the Global Power Play*. Eds. Marcel Kissou and Pauline Ginsberg. London: Adonis & Abbey, 2013. Forthcoming; “The Emerging Black Studies Africanist: A Case Study of MSU’s Triple Heritage AAAS PhD Program.” *Journal of Pan African Studies* 5.4 (2012); “The Sixth Zone: The African Diaspora and the African Union’s Global Era Pan Africanism.” *Journal of African American Studies* 16.2 (2012): 268-299; “Socially Constructing Democracy and Peace: Nigeria’s National Dialogue on the Niger Delta Conflict.” *Journal of Peace-building and Development* 6.2 (2011);

Awards:

Creative Excellence and Inclusion Award, Office of Intercultural Initiatives and Inclusion, 2011-2012.

Liberation Film Series with Charles Wright Museum of African American History, National Council of Black Studies, 2012-2013; Research on Scarcity and Democracy in Nigeria's Niger Delta, MSU International Studies and Programs and Global Area Thematic Initiative, 2007-2010.

Administrative Experience:

Director, African American and African Studies, MSU, 2010-present; Deputy Director, Institute of African Studies, Columbia University, 2001-2003.

Elemo, Olufunmbi

Title/Department: Visiting Instructor, James Madison College **Appointed:** 2013 **Tenure:** No

Education: Ph.D Political Science, MSU, 2012; M.A. political science MSU, 2009; B.A Political science and Sociology, Ball State University, Indiana, 2006.

Fieldwork: Nigeria; October 2010 - July 2011

Language Proficiencies:

Percentage of Time Dedicated to African Studies: 100%

Africa Related Course Taught: Introduction to International Relations and African Politics at James Madison College.

Research and Teaching Specialization: Politics and public policy, including federalism, political management of natural resource revenue, tax reform, and representative and accountable governance in Africa.

Recent Publications: 0

Distinctions: She has recently held research fellowships with the Ralph Bunche Summer Institute, Ronald E. McNair Post-baccalaureate Achievement Program, the Graduate Institute of International Studies (Geneva, Switzerland), and the International Foundation for Electoral Systems (Washington DC).

Dissertation or Theses Supervised in the Last Five Years: 0

El-Rayes, Waseem

Title/Department: Assistant Professor, James Madison College **Appointed:** 2008 **Tenured:** Yes

Education: PhD Government and Politics, University of Maryland, 2008; Master's Political Science, University of Alberta 2000; BA Political science, University of Alberta, 1997

Fieldwork: Political theory, USA

Language Proficiencies: English & Arabic

Percentage of Time Dedicated to African Studies: 25-50%

Africa Related Courses Taught: Modern Political Thought in the Muslim World

Research/Teaching Specializations: Medieval Arabic and Islamic political philosophy as well as modern political thought in the Muslim world

Recent Publications:

El-Rayes, Waseem (2013). The Book of Allusions: A New Translation of the Title to Ibn Khaldun's Kitāb al-'Ibar. *Religious Studies and Theology* 32 (2); El-Rayes, Waseem (2013). The book of religion's political and pedagogical objectives; *Interpretation (United States)*. 40(2):175-197.

Distinctions: Coordinator of Muslim studies specialization

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: Coordinator of Muslim studies specialization

Esquith, Stephen L.

Title/Department: Dean, Residential College in the Arts and Humanities; Professor, Department of Philosophy. **Appointed:** 1980; **Tenured:** Yes.

Education: Ph.D., Princeton University, 1979; B.A., Harvard College, 1970.

Field Research Experience: Mali.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 30%.

Africa-related Courses Taught: Africa Social Science Perspectives; Ethics & Development in Mali; War & Morality; Genocide, Justice, & Reconciliation; Seminar on Ethics & Development; Seminar on Arts, Culture, & Human Rights.

Research/Teaching Specialization: Ethics and Development in Mali; Mass Violence; Democratic Political Education; Human Rights.

Recent Publications and Awards:

Publications:

“The Political Responsibilities of Global Bystanders: The Case of Mali.” *Journal of Global Ethics* 9.3 (2013): 377-387; “Re-framing the Responsibilities of Bystanders through Film.” *Political Theory* 41.1 (2013): 33-60; “Motivating Responsibility for Children in Poor Countries.” *Child Rights: The Movement, International Law, and Opposition*. Ed. Clark Butler. West Lafayette: Purdue University Press, 2012; “A Moral Theory of Political Reconciliation,” with Colleen Murphy. *Perspectives on Politics* 9.2 (2011): 418-420; *The Political Responsibilities of Everyday Bystanders*. University Park: Pennsylvania State University Press, 2010; *Capabilities, Power, and Institutions: Towards a More Critical Development Ethics*. Eds. With Fred Gifford. University Park: Pennsylvania State University Press, 2010

Awards:

Award for Teaching, MSU Honors College Award, 2008-2009.

Grants:

Faith and Community Exchange, MSU and University of Bamako, U.S. State Department, 2007-2009;

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Dean, Residential College in the Arts and Humanities, 2008-present; Director, Doctoral Specialization in Ethics and Development, 2007-2008; Chair, Ad Hoc Curriculum Committee for the New Residential College in the Arts and Humanities, MSU, 2005; Chair, Department of Philosophy, MSU, 2000-2005.

Evered, Emine Ö.

Title/Department: Associate Professor, Department of History. **Appointed:** 2005; **Tenured:** Yes.

Education: Ph.D., University of Arizona, 2005; M.A., University of Wisconsin-Madison, 1994; M.A., Atatürk University, 1990; B.A., Atatürk University, 1987.

African Languages: Arabic

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Africa-related Courses Taught:

The Middle East: Islam & Empires; The Middle East: From Empires to Nation-States; Histories of Education in Islamic Societies; Middle East: Nations & Narrations; Middle East: Women & Islam.

Research/Teaching Specialization: Modernization, Nation-Building, and Ethno-Religious Particularization; Late Ottoman and Early Nationalist Accounts of Education and Public Health.

Recent Publications and Awards and Grants:

Publications: *Empire and Education under the Ottomans: Politics, Reform, and Resistance from the Tanzimat to the Young Turks*. London: I.B. Tauris, 2012; “The Ottoman Age of Exploration,” with Giancarlo Casale. *Comparative Studies of South Asia, Africa and the Middle East* 32.2 (2012): 448-449; “Rereading Ottoman Accounts of Wahhabism as Alternative Narratives: Ahmed Cevdet Pasa’s Historical Survey of the Movement.” *Comparative Studies of South Asia, Africa and the Middle East* 32.3 (2012): 622-632

Grants:

Syphilis and the State: Regulating Public Health and Prostitution in Republican Turkey, Muslim Studies Program Research Grant, MSU, 2012-2013; Enhancing MSU’s Comic Art Collection, Institute of Turkish Studies, 2012; Sustainable Aquifer Management under Enhanced Turkey-Syria Relations, MSU, 2011;

Administrative Experience:

Interim Director, Muslim Studies Program, MSU, 2012-2013.

Evered, Kyle T.

Title/Department: Associate Professor, Department of Geography. **Appointed:** 2005; **Tenured:** Yes.
Education: Ph.D., University of Oregon, 2002; Graduate Certificate, University of Oregon, 2002; M.S., University of Wisconsin-Madison, 1994; M.A., University of Wisconsin-Madison, 1991; B.A., University of Wisconsin-Madison, 1990.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: Geography of Middle East and North Africa; Critical Geopolitics; Cultural Geography.

Research/Teaching Specialization: Historical Geography of Society-State Relations; Identity, Environment, and Public Health in Middle East and North Africa.

Recent Publications and Awards:

Publications:

“Draining an Anatolian Desert: Overcoming Water, Wetlands, and Malaria in Early Republican Ankara. *Cultural Geographies* (2013); *Contentious Geographies: Environmental Knowledge, Meaning, Scale*. Eds. with Michael K. Goodman and Maxwell T. Boykoff. Burlington: Ashgate Publishing Company, 2008.
 “State, Peasant, Mosquito: The Biopolitics of Public Health Education and Malaria in Early Republican Turkey,” with E. O. Evered. *Political Geography* 31:5 (2012): 311-323.

Awards:

Fulbright Recipient.

Dissertations Supervised during the Past Five Years: 5.

Fair, Laura

Title/Department: Associate Professor, Department of History. **Appointed:** 2007; **Tenured:** Yes.

Education: Ph.D., University of Minnesota, 1994; M.A., University of Wisconsin-Madison, 1988; B.A., Northern Illinois University, 1985.

Field Research Experience: Tanzania.

African Languages: Kiswahili (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught:

African History to 1800; African History since 1800; Seminar in African History; African Urban History; Race, Class, and Gender in Urban South Africa; Fertility, Sexuality and Parenthood in Africa; Seminar in Comparative History; Oral History.

Research/Teaching Specialization: Culture, Religion, Women, and Gender in Tanzania.

Recent Publications Grants and Awards:

Publications:

A Social History of Zanzibar and the Songs of Siti binti Saad. Nairobi: Twaweza, 2013; “Drive-in Socialism: Debating Modernities and Development in Dar es Salaam, Tanzania.” *The American Historical Review* 118.4 (2013): 1077-1104; “Veiled Status: A History of Veiling in Zanzibar.” *Veiling in Africa and Beyond*. Ed. Elisha Renne. Bloomington: Indiana University Press, 2013; “Siti binti Saad (c.1885-1950): ‘Giving Voice to the Voiceless,’ Swahili Music, and the Global Recording Industry in the 1920s & 1930s.” *The Human Tradition in Modern Africa*. Ed. Dennis D. Cordell. Lanham: Rowman and Littlefield, 2011.

Grants:

Netherlands Institute of Advanced Study Residential Fellowship, 2013-2014; Humanities and Arts Research Program Production Grant, MSU, 2012; Humanities and Arts Research Program Fellowship, MSU, 2012; Fulbright Research Grant, Tanzania, 2004-2005.

Dissertations Supervised during the Past Five Years: 3.

Ferguson, Anne E.

Title/Department: Professor, Department of Anthropology; Co-Director, Center for Gender in Global Context (GenCen). **Appointed:** 1983; **Tenured:** Yes.

Education: Ph.D., Anthropology, MSU, 1986; M.A., MSU, 1977; B.S., Bowling Green State University, 1968.

Field Research Experience: Malawi; Zimbabwe; Nigeria; Tanzania; Democratic Republic of the Congo; Zambia.

African Languages: French (2); Portuguese (1).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: Social Science Perspectives on Africa; Gender Relations in Comparative Perspectives; Gender, Environment and Development; Seminar in Cultural Ecology; Gender Justice and Environmental Change Concepts and Theories; Gender, Justice, and Environmental Change; Political Ecology/Economy of Health; Seminar in Anthropology.

Research/Teaching Specialization: Environment and Development; Agrarian Systems; Feminist and Gender Studies; Medical Anthropology in Southern Africa.

Recent Publications, Grants and Awards:**Publications:**

“If Government Failed, How are We to Succeed? The Importance of History and Context in Present-Day Irrigation Reform in Malawi,” with W. O. Mulwafu. *Community-Based Water Law Resource Management Reform in Developing Countries*. Eds. B. van Koppen, M. Giordano, and J. Butterworth. Oxfordshire: CABI, 2007; “Water Reform, Gender, and HIV/AIDS: Perspectives from Malawi.”

Grants:

Intersectoral Fellowships on Irrigated Agriculture and Human Health in Malawi (Co-PI), National Institute of Health Fogarty, 2013; Agro-Ecosystems Services: From Science to Action in Malawi and the Region – Ten Year Strategic Plan (PI), 2010; Water Sustainability and Climate in the Great Lakes Region of East Africa, National Science Foundation, 2010.

Dissertations Supervised during the Past Five Years: 6

Administrative Experience:

Co-Director, Center for Gender in Global Context, MSU, 2008-present; Interim Associate Dean, Research and Strategic Engagement, International Studies and Programs, MSU, 2012-2014.

Foster, Eunice F.

Title/Department: Professor, Plant, Soil and Microbial Sciences. **Appointed:** 1982; **Tenured:** Yes.

Education: Ph.D., Univ. of Arkansas, 1982; M.S., Ohio State Univ. 1978; B.S., Otterbein College, 1970.

Field Research Experience: Botswana; Ghana; Malawi; Tanzania; Zambia; Zimbabwe.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: Crop Production; Introduction to Crop Science; Issues in Food and Agriculture; Advanced Crop Production; Crop Physiology; Zimbabwe: Past, Present, and Future.

Research/Teaching Specialization: Nitrogen Partitioning and Remobilization; Physiological Mechanisms of Drought Resistance in Legumes.

Recent Publications, Grants and Awards:**Publications:**

“Engaging Under-Represented Youth in Food, Agriculture and Natural Resources through Pre-College Residential Summer Programs,” with Leonard A. Savala. *NACTA Journal* 56.2 (2012): 38-46; “Who Enrolls in Agriculture and Natural Resources Majors: A Case from Michigan State University,” with Krishna M. Shrestha and Murari Suvedi. *NACTA Journal* 55.3 (2011): 33-43.

Awards:

Certificate of Honorable Mention, North American Colleges and Teachers of Agriculture, 2013; Role Model Award, Minority Access Inc., 2012.

Grants:

Increasing Diversity in Targeted Majors in the Food and Agricultural Sciences, U.S.D.A. Multicultural Scholars Grant, 2009; Career Clusters Implementation Grant, Michigan Department of Labor and Economic Growth, 2006.

Administrative Experience:

Associate Dean, Undergraduate, Certificate, and Faculty and Staff Development, College of Agriculture and Natural Resources, MSU, 2002-present; Director, Institute of Agricultural Technology, College of Agriculture and Natural Resources, MSU, 2002-2009;

Freidus, Andrea

Title/Department: Assistant Professor, James Madison College Dean. **Appointed:** 2013 **Tenured:** Yes
Education: Bachelors; M.A. Applied Anthropology & MPH Global Health, University of South Florida; Ph.D. Anthropology, MSU.

Fieldwork: Malawi

African Languages: 0

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 30%

Africa Related Courses Taught:

Research/Teaching Specializations: Children's Rights, Human Rights

Recent Publications, Awards and Grants:

Publications:

"Malawi's Orphans: Children's Rights in Relation to Humanitarianism, Compassion, and Childcare." *In* Worlds of Human Rights: Ambiguities of Rights Claiming in Africa, with B. Derman, A. Hellum, and K.B. Sandvik, eds. (2013) Pgs. 303-332. Brill Publishing: Boston; "Malawi Orphans: The Role of Transnational Humanitarian Organizations." *In* Vulnerable Children: Global Challenges in Education, Health, Well-being, and Child Rights with D. Johnson, D. Agbenyiga, and B. Hitchcock, eds. Pgs. 203-215. Springer Press. Freidus, Andrea (2010). "Raising Malawi's Children: Unanticipated Outcomes Associated with Institutionalized Care." *Children and Society* 24(4): 293-303. Freidus, Andrea (2010). "Saving Malawi: FAITHFUL responses to orphans and vulnerable children." *North American Practicing Anthropology Bulletin* 33(1): 50-67.

Awards and Grants: None

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: None

Fujita, Masako

Title/Department: Assistant Professor, Department of Anthropology. **Appointed:** 2008; **Tenured:** No.
Education: Ph.D., University of Washington, 2008; M.A., University of Washington, 2005; MA., University of Victoria, 2003; B.A., University of Victoria, 1999.

Field Research Experience: Kenya.

African Languages: Swahili (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 80%.

Africa-related Courses Taught: Biocultural Evolution.

Research/Teaching Specialization: Maternal and Child Nutrition in Northern Kenya; Micronutrient Deficiency; Breastmilk Research; HIV/AIDS; Evolutionary Medicine; Biomarker Methods.

Recent Publications and Awards:

Publications:

"Field and Laboratory Methods in Human Milk Research," with E. Miller, et al. *American Journal of Human Biology* 25 (2013): 1-11; "Dietary Diversity Score is a Useful Indicator of Vitamin A Status of Adult Women in Northern Kenya.," with Y. Lo and J. Baranski. *American Journal of Human Biology* 24 (2012): 829-834; "In Poor Families, Mothers' Milk is Richer for Daughters than Sons: A Test of Trivers-Willard Hypothesis in Agropastoral Settlements in Northern Kenya," with Eric A. Roth, et al. *American Journal of Physical Anthropology* 149 (2012): 52-59; "Low Serum Vitamin A Mothers Breastfeed Daughters More Often than Sons in Drought-Ridden Northern Kenya: A Test of the Trivers-Willard Hypothesis," with Eric A. Roth, et al. *Evolution and Human Behavior* 33.4 (2012): 357-364; "Serum, Plasma, and Dried Blood Spot High Sensitivity C-reactive Protein Enzyme Immunoassay for Population Research," with Eleanor Brindle, et al. *Journal of Immunological Methods* 362 (2010): 112-120.

Awards and Grants:

Online Research Highlight, National Science Foundation; Doctoral Dissertation Improvement Grant (PI), National Science Foundation, 2006-2008; An Evolutionary Perspective on Mother-Offspring Vitamin A

Transfer (PI), Wenner-Gren Foundation for Anthropological Research, 2006-2008; Micronutrient Initiative Grant to Test Portable Fluorometer in Kenya (PI), 2006-2007.

Administrative Experience:

Founder, Biomarker Laboratory for Anthropological Research, MSU, 2011.

Gasteyer, Stephen

Title/Department: Assistant Professor, Department of Sociology. **Appointed:** 2008; **Tenured:** No.

Education: Ph.D., Iowa State University, 2001; M.S., Iowa State University, 1998; B.A., Earlham College, 1987.

Field Research Experience: Mali.

African Languages: Bambara (2); French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Africa-related Courses Taught: Intentional Social Change; Communities and Conservation; Community Development Theories and Topics.

Research/Teaching Specialization: Politics of Rural Community Access to Water and Land Resources; Community Capacity, Resilience, and Water Systems Management; Bioenergy Development; International Social Movements; Community Civic Engagement through Leadership Training; Community Rights to Basic Services; Water and Land Resources Management.

Recent Publications and Awards:

“The Community Capitals Framework: An Empirical Examination of Internal Relationships,” with K. Pigg, et al. *Community Development* 44.4 (2013): 492-502;

“The Coal-Corn Divide: Place, Technology and Risk Perception in Rural Community Energy Development,” with J. Carrera. *Rural Sociology* 78.3 (2013): 290-317;

“The Role of Cultural Capital in Community Leadership,” with K. Keating. *Community Development* 43.2 (2012): 147-168;

Grants:

Social Networks and Advocacy Coalitions as an Approach for Understanding Disproportionality (PI), United States Geological Survey, 2012-2013; Scaling Up Rural Water and Sanitation Access: With Focus on Mali (PI), Center for Water Science Venture Grant, 2009-2010.

Administrative Experience:

Director, Water and Community Program, Rural Community Assistance Partnership, Inc., 2002-2005.

Gazel, Jeanne

Title/Department: Consultant, Student Affairs and Services **Appointed:** 1995 **Tenured:** No

Education: Ph. D. American Studies with specialties in Race Relations, Women’s Studies, and Race, Class, Gender Intersectionality.

Field Work: South Africa, Kenya

African Languages: None

Percentage of Time Dedicated to African Studies: 20%

Africa Related Course Taught: Subject Matter in Integrated Studies in Social Science Courses:

Women in Development, Human Rights, HIV-AIDS crisis, Community based health/education initiatives in under resourced settings.

Research and Teaching Specialization: Global Diversity and Interdependence, Building Community across differences

Recent Publications, Awards and Grants: 0

Dissertation or Theses Supervised in the Last Five Years: 0

Administrative Experience: Directs the Multi-Racial Unity Living Experience program, an undergraduate intercultural engagement program throughout campus, Strategic Advisor to 1. Global Youth for Education and Change, (connecting U.S. youth to internship opportunities in South Africa and Kenya) and 2.

Vumundzuku-Vya-Vana (Our Children’s Future) a community based center to assist children and youth with health, education, and psychosocial support.

Gifford, Frederick

Title/Department: Professor, Department of Philosophy **Appointed:** 1987 **Tenured:** Yes
Education: PhD History and Philosophy of Science, University of Pittsburgh, 1984; M.A. History and Philosophy of Science, University of Pittsburgh, 1980; B.A., Philosophy and Sociology of Science; University of Michigan, 1977.

Fieldwork Research Experience:

African Languages: Spanish

Percentage of Time Dedicated to African Studies: 10%

Africa Related Courses Taught: Ethics and Development; Ethical Issues in Global Public Health

Research/Teaching Specializations: Development ethics, health care ethics, philosophy of biology and medicine.

Recent Publications Awards and Grants:

Fred Gifford and Ana Rodriguez, "Bioethics in Costa Rica: Origins and Challenges", in Catherine Myser, ed., *The Social Functions of Bioethics Around the Globe*, with Ana Rodriguez, Oxford University Press, 2011; "Ethical Issues in Enhancement Research", in *Journal of Evolution and Technology*, Volume 17, number 2, May 2008; "Ethics of Research: Protection of Human Subjects", in the *Encyclopedia of Life Sciences*, <http://www.els.net>, London: Nature Publishing Group, Macmillan Reference Limited. 2008. "Pulling the Plug on Clinical Equipoise: A Critique of Miller and Weijer", *Kennedy Institute of Ethics Journal*, Sept. 2007; "So-Called "Clinical Equipoise" and the Argument from Design", *Journal of Medicine and Philosophy* v. 32, n. 2, 2007, pp. 135-150 ; "Taking Equipoise Seriously: The Failure of Clinical or Community Equipoise to Resolve the Ethical Dilemmas in Randomized Clinical Trials", in H. Kincaid & J. McKittrick (Eds.), *Establishing Medical Reality: Essays in the Metaphysics and Epistemology of Biomedical Science*. New York: Springer, 2007, pp. 135-150.

Dissertations/Theses Supervised in Past 5 Years: 2

Administrative Experience:

Associate Chair/Director of the Graduate Program, Dept. of Philosophy 2005-2007; 2008-2011; Director, Graduate Specialization in Ethics and Development, 2005-2007; 2008-present;

Gordon, Linda

Title/Department: Instructor Anthropology and Public Health **Appointed:** 2013 **Tenured:** No

Education: MA Anthropology, MSU (2011); MS Applied Social Research, Florida State University (2009); B.S. Anthropology, Florida State University, 2006

Fieldwork: US, Costa Rica, and Ghana

African Languages: 0

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%

Africa Related Courses Taught: Poverty and Public Health; Role of Water in Public Health; Study Abroad - "Public Health in Ghana: Community Based Field Research Methods."

Research/Teaching Specializations: Public health, Medical Anthropology, Race & Ethnicity, Medical anthropology, Health inequities, Im/migrant health; The intersection of race and citizenship, Political economy, Human rights/Social justice, Public health, Health policy/US and international health care systems, Food security/nutrition.

Recent Publications, Grants and Awards: 0

Gore, Meredith L.

Title/Department: Assistant Professor, Fisheries and Wildlife. Appointed: 2008; Tenured: No.

Education: Ph.D., Cornell University, 2007.

Field Research Experience: Madagascar.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 15%.

Africa-related Courses Taught: Global Risks, Conservation, and Criminology.

Research/Teaching Specialization: Conservation Criminology; Community-based Natural Resource Management; Risk Communication; Conservation Social Science.

Recent Publications and Awards:

Publications:

“Rethinking Corruption in Conservation Insights from Madagascar,” with J. Ratsimbazafy and M. L. Lute. *Conservation Letters* (2013); “Poaching Risks in a Community-based Natural Resource System,” with J. S. Kahler and R. Roloff. *Conservation Biology* 27.1 (2013): 177-186; “Gendered Risk Perceptions Associated with Human Wildlife Conflict: Implications for Participatory Conservation,” with J. S. Kahler. *PLoS ONE* 7.3 (2012): e32901.

Awards:

Global Research Fellow.

Dissertations Supervised during the Past Five Years: 2.

Harris, Craig K.

Title/Department: Associate Professor, Department of Sociology. Appointed: 1977; Tenured: Yes.

Education: Ph.D., University of Michigan, 1978; B.A., Lawrence University, 1968.

Field Research Experience: Senegal; Rwanda; Uganda; Kenya; Tanzania; Lake Victoria.

African Languages: Swahili (3); French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 20%.

Africa-related Courses Taught: Development & Change; People & Environment; Environment & Society.

Research/Teaching Specialization: Fisheries Management and Development; Agricultural Technology; Food Safety Policy and Implementation; Agrifood Biotechnology in Developing Countries; Sustainability Standards; Co-evolutionary Processes.

Recent Publications, Grants and Awards:

Publications:

“Chocolate: Ethical Dimensions.” *Encyclopedia of Food and Agricultural Ethics*. Eds. Paul B. Thompson and David Kaplan. Heidelberg: Springer-Verlag, forthcoming;

“Potential Sources of Food Hazards in Emerging Commercial Aquaculture Industry in Sub-Saharan Africa: A Case Study for Uganda,” with Ananias Bagumire, et al. *International Journal of Food Science and Technology* 44.9 (2009): 1677-1687;

“Listeria in Raw Milk Soft Cheese,” with Andrew J. Knight, et al. *Global Risk Governance: Concept and Practice Using the IRGC Framework*. Eds. O. Renn and K. D. Walker. Dordrecht: Springer, 2008;

“Barriers to Entry into the Specialty Red Meat Sector: The Role of Food Safety Regulation,” with Michelle R. Worosz, et al. *Southern Rural Sociology* 23.1 (2008): 170-207;

Grants:

Analysis of Biotechnology Regulatory Systems in Africa and Implications for Food Security and Improved Rural Livelihoods, Templeton Foundation;

Water Sustainability and Climate in the Great Lakes Region of East Africa, U.S. National Science Foundation, 2010-2011;

Applying the IRGC Risk Governance Model to Listeriosis from Raw Milk Cheese.

Harris, Lashawn**Title/Department:** Assistant Professor, History **Appointed:** 2013 **Tenured:** Yes**Education:** Ph.D., Howard University, Washington, D. C., 2007**Fieldwork:** none in Africa**African Languages:** 0**Percentage of Time Devoted to Africa-related Research, Teaching and Administration:** 5%**Africa Related Courses Taught:** Area Studies: Americas African Diaspora in the Americas.**Research/Teaching Specializations:** 20th Century, Cultural, Labor and Working Class, Social, Urban, Women & Gender**Recent Publications, Grants and Awards:****Publications:**

The Commonwealth of Virginia vs. Virginia Christian': Southern Black Women, Crime & Punishment in Progressive Era Virginia" *Journal of Social History*, Vol. 47, Issue 4, (Summer 2014); "Marvel Cooke: Investigative Journalist, Communist & Black Radical Subject" *Journal for the Study of Radicalism*, Vol. 6, No. 2, (Fall 2012): 91-126; "Dream Books, Crystal Balls, and "Lucky Numbers": African American Female Spiritual Mediums in Harlem, 1900-1945." *Journal of Afro-Americans in New York Life and History*, Vol. 35, Issue 1, (January 2011): 1-30

Dissertations/Theses Supervised in Past 5 Years: 0**Administrative Experience:** 0**Harrow, Kenneth W.****Title/Department:** University Distinguished Professor, Department of English. **Appointed:** 1966;**Tenured:** Yes.**Education:** Ph.D., New York University, 1970; M.A., New York University, 1965; B.S., Massachusetts Institute of Technology, 1964.**Field Research Experience:** Senegal; Cameroon; Algeria; Rwanda; Burundi, Democratic Republic of the Congo.**African Languages:** French (3).**Percentage of Time Devoted to Africa-related Research, Teaching and Administration:** 95%.**Africa-related Courses Taught:** Critical Approaches to Postcoloniality and Life Narrative; Concepts of the World: Theory, Literature, and Film; Black Feminism; Literature of Africa and the Diaspora.**Research/Teaching Specialization:** African Literature and Cinema; Postcolonial Studies; Feminist Theory; Diaspora Studies; Third World Cinema.**Recent Publications Grants and Awards:****Publications:**

Trash: African Cinema from Below. Bloomington: Indiana University Press, 2013; "Suturing Two Worlds: Aminatta Forna's *The Memory of Love*." *Journal of Commonwealth and Postcolonial Studies* 1.1 (2013): 13-32; "Again, the Darkness: Shake Hands with the Devil." *Hollywood's Africa after 1994*. Ed. MaryEllen Higgins. Athens: Ohio University Press, 2012; "Towards a New African Cinema Criticism: From the Truth to Déchets Humains." *Internaitonal Journal of Francophone Studies* 14.3 (2011): 307-321; "Ousmane Sembène: The Making of a Militant Artist." *African Studies Review* 54.1 (2011): 214-217; "Sur l'Impossibilité de Représenter l'Enfant-Soldat dans *Song for Night* de Chris Abani." *Etudes Littéraires Africaines* 32 (2011): 78-90; "Faat Kine and the Feminism of the Old Man." *Etudes Littéraires Africaines* 30 (2011): 20-32; "Let Me Tell You about Bekolo's Latest Film, *Les Saignantes*, but First ..." *Exit: Endings and New Beginnings in Literature and Life*. Ed. Stefan Helgesson. Amsterdam: Rodopi, 2011.45-55.

Awards:

Distinguished Africanist Award, Toyina Falola Annual Conference, University of Texas, 2011; Fulbright Senior Lecturer, Université Cheikh Anta Diop, Dakar, Senegal, 2005-2006.

Administrative Experience:

Organizer, African and African American Film Series, Dakar, Senegal, 2006.

Hassan, Salah D. A.

Title/Department: Associate Professor, Department of English. Appointed: 1998; Tenured: Yes.
Education: B.A., University of Western Ontario, 1985; M.A., McGill University, 1988; Ph.D., University of Texas-Austin, 1997.

Field Research Experience: Morocco; Mali.

African Languages: French (3); Arabic (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Africa-related Courses Taught: Postcolonial Literature and Theory; Area Studies: The Modern Arab World; Cultures, Literatures, Identities; Echoes of Empire; Colonial Histories, Postcolonial Narratives; World Literature and World Politics; Postcolonial Theory: Source Texts and Criticism; Literary Theory and International Politics.

Research/Teaching Specialization: Postcolonial Literature and Theory; Mid-20th Century Anticolonial Intellectual Movements; Literatures of Empire; Arab and Muslim Studies.

Recent Publications, Grants and Awards:

Publications:

“Baleful Postcoloniality and Auto/Biography.” *Biography* 36.1 (2013): 1-9; “Bondage.” *West Coast Line* 64 (2010): 108-111; “Never-Ending Occupations.” *CR: The New Centennial Review* 8.1 (2008): 1621-1629; “An Interview with Khaled Mattawa.” *MELUS* 31.4 (2006): 135-144;

Awards and Grants:

External Connections Award, College of Arts and Letters, MSU, 2011; Special Foreign Travel Fund, MSU International Studies and Programs, 2012; Migrations of Islam (Co-PI), Social Science Research Council, 2011-2012.

Dissertations Supervised during the Past Five Years: 2

Administrative Experience:

Founder and Coordinator, Muslim Subjects Website and Blog, 2011.

Hawthorne III, Walter

Title/Department: Chair/ Professor, Department of History. Appointed: 2005; Tenured: Yes.

Education: Ph.D., Stanford University, 1998; M.A., University of Maryland, 1992; B.A., Hampden-Sydney College, 1988.

Field Research Experience: Guinea-Bissau.

African Languages: Portuguese; Graça; Guinean Creole; French.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: West Africa & the African-American Connection; African Slavery & Black Atlantic Cultures; African Perspectives on Colonialism; African Slavery & the Atlantic Slave Trade.

Research/Teaching Specialization: History of Slavery and the Atlantic Slave Trade; Old and New World Agricultural Practices, Religious Beliefs, and Family Structures.

Recent Publications, Grants and Awards:

Publications:

“The Cultural Meaning of Work: The ‘Black Rice Debate’ Reconsidered.” *The Secret Lives of Rice: Promiscuity, Knowledge, and Power*. Cambridge: Cambridge University Press, forthcoming; *From Africa to Brazil: Culture, Identity and an Atlantic Slave Trade, 1600 to 1830*. New York: Cambridge University Press, 2010; “Choosing Slavery?: An African Slave Named Gorge and His ‘Flights’ from ‘Freedom’ back to his Master in Bahia in the Early Nineteenth Century.” *Slavery and Abolition* 31.3 (2010): 411-28.

Awards and Grants:

National Endowment for the Humanities Faculty Fellowship, 2008-2009; Islam and Modernity: Alternatives in Contemporary Senegambia and Ghana (Co-PI), National Endowment for the Humanities; Biographies: The Atlantic Slaves Data network (PI), National Endowment for the Humanities, 2013; Social History of the Gambia: Rescuing an Endangered Archive, Police and Court Records, Endangered Archives Programme, 2010.

Dissertations Supervised during the Past Five Years: 5.

Administrative Experience:

Project Director, Atlantic Database Network, 2011-present; Chair, Department of History, 2010-present; Director of Graduate Studies, Department of History, MSU, 2009-present.

Hitchcock, Robert K.

Title/Department: Adjunct Professor, Department of Geography and Department of Anthropology.

Appointed: 2006; **Tenured:** Yes.

Education: Ph.D., University of New Mexico, 1982; M.A., University of New Mexico, 1977; B.A., University of California at Santa Barbara, 1971.

Field Research Experience: Botswana; Lesotho; Namibia; Zimbabwe; Uganda; Gabon; Swaziland; Somalia; Kenya; Egypt.

African Languages: Setswana; San; French; Sesotho.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 70%.

Africa-related Courses Taught: Integrated Social Sciences: Africa; Peoples and Cultures of Africa; Social Change in Modern Africa.

Research/Teaching Specialization: Ecological Anthropology; Human-Environment Interactions; Political Economy; International Human Rights; Economic Development; Resettlement; Poverty-Alleviation; Indigenous Peoples; Internally Displaced Peoples; Refugees; Common Property Management; Hunter-Gatherers; Pastoral Peoples.

Recent Publications and Awards:

Publications:

“Settler Colonialism, Conflicts, and Genocide: Interactions between Hunter-Gatherers and Settlers in Kenya and Zimbabwe,” with Maria Sapignoli and Wayne A. Babchuk. *Settler Colonial Studies* 4.2 (2014);

“Tswana Hunting: Continuities and Changes in the Transvaal and Kalahari after 1600,” with Fred Morton. *South African Historical Journal* (2014);

“Regional Hunter-Gatherer Research Traditions in Southern Africa.” *Oxford Handbook of the Archaeology and Anthropology of Hunters and Gatherers*. Eds. Vicki Cummings, Peter Jordan, and Marek Zvelebil. Oxford: Oxford University Press, 2013. 187-198;

“Indigenous Peoples in Southern Africa,” with Maria Sapignoli. *Vulnerable Children: Global Challenges in Education, Health, Well-Being, and Child Rights*. Eds. with Deborah Johnson and DeBrenna Agbenyiga. New York: Springer, 2013.

The Jul’hoan San of Nyae Nyae and Namibian Independence, Development, Democracy and Indigenous Voices in Southern Africa. with Megan Biesele. New York: Berghahn Books, 2013;

“The Central Kalahari Game Reserve, Botswana Chronology III, 2002-2012,” with Maria Sapignoli. *Botswana Notes and Records* 45 (2013): 112-129;

Awards and Grants:

Recognition Award for Contribution to Students, Teaching Council of the University of Nebraska-Lincoln, 2006; Indigenous Peoples in Zimbabwe, Open Society Initiative of Southern Africa (OSISA) and International Work Group for Indigenous Affairs (IWIGIA), 2013.

Dissertations Supervised during the Past Five Years: 4

Administrative Experience:

Chair, Department of Anthropology, MSU, 2006-2009.

Holden, Vanessa

Title/Department: Assistant Professor

Appointed: 2012

Tenured: Yes

Education: Ph.D. African American and Women’s and Gender History, Rutgers University, 2012. B.A. History and English, Randolph-Macon Woman’s College, 2005.

Field Research Experience: No Africa

Percentage of Time Dedicated to African Studies: I am a historian of American slavery. I necessarily engage the history of West Africa broadly in my courses. However, my research concerns only the antebellum United States.

Africa Related Courses Taught: History: 310-African American History until 1876; History 870- African American Seminar

Research/Teaching Specializations: Experiences of women involved in violent slave revolt during slavery in the American South, particularly the ways that race, class, gender, and sexuality shaped American history. Dr. Holden is also interested in the comparative study of resistance and rebellion throughout the African diaspora.

Dissertations/Theses Supervised in Past 5 Years: 0

Holekamp, Kay E.

Title/Department: University Distinguished Professor, Zoology **Appointed:** 1992; **Tenured:** Yes.

Education: Ph.D., University of California-Berkeley, 1983; B.A., Smith College, 1973.

Field Research Experience: Kenya.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: Behavioral Ecology of African Mammals; Animal Social Complexity; Behavioral Ecology of African Mammals in Kenya; Issues in Professional Development; Honors Seminar: Comparative Analysis of Carnivore Skull Development; Introduction to Animal Behavior.

Research/Teaching Specialization: Ontogenetic Development, Physiological Mediation, and Evolution of Mammalian Behavior.

Recent Publications, Grants and Awards:

Publications:

“Symbiotic Bacteria Appear to Mediate Hyena Social Odors,” with K. R. Theis, et al. *Proceedings of the National Academy of Sciences of the United States of America* 110 (2013); “Developmental Constraints on Behavioral Flexibility,” with P. E. Van Meter, et al. *Philosophical Transactions of the Royal Society B*. 368.1618 (2013); “Development of a Hyena Immunology Toolbox,” with A. S. Flies, et al. *Veterinary Immunology and Immunopathology* 145 (2012): 112-19; “Forces Shaping Major Histocompatibility Complex Evolution in Two Hyena Species,” with Katy J. Califf, et al. *Journal of Mammalogy* 94.2 (2013): 282-94; “A Comparison of Innovative Problem-Solving Abilities between Wild and Captive Spotted Hyaenas,” with Sarah Benson-Amram, et al. *Animal Behaviour* 85.2 (2013): 349; “Ejaculate Quality in Spotted Hyaenas: Intraspecific Variation in Relation to Life-History Traits,” with Leslie J. Curren, et al. *Journal of Mammalogy* 94.1 (2013).

Awards:

Smith College Medal, Smith College, 2013; University Distinguished Professor, MSU, 2009; Distinguished Faculty Award, College of Natural Science, MSU, 2007.

Grants:

The Role of Emotion and Communication in Cooperative Behavior, National Institute of Health, 2013-2016; Mediation of Rank-Related Maternal Effects on Males throughout the Lifespan, NSF, 2011-2015; BEACON: An NSF Center for the Study of Evolution in Action (Co-PI), NSF, 2010-2015; IRES: Behavioral Ecology of African Carnivores (PI), NSF, 2010-2012.

Dissertations Supervised during the Past Five Years: 11.

Administrative Experience:

Director, Interdisciplinary Program in Ecology Evolutionary Biology and Behavior, MSU, 2009-present; Chair, IUCN Hyaena Specialist Group, 2009-present; Associate Curator of Mammals, MSU Museum, 1993-present; Principal Investigator, Kay Holekamp Laboratory, MSU, 1988-present.

Hourani, Najib

Title/Department: Assistant Professor, Anthropology **Appointed:** 2006 **Tenured:** Yes

Education: PhD Politics, New York University, 2005; MA Middle East and North African Studies, University of Michigan; BA Political Science, University of Michigan,

Field Research Experience: No Africa

African Languages: Arabic

Percentage of Time Dedicated to African Studies: 10%

Africa Related Courses Taught:

Research/Teaching Specializations: Middle East - Lebanon, Jordan; Anthropology of Development; Urban Theory; Anthropology of Civil Conflict and "War Economies"
Post Conflict Reconstruction

Recent Publications, Grants and Awards:

Najib Hourani, “Urbanism and Neoliberal Order: The Development and Redevelopment of Amman” *Journal of Urban Affairs*. 2014; Najib B. Hourani, Lebanon: Hybrid Sovereignties and U.S. Foreign Policy *Middle East Policy*. 2013; 20(1):39-55; Hourani, Najib, “From National Utopia to Elite Enclave: The Selling of the Beirut Souqs” in Gary McDonogh and Marina Peterson, eds.. *Global Downtowns*. Philadelphia: University of Pennsylvania Press, 2012;

Awards and Grants: 0

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: 0

Jackson II, Ronald

Title: Instructor/Graduate Student History Appointed 2013 Tenured: No

Education: Fifth-year doctoral student

Field Research Experience: No Africa

African Languages: None

Percentage of Time Dedicated to African Studies: 30%

Africa Related Course Taught: HST 311 African American History since 1876

Research and Teaching Specialization: African American History, Anti-Apartheid Movement

Recent Publications:

Review of John Gallagher, *Reimagining Detroit: Opportunities for Redefining an American City* (Detroit: Wayne State University Press, 2010) Pp. 166 *Northwest Ohio History* Vol. 79, No. 1 (Fall 2011): 70-72.

Distinctions: 2014 Ruth Simms Hamilton Dissertation Fellow

Dissertation or Theses Supervised in the Last Five Years: 0

“African American Entertainers and the Anti-Apartheid Movement, 1948-1994”

Administrative Experience: None

Jayne, Thomas S.

Title/Department: Professor, Agricultural, Food, & Resource Economics. Appointed: 1989; Tenured: No.

Education: Ph.D., MSU; M.S., MSU; B.A., Bucknell University.

Field Research Experience: Zimbabwe; Kenya; Zambia; Ghana, Ethiopia.

African Languages: French (2); Twi (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Farm Productivity Growth in Sub-Saharan Africa; Agricultural Input and Output Markets; Land Use Dynamics, Population, and Agricultural Intensification.

Recent Publications, Awards and Grants:

Publications:

“Exploitative Briefcase Businessmen, Parasites, and Other Myths and Legends: Assembly Traders and the Performance of Maize Markets in Eastern and Southern Africa,” with Nicholas J. Sitko. *World Development* 54 (2014): 56-67; “Fertiliser Subsidies and Smallholder Commercial Fertiliser Purchases: Crowding Out, Leakage and Policy Implications for Zambia,” with Nicole M. Mason. *Journal of Agricultural Economics* 64.3 (2013): 558-582; “Land Rental Markets in Kenya: Implications for Efficiency, Equity, Household Income, and Poverty,” with S. Jin. *Land Economics* 89.2 (2013): 246-271; “Addressing the ‘Wicked Problem’ of Input Subsidy Programs in Africa,” with Jacob Ricker-Gilbert and Gerald Shively. *Applied Economic Perspectives and Policy* 35.2 (2013); “Why are African Commodity Exchanges Languishing? A Case Study of the Zambian Agricultural Commodity Exchange,” with N. Sitko. *Food Policy* 37 (2012): 275-282; “Land Constraints in Kenya’s Densely Populated Rural Areas: Implications for Food Policy and Institutional Reform,” with M. Muyanga. *Food Security* 4.3 (2012): 399-421; “Subsidies and Crowding Out: A Double-Hurdle Model of Fertilizer Demand in Malawi,” with Jacob Ricker-Gilbert and Ephraim Chirwa. *American Journal of Agricultural Economics* 93.1 (2011): 26-42; “Principal Challenges Confronting Smallholder Agriculture in Sub-Saharan Africa,” with D. Mather and E. Mghenyi. *World Development* 38.10 (2010): 1384-1398;

Awards:

Distinguished Fellow, African Association of Agricultural Economists, 2013; Research Excellence Award, Department of Agricultural, Food, and Resource Economics, MSU, 2011; First Prize, African Association of Agricultural Economists, 2010; Outstanding Article Award, *Agricultural Economics*, 2009;

Grants:

Guiding Investments in Sustainable Agricultural Intensification in Africa (GISAIA), Bill & Melinda Gates Foundation, 2013-2017; Tegemeo Agricultural Monitoring and Policy Analysis Project, USAID/Kenya, 2012-2016; Food Security Research Project in Zambia, USAID/Zambia, 2010-2015; Guiding Investments in Sustainable Agricultural Markets in Africa (GISAMA), Bill & Melinda Gates Foundation, 2008-2012.

Dissertations Supervised during the Past Five Years: 10.

Administrative Experience:

Co-Director, Guiding Investments in Sustainable Agricultural Intensification in Africa (GISAIA) Program, Bill and Melinda Gates Foundation Grant, MSU; Co-Principal Investigator of various MSU projects with USAID (total grant awards totaling over \$25 million since 2000).

Kaneene, John B.

Title/Department: University Distinguished Professor, College of Veterinary Medicine and College of Human Medicine; Director, Center for Comparative Epidemiology. **Appointed:** 1979; **Tenured:** Yes.

Education: Ph.D., University of Minnesota, 1978; M.P.H., University of Minnesota, 1975; D.V.M., University of Khartoum, 1972; B.S., University of Khartoum, 1968.

Field Research Experience: Uganda; Tanzania; Ethiopia.

African Languages: Lusoga (5); Luganda (5); Lugwere (5); Kiswahili (4).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Africa-related Courses Taught: Epidemiology of Zoonotic Diseases; Design and Conduct of Epidemiological Studies; Veterinary Epidemiology.

Research/Teaching Specialization:

Epidemiology and Ecology of Zoonotic Diseases; Impacts of TB/HIV Co-infection; Dynamics of Disease Transmission at the Human-Livestock-Wildlife Interface; Comparative Studies of Antibiotic Resistance in Animal and Human Populations; Microbial Food Safety Epidemiology; Effects of Climate Change on Transmission of Infectious Diseases and Food Security; Open Education Resource Methods; Capacity-building for Modernizing African Food Systems and Institutions.

Recent Publications and Awards:

Publications:

“Comparison of PCR versus Culture for Detection of Mycobacterium bovis after Experimental Inoculation of Various Matrices Held under Environmental Conditions for Extended Periods,” with Angela P. Adams, et al. *Antimicrobial Agents and Chemotherapy* 79.20 (2013): 6501-6506;

“Creating Open Education Resources for Teaching and Community Development through Action Research: An Overview of the Makerere AgShare Project,” with P. Sajjakambwe, et al. *Journal of Asynchronous Learning Networks* 17.2 (2013): 31-42;

“Evaluation of the Interferon- γ Assay on Blood Collected at Exsanguination of Cattle under Field Conditions for Surveillance of Bovine Tuberculosis,” with C. C. Okafor, et al. *Transboundary and Emerging Diseases* (2013);

“Seroprevalence of Brucellosis in Selected Herds of Cattle and Goats in Kiruhura District, Uganda,” with R. Mugabi, et al. *African Journal of Animal Biomedical Science* 7.2 (2012): 38-30;

“Effect of Transportation, Time of Sampling, and Lymphocyte Numbers on Gamma Interferon Response to Mycobacterium bovis in Cattle at Time of Slaughter,” with C. C. Okafor, et al. *Journal of Veterinary Diagnostic Investigation* 25.2 (2013): 248-253;

Awards:

University Distinguished Professor of Epidemiology, MSU, 2005.

Kayitsinga, Jean

Title/Department: Visiting Assistant Professor, Sociology/Social Science **Appointed:** 2000 **Tenured:** No

Education: Ph.D. MSU (1999), BA Institut Africain des Statistiques et d'Economie Appliquees (1991)

Field Research Experience: Rwanda 1997-98

African Languages: Kinyarwanda (5), French (5)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%

Africa-related Courses Taught: ISS 330 Africa and the Social Sciences

Research/Teaching Specialization: Rural demography in Africa and the U.S.

Recent Publications and Awards: No Africa related articles in past five years

Dissertations Supervised during the Past Five Years: N.A.

Administrative Experience Director of Research for the MSU Julian Samora Research Institute, 2008 – present.

Keller, Candace M.

Title/Department: Assistant Professor, Residential College in the Arts and Humanities and Department of Art, Art History, and Design. **Appointed:** 2008; **Tenured:** No.

Education: Ph.D., Indiana Univ., 2008; M.A., Indiana Univ., 2003; B.A., San Diego State Univ., 1998.

Field Research Experience: Mali.

African Languages: Bamanankan (3); French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: Special Topics in African Art; African Art; Contemporary African Art; Transcultural Relations; Media and Mobility: Transcultural Exchange among Africa, Europe, and the Americas.

Research/Teaching Specialization: Contemporary African Art; Photography and Popular Print Media in Africa; African Cinema; African Art in Global Perspective.

Recent Publications and Awards:

Publications:

“Transcultural Displays: International Fashion and West African Portraiture.” *African Dress Encounters: Fashion, Agency, Performance*. Eds. Karen Tranberg Hansen and Soyini Madison. London: Bloomsburg Academic Press, 2013. 276-301; “Visual Griots: Identity, Invention, and Style, One Important Aspect of the Social Role of Portrait Photographers in Mali.” *Portraiture in African Worlds*. Eds. Elizabeth Cameron and John Pepper. Bloomington: Indiana University Press, 2012; “Gologo, Mamadou El Bechir.” *Dictionary of African Biography*. Eds. Henry Louis Gates, Jr. and Emmanuel Akyeampong. New York: Oxford University Press, 2011; “Stuido Photography in Mali.” *The Social Body: Malian Portraiture from the Studio to the Street*. Ed. Laurel Bradley. Northfield: Perlman Teaching Museum, Carleton College, 2012. 10-23

Grants:

British Library Endangered Archives Programme (PI), Mali, 2011-2013; Travel Award, Arts Council of the African Studies Association, 2006-2007;

Kerr, John M.

Title/Department: Associate Professor, Department of Community, Agriculture, Recreation and Resource Studies. **Appointed:** 1999; **Tenured:** Yes.

Education: Ph.D., Stanford Univ. 1990; M.A., Stanford Univ. 1987; B.A., Swarthmore College, 1983.

Field Research Experience: Egypt; Malawi; Tanzania; Zambia.

African Languages: French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 20%.

Africa-related Courses Taught: Community-Based Natural Resource Management in Developing Countries; International Development and Sustainability.

Research/Teaching Specialization: Economic analysis of natural resource management, environmentally sustainable agriculture, policy analysis and participatory community development.

Recent Publications and Awards:

Publications:

“Resource Constraints and Partial Adoption of Conservation Agriculture by Hand-hoe Farmers in Mozambique,” with Philip Grabowski. *International Journal of Agricultural Sustainability* (2013); “Urban Agriculture, Social Capital, and Food Security in the Kibera Slums of Nairobi, Kenya,” with Courtney M. Gallaher, et al. *Agriculture and Human Values* 30.3 (2013): 389-404; “Social Dimensions of Procurement Auctions for Environmental Service Contracts: Evaluating Tradeoffs between Cost-Effectiveness and Participation by the Poor in Rural Tanzania,” with Rohit Jindal, et al. *Land Use Policy* 31 (2013): 71-80.

Awards and Grants:

Distinguished Faculty Award, College of Agriculture and Natural Resources Alumni Association, MSU, 2011; Best Poster (with Rohit Jindal); The Influence of Short-term Financial Incentives on Social Norms and Behaviors, National Science Foundation, 2013-2016; Ecosystem Services: Linking Science to Action in Malawi and the Region, USAID, 2011- 2013

Dissertations Supervised during the Past Five Years: 7.

Administrative Experience: Associate Chair, Department of Community Sustainability, 2012-present.

Khalil, Mohammad

Title/Department: Associate Professor, Department of Religious Studies; Adjunct Professor, College of Law; Interim Director, Muslim Studies Program. **Appointed:** 2011; **Tenured:** Yes.

Education: Ph.D., University of Michigan, 2007; M.A., University of Michigan, 2004; B.A., University of Michigan, 2001.

African Languages: Arabic (5); French (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 30%.

Africa-related Courses Taught: Area Studies and Multicultural Civilizations: The Middle East; Islam; The Qur'an and Its Interpreters; Modern Muslim Thought; Introduction to Islamic Law.

Research/Teaching Specialization: Islamic Thought.

Recent Publications and Awards:

Publications:

Between Heaven and Hell: Islam, Salvation, and the Fate of Others. Editor. New York: Oxford University Press, 2013.

Islam and the Fate of Others: The Salvation Question. New York: Oxford University Press, 2012.

Awards:

Fintz Teaching Award, MSU, 2013.

Dissertations Supervised during the Past Five Years: 1.

Administrative Experience:

Interim Director of the Muslim Studies Program, MSU, 2013-14; Director of the Muslim Studies Program, MSU, 6/2014 - .

Lauer, Joseph J.

Title/Department: Librarian, Africana Library, MSU Main Library. **Appointed:** 1989; **Tenured:** Yes.

Education: Ph.D., University of Wisconsin-Madison, 1974; M.A., University of Wisconsin-Madison, 1969; B.A., St. John's University, 1964.

Field Research Experience: Côte d'Ivoire; Senegal.

African Languages: French (3); Portuguese (1); Swahili (1); Amharic (1).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Recent Publications and Awards:

Publications:

"Recent Doctoral Dissertations [about Africa]." *African Studies Newsletter/ASA News* 13 (1980-2009);

"Trends in North American Theses Production." *Africanist Librarianship in an Era of Change*. Eds. Victoria K. Evals and David Henige. Lanham: Scarecrow Press, 2005. 99-107.

Administrative Experience:

Supervisor, Africana Library, MSU Libraries, 1997-present;

Area Studies Coordinator, MSU Libraries, 1999-2005.

Leichtman, Mara A.

Title/Department: Assistant Professor, Department of Anthropology. **Appointed:** 2005; **Tenured:** Yes.
Education: Ph. D., Brown Univ. M.A., Brown Univ. M.A., Johns Hopkins Univ. B.A., Univ. of Michigan.

Field Research Experience: Senegal; Morocco.

African Languages: French (4); Arabic (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 75%.

Africa-related Courses Taught: Islam in Africa; Religion and Culture; Religion and Ritual; Global Diversity and Independence; Ethnographic Field Methods.

Research/Teaching Specialization: Religious and Ethnic Transformations through Migration, Islam in Africa, Transnationalism; Ethnographic Field Methods.

Recent Publications, Awards and Grants:

Publications:

“Shi’I Islamic Cosmopolitanism and the Transformation of Religious Authority in Senegal.” *Contemporary Islam* (forthcoming 2014); “From the Cross (and Crescent) to the Cedar and Back Again: Transnational Religion and Politics among Lebanese Christians in Senegal.” *Anthropological Quarterly* 86.1 (2013): 35-76; “Muslim Cosmopolitanism: Movement, Identity, and Contemporary Reconfigurations,” with Dorothea Shulz. *City and Society* 24.1 (2012): 1-6; “Migration, War, and the Making of a Transnational Lebanese Shia Community in Senegal.” *International Journal of Middle East Studies* 42.2 (2010): 269-290; “Shi’a Lebanese Migrants and Senegalese Converts in Dakar.” *The Shi’a Worlds and Iran*. Ed. Sabrina Mervin. London: Saqi Books, 2010. 215-251.

Awards and Grants:

Visiting Fellow, Zentrum Moderner Orient, Berlin; Visiting Fellow, International Institute for the Study of Islam in the Modern World, Leiden, the Netherlands; Religion and the Private Sphere: Religious Dynamics, Everyday Experiences and the Individual in West Africa, Agence Nationale de la Recherche.

Dissertations Supervised during the Past Five Years: 5.

Administrative Experience:

Session Organizer and Chair, “Religion, Migration and Conversion: The Morality of Adapting Beliefs to New Contexts,” Society for the Anthropology of Religion Conference, Vancouver, British Columbia, 2005.

Limb, Peter C.

Title/Department: Africana Bibliographer, MSU Libraries; Associate Professor (Adjunct), Department of History. **Appointed:** 2001; **Tenured:** Yes.

Education: Ph.D., Univ. of Western Australia, 1998; Graduate Diploma, Curtin Univ., 1981; B.A., Univ. of Adelaide, 1978; B.A., Univ. of Adelaide, 1977.

Field Research Experience: South Africa; Zambia; Zimbabwe; Botswana; Lesotho; Nigeria; Malawi.

African Languages: French; Portuguese; Setswana; Xhosa; IsiZulu; Shona.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: South Africa and its Neighbors; South/Southern African History; African Historiography; Diamond Mining; South African Labor and Comparative History.; Eastern Cape Political History; Namibian History, Missions, Nationalism and Narratives; Conflict in Africa.

Research/Teaching Specialization: Southern African History; Digitization and Libraries in Africa; Black Politics, Class, and Nationalism; Empire; Anti-Apartheid Movement; Gender and Labor History of Africa.

Recent Publications and Awards:

Publications:

“The Global Antiapartheid Movement: A Critical Analysis of Archives and Collections.” *Radical History Review*. Forthcoming; “The ANC’s First Newspaper Recovered.” *The Thinker* 47 (2013): 34-37; *The People’s Paper: A Centenary History and Anthology of Abantu-Batho*. Ed. Johannesburg: Wits University Press, 2012; *The Autobiography and Selected Works of A. B. Xuma*. Ed. Cape Town: Van Riebeeck Society, 2012; *A Shared History: The ALP, the ANC and the Australian Anti-Apartheid Movement*. Canberra: Labor International, 2012;

Awards and Grants:

Distinguished Faculty Award, MSU, 2012.

Dissertations Supervised during the Past Five Years: 4

Administrative Experience:

Convener, Newspaper Committee CAMP, 2009-present; Co-editor, Africa Past and Present Podcast, 2008-

Lindell, Catherine

Title/Department: Associate Professor, Department of Zoology Appointed: 1998 Tenured: Yes

Education: Ph.D., Harvard, 1994; B.A., Yale, 1983.

Field Research Experience:

African Languages:

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%

Africa-related Courses Taught: PLB 485 Tropical Biology

Research/Teaching Specialization: Tropical Biology/Avian Biology/Restoration Ecology

Recent Publications and Awards:

Lindell, C.A. and B.A. Maurer. 2010. "Patch quality and landscape connectivity effects on patch population size: implications for metapopulation sizes and studies of landscape value." In press, *Evolutionary Ecology Research* /12:1-10.;

Emily B. Morrison, C. A. Lindell, K. D. Holl, R. A. Zahawi. 2010. "Using behavioural ecology to assess the quality of tropical forest restoration sites: Patch size effects on avian foraging patterns." *Journal of Applied Ecology*, 47:130-138.

Administrative Experience: MSU Organization for Tropical Studies representative

Liverpool-Tasie, Lenis S.

Title/Department: Assistant Professor, Department of Agricultural, Food and Resource Economics.

Appointed: 2012; Tenured: Yes.

Education: Ph.D. University of Illinois, 2009; M.A. University of Iowa, 2004; M.Sc. University of Iowa, 2004; B.Sc. University of Jos, 2000.

Field Research Experience: Gambia; Ethiopia; Nigeria.

African Languages: Krio (5); French (3); Hausa (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: World Food, Population and Poverty.

Research/Teaching Specialization: Poverty Reduction Strategies; Social Networks and Technology Adoption; Agricultural Inputs and Input Subsidies; Agricultural Productivity.

Recent Publications and Awards:

Publications:

"Fertilizer Subsidies and Private Market Participation: The Case of Kano State, Nigeria." *Agricultural Economics*, forthcoming 2014;

"Farmer Groups and Input Access: When Membership is Not Enough." *Food Policy*, forthcoming 2014;

"Moving Forward with Fertilizer in Nigeria: Fertilizer Promotion Strategies within a Complex Fertilizer Subsector," with H. Takeshima. *Agricultural Economics* (2013);

"Do Vouchers Improve Government Fertilizer Distribution? Evidence from Nigeria." *Agricultural Economics* (2013);

"Exploring the Impact of Blended eLearning on Student Performance Using a Social Experiment: The Case of Calculus at University of Jos, Nigeria." *International Journal of Information Science and Computer Mathematics* (2013).

Dissertations Supervised during the Past Five Years: 4.

Logan, Carolyn

Title/Department: Assistant Professor, Department of Political Science. **Appointed:** 2001; **Tenured:** No.
Education: Ph.D., Tufts University, 2002; M.A., Tufts University, 1996; M.S., Cornell University, 1987; B.S., University of Michigan, 1983.

Field Research Experience: Kenya; Uganda; Somalia; South Africa; Rwanda; Lesotho.

African Languages: Sesotho; French; Swahili.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Democratization and Political Development in Africa.

Recent Publications and Awards:

Publications:

“Looking Towards the Future: Alternations in Power and Popular Perspectives on Democratic Durability in Africa,” with Wonbin Cho. *Comparative Political Studies* 47.1 (2014): 30; “The Roots of Resilience: Exploring Popular Support for African Traditional Authorities.” *African Affairs* 112.448 (2013): 353-376; “Voters, But Not Yet Citizens: The Weak Demand for Vertical Accountability in Africa’s Unclaimed Democracies,” with Michael Bratton. *Voting and Democratic Citizenship in Africa*. Ed. Michael Bratton. Boulder: Lynne Rienner Publishers, 2013. 197-215; “Museveni and the 2011 Ugandan Election: Did the Money Matter?” with Jeffrey Conroy-Krutz. *Journal of Modern African Studies* 50.4 (2012): 625-655; “Democratizing the Measurement of Democratic Quality: Public Attitude Data and the Evaluation of African Political Regimes,” with Robert Mattes. *European Political Science* 11.4 (2012): 469-491; Professor Logan has also authored or co-authored 12+ working papers for the Afrobarometer Project.

Grants:

Afrobarometer Rounds 5 and 6, U.S. Agency for International Development, 2015; Afrobarometer Rounds 5 and 6, Swedish International Development Cooperation Agency, 2011; Afrobarometer Rounds 5 and 6, Mo Ibrahim Foundation, 2011; Afrobarometer Rounds 5 and 6, U.K. Department for International Development, 2012; Afrobarometer Rounds 5 and 6, World Bank, 2013; Afrobarometer Round 4, World Bank, 2010; Afrobarometer Round 4, U.S. Agency for International Development, 2008-2010; Afrobarometer Round 4, Swedish International Development Cooperation Agency, 2010;

Administrative Experience:

Deputy Director, Afrobarometer Project, 2008-present. Associate Director, Afrobarometer Project, 2004-07

Long, Sarah

Title/Department: Assistant Professor, Department of Music **Appointed:** 2013 **Tenured:** No
Education: Ph.D. Musicology, University of Illinois at Urbana-Champaign, 2008; MM Musicology, University of Illinois, 2002; BM Music Education, Bowling Green State University, Ohio, 1998.

Fieldwork: Zimbabwe, Ghana.

Language Proficiencies: French (5); Latin (3); Dutch (3)

Percentage of Time Dedicated to African Studies: 10%

Africa Related Courses Taught: Seminar in Music History: Music of Africa

Research/Teaching Specializations: Fifteenth and sixteenth century liturgical practices in Northern France and the Low Countries

Recent Publications:

Sarah Ann Long and Inga Behrendt, *Catalogue of Notated Office Manuscripts Preserved in Flanders (c.1100–c.1800). Volume 1. Antiphonaria: A Catalogue of Notated Office Manuscripts (c.1100–c.1800)*. Turnhout: Brepols, 2014. “Missel à l’usage de la confrérie de St. Jean l’évangéliste à Paris, c. 1500,” in *Les livres de Notre-Dame: Exposition et Actes du Colloque. Paris, Bibliothèque Mazarine, 12 décembre 2012 - 15 mars 2013*, eds. Cécile Davy-Rigaud, Jean-Baptiste Lebigue, and Yann Sordet. Turnhout: Brepols. Invited contributor (2013). “The Sanctorale of Andenne: A Description and Analysis of Liturgical Manuscripts for the Secular Chapter of Noble Canonesses,” in *Revue Belge de Musicologie*, 67 (2013): 63-81. “Cultural Intersections in the Transmission of Office Hymns in the Southern Low Countries,” in *CANTUS PLANUS Study Group of the International Musicological Society: Papers Read at the 16th Meeting, Vienna, Austria, 2011*, ed. Robert Klugseder, 226-232. Vienna: Österreichische Akademie der Wissenschaften Kommission für Musikforschung, 2012.

Lopez, Maria C.

Title/Department: Assistant Professor, Community Sustainability. **Appointed:** 2013; **Tenured:** No.
Education: Ph.D., University of Massachusetts, 2008; M.S., Pontificia Universidad Javeriana, 2001; B.S., Pontificia Universidad Javeriana, 1999.
Field Research Experience: Uganda; Tanzania.
African Languages: French (5); Spanish (5).
Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 20%.
Africa-related Courses Taught: Community-Based Natural Resource Management in International Development.
Research/Teaching Specialization: Natural Resources Management; Environmental Economics; Experimental Economics; Collective Action.
Dissertations Supervised during the Past Five Years: 3.

Lucas, Russell E.

Title/Department: Associate Professor, Department of Linguistics and German, Slavic, Asian, and African Languages. **Appointed:** 2012; **Tenured:** Yes.
Education: Ph.D., Georgetown University, 2000; M.A., University of Michigan, 1994; B.A., University of Michigan, 1992.
Field Research Experience: Morocco.
African Languages: Arabic (4).
Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 20%.
Africa-related Courses Taught: Middle East and the World; Global Conflict and Justice.
Research/Teaching Specialization: Arab Politics and Culture; Political Institutions; Foreign Policy; Public Opinion.
Recent Publications and Awards:
Publications:
“Debating Arabic on Al-Jazeera: Endangerment and Identity in Divergent Discourses,” with Camelia Suleiman. *Middle East Journal of Culture and Communication* 5.2 (2012): 190-210;
“Rules and Tools of Succession in the Gulf Monarchies.” *Journal of Arabian Studies* 2.1 (2012): 75-91.
Administrative Experience:
Director, Global Studies in the Arts and Humanities Program, MSU, 2012-present.

Mabokela, Reitumetse O.

Title/Department: Professor, Department of Educational Administration. **Appointed:** 1999; **Tenured:** Yes.
Education: Ph.D. Univ. of Illinois at Urbana-Champaign, 1998; M.A. Univ. of Illinois at Urbana-Champaign, 1994; B.A., Ohio Wesleyan University, 1992.

Field Research Experience: South Africa; Ghana.

African Languages: Setswana; Sesotho; Afrikaans.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 55%.

Africa-related Courses Taught:

Issues and Strategies in Multicultural Education; Education and Social Development: The Ghanaian Experience; Organizational Change in Comparative Context; Women in Higher Education.

Research/Teaching Specialization: International and Comparative Education; Higher, Adult, and Lifelong Education; Diverse Learners and Educational Equity; Educational Policy.

Recent Publications and Awards:**Publications:**

“Leadership Challenges in Addressing Demographics in Schools.” *NASSP Bulletin*. Forthcoming;
 “Negotiating Race and Gender Identity in the Knowledge Age: The Case of South African Universities.” *Universities and the Public Sphere: Knowledge Creation and State Building in the Era of Globalization*. Eds. Brian Pusser, et al. New York: Routledge, 2012. 121-138; “Gender and Organizational Change: Is it Just a Woman’s Issue?” *Journal of the Professoriate* 4.2 (2010): 47-67.

Awards:

Academic Leadership Program Fellow, Committee on Institutional Collaboration, 2006-07; Fulbright New Century Scholars Fellow, 2005-06; Postdoctoral Fellow, Association of University Women, 2005-2006.

Grants:

Global Center for Food System Innovation, Higher Education Solution Network, USAID, 2012-2017;
 Women, Leadership, and Organizational Culture in Higher Education: A Comparative Study of Ghana and South Africa, Spencer Foundation, 2012-2014.

Dissertations Supervised during the Past Five Years: 11

Administrative Experience:

Assistant Dean, Office of International Studies in Education, College of Education, MSU; M.A./Ph.D. Program Director, Department of Educational Administration, MSU; Coordinator, College of Education International Study Tours Program, 2010-present.

MacDowell, Marsha L.

Title/Department: Curator of Folk Arts, MSU Museum; Professor, Department of Art and Art History
Appointed: 1977 **Tenured:** Yes

Education: Ph.D., Education, MSU.

Field Research Experience: South Africa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 15%

Africa-related Courses Taught: Summer Study Abroad Program on Museum Studies and Cultural Heritage in South Africa; regularly guest lecture on South Africa art in art history courses.

Research/Teaching Specialization: Teaches courses in material culture, women’s art history, and museum studies. Current research in progress revolves, in part, around studies of traditional crafts in South Africa and, in particular, the connection of traditional arts and healing

Recent Publications and Awards: The 2010 International Research Fellowship from the University of Nebraska-Lincoln to study South African quilt history.

Administrative Experience: Develops, cares for, uses, and creates access to archival and museum folklife collections; curates and project manages exhibitions and festivals. Member of the South African Museums Association and the SAVA/CIHA Colloquium Planning Committee. Consultant at the Center for Cultural Studies, University of Fort Hare (Alice, South Africa), Ifa Lethu Foundation, and the Ahmed Kathrada Foundation, University of KwaZulu-Natal; member of the leadership team for the bi-national South African National Cultural Heritage project (coordinated training workshops and consultations with multiple institutions in South Africa); co-curator of “Dear Mrs Parks, Dear Mr. Mandela: Children’s Letters, Global Lesson” exhibition; a collaboration of the MSU Museum and the Nelson Mandela Museum; co-curator of “Siyazama: Traditional Arts, AIDS, and Education in South Africa”, a collaboration of the MSU Museum and the Durban University Technology; documentation of South African contemporary crafts.

Mackenzie, Charles D.

Title/Department: Professor, Department of Pathobiology and Diagnostic Investigation. **Appointed:** 1989; **Tenured:** Yes.

Education: FRC Path, Royal Coll. of Pathology, 1995; Dip. Ed., Univ. of London, 1988; FRCVS, Royal College of Veterinary Surgeons, 1985; Ph.D., Univ. of Sydney, 1975; BVSc., Univ. of Sydney, 1972; B.S., Univ. of Sydney, 1969.

Field Research Experience: Cameroon; Kenya; Sudan; Tanzania; Nigeria; Sierra Leone; Ghana.

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 80%.

Africa-related Courses Taught: Medical Parasitology; Public Health.

Research/Teaching Specialization: Pathogenesis of Infectious Diseases; Field Implementation of Health Programs in Africa; Elimination of Filarial Infections and Diseases.

Recent Publications, Grants and Awards:

Publications:

“The Lack of Influence of Food and Local Alcoholic Brew on the Blood Level of Mectizan (ivermectin),” with Mamoun M. Homeida, et al. *Acta Tropica* 172.2 (2013): 97-100; “Interruptions of Onchocerca volvulus Transmission in the Abu Hamed Focus, Sudan,” with Tarig B. Higazi, et al. *American Journal of Tropical Medicine and Hygiene*. 89.1 (2013): 51-57; “Addressing the Current Challenges to Finding new Anthelmintic Drugs,” with Timothy G. Geary. *Expert Review of Anti-Infective Therapy* 11.6 (2013): 539-541; “Effects of the Benzimidazole Anthelmintic Drug Flubendazole on Rat Embryos in vitro,” with Monica Longo, et al. *Reproductive Toxicology* 36 (2013): 78-87; “Importance of Infectious Bovine Reproductive Diseases: An Example from Ghana,” with B. Adu-Addai, et al. *Veterinary Record* 171.2 (2012): 47; “Elimination of Onchocerciasis from Africa: Possible?” with Mamoun M. Homeida, et al. *Trends in Parasitology* 28.1 (2012): 16-21;

Awards and Grants:

Order of Australia, for work in Africa toward elimination of Filariasis.; Development of New Macrofilicidal Drug, Gates Foundation; Test & Treat for Control of Loiasis in Africa, Gates Foundation.

Dissertations Supervised during the Past Five Years: 4

Administrative Experience:

Chair, Pathology, MSU; Adviser on Filariasis, Tanzanian Government; Adviser on Onchocerciasis, Sudanese Government; Chair, Lymphatic Filariasis Morbidity Group, World Health Organization.

Malouin, Rebecca

Title/Department: Assistant Professor, Department of Family Medicine and Department of Pediatrics and Human Development. **Appointed:** 2005; **Tenured:** No.

Education: Ph.D., Johns Hopkins School of Hygiene and Public Health, 2002; M.P.H., Johns Hopkins School of Hygiene and Public Health, 1997; B.S., University of Michigan, 1994.

Field Research Experience: Niger; Malawi.

African Languages: French; Hausa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 15%.

Research/Teaching Specialization: Needs Assessments; Program Evaluation; Primary Care; Family Medicine; Mixed Methods Research; Clinical Skills.

Recent Publications, Grants and Awards:

Publications:

“Evaluation of Patient Centered Medical Home Practice Transformation Initiatives,” with Bengamin F. Crabtree, et al. *Medical Care* 49.1 (2011): 10-16; “Evaluating the Tools Used to Assess the Medical Home,” with Barbara Starfield and Martin Jose Sepulveda. *Managed Care* 18.6 (2009): 44-48.

Awards and Grants:

Emerging Leaders Fellowship, Society of Teachers and Family Medicine, 2014; Expanding Telemedicine to Medical Homes and Outreach Clinics for Comprehensive Care Delivery to Persons with Bleeding Disorders of All Ages (Co-PI), American Thrombosis and Hemostasis Network, 2014-2015

Administrative Experience:

Associate Chair for Research, Dept. of Family Medicine, MSU, 2013-present; Director of the Primary Care Research and Evaluation Prog., Dept. of Family Medicine and Dept. of Pediatrics and Human Development, MSU, 2009-present; Director of International Prog., Dept. of Family Medicine, MSU, 2005-present.

McClendon, John

Title: Professor, Philosophy **Appointed:** **Tenured:** Yes

Education: PhD. Philosophy, University of Kansas; MA Philosophy, University of Kansas; BA, Black Studies and Political Science, Central State University.

Field Research and Experience: No Africa

African Languages: None

Percentage of Time Dedicated to African Studies: 50%

Africa Related Courses Taught: Philosophy and the Black Experience

Research/Teaching Specializations: African philosophy, Marxist philosophy, philosophy of African-American studies, and the history of African-American philosophers.

Recent Publications, Awards and Grants:

Publications:

C.L.R. James's Notes on Dialectics: Left Hegelianism or Marxism-Leninism, Lexington Books (2005)

Awards and Grants: No Africa

Dissertations/Theses Supervised in Past 5 Years: No Africa

Administrative Experience:

Editor of the American Philosophical Association Newsletter "Philosophy and the Black Experience"; he serves on the Editorial Advisory Board of the journal *Cultural Logic* and is an Ex Officio Member of the Committee on Blacks in Philosophy—American Philosophical Association.

McConnell, William J.

Title/Department: Associate Director, Center for Systems Integration and Sustainability; Assistant Professor, Department of Fisheries and Wildlife. **Appointed:** 2005; **Tenured:** No.

Education: Ph.D., Clark University, 2000; M.A., Clark University, 1993; B.S., University of California, 1983.

Field Research Experience: Mali; Madagascar; Kenya.

African Languages: Bambara.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Research/Teaching Specialization: Land Use Planning; Geomatics and Biodiversity Conservation.

Recent Publications and Awards:

Publications:

"Framing Sustainability in a Telecoupled World," with Jianguo Liu, et al. *Ecology and Society* 18.2 (2013): 26;

"Research on Coupled Human and Natural Systems (CHANS): Approach, Challenges, and Strategies," with James D. A. Millington, et al. *ESA Bulletin* 92.2 (2011): 218-228;

"Environmental Change and Adaptation in Degraded Agroecosystems: The Case of Highland Madagascar," with J. Unruh and J. Rodman. *Area* (2010);

Grants:

International Network of Research on Coupled Human and Natural Systems (Co-PI), National Science Foundation, 2008-2013.

Administrative Experience:

Associate Director, Center for Systems Integration and Sustainability, 2005-present.

McGuire, Jeanette

Title/Department: Assistant Professor, Zoology **Appointed:** 2012 **Tenured:** No

Education: Ph.D, MSU

Fieldwork: Michigan, 2003-present; Uganda 2009-present; New Zealand 2013-present

Language Proficiencies: English

Percentage of Time Dedicated to African Studies: 25%

Africa Related Courses Taught: Overseas Study in Zoology: Evolution of Uganda's Forest Biodiversity: Apes to Aves

Research/Teaching Specializations: Behavioral Ecology, Genetics, Evolution

Recent Publications, Awards and Grants:

Spatial Aspects of movements, mating patterns, and nest distributions influence gene flow among population units of Blanding's Turtles (*Emydoidea blandingii*) Conservation Genetics with J.D. Congdon, and K.T. Scribner 14 (5): 1029-1042 (2013)

Variation in female reproductive quality and reproductive success of male Midland Painted Turtles (*Chrysemys picta marginata*) Canadian Journal of Zoology with J.D. Congdon, K.T. Scribner and J.D. Capps 89(11): 1136-1145. doi:10.1139/z11-089 (2011).

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: None

Melakeberhan, Haddish

Title/Department: Associate Professor of Nematology, College Agriculture and Natural Resources.

Appointed 1990 **Tenured:** Yes

Education: Ph.D., Nematology/Biology, Biological Sciences, Simon Fraser University, Canada, 1986; M.Sc., Nematology, University of London, 1980; Diploma, Crop Protection, Harper Adams College, England, 1978; Diploma, Agriculture, Ambo, Ethiopia, 1974

Field Research Experience: Ethiopia, Eritrea

African Languages: Amharic, Tigrinya.

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: Introductory Nematology and Laboratory Techniques: A short course to Eritrean Ministry of Agriculture extension and research personnel; Nematode Management in Cropping Systems.

Research/Teaching Specialization: Integrated and sustainable nematode, nutrient cycling, and soil health management in cropping systems

International Outreach: Since 1999, have maintained a lead position in helping Nematologists from emerging economies participate at International Congresses of Nematology (ICN, an every 6-year event).

Recent Publications and Awards:

Publications:

Effects of long-term tillage and rotation on the relationships between *Heterodera glycines* and soil nematode community. *Soil & Tillage Research* with Cheng Z, S. Mennan, P.S. Grewal Under revision (2014); Hidden biological secrets that could revolutionize ecosystem based food security and adaptation to climate change in degraded sub-Saharan Africa soils. UNEP Conference on Harnessing Ecosystem Services, Nairobi, Kenya, with H., Z.T.Z, Maung, S. Yildiz, T. Schmidt, T. Teal, J. Qi, J. Gronseth, C. Kwoseh, T. Adjei-Gyapong, V. Saka, M. Lowole, J.W. Kimenju, G.N. Karuku, P.M. Wachira, G. Kariuki, and V.N. Gathaara (2013).

Awards and Grants:

Over \$3.7 million research grant monies have been generated from the following agencies since 1994: Howard G. Buffett foundation; AgBioResearch; Michigan Carrot Commission; Michigan Cherry Marketing Institute; Michigan Department of Agriculture & Rural Development; Michigan Nursery and Landscape Association; Michigan Potato Industry Commission; Michigan Soybean Promotion; Michigan Sugar Beet Industry; Michigan Vegetable Council; North Central Soybean Research Program; N-viro International; Project GREEN; United Soybean Board; United States Department of Agriculture, MethylBromide Transition; ; United States Department of Agriculture, National Research Initiative.

Dissertations Supervised during the Past Five Years: 6

Administrative Experience: Executive Board Member, Society of Nematologists (SON, policy making body), 1999-2003 and SON councilor to the International Federation of Nematology Societies (IFNS), 2002-2008. IFNS, a consortium of 14 nematology societies around the globe, is led by 20 councilors.

Messina, Joseph P.

Title/Department: Professor, Department of Geography. **Appointed:** 2001; **Tenured:** Yes.

Education: Ph.D., University of North Carolina, 2001; M.S., George Mason University, 1994; B.A., George Mason University, 1992.

Field Research Experience: Kenya; Tanzania; Malawi.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 35%.

Africa-related Courses Taught: Geographic Dimensions of Health and Disease.

Research/Teaching Specialization: Infectious Diseases and Health Care Delivery in Kenya; Population-Environment Interactions; Medical Geography; Geographic Information Science; Remote Sensing; Spatial Analyses; Land Change Science.

Recent Publications and Awards:

Publications:

“Do More Hospital Beds Lead to Higher Hospitalization Rates? A Spatial Examination of Roemer’s Law,” with Paul L. Delamater, et al. *PLoS ONE* 8.2 (2013); “Evaluation of MODIS Surrogates for Meteorological Humidity Data in East Africa,” with Shengpan Lin, et al. *International Journal of Remote Sensing* 34.13 (2013): 4669-4679; “Climate Change and Risk Projection: Dynamic Spatial Models of Tsetse and African Trypanosomiasis in Kenya,” with Nathan J. Moore, et al. *Annals of the Association of American Geographers* 102.5 (2012): 1038-1048 “Population Vulnerability and Disability in Kenya’s Tsetse Fly Habitats,” with Sue C. Grady and Paul F. McCord. *PLoS Neglected Tropical Diseases* 5.2 (2011);

Awards and Grants:

AT&T Technology Enhancement Teaching Award, MSU; Sigma Xi Young Scholar of the Year, MSU; Director’s Award, Roadmap for Medical Sciences, National Institute of Health; New Investigator Award, National Aeronautics and Space Administration. Perennial Grain Crops for African Smallholder Farming Systems, Bill and Melinda Gates Foundation, 2013-2015; A Dynamic Ecological Simulation Model of Tsetse Transmitted Trypanosomiasis in Kenya, National Institutes of Health, 2007-2012.

Administrative Experience: Acting Director, Center for Global Change and Earth Observations, 2013.

Metzler, John D.

Title/Department: Assistant Director for Outreach Programs, African Studies Center; Assistant Professor, Department of Teacher Education. **Appointed:** 1987; **Tenured:** No.

Education: Ph.D., University of Wisconsin-Madison; M.A., Temple University; M.Ed., Temple University; B.A., Temple University.

Field Research Experience: Zambia; Zimbabwe.

Percentage of Time Devoted to Africa-Related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: Sub-Saharan Africa; Southern Africa: Contemporary Issues through Film and Literature; Human Diversity, Power and Opportunities in Social Institutions; Growing Up and Coming of Age in Three Societies.

Research/Teaching Specialization: Comparative Education.

Recent Publications Grants and Awards:

Publications:

“The Developing States and Education: Africa.” *International Handbook of Comparative Education*. Eds. R. Cowen and A. Kazamais. London: Springer, 2009.

Awards:

Faculty Award for Outstanding Contribution to Study Abroad, MSU, 2009.

Grants:

Africa in World History Summer Institute, National Endowment for the Humanities, 2012-2013; Understanding, Interpreting and Teaching about Africa in the World through the Humanities and Social Studies: Case Study of Tanzania for Pre-Service and Mentor Teachers, U.S. Department of Education, 2012-2013; Capacity Building for Undergraduate Study Abroad, U.S. Department of State, 2008-2009;

Empowering World History and Geography Teachers through Study in South Africa, U.S. Department of Education, 2007; Fulbright-Hays Group Project Abroad: Undergraduate Study in Senegal or South Africa, U.S. Department of Education, 2006-2007.

Administrative Experience:

Co-director, National Consortium for Study in Africa, 1995-present; Co-director, Africa Media Program, 1994-present; Creator/Editor, *Exploring Africa*; Co-editor, H-AfrTeach.

Myers-Scotton, Carol

Title/Department: Adjunct Professor, Linguistics and Languages. **Appointed:** 2006; **Tenured:** No.

Education: Ph.D., University of Wisconsin-Madison, 1967; M.A., University of Wisconsin-Madison, 1962; B.A., Grinnell College, 1955.

Field Research Experience: Tanzania; Uganda; Nigeria; Kenya; Malawi; Zimbabwe; South Africa.

African Languages: Swahili; Chichewa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 75%.

Research/Teaching Specialization: African Languages; Codeswitching; Sociolinguistic Theory and Field Methodology; Multilingualism; Discourse Analysis and Stylistics.

Recent Publications and Awards:

Publications:

“Nonfinite Verbs and Negotiating Bilingualism in Codeswitching: Implications for a Language Production Model.” *Cambridge Journals Online* (2013);

“Paying Attention to Morpheme Types: Making Borrowability More Precise.” *In and Out of Africa: Languages in Question*. Ed. Carol De Féral. Louvain-la-Neuve: Peeters, 2013. 31-42;

“A Mechanism of Lexical Borrowing: The Abstract Level Model.” *Contact Linguistics in Africa and Beyond*. Eds. Akimande Akande and Rotimi Taiwo. New York: Nova Science Publishers, 2013. 7-10;

“Cost Makes a Difference: Codeswitching Frequencies in Bilingual Language Production.” *Language Contact: A Multidimensional Perspective*. Ed. Kelechukwu U. Ihemere. Newcastle: Cambridge Scholars, 2013. 29-51;

Awards and Grants:

Keynote Lecture, Centre National de Recherche Scientifique (CNRS), Paris, 2013.

Xhosa-English Bilingualism and Codeswitching in South Africa, National Science Foundation, 2004-2005.

Ngonyani, Deogratias S.

Title/Department: Associate Professor, Department of Linguistics and German, Slavic, Asian and African Languages. **Appointed:** 1999; **Tenured:** Yes.

Education: Ph.D., University of California-Los Angeles, 1996; M.A., University of California-Los Angeles, 1994, M.A., University of Dar es Salaam, 1988; B.A., University of Dar es Salaam, 1985.

Field Research Experience: Tanzania.

African Languages: Kiswahili (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: Elementary, Intermediate, and Advanced Swahili; Introduction to Linguistics; Introduction to Morphology; The Structure of Bantu; Independent Study in Swahili.

Research/Teaching Specialization: Language Documentation; Syntactic Theory; Comparative Bantu; Morphosyntax; Swahili Studies; Language in Africa.

Recent Publications and Awards:

Publications:

“Surrogate Imperatives in Bantu Languages with Postverbal Negative Particles.” *Selected Proceedings of the 43rd Annual Conference on African Linguistics*. Ed. Olanike Ola Orié and Karen W. Sanders. Somerville: Cascadilla Proceedings Project, 2013. 177-187; “Kiswahili Riddles: Parallelism and Function.” *Southern African Journal of Linguistics* 33.1 (2013): 1-10; “The Asymmetric Nature of Bantu Applicative Constructions,” with Peter Githinji. *Lingua* 116.1 (2006): 31-63; “Attract F and Verbal Morphology in Kiswahili.” *The Linguistic Review* 23.1 (2006): 35-66; “Lexical Innovation in Tanzania’s Political Discourse.” *Kiswahili: Journal of the Institute of Kiswahili Research* 69 (2006): 1-21; “Vitendawili vya Kiswahili: Usambamba wake na dhima yake katika jamii.” *Swahili Forum* 12 (2005): 121-132.

Awards and Grants:

Teaching and Research in Kenya, Fulbright Fellowship, 2014.

Dissertations Supervised during the Past Five Years: 1

Administrative Experience:

Director, Fulbright-Hays Group Projects Abroad for Intensive Kiswahili in Tanzania, 2013-2016

Ngouajio, Mathieu

Title/Department: Professor, Department of Horticulture. Appointed: 2001; Tenured: Yes.

Education: Ph.D., Laval University, 1999; M.S., Virginia Polytechnic Institute, 1990; B.S., University of Dschang, 1986.

Field Research Experience: Cameroon; Kenya; Mali.

African Languages: Dschang (5).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Research/Teaching Specialization: Integrated Crop Management for Vegetables.

Recent Publications and Awards:

Publications:

“A Repellent Net as a New Technology to Protect Cabbage Crops,” with T. Martin, et al. *Journal of Economic Entomology* 106.4 (2013): 1699-1706;

“Erratum: Polyethylene and Biodegradable Mulches for Agricultural Applications: A Review,” with Subrahmaniyan Kasirajan. *Agronomy for Sustainable Development* 33.2 (2013): 443;

“Temperature and Relative Humidity Affect Weed Response to Vinegar and Clove Oil,” with Daniel C. Brainard, et al. *Weed Technology* 27.1 (2013): 156-164;

“Competitiveness of Rice Cultivars against *Echinochloa crus-galli* (L.) Beauv in Water-Seeded Production Systems,” with Husrev Mennan, et al. *Crop Protection* 41.1 (2012): 1-9;

“Winter Annual Weed Suppression in Rye-Vetch Cover Crop Mixtures,” with Zachary D. Hayden, et al. *Weed Technology* 26.4 (2012): 818-825;

“Soil Microbial Biomass, Functional Microbial Diversity, and Nematode Community Structure as Affected by Cover Crops and Compost in an Organic Vegetable Production System,” with Ajay Nair. *Applied Soil Ecology* 58 (2012): 45-55;

Awards:

Outstanding Extension Specialist Award, MSU, 2009.

Ogundimu, Folu F.

Title/Department: Associate Professor, School of Journalism. Appointed: 1991; Tenured: Yes.

Education: Ph.D., Indiana University, 1992; M.P.A., Indiana University, 1985; B.A., Indiana University, 1982; Dip., University of Lagos, 1974.

African Languages: Yoruba (3); English (3); Hausa (1); French (1).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 75%.

Africa-related Courses Taught: Globalization and the Media; Global Affairs Reporting; Current Issues in Journalism; International News and Government Regional Dynamics; International Journalism and Media; Health and Science Writing.

Research/Teaching Specialization: International Communication; African Media and Public Policy; Political Liberalization; Press Performance; Private Enterprise Broadcasting in Sub-Saharan Africa.

Recent Publications Grants and Awards:

Publications:

“Eradicating Wild Polioviruses in Nigeria: A Strategic Communications-centered Approach for Research and Training: Final Report on the Drivers and Inhibitors of Polio Vaccine Acceptance in High Risk and Low Risk Zones of Bauchi and Kano States of Nigeria.” World Health Organization Paper. 3 December 2011;

“African Video, Film, Cinema, and Cultural Repackaging in the Diaspora.” *The New African Diaspora*. Eds. Isidore Okpewho and Nkiru Nzegwu. Bloomington: Indiana University Press, 2009.

Awards and Grants:

Faculty Excellence Advocate, College of Communication Arts and Science, 2009-2013; Eradicating Wild Polioviruses in Nigeria: A Strategic Communications-centered Approach for Research and Training, World Health Organization.

Dissertations Supervised during the Past Five Years: 1.

Administrative Experience:

Principal Investigator and Project Director, Nigeria Polio Communications Project, World Health Organization and MSU, 2010-2013;
 Chair, Search Committee for Director, African Studies Center, MSU, 2008;
 Chair, University Committee on Academic Policy, MSU, 2004-2005.

Okwako, Betty

Title: Assistant Professor, Center for Advanced Study of International Development (CASID) **Appointed:** 2012; **Tenured:** No

Education: Ph.D. Curriculum, Instruction and Teacher Education, MSU, 2011; M.S. International Development Administration, Western Michigan University, 2005; Bachelors, Education (French and Business Studies) Kenyatta University, 1998.

Field Research Experience: Lansing and East Lansing School District, USA

Language Proficiencies: Luo, Swahili, English, French

Percentage of Time Dedicated to African Studies: 80%

Africa Related Courses Taught: Issues of International Development

Research/Teaching Specializations: Professional Roles & Teaching Practice for prospective secondary school teachers; Human Diversity Power and Opportunity in Social Institutions

Recent Publications, Grants and Awards:

Publications:

Conceptualizing Smartness: Constructing Achievement-Oriented Identities among a Group of African Immigrant Girls in Public High Schools, submitted for a book chapter

Grants and Awards:

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: None

Olcott, Martha

Title/Department: Professor, James Madison College **Appointed:** **Tenured:** No

Education: PhD, University of Chicago, 1978; BA Suny Buffalo, 1970

Field Research Experience:

Language Proficiencies: No African

Percentage of Time Dedicated to African Studies: 5%

Africa Related Courses Taught: "Selected Topics in Public Affairs"

Research/Teaching Specializations: Problems of transitions in Central Asia and the Caucasus as well as the security challenges in the Caspian region more generally.

Recent Publications Awards and Grants:

Publications:

Tajikistan's Difficult Development Path (Carnegie Endowment, 2012); *In the Whirlwind of Jihad* (Carnegie Endowment, 2012); *Central Asia's Second Chance* (Carnegie Endowment, 2005); *Kazakhstan: Unfulfilled Promise* (Carnegie Endowment for International Peace, 2002); *Preventing New Afghanistsans: A Regional Strategy for Reconstruction* (Carnegie Endowment Policy Brief 11, 2001).

Awards and Grants:

In July, 1994 Dr. Olcott was named by President Clinton to be a Director of the Central Asian American Enterprise Fund and in 1999 was named Vice Chairman

Dissertations/Theses Supervised in Past 5 Years: No Africa

Administrative Experience:

Co-director the Carnegie Moscow Center Project on Religion, Society, and Security in the former Soviet Union; Served as chairman of the department of political science from July 1984 through June 1990

Olson, Jennifer M.

Title/Department: Associate Professor, Department of Telecommunication, Information Studies and Media. **Appointed:** 2001; **Tenured:** No.

Education: Ph.D., MSU, 1994; M.A., MSU, 1990; B.A., Macalester College, 1978.

Field Research Experience: Burkina Faso; Republic of the Congo; Central African Republic; Kenya; Uganda; Tanzania; Rwanda; Zambia.

African Languages: French; Sango; Swahili.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 85%.

Africa-related Courses Taught: Geography of Africa; Information and Communications Technologies for Development.

Research/Teaching Specialization: Land Use and Climate Change in Africa; Information and Communications Technologies for Development.

Recent Publications and Awards:

“Statistical Trend and Change Point Analysis of Land Cover Change Patterns in East Africa,” with DonYun Kim, et al. *International Journal of Remote Sensing* (2013);

“Population Growth, Climate Change and Pressure on the Land,” with J. Messina, et al. *Global Center for Food Systems Innovation – Whitepaper Series*. East Lansing: MSU, 2013;

“Climate Change and Food Security in Tanzania: An Analysis of Current Knowledge and Research Gaps and Recommendations for a Research Agenda,” with S. M. S. Maliondo and E. J. Mpet.

iAGRI Reference Background Paper (2012); “An Analysis of e-Learning Impacts and Best Practices in Developing Countries with Reference to Secondary School Education in Tanzania,” with J. Codde, et al. Prepared for Tanzania Education Trust Foundation and MasterCard Foundation. 2011.

Grants:

Modeling of Household Food Security Decision Making and Investments Given Climate Change Uncertainty, U.S. Agency for International Development, 2011-2014;

Addressing the Impact of Climate Change on Agricultural Systems in East Africa: Application of the CLIP Coupled Climate-Crop Modeling System in Kenya, Tanzania, and Uganda (PI), Rockefeller Foundation, 2010-2012;

Linking Local Knowledge and Local Institutions for the Study of Adaptive Capacity to Climate Change: Participatory GIS in Northern Tanzania (Co-PI), Ohio University and National Science Foundation, 2009-2013.

Peek, Patricia

Title/Department: Associate Professor, College of Nursing. **Appointed:** 1977; **Tenured:** Yes.

Education: D.N.P., Rush University, 2012; Post-M.S., University of Arizona, 1978; M.S., University of Arizona, 1978; B.S., MSU, 1972.

Field Research Experience: South Africa; Tanzania.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Research/Teaching Specialization: Health of School-Aged Children; Primary Care Access for Underserved Populations; HIV/AIDS; Family Adaptation to Chronic Childhood Respiratory Disorders; Global Health Competencies for Health Care Providers.

Recent Publications, Grants and Awards:**Awards:**

Luther Christman Leadership Scholarship, Rush University, 2010;

Paul Harris Fellow, Rotary International, 2005.

Grants:

Evaluation of the Tanzanian Student Health Assessment Program (Co-evaluator), Tanzanian Partnership Project, MSU, 2012-2013.

Administrative Experience:

Nurse Practitioner Program Coordinator, College of Nursing, MSU, 2009-present;

Leader, International Short-Term Medical Mission Teams (6-8 weeks/year), 1996-present.

Pinto, Rodrigo G.

Title/Department: Assistant Professor, James Madison College. Appointed: 2011; Tenured: No.
Education: Ph.D., University of Maryland; Graduate Certificate, Federal University of Pernambuco; B.A., University of Richmond.

African Languages: Portuguese (5); Spanish (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 8%.

Africa-related Courses Taught: Politics, Society and Economy in the Third World.

Research/Teaching Specialization: Transnational Relations; Political Economy; Latin America and the Caribbean; Social Movements; Environmental and Resource Politics; Development; Lusophone Africa.

Recent Publications, Grants and Awards:

Publications:

“Environmental Activism.” *The International studies Compendium Project*. Ed. Robert Denemark. Oxford: Wiley-Blackwell, 2010. 1531-1561.

Grants:

Partnerships for International Research and Education, National Science Foundation, 2012-2017.

Dissertations Supervised during the Past Five Years: 1.

Administrative Experience:

Co-Director, Global Forces Partnership with Brazilian Universities, MSU, 2011-present.

Postels, Douglas G.

Title/Department: Associate Professor, Department of Neurology. Appointed: 2010; Tenured: Yes.

Education: M.D., Loyola University, 1988; B.S., Indiana University, 1984.

Field Research Experience: Malawi; Uganda; Ghana.

African Languages: French; Spanish.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 60%.

Research/Teaching Specialization: Pediatric Neurology; Epidemiology; Nervous System Disorders of Children in Sub-Saharan Africa.

Recent Publications, Grants and Awards:

Publications:

“The Interaction of Malnutrition and Neurological Disability in Africa,” with Marko Kerac, et al. *Seminars in Pediatric Neurology* 21 (2014): 42-49; “Assessment of Neurodisability and Malnutrition in Children in Africa,” with Melissa Gladstone, et al. *Seminars in Pediatric Neurology* 21 (2014): 50-57;

“Cerebral Malaria: Scourge of African Children,” with Y. Chimalizeni and M. Mallewa. *Future Neurology* 8.1 (2013): 67-85; “Seasonal Differences in Retinopathy Negative versus Retinopathy Positive Cerebral Malaria,” with G. Birbeck, et al. *American Journal of Tropical Medicine and Hygiene* 88.2 (2013): 315-318; “Neurologic Outcomes in Retinopathy Negative Cerebral Malaria Survivors,” with T. Taylor, et al. *Neurology* 79.12 (2012): 1268-1272

Awards:

Arnold P. Gold Humanism in Medicine Award, Child Neurology Society, 2013; Visiting Professor Award, Child Neurology Society, 2009; World Federation of Neurology Visiting Prof., Blantyre, Malawi, 2007.

Grants:

Viral Co-Infection in Cerebral Malaria: Preparing for Clinical Trials, NIH, 2014-16; A Dose-Escalation, Safety and Feasibility Study of Enteral Levetiracetam for Seizure Control in Pediatric Cerebral Malaria, NIH, 2012-15.

Dissertations Supervised during the Past Five Years: 1.

Administrative Experience:

Lead Physician, Neurology Department, Presbyterian Medical Group, Albuquerque, NM, 2003-10.

Pritchett, James A.

Title/Department: Professor, Department of Anthropology. Appointed: 2009; Tenured: Yes.

Education: Ph.D., Harvard Univ., 1990; M.A., Harvard Univ., 1984; B.A., Ohio State Univ., 1977.

Field Research Exp.: Zambia; Ghana; Ethiopia; Zimbabwe; Lesotho; South Africa; Nigeria; Tanzania.

African Languages: Lunda (1).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Africa-related Courses Taught: Anthropology of Southern Africa; Anthropological Theory; History & Ethnography in Africa; Peoples & Cultures of Africa; Symbol Ritual & Myth; Anthropology of Development in Africa.

Research/Teaching Specialization: History and Anthropology in South Central Africa; Interaction between Tradition and Modernity in Contemporary Africa.

Recent Publications Grants and Awards:

Publications:

“Christian Mission Stations in South Central Africa: Islands of (Post)Modernity.” *Christianity and Public Culture in Africa*. Ed. Harri Englund. Athens: Ohio University Press, 2011; *Friends for Life, Friends for Death: Cohorts and Consciousness among the Lunda-Ndembu*. Charlottesville: University Press, 2009.

Awards and Grants:

MasterCard Foundation Scholars Grant (Co-PI), 2012-21; Title VI National Resource Center and Foreign Language and Area Studies Grant (PI), U.S.E.D., 2010-2014; Africa Oral Narrative Project (Co-PI), TICFIA, U.S. Department of Education, 2009-2013; Title VI National Resource Center and Foreign Language and Area Studies Grant (PI), U.S.E.D., 2006-10.

Dissertations Supervised during the Past Five Years: 14

Administrative Experience:

President, African Studies Association, 2013-2014; Director, African Studies Center, 2009-2014; Director of African Studies, Boston University, 2004-2008; Associate Provost for Intra-University Programs, Boston University, 2004-2006.

Rasmussen, Pamela

Title/Department: Assistant Professor/Curator, Zoology/MSU Museum, Appointed: 1999 Tenured: No

Education: Ph.D. University of Kansas, 1990

Field Research Experience: No Africa Field Research

African Languages: None

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%

Africa-related Courses Taught: ZOL 490: *Overseas Studies in Zoology: Uganda*; ZOL 490: *Overseas Studies in Zoology: Madagascar*

Research/Teaching Specialization: Ornithology: Systematics, Evolutionary Ecology, and Conservation of South Asian and African Birds

Recent Publications and Awards No Africa related

Dissertations Supervised during the Past Five Years: None

Administrative Experience: None

Reardon, Thomas A.

Title/Department: Professor, Department of Agricultural Economics. Appointed 1992 Tenured: Yes
Education: B.A., magna cum laude, Political Science & French, Claremont Men's College, California (1976); M.A., International Affairs, Columbia University, New York (1979); Ph.D., Agricultural & Resource Economics, University of California, Berkeley (1984).

Field Research Experience:

African Languages: French (5); Spanish 5); French; Portuguese (2); Chinese (1)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%

Africa-related Courses Taught: Agriculture in Economic Development

Research/Teaching Specialization: Research focuses mainly on development & trade: food price policy, farm household economy, & macro modeling.

Recent Publications and Awards:

Reardon, T. and C.P. Timmer. 2005. "Transformation of Markets for Agricultural Output in Developing Countries since 1950: How Has Thinking Changed?" R. Evenson, P. Pingali, and T.P. Schultz (eds) Volume 3A, *Handbook of Agricultural Economics: Agricultural Development: Farmers, Farm Production, and Farm Markets*, Holland: Elsevier.

Reardon, T. and J.F.M. Swinnen. 2004. "Agrifood Sector Liberalization and the Rise of Supermarkets in Former State-Controlled Economies: Comparison with other developing countries," *Development Policy Review*, November.

Reardon, T., C.P. Timmer, C.B. Barrett, J. Berdegue. 2003. "The Rise of Supermarkets in Africa, Asia, and Latin America," *American Journal of Agricultural Economics*, 85 (5), December: 1140-1146.

Richardson, Robert B.

Title/Department: Associate Professor, Department of Community Sustainability. Appointed: 2007; Tenured: Yes.

Education: Ph.D., Colorado State Univ. 2002; M.B.A., New York Univ., 1995; B.S., Tulane Univ., 1989.

Field Research Experience: Zambia; Côte d'Ivoire; Mali; Kenya; Tanzania; Malawi.

African Languages: French (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 40%.

Africa-related Courses Taught: Environmental Attitudes and Concepts; Environmental Economics; The Tourism System; Sustainable Development: Measuring Socioeconomic Well Being; Foundations of Community, Agriculture, Recreation and Resource Studies.

Research/Teaching Specialization: Contribution of Ecosystem Services and Natural Resources to Socioeconomic Well-Being; Climate Change; Tourism; Decision Making about Natural Resource Management.

Recent Publications and Awards:**Publications:**

"Rural Household Participation in Markets for Non-Timber Forest Products in Zambia," with Brian P. Mulenga, et al. *Environmental and Development Economics* (2013): 1-18; "Micro and Small Enterprise Participation in Tourism in Coastal Kenya," with Patience M. Mshenga. *Small Business Economics* 41.3 (2013): 667-681; "Charcoal, Livelihoods, and Poverty Reduction: Evidence from Sub-Saharan Africa," with Leo C. Zulu. *Energy for Sustainable Development* 17.2 (2013): 127-137; "Wildlife Conservation in Zambia: Impacts on Rural Household Welfare," with Ana Fernandez, et al. *World Development* 40.5 (2012): 1068-1081; "A New Economic Framework for Tourism Decision Making," with Eric Bailey. *Tourism and Hospitality Research* 10.4 (2010): 367-376; "The Contribution of Tourism to Micro and Small Enterprise Growth," with P. M. Mshenga, et al. *Tourism Economics* 16.4 (2010):953-964; "A New Economic Framework for Tourism Decision Making," with Eric Bailey. *Tourism and Hospitality Research* 10.4 (2010): 367-376;

Awards and Grants:

Perennial Grain Crops for African Smallholder Farming Systems, Bill & Melinda Gates Foundation, 2013-15; USAID Initiative for Long-Term Training and Capacity Building – Malawi, USAID, 2013-14.

Dissertations Supervised during the Past Five Years: 4.

Administrative Experience:

Associate Editor, *International Journal of Ecological Economics and Statistics* 2008 – present;

Coordinator, Sustainable Development in Belize (study abroad program) 2008 – 2011.

Rohs, Stephen

Title: Associate Professor, James Madison College **Appointed:** 2002-03 **Tenured:** Yes

Education: B.S., Communication Arts, Northern Kentucky Univ. 1987 ; M.A. American Studies, MSU, 1994; Ph.D. American Studies, MSU, 2000.

Field Research Experience: No Africa.

African Languages: French

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 40%

Africa Related Courses Taught: Performing the Nation

Research/Teaching Specializations: Performance studies and ethnomusicology; cultural construction of nationalism; transnational migrations of persons and cultures; representations of race, class, gender, sexuality, religion; political economy of participatory culture.

Recent Publications, Grants and Awards:

Publications:

Rohs, Steve (2009) *Eccentric Nation: Irish Performance in Nineteenth Century New York* Fairleigh Dickinson University Press;

Rohs, Steve (2008) "Full of Proud Memories of the Past, on which Irishmen Love to Dwell": Irish Nationalist Performance and the Orange Riots of 1871," *Liminalities: A Journal of Performance Studies*.

Dissertations/Theses Supervised in Past 5 Years: 2

Administrative Experience: Chair, HCW field, James Madison College, 2005-07; Co-Chair, CCP field, James Madison College, 2014-15.

Rooney, Tyrone O.

Title/Department: Associate Professor, Geological Sciences. **Appointed:** 2007; **Tenured:** Yes.

Education: Ph.D., Pennsylvania State University, 2006; M.S., Pennsylvania State University, 2002; B.S., University College Dublin, 1999.

Field Research Experience: Ethiopia; Egypt.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 40%.

Africa-related Courses Taught: The Dynamic Earth; Igneous and Metamorphic Petrology; Advanced Igneous Petrology.

Research/Teaching Specialization: Geochemical Methods; Tectonic Research at Divergent and Convergent Plate Boundaries; East African Rift System.

Recent Publications and Awards:

Publications:

"The Intimate Relationship between Strain and Magmatism: A Numerical Treatment of Clustered Monogenetic Fields in the Main Ethiopian Rift," with Francesco Mazzarini and Ilaria Isola. *Tectonics* 32.1 (2013): 49-64; "Peralkaline Magma Evolution and the Tephra Record in the Ethiopian Rift," with William K. Hart, et al. *Contributions to Mineralogy and Petrology* 164.3 (2012): 407-426; "Elevated Mantle Temperature beneath East Africa," with Claude Herzberg and Ian D. Bastow. *Geology* 40.1 (2012): 27-30; "Lithospheric Modification during Crustal Extension in the Main Ethiopian Rift," with Tanya Furman, et al. *Journal of Geophysical Research B: Solid Earth* 112.10 (2007); *The Sea Around Us*. Eds. with C. Marone and M. A. Arthur. 5th Edition. Mason: Thompson, 2006.

Awards and Grants:

GeoPrisms Distinguished Lecturer, National Science Foundation, 2012-2014; Five Hundred Million Years of Alkaline Magmatism in Southwestern Africa – A Probe of the Evolution of the African Continental Lithospheric Mantle, Fulbright Scholar Program, University of Cape Town, 2014-2015, pending; The Initiation of Magmatically Accommodated Extension in the Rifting Rifting of the Nubian Shield: Evidence from Egyptian Basaltic Lavas (PI), USDA Foreign Agriculture Service, 2011-2013.

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Adviser, Geology Club, MSU, 2010-present; Director, Geoanalytical Lab, MSU, 2007-present.

Ross, Brent

Title & Department: Assistant professor, Agricultural, Food and Resource Economics **Appointed:** 2008
Tenured: Yes

Education: Ph.D., University of Illinois; M.Sc., University of Illinois; B.Comm. University of Guelph

Field Research Experience: No Africa

African Languages: French

Percentage of Time Dedicated to Africa-related Research and Teaching:

Africa Related Courses Taught: Information Economics, Institutions in Agricultural/Natural Resources

Research/Teaching Specializations: Strategic management and the economics of entrepreneurship and innovation; New institutional economics and the use of alternative governance and marketing structures (i.e. contracting, direct marketing) in the food chain; Finance and governance issues associated with network formation and their sustainability; Value chain analysis in emerging and developing countries; Simulation methods, in particular system dynamics and agent-based modeling

Recent Publications, Grants and Awards:

Ross, Robert B. 2008. *Modeling the Economic Returns to Entrepreneurial Behavior: Theory and Applications*. Saarbrücken: VDM Verlag Dr. Mueller e.K. Ross, R. B. 2008. *Modeling the Economic Returns to*

Entrepreneurial Behavior: Theory and Applications. Saarbrücken: VDM Verlag Dr. Muller. Ross, R.B. and R.E. Westgren. 2007. The Dynamics of Rent Creation on a Strategic Landscape. In G.T. Solomon (editor), *Best Paper Proceedings of the 2007 Academy of Management Meeting*. Briarcliff Manor, NY: Academy of Management. Ross, R.B., and R.E. Westgren. 2006. Economic Returns to Entrepreneurial Behavior.

Journal of Agricultural and Applied Economics, 38(2): 403-419.

Dissertations/Theses Supervised in Past 5 Years: 5

Administrative Experience: None

Rumler, Jennifer

Title/Department: Specialist - Managing Director, Sales Communication Specialization, Department of Communication **Appointed:** 2008 **Tenured:** No

Education: MA German, Foreign Language Acquisition, MSU, 1992; BA German and Organizational & Industrial Psychology, Western Michigan University, 1989.

Field Research Experience: South Africa

African Languages: None

Percentage of Time Devoted to Africa-related Research, Teaching and Administration:

Africa-related Courses Taught: Internship: Study Abroad - Cape Town, South Africa

Research/Teaching Specialization: Sales education, study abroad, intercultural communication.

Recent Publications: None

Awards and Grants: Adams Academy Fellow, Walter and Pauline Adams Academy for Educational Excellence and Innovation, 2011 – 2012.

Dissertations/Thesis Supervised during the Past Five Years: 0

Administrative Experience:

Faculty Advisor for Global Sales Leadership Society, 2008 -present

Faculty Advisor for Alpha Kappa Psi (Co-Ed Business Fraternity), 2012 - present

Faculty Learning Community Member (FLC) for Study and Learning Abroad, 2011 - present

Satti, Mohamed Z.

Title/Department: Assistant Professor, Program in Public Health. Appointed: 2011; Tenured: No.
Education: Ph.D., University of Copenhagen, 1993; M.Sc., University of Khartoum, 1989; Diploma, University of Copenhagen, 1988; B.Sc., University of Khartoum, 1984.

Field Research Experience: Sudan.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Africa-related Courses Taught: Field Practicum in Africa; Basic Parasitology for Public health; Integrated Pathogenesis of Parasitic Diseases; Diagnosis and Interpretation of Parasitic Infection; Control and Elimination of Parasitic Infections; Field Methodology for Investigating Parasitic Diseases.

Research/Teaching Specialization: Host-pathogens Relationship; Humor and Cellular Immune Responses to Infectious Agents.

Recent Publications and Awards:

Publications:

“Identification of *Dirofilaria immitis* Proteins Recognized by Antibodies from Infected Dogs,” with A. J. Sassi, et al. Forthcoming;

“First Analysis of the Secretome of the Canine Heartworm, *Dirofilaria immitis*,” with James F. Geary and Charles D. Mackenzie. *Parasites and Vectors* 5 (2012): 140;

“*Platynosomum fastosum*-induced Chronic Intrahepatic Cholangitis and *Spirometra* spp. Infections in Feral Cats from Grand Cayman,” with S. A. Headley, et al. *Journal of Helminthology* 86.2 (2011): 209-214;

“Changes in IgE- and Antigen-dependent Histamine-release in Peripheral Blood of *Schistosoma mansoni*-infected Ugandan Fishermen after Treatment with Praziquantel,” with P. Cahen, et al. *BMC Immunology* 5(2004): 6.

Schneider, Jim

Title/Department: Undergraduate Program Coordinator and Academic Advisor, Department of Fisheries and Wildlife. Appointed: 1999; Tenured: No.

Education: M.S., Wildlife Resources; B.S., Wildlife Management.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: International Studies in Fisheries and Wildlife: Conservation and Biodiversity in South African Parks and Nature Reserves (Study Abroad).

Research/Teaching Specialization: Undergraduate Advising and Career Assistance.

Administrative Experience:

Undergraduate Program Coordinator, Department of Fisheries and Wildlife, MSU, 2010-present;
Coordinator of Faculty-led Africa Programs, Office of Study Abroad, MSU, 2008-2009; Undergraduate Academic Adviser, Department of Fisheries and Wildlife, MSU, 1999-2010.

Schwille, John (Jack)

Title/Department: Professor and Assistant Dean for International Studies in Education, College of

Education **Appointed:** 1977 **Tenured:** Yes

Education: Ph.D., Comparative Sociology of Education, University of Chicago B.A., magna cum laude, History, Harvard University.

African Languages: French (3)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 40%

Africa-related Courses Taught: TE 815: Comparative Analysis of Educational Practice; he has also taught Education in Transition (i.e. Education and Democracy).

Research/Teaching Specialization: PI for USAID funded project for the development of innovative school-university partnerships in Egypt, working with universities in seven Egyptian governorates (\$7.3 million for 5 years). Director, MSU contract for World Bank project in Guinea to provide support and incentives for teachers' professional development and school improvement projects 1993-2002.

Recent Publications and Awards:

Publications:

Teacher induction in international contexts. In J. Wang, S. Odell & R. Clift (eds.), *Past, Present and Future Research on Teacher Induction*. Lanham, MD: R & L Education, 2010;

M. Dembélé & J. Schwille. Accountability in the context of teacher empowerment: the Guinean experience. In M.T. Tatto (ed.), *Reforming Teaching Globally*. Didcot: Symposium Books, 2007.

M. Dembélé & J. Schwille. Can the global trend toward accountability be reconciled with ideals of teacher empowerment? Theory and practice in Guinea. *International Journal of Educational Research* 45 (2006):302-314.

Awards and Grants:

Leadership for MSU to win 2004 Goldman Sachs Foundation Prize for Excellence in International Education (\$25,000 prize);

Ralph Smuckler Award for Advancing International Studies at MSU, 1999.

Outstanding book award from journal *Choice* in 2000 for co-editing *Civic Education Across Countries: Twenty-four National Case Studies from the IEA Civic Education Project* (Amsterdam: IEA, 1999).

Administrative Experience: As Assistant Dean for International Studies in Education since 1984, (with major emphasis on Africa); University advisor and participant for LATTICE professional development study group of MSU international students and Lansing area K-12 teachers.

Scott-Emuakpor, Ajovi

Title/Department: Professor, Departments of Pediatric Hematology/Oncology and Genetic, Pediatric and Human Development **Appointed** 1988 **Tenured:** No

Education: M.Sc., Zoology, MSU; Ph.D., Zoology, Human Genetics, MSU; M.D. MSU

Field Research Experience: Nigeria. Worked and taught for many years at Benin University and University of Ibadan, Nigeria.

African Languages: Yoruba (3)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 7%

Research/Teaching Specialization: Genetic variation in African populations, including sickle-cell anemia, neonatal hematological disorders, and delineation of human genetic syndromes. Recent research and consulting projects, in cooperation with the Universities of Jos and Benin, include genetic variation in African populations, hematological disorders in African children, and evolution and development of health care systems in Nigeria.

Recent Publications and Awards:

"Fetal Hemoglobin in Nigerian Children with Sickle Cell Anemia" with Oluyemis J. Fatunde, *Tropical and Geographical Medicine*, 44:264-266, 1992;

"Physiological Jaundice in Nigerian Neonate," with A. Okolo and Omene, in *Biol. Neonate*, 53:132-137, 1988;

"Mini-Erythrocyte Sedimentation Rate in Healthy and Infected Nigerian Neonates," with A. A. Okolo and J. A. Omene, in *Annals Trop. Paediat.* 6:267-269, 1986;

"The Pattern of Leukocytes in the Blood of Healthy African Neonates," *Acta Haemat.*, 74:104-107, 1985.

Administrative Experience: None

Seydel, Karl

Title/Department: Assistant Professor, Department of Internal Medicine. **Appointed:** 2006 **Tenured:** No
Education: M.D./Ph.D., Washington University; M.S., Stanford University; B.S., Stanford University.
Field Research Experience: Clinical Officer, Blantyre Malaria Project, Blantyre, Malawi, 2004; Assistant Professor with Clinical and Research duties, Blantyre, Malawi, 2006; Medical Student Rotation, Queen Elizabeth Children's Hospital, Blantyre, Malawi, 1999.
African Languages: None
Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%
Africa-related Courses Taught: None
Research/Teaching Specialization: Clinical heterogeneity of malarial disease
Recent Publications and Awards:
 Francischetti IM, Seydel KB, Monteiro RQ. 2008. Blood coagulation, inflammation, and malaria. *Microcirculation* 15(2):81-107.;
 Seydel, K.B., Milner, D.A. Jr., Kamiza, S.B., Molyneux, M.E., and Taylor, T.E. 2006. The distribution and intensity of parasite sequestration in comatose Malawian children. *Journal of Infectious Diseases*. 194:208-215.;
 Sijwali, P.S., Kato, K., Seydel, K.B., Gut, J., Lehman, J., Klemba, M., Goldberg, D.E., Miller, L.H. and Rosenthal, P.J. 2004. *Plasmodium falciparum* cysteine protease falcipain-1 is not essential in erythrocytic stage malaria parasites. *PNAS*. 101:8721-6.
Dissertations Supervised during the Past Five Years: 0
Administrative Experience: None

Sibanda, Galen

Title/Department: Coordinator, African Languages Program; Assistant Professor, Department of Linguistics and Germanic, Slavic, Asian, and African Languages. **Appointed:** 2011; **Tenured:** No.
Education: Ph.D., University of California-Berkeley, 2004; M.A., University of California-Berkeley, 1998; M.A., University of Zimbabwe, 1988; B.A., University of Zimbabwe, 1986.
Field Research Experience: Zimbabwe.
African Languages: IsiZulu; IsiNdebele; IsiXhosa; ChiShona.
Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.
Africa-related Courses Taught: IsiZulu; IsiNdebele; IsiXhosa; ChiShona.
Research/Teaching Specialization: Phonology and Morphology of Nguni Languages; Language Pedagogy; Distance Education and Assessment.
Recent Publications and Awards:
Publications:
 "Assessing Ndebele and Shona." *Companion to Language Assessment*. Ed. Anthony John Kunnan. Malden: Wiley-Blackwell, 2013; *Morphonology: Verbal Phonology and Morphology of Ndebele*. Saarbrücken: Lambert Academic Publishing, 2010; "Morphosyntactic Correspondence in Bantu Reduplication," with Larry M. Hyman and Sharon Inkelas. *The Nature of the Word: Studies in Honor of Paul Kiparsky*. Eds. Kristin Hanson and Sharon Inkelas. Cambridge: MIT Press, 2009, 273-310.
Grants:
 Professional Development Fellowship, Berkeley Language Center, 2009; Travel Fellowships, Berkeley Language Center, 2006, 2007, 2009; Shona-on-the-go: A Virtual Shona Village, U. C. Consortium for Language Learning and Teaching (UCCLLT), 2007.
Administrative Experience:
 Coordinator, African Languages Program, MSU, 2011-present.

Simpson, Brent M.

Title/Department: Associate Professor, Department of Agricultural, Food, and Resource Economics. Appointed: 2003; Tenured: No.

Education: Ph.D., MSU, 1995; M.S., MSU, 1988; B.S., Colorado State University, 1983.

Field Research Experience: Burkina Faso; Democratic Republic of Congo; Côte d'Ivoire; Mali; Morocco; Kenya; Gambia; Ghana; Rwanda; Senegal; Botswana; Niger.

Percentage of Time Devoted to Africa-Related Research, Teaching, and Administration: 80%.

Africa-Related Courses Taught: Major Strategies of Rural/Agricultural Development: Issues in Planning and Implementation; Technology Development and Social Differentiation: Gender, Class and Ethnicity; Project and Program Monitoring and Evaluation; Earth Systems Science.

Research/Teaching Specialization: Rural Development; Agricultural and Natural Resource Management Research & Extension; Agricultural Adaptation to Climate Change

Recent Publications and Awards:

Publications:

“The Farmer-to-Farmer Extension Approach in Cameroun: Organizational Survey,” with Syngnola Tsack, et al. World Agroforestry Center Country Report. Forthcoming 2014; “The Farmer-to-Farmer Extension Approach in Malawi: A Survey of Institutions,” with Godfrey Kundhlande, et al. World Agroforestry Center Country Report. Forthcoming 2014; “Experiences of Extension Organizations with the Farmer-to-Farmer Extension Approach in Kenya,” with Judith Singa and Steve Franzel. World Agroforestry Center Country Report. Forthcoming 2014.

Awards:

Team Award for Excellence, College of Agriculture, Consumer and Environmental Sciences, University of Illinois Urbana-Champaign, 2014; Capacity Building for Agricultural Education and Research Project, Virginia Polytechnic Institute, 2010-2015; Modernizing Extension and Advisory Services, University of Illinois-Urbana Champaign, 2010-2015.

Administrative Experience: Deputy Director, Modernizing Extension and Advisory Services Project, USAID, 2010-15.

Smale, Melinda

Title/Department: Professor, Department of Agricultural, Food and Resource Economics. Appointed: 2011; Tenured: No.

Education: Ph.D., University of Maryland-College Park, 1992; M.S., University of Wisconsin-Madison, 1983; M.A., Johns Hopkins School of Advanced International Studies, 1979; B.A., Duke University, 1977.

Field Research Experience: Uganda; Mali; Malawi; Somalia; Mauritania; Niger; Nigeria; Burkina Faso; Kenya; Zambia.

African Languages: Chichewa, Swahili, Somali.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Adoption and Impacts of Agricultural Innovations; Farming Practices and Technologies; Crop Biodiversity; Formal and Informal Seed Systems; Analysis of Farm Productivity; Cost-Effective Survey Research Methods and Sample Designs.

Recent Publications, Awards and Grants:

Publications:

“Demand for Maize Hybrids in Zambia: How Far do Subsidies Reach?” with Ekin Birol and Dorene Asare-Marfo. *Journal of Agricultural Economics* (forthcoming); “Impacts of Subsidized Hybrid Seed on Indicators of Economic Well-Being among Smallholder Maize Growers in Zambia,” with Nicole M. Mason. *Agricultural Economics* 44.6 (2013): 659-670 “The Impacts of Hybrid Maize Seed on the Welfare of Farming Households in Kenya,” with Mary K. Mathenge and John Olwande. *Food Policy* (2013); “Millet Transactions in Market Fairs, Millet Diversity and Farmer Welfare in Mali,” with Leslie Lipper, et al. *Environment and Development Economics* 17.5 (2012): 523-546; *Global Food-Price Shocks and Poor People: Themes and Case Studies*. Eds. with Marc Cohen. New York: Routledge, 2011.

Grants:

Guiding Investments in Sustainable Agricultural Intensification in Africa (GISAIA), Bill and Melinda Gates Foundation, 2013-2016; Demand and Supply Constraints to Improved Sorghum Technology Adoption and their Gender-Differentiated Effects in Burkina Faso, BASIS AMA Research Program, 2013-2015; Tegemeo Agricultural Policy Research and Analysis II, Egerton University, Kenya, 2012-2016.

Smucker, Alvin J. M.

Title/Department: Professor, Plant, Soil, and Microbial Sciences. Appointed: 1971; Tenured: Yes.

Education: Ph.D., MSU, 1971; M.S., MSU, 1969; B.S., Goshen College, 1965.

Field Research Experience: Nigeria; Kenya; Uganda; South Africa.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Research/Teaching Specialization: A New Soil Water Conservation Technology that Triples Plant Production; Carbon Sequestration by Soils of Africa; Environmental Stresses on the Mechanisms of Root Branching; Nutrient Flux in Soil Profiles and Soil Aggregates.

Recent Publications, Awards and Grants:

Publications:

“Greater Soil Water Retention in Plant Root Zone Increases Crop Yields: Development of a New Soil Water Retention Technology,” with Y. Kavdir, et al. *Soil Science Society of America Journal*, forthcoming; “Subsurface Water Retention Technology is a Long-Term Viable Option for Sustainable Agriculture in Arid Regions,” with A. K. Guber, et al. *CSIRO Crop and Pasture Science Journal*, forthcoming; “Global Potential for a New Subsurface Water Retention Technology – Converting Marginal Soil into Sustainable Plant Production,” with Bruno Basso. *The Soil Underfoot: Infinite Possibilities for a Finite Resource*. Ed. G. J. Churchman. Boca Raton: CRC Press, 2014. 315-324;

Awards and Grants:

Distinguished Faculty Award, MSU, 2005; Demonstration of Subsurface Water Retention Technology (SWRT), U.S. Department of Agriculture, 2013-2016;

Administrative Experience:

Director, SWRT Solutions Program in America and Globally, MSU, 2011-present;
Director, Isotope Ratio Mass Spectrometer and C and N Analyses Laboratory, 2004-present;
Director, Root Image Processing Laboratory (RIPL), MSU, 1992-present.

Snapp, Sieglinde S.

Title/Department: Professor, Plant, Soil and Microbial Sciences. Appointed: 1999; Tenured: Yes.

Education: Ph.D., Univ. of California-Davis, 1991; M.S., Univ. of Minnesota, 1985; B.A., Washington State Univ., 1983.

Field Research Experience: Malawi; Tanzania; Mali; Rwanda; Ghana.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: International Agricultural Systems.

Research/Teaching Specialization: Resilient Cropping System Design; Biologically-Based Soil Management; Participatory Research and Extension Trial Design in Southern Africa.

Recent Publications, Grants and Awards:

Publications:

“Can Adoption of Modern Maize Help Smallholder Farmers Manage Drought Risk? Evidence from Southern Malawi,” with M. Fisher. *Experimental Agriculture* (2014): forthcoming; “Model Applications for Sustainable Intensification of African Water-limited Cropping Systems in a Changing World,” with M. Ollenburger. *Advances in Modeling* (2014): forthcoming; “Modeling and Participatory, Farmer-led Approaches to Food Security in a Changing World: A Case Study from Malawi,” with R. Bezner Kerr, et al. *Scheresse* (2014): forthcoming; “Photosynthetic Responses in Annual Rye, Perennial Wheat, and Perennial Rye Subjected to Modest Source: Sink Ratio Changes,” with Nikhil S. Jaikumar, et al. *Crop Science* 54.1 (2014): 274-283; “Opportunities and Constraints to Legume Diversification for Sustainable Maize Production on Smallholder Farms in Malawi,” with Wezi G. Mhango and George Y. K. Phiri. *Renewable Agriculture and Food Systems* 28.3 (2013): 234-244;

Awards and Grants:

Systems Analysis of Perennial Grain Crops for African Smallholder Farming Systems, Bill & Melinda Gates Foundation, 2013-15; Precision Zonal Management Systems for Resilient Cereal Yields and Ecosystem Services under Variable Climates (PI), University of Minnesota, 2011-15; Best Bets Two: For A Changing World (PI), McKnight Foundation, 2010-14;

Dissertations Supervised during the Past Five Years: 8.

Administrative Experience:

Coordinator, Soil Ecology and Management Website, Department of Horticulture, MSU, 2004-present.

Staatz, John M.

Title/Department: Professor Emeritus, Department of Agricultural, Food, and Resource Economics. Appointed: 1983; Tenured: Yes.

Education: Ph.D., MSU, 1984; M.S., Cornell University, 1975; B.A., Stanford University, 1972.

Field Research Experience: Mali; Cote d'Ivoire; Burkina Faso; Chad; Cameroon; Senegal; Ethiopia; Eritrea; Ghana; Nigeria; Zimbabwe; Mozambique.

African Languages: French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 80%.

Research/Teaching Specialization: Economics of Agricultural Marketing; Food Systems Analysis, Food Policy and International Trade; Design of Agricultural Research Systems.

Recent Publications, Grants and Awards:

Publications:

"Trends in Per Capita Food Availability in West Africa, 1980-2009," with N. Me-Nsope. *MSU International Development Working Paper* 130. East Lansing: AFRE, 2013; "A Breadbasket for Africa: Farming in the Guinea Savannah Zone," with M. Morris, et al. *Solutions* 3.2 (2012): 42-29; "Enhancing Agricultural Productivity." *Agribusiness for Africa's Prosperity*. Eds. Kandeh H. Yumkella and Patrick M. Kormawa. Vienna: UNIDO, 2011, 58-86.

Awards and Grants:

Officier de l'Ordre National du Mali, President Ibrahim Boubacar Keita, Mali, 2013; Distinguished Fellow, African Association of Agricultural Economists, 2012; Strengthening Regional Agricultural Integration, Phase II, Syngenta Foundation for Sustainable Agriculture, 2013-15; Improving the Inclusiveness of Agricultural Value Chains in West and Central Africa, International Fund for Agricultural Development of the United Nations, 2012-14.

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Campus Coordinator, Research Projects in Mali, MSU, 1985-2013; Co-Director, Food Security III Cooperative Agreement, MSU and U.S. Agency for International Development, 1997-2008.

Steinberg, Ronen

Title/Department: Assistant Professor, Department of History. Appointed: 2009; Tenured: No.

Education: Ph.D., University of Chicago, 2010.

African Languages: French (4); German (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Africa-related Courses Taught: History and Theory of Genocide.

Research/Teaching Specialization: Modern European History; Modern France.

Recent Publications and Awards:

Publications:

"Trauma before Traume: Imagining the Effects of the Terror in Post-Revolutionary France." *Experiencing the French Revolution*. Ed. David Andress. Oxford: Oxford University Press, 2013. 177-199;

"Transitional Justice in the Age of the French Revolution." *The International Journal of Transitional Justice* 7.2 (2013): 267-285.

Dissertations Supervised during the Past Five Years: 0

Administrative Experience: None

Stokes, Curtis

Title & Department: Political Science Professor in James Madison College **Appointed:** 1983 **Tenured:** Yes

Education: Ph.D., University of Michigan; Political Science

African Languages: None

Percentage of Time Dedicated to Africa-related Research and Teaching:

Africa Related Courses Taught: Information Economics, Institutions in Agricultural/Natural Resources

Research/Teaching Specializations: Black politics in the United States and Michigan; Early modern liberalism and Marxist and radical political thought.

Recent Publications, Awards and Grants:

Publications:

The language of affirmative action: History, public policy and liberalism with Bill E. Lawson; Geneva Smitherman. *Black Scholar*. 2003;33(3-4):14-17

Awards and Grants:

Founding director of the doctoral program in African American Studies at MSU;

MSU All-University Excellence in Diversity Award; State of Michigan Teaching Excellence Award

Dissertations/Theses Supervised in Past 5 Years: 0

Administrative Experience: None

Co-Director of a Ford Foundation Grant

Swinton, Scott M.

Title/Department: Professor, Agricultural, Food, & Resource Economics. **Appointed:** 1991; **Tenured:** Yes.

Education: Ph.D., Univ. of Minnesota, 1991; M.S., Cornell Univ., 1983; B.A., Swarthmore College, 1978.

Field Research Experience: Niger; Côte d'Ivoire; Senegal; Morocco; Tunisia; Ethiopia; Zimbabwe; Malawi; Kenya.

African Languages: Hausa (1); French (3).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%.

Research/Teaching Specialization: Economic Analysis of Agricultural Production and Environmental Management; Economics of Managed Ecosystems; Technology Evaluation and Policy Analysis; Crop Pest and Nutrient Management; Precision Agriculture; Natural Resource Conservation and Management.

Recent Publications and Awards:

Publications:

"Maintaining Environmental Quality while Expanding Energy Biomass Production: Sub-regional U.S. Policy Simulations," with A. Egbendewe-Mondzozo, et al. *Energy Policy* 57 (2013): 518-513; "Can Dispersed Biomass Processing Protect the Environment and Cover the Bottom Line for biofuel?" with A. Egbendewe-Mondzozo, et al. *Environmental Science and Technology* 47.3 (2013): 1695-1703.

Awards and Grants:

KBS-LTER Project: Long Term Ecological Research in Row-Crop Agriculture (Co-PI), NSF, 2010-16.

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Director, Agricultural and Applied Economics Association, 2013-2016; Associate Department Chairperson, Department of Agricultural, Food, and Resource Economics, MSU, 2011-present.

Taylor, Terrie E.

Title/Department: University Distinguished Professor, Department of Internal Medicine, College of Osteopathic Medicine. **Appointed:** 1985; **Tenured:** Yes.

Education: M.S., Liverpool School of Tropical Medicine, 1985; D.O., Chicago College of Osteopathic Medicine, 1981; B.A., Swarthmore College, 1977.

Field Research Experience: Malawi; Sudan.

African Languages: Chichewa (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 90%.

Africa-related Courses Taught: Clinical Tropical Medicine; Clinical Tropical Medicine Clerkship.

Research/Teaching Specialization: Pediatric Cerebral Malaria.

Publications:

“Pulmonary Pathology in Pediatric Cerebral Malaria,” with Danny Milner, et al. *Human Pathology* 44.12 (2013): 2719-26; “Timing of Malaria Infection during Pregnancy Has Characteristic Maternal, Infant and Placental Outcomes,” with Linda Kalilani-Phiri, et al. *PLoS ONE* 8.9 (2013); “Viral CNS Infections in Children from a Malaria-Endemic Area of Malawi,” with Macpherson Mallewa, et al. *The Lancet Global Health* 1.3 (2013): E153-E160; “Neurointerp: A Method for Facilitating Neuroimaging Research on Cerebral Malaria,” with Michael J. Potchen, et al. *Neurology* 81.6 (2013): 585-88; “Loss of Endothelial Protein C Receptors Links Coagulation and Inflammation to Parasite Sequestration in Cerebral Malaria in African Children,” with Christopher A. Moxon, et al. *Blood* 122.5 (2013): 842-51; “Hsitidine-Rich Protein 2 Plasma Levels Predict Progression to Cerebral Malaria in Malawian Children with *Plasmodium Falciparum* Infection,” with Lindsay L. Fox, et al. *Journal of Infectious Diseases* 208.3 (2013): 500-503; “Imputation-Based Meta-Analysis of Severe Malaria in Three African Populations,” with Gavin Band, et al. *PLoS Genetics* 9.5 (2013); “MRI Findings in a Cohort of Brain Injured Survivors of Pediatric Cerebral Malaria,” with Sam D. Kampondeni, et al. *American Journal of Tropical Medicine and Hygiene* 88.3 (2013): 542-46;

Awards:

Dr. Nathan Davis International Award in Medicine, AMA Foundation, 2011.

Grants:

A Dose-Escalation, Safety and Feasibility Study of Enteral Levetiracetam for Seizure Control in Pediatric Cerebral Malaria, NINDS, 2012-15; Determinants of Malaria Disease in Malawi, NIAID, 2012-17; Using MRI Technology in Zambia and Malawi to Gain Insights into Mechanisms of Brain Injury and Dysfunction in Pediatric Cerebral Malaria, Dana Foundation, 2011-13.

Administrative Experience:

Director, Blantyre Malaria Project, Blantyre, Malawi, 1986-present.

Tetreault, Chantal M.

Title/Department: Assistant Professor, Department of Anthropology. **Appointed:** 2009; **Tenured:** No.

Education: Ph.D., University of Texas-Austin, 2004; M.A., University of Texas-Austin, 1997; B.A., Vas-sar College, 1991.

Field Research Experience: Morocco.

African Languages: Arabic; French.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%.

Research/Teaching Specialization: Language and Globalization; Muslim Youth in France; North African Diaspora; Language and Social Identity.

Recent Publications, Awards and Grants:**Publications:**

“Cultural Citizenship in France and *le Bled* among Teens of Pan-Southern Immigrant Heritage.” *Language and Communication* 33.4 (2013): 532; “Reflecting Respect: Transcultural Communicative Practices of Muslim French Youth.” *Pragmatics* 19.1 (2009): 65-83.

Grants:

Program Research Award, Muslim Studies, MSU, 2014; International Travel Grant, MSU, 2011; Title VI Research Initiative Grant, CASID/GenCen, MSU, 2011.

Administrative Experience:

Chair, Undergraduate Curriculum and Programs, Department of Anthropology, MSU, 2013; Co-chair, Undergraduate Curriculum and Programs, Department of Anthropology, MSU, 2012.

Thériault, Véronique

Title/Department: Assistant Professor, Department of Agricultural, Food, and Resource Economics.

Appointed: 2011; **Tenured:** No.

Education: Ph.D., University of Florida, 2011; M.S., University of Maine, 2007; B.S., Université Laval, 2004.

Field Research Experience: Benin; Burkina Faso; Mali.

African Languages: French.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 100%.

Research/Teaching Specialization: Development Economics; Institutional Economics; Production Economics; Gender; Value Chain Analysis.

Recent Publications, Awards and Grants:

Publications:

“Institutional Environment and Technical Efficiency: A Stochastic Frontier Analysis of Cotton Producers in West Africa,” with Renata Serra. *Journal of Agricultural Economics* (forthcoming);

“Prices, Institutions, and Determinants of Supply in the Malian Cotton Sector,” with Renata Serra and James A. Sterns. *Agricultural Economics* 44.2 (2013): 161-174;

“The Evolution of Institutions in the Malian Cotton Sector: An Application of John R. Commons’s Ideas,” with James A. Sterns. *Journal of Economic Issues* 46.4 (2012): 941-965.

Grants:

Defining Strategic Value Chain Interventions for Improving the Impact of Agricultural Development on Food and Nutrition Security in Mali (PI), Delegation of the European Union to Mali;

Inclusiveness in West African Agricultural Value Chains (Co-PI), International Fund for Agricultural Development; Sustainable Intensification of Cereal Production in Burkina Faso, Bill and Melinda Gates Foundation.

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience: None

Thomas, Jakana

Title/Department: Assistant Professor in Political Science **Appointed:** 2012 **Tenured:** No

Education: Ph.D. Political Science, Pennsylvania State University, 2012; M.A. Political Science, Pennsylvania State University, 2009; B.A. Interdisciplinary Studies, International & Global Studies, University of Maryland Baltimore, 2007

Fieldwork: No Africa

African Languages: French

Percentage of Time Dedicated to African Research and Teaching: 40%

Africa Related Courses Taught: International Political Conflict; Wars and Revolutions

Research/Teaching Specializations: Civil and International Conflict

Recent Publications:

“Rewarding Bad Behavior: How Governments Respond to Terrorism in Civil War.” 2014. *American Journal of Political Science* 52(2) (Forthcoming)

Dissertations Supervised during the Past Five Years: 0

Administrative Experience: None

Triezenberg, Heather A.

Title/Department: Assistant Professor, Department of Geography. Appointed: 2012; Tenured: No.

Education: Ph.D., Cornell University; M.S., MSU; B.S., MSU.

Fieldwork: No Africa

African Languages: French

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 10%.

Africa-related Courses Taught: Conflict and Natural Resources in Africa; Invasive Species in Lake Victoria.

Research/Teaching Specialization: Human Dimensions of Natural Resources Management; People and Environment.

Recent Publications, Grants and Awards:

Publications:

“Perceived Risks from Disease and Management Policies: An Expansion and Testing of a Zoonotic Disease Risk Perception Model,” with M. L. Gore, et al. *Human Dimensions of Wildlife* 19.2 (forthcoming 2014);

“Social Networking and Collective Action Models of Citizen Science: Theory Meets Possibility,” with B. A. Knuth, et al. *Citizen Science: New Frontiers for Enhanced Public Collaboration in Environmental Research*. Eds. J. L. Dickinson and R. Bonney.

Awards:

Gold Award for Refereed Journal Article, Association of Natural Resources Extension Professionals, 2011.

Administrative Experience:

Program Officer and Social Scientist, National Oceanic and Atmospheric Administration.

Troutman, Denise

Title/Department: Associate Professor, Department of Writing, Rhetoric & American Culture and Department of Linguistics Appointed: 1986 Tenured: Yes.

Education: Ph.D., Linguistics. MSU (March 1987). M.A., Radio & Television Colorado State University (May 1976) B.A., English Bethune-Cookman College (May 1973).

Field Research Experience: Northwest University & MSU Partnership; Mmbatho, South Africa, 2007

African Languages:

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 25%

Africa-related Courses Taught: Writing in American Cultures: Afr. Amer. Speech Community

Research/Teaching Specialization: Sociolinguistics

Recent Publications and Awards: “Discourse, Ethnicity, Culture and Racism.” In Teun A. van Dijk, ed., *Discourse Studies: A Multidisciplinary Introduction* Volume 2. London: Sage Publications, 1997. (Co-authored article on African American women’s language); American Fellowship (2003-2004) from the American Association of University Women; Fulbright Award 2002-2003.

Dissertations Supervised during the Past Five Years: 1

Administrative Experience: Coordinate diversity efforts for the College of Arts and Letters; chaired a sub-committee at University of North West of English Department staff members

Tschirley, David L.

Title/Department: Professor, Department of Agricultural, Food, and Resource Economics. **Appointed:** 1988; **Tenured:** No.

Education: Ph.D., MSU, 1988; M.S., MSU, 1987; B.S., Colorado State University, 1982.

Field Research Experience: Mozambique; Zambia; Kenya; Malawi; Uganda; Tanzania; Ethiopia.

African Languages: Portuguese; Spanish.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 95%.

Research/Teaching Specialization: Food System Transformation in Africa; Cotton and Domestic Horticultural Systems in Southern Africa; Intersection of Food Aid, Food Markets, and Food Policy in the Context of Food Crises in Africa.

Recent Publications, Grants and Awards:

Publications:

“The Rise of the African Middle Class: Projections and Implications in East and Southern Africa to 2040,” with Michael Dolislager, et al. *WIDER*, forthcoming; “Five Inter-Linked Transformations in the African Agrifood Economy: Food Security Implications,” with Thomas Reardon, et al. *Food Security*, forthcoming; “How Institutions Mediate the Impact of Cash Cropping on Food Crop Intensification: An Application to Cotton in Sub-Saharan Africa,” with Veronique Theriault. *World Development*, forthcoming; “Wildlife Conservation in Zambia: Impacts on Rural Household Welfare,” with Robert B. Richardson, et al. *World Development* 40.5 (2012): 1068-1081; “Comparative Assessment of the Marketing Structure and Price Behaviour of Three Staple Vegetables in Lusaka, Zambia,” with Munguzwe Hichaambwa and Mukwiti N. Mwiinga. *Vegetable Production and Marketing in Africa: Socio-economic Research* (2011): 127-147;

Grants:

Strengthening Agriculture, Food Security and Nutrition Policy in Mozambique, USAID, 2012-2017; Institution Building in Support of IAPRI; Swedish International Development Agency, 2012-2013; Food Security Research Project – Phase III, USAID, 2010-2014;

Dissertations Supervised during the Past Five Years: 4.

Walker, Edward D.

Title/Department: Professor, Department of Microbiology and Molecular Genetics and Department of Entomology. **Appointed:** 1986; **Tenured:** Yes.

Education: Ph.D., Univ. of Massachusetts, 1984; M.S., Ohio Univ., 1979; B.S., Ohio Univ., 1978.

Field Research Experience: Kenya; Uganda; Malawi; Mali; Cameroon.

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 50%.

Africa-related Courses Taught: Insect Ecology; Microbial Ecology; Tropical Biology; Emerging Infectious Diseases; Insect Behavior.

Research/Teaching Specialization: Mosquito Biology and Control of Mosquito Vectors; Ecology and Epidemiology of Malaria Transmission

Recent Publications, Grants and Awards:

Publications:

“Application of a Reverse Dot Blot DNA-DNA Hybridization Method to Quantify Host-feeding Tendencies of Two Sibling Species in the Anopheles gambiae Complex,” with M. L. Fritz, et al. *Medical and Veterinary Entomology* 27.4 (2013): 398-07; “Gene Expression-Based Biomarkers for Anopheles gambiae Age Grading,” with Mei-Hui Wang, et al. *PLoS ONE* 8.7 (2013).

Awards:

George B. Craig, Jr. Memorial Lecture Awardee, University of Notre Dame, 2013; Founder’s Memorial Award, Entomological Society of America, 2009;

Grants:

Malawi Post-Doctoral Training Grant in Intersectoral Malaria and Agriculture, NIH Framework Programs for Global Health Innovation, 2013-18; Asymptomatic Gametocytemia and Malaria: Implications for Plasmodium Transmission, University of Michigan, 2014-2016; Determinants of Malaria Disease in Malawi, National Institute of Allergy and Infectious Diseases, 2010-2017;

Dissertations Supervised during the Past Five Years: 3.

Administrative Experience:

Program Director, Malawi/MSU Post-Doctoral Training Grant; Chairperson, Institutional Biosafety Committee; President, Medical-Urban-Veterinary Entomology Section, Entomological Society of America.

Watrall, Ethan C.

Title/Department: Assistant Professor in Anthropology. Appointed: 2004 Tenured: Yes

Education: Ph.D. Anthropology, Indiana University 2005

Field Research Experience: Egypt and Sudan

African Languages: Arabic (2)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 40%

Research Interest/Experience: Digital Archaeology & Cultural Heritage; Egyptian Archaeology (Predynastic); Pseudoarchaeology; Public Archaeology

Africa-related Courses Taught: Biocultural Evolution

Recent Publications:

Constantinos K. Coursaris; Sarah J. Swierenga; Ethan Watrall. Effects of color temperature and gender on website aesthetics. Association for Information Systems - 13th Americas Conference on Information Systems, AMCIS 2007: Reaching New Heights. 2007; 7:4595-4606.

Distinctions:

Has served as a member of the National Academies Committee for Modeling, Simulation, and Gaming

Administrative Experience:

Associate Director, MATRIX: Center for Digital Humanities & Social Sciences

Director, Cultural Heritage Informatics Initiative

Weatherspoon, Dave D.

Title/Department: Professor, Department of Agricultural, Food, and Resource Economics. Appointed: 1998; Tenured: Yes.

Education: Ph.D., Univ. of Florida, 1993; M.S., Pennsylvania State University, 1989; B.S., MSU, 1987.

Field Research Experience: Southern/Eastern Africa

African Languages: None

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 15%.

Africa-related Courses Taught:

Research/Teaching Specialization: Strategic analysis to increase trade from small-scale producers/exporters in Sub-Saharan Africa Agribusiness management, Food Supply Chain Management and international marketing and trade.

Recent Publications and Awards:

“Price and Expenditure Elasticities for Fresh Fruits in an Urban Food Desert,” with James Oehmke, et al. *Urban Studies* 50.1 (2013): 88-106; “The Impact of E-Auctions in Adjusting Procurement Strategies for Specialty Coffee,” with M. Laura Donnet and Thomas D. Jeitschko. *Canadian Journal of Agricultural Economics* 59.1 (2011): 63-86; “Measuring Food Product Differentiation by Quality Ratings: A Cross-Entropy Analysis of Specialty Coffee E-Auctions,” with M. Laura Donnet and Charles B. Moss. *Journal of Agricultural Economics* 61.1 (2010): 122-137; “Hedonic Analysis of Sustainable Food Products,” with Thasanee Satimanon. *International Food and Agribusiness Management Review* 13.4 (2010): 57-74; “The Rise of Supermarkets in Africa: Implications for Agrifood Systems and the Rural Poor.” *Globalization of the World Economy*. Volume 22. Northampton: Elgar, 2009; “Price Determinants in Top-Quality E-Auctioned Specialty Coffees,” with M. Laura Donnet and John P. Hoen. *Agricultural Economics* 38.3 (2008): 267-276;

Dissertations Supervised during the Past Five Years: 1**Administrative Experience:**

Director, Agribusiness Management, Department of Agricultural, Food, and Resource Economics, MSU, Director, Partnerships for Food Industry Development – Fruits and Vegetables, 2004-2005.

Weatherspoon, Lorraine J.

Title/Department: Associate Professor in Community Nutrition & Dietetics (Food Science & Human Nutrition); Director, Didactic Program in Dietetics. Appointed 1998. Tenured: Yes

Education: Ph.D., The Pennsylvania State University 1992; M.S., Family Resources-Clinical Nutrition, West Virginia University 1987; Diploma in Tertiary Education, University of South Africa, Pretoria, Transvaal; M.S., B.S., University of Natal, Pietermaritzburg, Natal, S. Africa 1980

Field Research Experience: Dr. Weatherspoon is a South African by birth. She held a therapeutic, administrative and teaching dietitian positions in Durban, S. Africa at the R.K. Khan Hospital; Botswana, Swaziland, Tanzania

African Languages: Afrikaans

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%

Africa-related Courses Taught: *Sociocultural Aspects of Food and Eating*

Recent Publications and Awards: Maria S. Nnyepi, L. Weatherspoon, L. Mokgathe, J. Maletle, L. Maletle, P. Lyoka, G. Anabwani, J Makandla, M. Bennink. "The Nutritional Status of HIV + Children Receiving HAART at a Treatment Center in Botswana," *International Journal of Sexually Transmitted Diseases and AIDS*;

Administrative Experience: Co-Principal Investigator, "Building Capacity for Child Professionals in South Africa and the U.S.: Partnering to Link Nutrition, Early Childhood Development, and Readiness to Learn.

Wiley, David S.

Title/Department: Professor Emeritus, Department of Sociology. Appointed: 1977; Tenured: Yes.

Education: Ph.D., Princeton Univ. and Theological Seminary, 1971; M.Div., Yale Univ., 1961; B.A., Wabash College, 1959.

Field Research Experience: Zimbabwe; Zambia; Kenya; South Africa; Ethiopia; Ghana; Senegal; Nigeria; Egypt; Sudan; Uganda; Tanzania; Malawi.

African Languages: chiNyanja (2); chiShona (2); French (2).

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 95%.

Africa-related Courses Taught: International Social Science Research; Africa: A Social Science Introduction; Southern Africa in Perspective through Film and Media.

Research/Teaching Specialization: Globalization, Race, Class, Ethnicity and Militarization in Africa; Urban Environment and Development in South Africa; Social and Economic Change; Africa-U.S. Linkages; International Perspectives in University and School Curriculum.

Recent Publications and Awards:

Publications:

"Militarizing Africa and African Studies and the U.S. Africanist Response." *African Studies Review* 55.2 (2012): 147-161; *International Language Education for a Global Future: Fifty Years of the U.S. Title VI and Fulbright-Hays Programs*. Eds. with Robert S. Glew. East Lansing: MSU Press, 2010.

Awards:

Bud Day Award for African Activism and Scholarship, Association of Concerned Africa Scholars, 2009; Special Recognition Award, International Studies and Programs, MSU, 2009; Award for Outstanding Contributions to International Higher Education in the U.S., National Coalition on International Education and the Council of National Resource Centers, 2008;

Award for Outstanding Service in African Studies, Association of African Studies Programs, 2008.

Grants:

African Oral Narratives (Co-PI), U.S. E.D., 2009-13; Islam, Muslims and the Media: An Online Resource for Journalism Studies and Journalists (Co-PI), Social Science Research Council, 2009-2010; African Activist Archive Project, Ford Foundation, 2007-09; African Language and Area Studies Centers and Fellowships, U.S. Department of Education, 2006-10; Responsible Governance: A U.S.-Nigeria Partnership Program, U.S. Department of State, 2006-07.

Administrative Experience:

Member, Board of Directors, Southern Africa Institute for Policy and Research, 2010-present; Interim Chair, Department of Sociology, MSU, 2010-2011; Co-Chair, Council of Directors of Title VI National Resource Centers, 1989-2008; Director, African Studies Center, 1978-2008.

Wrobel, Gabriel D.

Title/Department: Associate Professor, Anthropology. **Appointed:** 2012 **Tenured:** Yes
Education: Ph.D. Anthropology, Indiana University, Bloomington, 2004; BS, Anthropology, Emory University, 1993; Associate of Arts, Oxford College of Emory University, 1991.

Field Research Experience: Egypt, 2001

African Languages: None

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 5%

Research Interest/Experience:

Africa-related Courses Taught: Biocultural Evolution.

Recent Publications:

Wrobel, Gabriel D., ed. (2014) *The Bioarchaeology of Space and Place: Ideology, Power and Meaning in Maya Mortuary Contexts*. New York: Springer Press; Andres, Christopher, Christophe G. B. Helmke, Shawn G. Morton, Gabriel D. Wrobel, & Jason J. González (2014) Contextualizing the Glyphic Texts of Tipan Chen Uitz, Cayo District, Belize. *Latin American Antiquity* 25(1): 46-64; Wrobel, Gabriel (2004) The Benefits of an Archaeology of Gender for Predynastic Egypt. In *Ungendering Civilization*, edited by K. A. Pyburn. New York: Routledge Press, pp. 156-178.

Dissertations Supervised during the Past Five Years: 4

Administrative Experience:

Director, Central Belize Archaeological Survey Project, Belize

Wyche, Susan P.

Title/Department: Assistant Professor, Department of *Telecommunication*, Information Studies and Media. **Appointed:** 2012; **Tenured:** No.

Education: Ph.D., Georgia Institute of Technology, 2010; M.S., Cornell Univ., 2004; B.F.A., Carnegie Mellon University, 1998.

Field Research Experience: Kenya; Zambia.

African Languages: Swahili (2)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 75%.

Africa-related Courses Taught: Information and Communication Technology for Development; Human Computer Interaction and Experience Design.

Research/Teaching Specialization: Information Communication Technology and Development; Computer Supported Cooperative Work; Social Media Use in the Developing World.

Recent Publications, Grants and Awards:

Publications:

“Technology in Protestant Ministry,” with R. E. Grinter, et al. *Journal of Computer Supported Cooperative Work* 20.6 (2012): 449-72; “Hustling Online: Understanding Consolidated Facebook Use in an Informal Settlement in Nairobi,” with A. Forte and S. Y. Schoenebeck. *Proceedings of the ACM SIGCHI Conference on Human Factors in Computing Systems* (2013): 2823-2832; “Powering the Cellphone Revolution: Findings from Mobile Phone Charging Trials in Off-Grid Kenya,” with L. L. Murphy. *Proceedings of the ACM SIGCHI Conference on Human Factors in Computing Systems* (2013): 1959-68.

Awards and Grants:

Motivations for Code-switching in Social Networking Sites, Google Faculty Research Grant, 2013.

Dissertations Supervised during the Past Five Years: 3.

Zulu, Leo C.

Title/Department: Assistant Professor, Department of Geography. Appointed: 2006; Tenured: No.

Education: Ph.D., University of Illinois-Urbana Champaign, 2006; M.A., Clark University, 1998; B.Sc., University of Edinburgh, 1989.

Field Research Experience: Malawi; Zambia; Sierra Leone; Kenya; Southern Africa.

African Languages: ChiChewa (5)

Percentage of Time Devoted to Africa-related Research, Teaching and Administration: 70%.

Africa-related Courses Taught: Geography of Africa; Africa: Social Science Perspectives; People and the Environment.

Research/Teaching Specialization: Political Ecology; Environment and Development; Community-Based Natural Resources Management in Rural Africa; Deforestation; Food Security.

Recent Publications, Grants and Awards:

Publications:

“Oil Discovery in Turkana County, Kenya: A Source of Conflict or Development?” with F. Johannes and E. Kalipeni. *African Geographical Review* (2014); “Inter- and Transdisciplinary Approaches to Population-Environment Research for Sustainability Aims,” with Diana Hummel, et al. *Population and Environment* 34.4 (2013): 481-509; “Charcoal, Livelihoods, and Poverty Reduction: Evidence from Sub-Saharan Africa,” with Robert B. Richardson. *Energy for Sustainable Development* 17.2 (2013): 127-137; “Bringing People Back into Protected Forests in Developing Countries: Insights from Co-management in Malawi.” *Sustainability* 5.5 (2013): 1917-1943; “Whose Minerals, Whose Development? Rhetoric and Reality in Post-conflict Sierra Leone,” with Sigmond Wilson. *Development and Change* 43.5 (2012): 1103-31.

Awards:

Best Paper Award, *Journal of Map and Geography Libraries*, 2011; Most Downloaded Article, *Professional Geographer*, 2010.

Grants:

Fellowships on Irrigated Agriculture and Human Health in Malawi, NIH, 2013-2018; Ecosystem Services: Linking Science to Action in Malawi and the Region, Higher Education for Development, 2009-2012.

Dissertations Supervised during the Past Five Years: 1

Administrative Experience:

Associate Editor, *African Geographic Review*, July 2012-present;

Coordinator, MSU-University of Malawi Strategic Partnership, 2008-present.

APPENDIX C

COURSE LIST

Appendix C
The MSU African Studies Curriculum:
Enrollments for 2012-2014 and Offerings for 2014-15
by Department

1. Only courses with at least 25% African content as certified by the faculty member are included. African content is described for all courses with less than 100% African content (or for those which are 100% on Africa but this is not clear from the title of the course).
2. Faculty in course list are Core, Consulting, and Visiting Instructors.
3. Conforming with US/ED guidelines, please note that:
 - a. The course list includes all offerings of 2012-13, those offered in the current academic year (2013-14), and planned for academic year 2014-15. b. Enrollment data are reported for courses offered during academic years 2012-13 and 2013-14.
 - c. A "Y" in the 2014-2015 column indicates that "Yes" the course will be offered in the year indicated.
4. Notes:
 - a. All courses are semester (or semester equivalent) offerings.
 - b. Only one enrollment is reported for courses that are cross-listed in a number of departments.
 - c. For courses where two instructors are shown separated by a slash "/", it indicates that either the two instructors taught the course or one taught it last academic year and the second person is (will be) teaching it in the following academic year/s.
 - d. Course list does not include enrollments of MSU students in courses offered by non-MSU faculties in universities in Africa as part of study abroad programs.

5. Additional keys for semester offerings:

F = Fall semester S = Spring semester SU = Summer semester

6. Order of Courses in Course List Appendix:

- A.. African Language Courses
- B.. Other African Studies Courses

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A. African Languages Courses:

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15
						UG	GR	Other	Total	UG	GR	Other	Total	
AFR 101A	Elementary Swahili I	001	Deo Ngonyani, Jonathan Choti	F	4	11	2	0	13	12	2	0	14	Y
AFR 101B	Elementary African Language Zulu	301	Galen Sibanda	SU	4	0	2	0	2	0	0	0	0	Y
AFR 101B	Elementary African Language Hausa	001	Galen Sibanda	F	4	0	0	0	0	0	1	0	1	Y
AFR 102A	Elementary Swahili II	001	Deo Ngonyani	S	4	7	2	0	9	9	2	0	11	Y
AFR 102B	Elementary African Language II Zulu	301	Galen Sibanda	SU	4	0	2	0	2	0	0	0	0	Y
AFR 151	Beginning Individualized Zulu	001	Galen Sibanda	F	4	4	3	0	7	1	1	0	2	Y
AFR 151	Beginning Individualized Wolof	002	Arfang Dabo	F	4	0	0	0	0	0	1	0	1	
AFR 151	Beginning Individualized Yoruba	003	Galen Sibanda	F	4	0	0	0	0	2	1	0	3	Y
AFR 151	Beginning Individualized Twi	004	Kwadwo Ekye-Addai	F	4	1	2	0	3	0	0	0	0	
AFR 151	Beginning Individualized Chichewa	006	Wilson Ndovie	F	4	0	0	0	0	0	1	0	1	
AFR 151	Beginning Individualized Igbo	007	Cajetan Iheka	F	4	0	2	0	2	3	0	0	3	
AFR 151	Beginning Individualized Somali	012	Galen Sibanda	F	4	0	0	0	0	0	1	0	1	
AFR 152	Beginning Individualized Zulu II	001	Galen Sibanda	S	4	3	3	0	6	1	1	0	2	Y
AFR 152	Beginning Individualized Twi II	004	Kwadwo Ekye-Addai	S	4	0	2	0	2	0	0	0	0	

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15
						UG	GR	Other	Total	UG	GR	Other	Total	
AFR 152	Beginning Individualized Igbo II	007	Cajetan Iheka	S	4	0	2	0	2	1	0	0	1	
AFR 201A	Second-year Swahili	001	Jonathan Choti, Deo Ngonyani	F	4	3	1	0	4	5	1	0	6	Y
AFR 202A	Second-year Swahili II	001	Jonathan Choti	S	4	6	2	0	8	5	1	0	6	Y
AFR 251	Intermediate Individualized Zulu	001	Galen Sibanda, Thokozani Langeni	F	4	2	0	0	2	0	2	0	2	Y
AFR 252	Intermediate Individualized Zulu II	001	Galen Sibanda, Thokozani Langeni	S	4	2	0	0	2	0	1	0	1	Y
AFR 251/252	Intermediate Individualized Zulu I & II	001	Galen Sibanda	SU	4	2	1	0	3	0	0	0	0	Y
AFR 252	Intermediate Individualized Zulu II	001	Galen Sibanda, Thokozani Langeni	S	4	2	0	0	2	0	1	0	1	Y
AFR 251/252	Intermediate Individualized Zulu I & II	001	Galen Sibanda	SU	4	2	1	0	3	0	0	0	0	Y
AFR 251	Intermediate Individualized Yoruba I	003	Felix Umeana	F	4	0	1	0	1	0	0	0	0	Y
AFR 252	Intermediate Individualized Yoruba II	003	Felix Umeana	S	4	0	1	0	1	0	0	0	0	Y
AFR 251	Intermediate Individualized Twi I	004	Kwadwo Ekwe-Addai	F	4	0	0	0	0	0	2	0	2	
AFR 251	Intermediate Individualized Igbo I	007	Cajetan Iheka	F	4	0	0	0	0	0	1	0	1	
AFR 290	Independent Study	002	Galen Sibanda	F	2	1	0	0	1	0	1	0	1	Y

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15	
						UG	GR	Other	Total	UG	GR	Other	Total		
AFR 290	Independent Study	002	Galen Sibanda	F	3	1	0	0	1	0	0	0	0	0	Y
AFR 450A	Advanced Swahili	002	Deo Ngonyani, Jonathan Choti	F	3	6	1	1	8	2	2	0	4	4	Y
AFR 450A	Advanced Swahili	002	Deo Ngonyani	S	3	4	1	1	6	0	0	0	0	0	Y
AFR 450A	Advanced Swahili	001	Deo Ngonyani, Jonathan Choti	S	5	1	0	0	1						Y
AFR 450A	Advanced Swahili	750	Deo Ngonyani	SU	1	1	2	0	3	0	0	0	0	0	Y
AFR 450A	Advanced Swahili	751	Deo Ngonyani	SU	4	1	0	0	1	5	1	0	6	6	Y
AFR 450A	Advanced Swahili	751	Deo Ngonyani	SU	5	2	0	0	2	0	0	0	0	0	Y
AFR 450B	Advanced African Language Zulu	001	Galen Sibanda	F	4	0	0	0	0	1	1	0	2	2	Y
AFR 450B	Advanced African Language Zulu II	001	Galen Sibanda	S	4	0	0	0	0	2	2	0	4	4	Y
AFR 450B	Advanced African Language Wolof	002	Assane Niang	F	3	0	1	0	1	0	0	0	0	0	
AFR 450B	Advanced African Language Wolof II	002	Assane Niang	S	3	0	1	0	1	0	0	0	0	0	
AFR 450B	Advanced African Language Yoruba I	003	Felix Umeana	F	3	0	0	0	0	0	1	0	1	1	

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15
						UG	GR	Other	Total	UG	GR	Other	Total	
AFR 450B	Advanced African Language Hausa	011	Salamatu Abdulkareem	F	3	1	1	0	2	1	1	0	2	
AFR 450B	Advanced African Language Twi	004	Kwadwo Ekye-Addai	S	3	1	0	0	1	0	0	0	0	Y
AFR 450B	Advanced African Language Mandinka	008	Samba Saïdy	S	3	0	1	0	1					
AFR 490	Independent Study Swahili	002	Galen Sibanda	F	1-4	0	0	0	0				1	
AFR 490	Independent Study Swahili	751	Deo Ngonyani	SU	4	1	0	0	1					Y
AFR 490	Independent Study Zulu	002	Galen Sibanda	F	4					1	0	0	1	
					Totals	65	37	2	104	51	29	0	81	
ARB 101	Elementary Arabic I	001	Hala Habash, Sara Hillman	F	5	17	0	0	17	18	0	0	18	Y
ARB 101	Elementary Arabic I	002	Sara Hillman	F	5	17	1	0	18	15	0	0	15	Y
ARB 101	Elementary Arabic I	003	Sara Hillman	F	5	14	2	0	16	20	0	0	20	Y
ARB 101	Elementary Arabic I	004	Sara Hillman	F	5	21	0		21	0	0	0	0	Y
ARB 101	Elementary Arabic I	005	Hala Habash, Sara Hillman	F	5	16	0	0	16	15	0	0	15	Y
ARB 101	Elementary Arabic I	006	Ayman Mohamed	F	5	0	0	0	0	19	0	0	19	N
ARB 101	Elementary Arabic I	101	Sara Hillman	SU	5	5	0	0	5	0	0	0	0	Y

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15
						UG	GR	Other	Total	UG	GR	Other	Total	
ARB 102	Elementary Arabic II	001	Sara Hillman	S	5	15	0	0	15	18	0	0	18	Y
ARB 102	Elementary Arabic II	002	Sara Hillman	S	5	15	0	0	15	15	0	0	15	Y
ARB 102	Elementary Arabic II	003	Sara Hillman	S	5	14	0	0	14	16	0	0	16	Y
ARB 102	Elementary Arabic II	004	Hala Habash	S	5	11	0	0	11	8	0	0	8	Y
ARB 102	Elementary Arabic II	005	Hala Habash	S	5	10	0	0	10	17	0	0	17	Y
ARB 201	Second-Year Arabic I	001	Camilia Suleiman, S. Issa	F	5	17	1	0	18	17	2	0	19	Y
ARB 201	Second-Year Arabic I	002	Hala Habash, S. Issa	F	5	22	0	0	22	18	0	0	18	Y
ARB 202	Second-Year Arabic II	001	Camilia Suleiman	S	5	13	0	0	13	13	1	0	14	Y
ARB 202	Second-Year Arabic II	002	Hala Habash	S	5	16	0	0	16	19	1	0	20	Y
ARB 290	Independent Study	730	Ayman Mohamed	SU	1-4	6	0	0	6	11	0	1	12	Y
ARB 290	Independent Study	003	Camilia Suleiman	F	1-4	0	0	0	0	1	0	0	1	Y
ARB 301	Third Year Arabic I	001	Ayman Mohamed, S. Issa	F	4	8	0	0	8	15	0	0	15	Y
ARB 301	Third Year Arabic I	002	Brahim Chakrani	F	4	5	0	0	5	0	0	0	0	N
ARB 302	Third Year Arabic II	001	Brahim Chakrani	S	4	15	0	0	15					Y
ARB 401	Fourth Year Arabic I	001	Wafa Hassan, Camilia Suleiman	F	3	13	0	0	13	8	0	0	8	Y
ARB 402	Fourth Year Arabic II	001	Wafa Hassan	S	3	11	0	0	11	7	0	0	7	Y

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments				2013-14 Enrollments				Will Offer 2014-15
						UG	GR	Other	Total	UG	GR	Other	Total	
ARB 460	Special Topics in Arab Culture	001	Brahim Chakrani	F	3	16	0	0	16	13	0	0	13	Y
ARB 461	Special Topics in Arab Culture	001	Brahim Chakrani	S	3	15	0	0	15	12	0	0	12	Y
ARB 490	Independent Study	001	Brahim Chakrani, Camilia Suleiman	F	1-4	1	0	0	1	1	0	0	1	Y
ARB 490	Independent Study	002	Wafa Hassan	F	1-4	1	0	0	1	0	0	0	0	Y
ARB 490	Independent Study	001	Camilia Suleiman	SU	1-4	1	0	0	1	0	0	0	0	Y
ARB 490	Independent Study	001	Sara Hillman	SU	1-4	1	0	0	1	0	0	0	0	Y
ARB 490	Independent Study	001	Ayman Mohamed	SU	1-4	6	0	0	6	0	0	0	0	Y
ARB 491	Special Topics in Arab Culture: Egyptian Arabic Conversation	001	Ayman Mohamed	F	1-4	3	0	0	3	3	0	0	3	Y
ARB 491	Special Topics in Arab Culture: Egyptian Arabic Conversation	001	Ayman Mohamed	S	1-4	8	0	0	8	0	0	0	0	Y
ARB 491	Special Topics in Arab Culture: Syrian Arabic	002	Camilia Suleiman	S	1-4	7	0	0	7	0	0	0	0	N
ARB 491	Special Topics in Arab Culture: Intensive Writing	002	Camilia Suleiman	F	1	0	0	0	0	4	0	0	4	Y
ARB 499	Senior Thesis Research	001	Brahim Chakrani	F	1-3	0	0	0	0	1	0	0	1	Y
Totals:						340	4	0	344	304	4	1	309	

B. Area Studies Courses:

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

African American and African Studies

AAAS 300	Survey in Africana Studies: Core conceptual elements of Africana Studies discipline and peoples (African Americans, Africans and African Diasporas), including topics in race, identity, the Black condition, representational discourses, discrimination, oppression, resistance and alternative agency. At least 25% Africa content	001	Emile Diouf, Michael Wilson	F	3	5		5	5		5		5	Yes
AAAS 490	Independent Study in African American and African Studies: Study Abroad in Pretoria, South Africa. 100% Africa content.	750	Rita Edozie	SU	1-3	3		3	3		3		3	Yes
AAAS 490	Independent Study in African American and African Studies: Study Abroad in Pretoria, South Africa. 100% Africa content.	751	Rita Edozie	SU	1-3	2		2	2		2		2	Yes
AAAS 495	Advanced Research: Study Abroad in Pretoria, South Africa. 100% Africa content.	750	Rita Edozie	SU	3	0		0	3		3		3	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
AAAS 495	Advanced Research in African American and African Studies: Advanced undergraduate research course in African American, African and African Diaspora Studies. Review of interdisciplinary topics that inform these Africana regions, including slavery, race, colonialism, civil and human rights, identity and discourse and political philosophies, including Black Nationalism African Centered paradigms, and Black Feminism. 25% Africa content	001	Rita Edozie/ Emile Diouf, Michael Wilson	S	3	1		1	4		4	Yes
AAAS 829	Introduction to African Studies: 100% Africa content.	001	Rita Edozie	S	3		7	7		9	9	Yes
AAAS 830	Introduction to African American Studies: Builds on Manning Marable's disciplinary mission for Black Studies with the foundational principles, themes and elements of the Black Studies field of study anchored by the African American experience. Prepares students to conduct advanced research study and specialized knowledge production required for dissertation study of African Americans. About 25% African content	001	C. Stokes/ P. Dagbovie	F	3		8	8		11	11	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	
AAAS 890	Independent Study in African American and African Studies: Study Abroad in Pretoria, South Africa. 100% Africa content.	005	Galen Sibanda	SU	3	1	1			Yes
AAAS 890	Independent Study: Study Abroad in Pretoria, South Africa. 100% Africa content.	750	Rita Edozie	SU	3	2	2	2	2	Yes
AAAS 893C	International Internship: Study Abroad in Pretoria, South Africa. 100% Africa content.	750	Rita Edozie	SU	1-2	3	3	7	7	Yes
Community, Agriculture, Recreation and Resource Studies										
ACR 826	Theory and Practice: Evolution of international development theory across disciplines. Changing conceptualizations, measurements, processes and effects of development and poverty. Ethnicity, social class, gender, and community influences on socioeconomic processes. Current issues, concerns, and strategic alternatives. Interdepartmental With: Anthropology, Forestry, Political Science, Social Science. 33% -50% Africa content. The course focus is spread equally across Africa, Latin America and Asia, and any student interested in Africa can apply their assignments in such a way that their the majority of their grade is based on work focusing on Africa.	001	John Kerr	F	3	25	25	24	24	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ACR 848	<p>Community Based Natural Resource Management in International Development: Community-based natural resource management in developing countries. Determinants of conservation, productivity, and income distribution. Interaction of human and natural systems, perceptions of scarcity, property rights, collective action, and governance. Policy tools for promoting conservation. 33% -50% Africa content. The course focus is spread equally across Africa, Latin America and Asia, and any student interested in Africa can apply their assignments in such a way that their the majority of their grade is based on work focusing on Africa.</p>	001	John Kerr	S	3	13	13	13				Yes
ACR 848	<p>Community Based Natural Resource Management in International Development: Community-based natural resource management in developing countries. Determinants of conservation, productivity, and income distribution. Interaction of human and natural systems, perceptions of scarcity, property rights, collective action, and governance. Policy tools for promoting conservation. 33% -50% Africa content. The course focus is spread equally across Africa, Latin America and Asia, and any student interested in Africa can apply their assignments in such a way that their the majority of their grade is based on work focusing on Africa.</p>	001	M. Lopez	S				12	12			Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15		
						UG	GR	Total	UG	GR	Total			
ACR 878	Tourism, Conservation and Development: Theory and practice of using tourism as a means of conserving natural and cultural resources and promoting economic growth at the local and regional level. Case studies. At least 30% of the material is Africa related case studies	730 Online section	D. Bronstein	F	3				3			3	Yes	
Agricultural Food & Resource Economics														
AEC 861	Agriculture in Economic Development: 35% Africa content. Role of agriculture in economic development of African countries with special emphasis on policy and case studies.	001	T. Reardon	F	3			18	18			14	14	Yes
AEC 932	Information Economics, Institutions in Agricultural/Natural Resources: Applications to issues in agriculture, agribusiness, the food system, natural resources, and the environment. Asymmetric information, incomplete markets, principal/agent issues, transaction costs, and the design of contracts and other institutions. 60% Africa content	001	J. Black, B. Ross	F	3			7	7			6	6	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

Arts and Letters

AL 485	Foundations of Museum	750	Marsha	SU	3	3		3	26		26	No
AL 491	Special Topics: Study Abroad -	750	Bethany Judge	S	1	1		1	1		1	No
AL493B	Arts and Letters International Internship: Cape Town, South Africa. 100% Africa content.	750		S	12-Sep	2		2	0		0	Yes

Anthropology

ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	001, 002H	Masako Fujita	F	3	215		215				Yes
ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	001	Gabriel Wrobel; Masako Fujita	S	3	207		207	219		219	No
ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	002H	Masako Fujita	S	3	31		31	29		29	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	201	Laurie Medina,	SU	3	14		14				Yes
ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	730 Online section	Ethan Watrall	SU	3	59	63	59	63		63	Yes
ANP 202	Biocultural Evolution: Nature and function of culture and its relationship to human biology. Principles of change from hominid origins to present. At least 25% of the course content is on Africa.	001	Gabriel Wrobel	F	3				180		180	Yes
ANP 422	Religion and Culture: 25% on Africa; includes selections from classical readings on the anthropology of religion in Africa such as Evans Pritchard's <i>The Nuer</i> , Victor Turner's work from Zambia, Janice Boddy's work on trance in Sudan, the Comaroff's on Christianity and colonialism in South Africa, and a current ethnography on African Diaspora religions.	001	Mara Leichtman	F	3	19		19	15		15	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ANP 422	Religion and Culture: 25% on Africa, at least, and includes selections from classical readings on the anthropology of religion in Africa such as Evans Pritchard's <i>The Nuer</i> , Victor Turner's work from Zambia, Janice Boddy's work on trance in Sudan, the Comaroff's on Christianity and colonialism in South Africa, and a current ethnography on witchcraft in Kenya	001	Kenneth David	S	3	22	22	22	23	23	23	No
ANP 429	Ethnographic Field Methods: 25% on Africa. "I draw from aspects of my fieldwork in Senegal, assign Elenore Bowen Smith's classic book <i>Return to Lagheta</i> on fieldwork in West Africa, show a film on southern Africa, and have a guest speaker on conducting research in Africa."	001	Mara Leichtman	S	3	28	28	25	25	25	25	Yes
ANP 431	Gender, Environment and Development: "At least 35% had to do with Africa related topics; focusing mainly on: the implementation of Western models of development throughout Africa, the gender dimension of subsistence agriculture and household economics, and environmental degradation's impact on gender."	001	Fredy Rodriguez	F	3			15		15	15	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ANP 490	Independent Study: Study Abroad - Durban, South Africa: Special Topics South Africa. 100% Africa content.	751	James Pritchett	SU	3	1		1				No
ANP 491	Topics in Anthropology: Islam in Africa. 100% Africa content.	003	Mara Leichtman	S	3	6		6				Yes
ANP 822	Religion and Ritual: 75% on Africa. Includes readings from classical studies on witchcraft, purity, taboo, structure and rituals in Africa, colonialism and Christianity in Africa, Islam in Africa (including North Africa), and African diaspora religions.	001	Mara Leichtman	S	3				5	5		Yes
ANP 825	International Social Science Research: See SOC 890 for full description. 75% Africa Content	001	David Wiley	F	1-3	4		4	7	7		Yes
ANP 859	Gender, Justice, and Environmental Change: Methods and Application. 25% Africa content. Methods and Africa case studies on gender, ecology, and environmental studies.	001	Anne Ferguson	S	3				18	18		Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

Animal Science

ANS 480	Animal Systems in International Development: Study Abroad Johannesburg. 100% Africa Content	752	Balander	SU	3				13		13	Yes
ANS 490	Independent Study: Food, agriculture, and natural resources in South Africa and Swaziland. 100% Africa content	752	Balander	SU				13			13	Yes

Communication Arts & Sciences

CAS 492	Special Topics: Study Abroad - Cape Town, South Africa. 100% Africa content	756	J. Lillie	SU	1-8	5		5	6		6	Yes
CAS 492	Special Topics: Study Abroad - Cape Town, South Africa. 100% Africa content	750		F	1-8	1		1	2		2	Yes

Communication

COM 493	Internship: Study Abroad - Cape Town, South Africa. 100% Africa content	752	J. Rumler	SU	1-7	5		5	6		6	Yes
COM 493	Internship: Study Abroad - Cape Town, South Africa. 100% Africa content	752	J. Lillie and J. Rumler	F	1-6	1		1	2		2	Yes
COM 493	Internship: Study Abroad - Cape Town, South Africa. 100% Africa content	750	J. Rumler	S	1-7	0		0	0		0	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

Criminal Justice

CJ 847	Global Risks, Conservation, and Criminology: "25% of the course involves Africa-related readings, 33% Africa case studies"	730	Meredith Gore	F	3		7	7	9	9	Yes
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Educational Administration

EAD 813	Education, Development and Social Change: Rise of modern systems of education in developed and developing countries. Education, the state, and national development. Colonial heritage, linkages, and globalization of educational development. "25% on Africa. Includes an overview of the educational situation in Africa (enrollment, achievement retention, teacher recruitment) and the use of technology in education in Africa."	001	A. Chudgar	F	3					18	Yes
EAD 890	Independent Study: Deals with Southern African education, policy analysis including on gender, leadership, and continuing professional development for teachers. 100% African content	014	Reitumetse Mabokela	F/S	1-3		1	1	0	0	Yes

Economics

EC 410	Issues in the Economics of Developing Countries: 25% Africa Related Material	001	Christian Ahlin	S	3			70		70	Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

EC 851	Domestic and Foreign Development Policies. About 30% of the empirical examples are from Africa	001	Christian Ahlin	F	3	6	6			
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Environmental Economics & Policy

EEP 260	World Food, Population and Poverty at Least 50% Africa Content	001	I. Liverpool-Tasie	F	3	142	142	146	146	Yes
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English

ENG 232	Writing as Exploration at least 50% Africa content	731	Cajetan Iheka	SU		36	36	40	40	Yes
ENG 350	Readings in African, African-American, or African Diaspora Literature: 70% Africa content	001	Kenneth Harrow	F	3	18	18	15	15	Yes
ENG 360	Studies in Postcolonial and Diaspora Literatures: ENG 360 includes 30% African content. Generally the course covers colonial Africa, and also includes materials from postcolonial Africa. The African content of the course focuses on readings from the 19th century dealing with British colonialism in West and Southern Africa and the Belgian Congo. Postcolonial literature emphasizes Nigeria and South Africa.	001	Salah Hassan	F	3	21	21	16	16	Yes
ENG 490	Independent Study: Study Abroad - Durban, South Africa, 100% Africa content.	753	Kenneth Harrow	SU	3	5	5			Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ENG 820	Emphasis Area Seminar: Postcolonial lives; included 25% African content with texts that ranged from the 18th century to the 21st century. The course emphasized personal narratives of enslaved Africans (Equiano) and contemporary African narratives of civil conflict.	001	Salah Hassan	S	3	7	7	7				Yes
ENG 820	Emphasis Area Seminar: Literary and Filmic Representations of Diaspora: includes 25% African content with texts that ranged from the 18th century to the 21st century. The course emphasized personal narratives of enslaved Africans (Equiano) and contemporary African narratives of civil conflict.60% Africa content.	003	Ken Harrow, Salah Hassan	F/S				7	7			Yes
French												
FRN 416	Introduction to French Studies: The course is a survey of cultures of the French-speaking world and includes an overview of the histories and cultures of former French colonies in North-Africa and West-Africa. 25% Africa content	001	S. Babana-Hampton	S	3	26	26	26	25	25		Yes
FRN 447	Genre-Based Seminar: French	001	S. Babana-	S	3				22		22	Yes
FRN 447	French and Francophone Cinema. The course is a study of francophone cinema which includes at least 25% of West and North African Cinema	002	S. Babana-Hampton	S	3	20	20	20				Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

Fisheries and Wildlife

FW 480	International Studies in Fisheries and Wildlife: Conservation & Biodiversity in South African Parks & Nature Reserves, Study Abroad. 100% Africa content.	750	J. Schneider	SU	6	12		12		Yes
FW 480	International Studies in Fisheries and Wildlife: Paradise in Peril? Exploring Madagascar's Biodiversity Crisis. 100% Africa content.	751	Meredith Gore	SU	6-Jan		10		10	Yes
FW 858	Gender, Justice and Environmental Change : Issues and Concepts; Issues and concepts related to gender, ecology, and environmental studies. Key debates and theoretical approaches to addressing environmental issues from a gender and social justice perspective. Gender and environment issues and processes from a global perspective. 33% Africa Content.	001	Meredith Gore	F	3	15		15	8	Yes

Geography

GEO 338	Geography of Africa: 100% Africa content.	001	Leo Zulu	F	3	29		29	16	Yes
GEO 339	Geography of the Middle East: 50% of this course is on the geography of North Africa.	001	Kyle Evered	S	3	29		29	25	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13			2013-14			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

History of Art

HA 271	African Art: 100% Africa content.	001	C. Keller	F	3	26		26				Yes
HA 271	African Art: 100% Africa content.	001	C. Keller	S	3		29		29			Yes
HA 493C	Museum Internship: Students in this course do an internship in South African 100% Africa content.	750	M. Macdowell	SU	2-3	0	0	0	0		0	Yes
HA 496	Museum Studies Internship, South Africa. 100% Africa content	001		SU	3	0	0	0	1		1	Yes
HA 893	Museum Internship, South Africa. 100% Africa content	001		SU	3	0	0	0	0		0	Yes
HA 895	Museum Studies Internship, South Africa. 100% Africa content	101		SU	3	0	0	0	0		0	Yes

Human Medicine

HM 832	Global Public Health: Factors and dynamics that affect global public health. Application of public health principles and policies in international settings. Key international stakeholders and their roles in global public health. At least 25% Africa content.	730 online section	Constance Currier	S			23	23		19	19	Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
HM 837	Poverty and Public Health: Concepts of health and poverty and their interrelatedness from a global and public health perspective. Roles of international agencies, national policy, gender, socioeconomic status, race, ethnicity, culture, access to resources, and conflict. Role of public health programs in the achievement and maintenance of healthy populations. Struggle to eliminate poverty. 90% Africa content	730 online section	Houria Hassouna, Linda Gordon	F	3	24	24	24	21	21	21	Yes
HM 838	Cultural Aspects of Public Health Practice: Cultural concepts that shape health and illness. Major issues and trends in global health. Cultural and socioeconomic factors related to work with diverse populations. Applications for public health practice. At least 25% of the examples are from Africa.	730 online section	Constance Currier	F	3	24	24	24	18	18	18	Yes
HM 839	Water and Public Health: A Global Perspective: Role of water in public health, focusing on the global crisis of water quantity and quality. Specific water "hot spots" primarily the Middle East, Africa, Asia, the Western and Southern U.S., and Mexico.	730 Online section	Linda Gordon	S					15	15	15	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
HM 847	Public Health in Ghana: Study Abroad, Accra, Ghana. 100% Africa content.	753	Constance Currier	SU	4	8	8	8	9	9	9	Yes
HM 848	Preparation for Healthcare in Ghana: Study Abroad, Accra, Ghana. 100% Africa content.	753	Constance Currier	SU	1	8	8					Yes
HM 863	Parasitic Diseases and Public Health in Developing Countries: The "course contains examples of parasitic deases from Africa (about 60% of the material is from Africa)."	730 Online section	Mohamed Satti	S	3	10	10	12	12	12	12	Yes
HM 881	Pathogenesis of Parasitic Infections Important to Public Health: "About 60% of the material is from Africa."	730 online section	Mohamed Satti	SU	3	11	11	17	17	17	17	Yes
HM 886	Public Health Diagnosis and Interpretation of Parasitic Infections: "About 60% of the material is from Africa."	730 online section	Mohamed Satti	F		4	4	2	2	2	2	Yes
HM 887	Control and Eradication of Parasitic Infections of Public Health Importance: The "course contains examples of parasitic deases from Africa (about 60% of the material is from Africa)."	730 online section	Mohamed Satti	S	3	1	1	2	2	2	2	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

HM 888	Field Methodology for Investigating Parasitic Diseases of Public Health Importance: "About 60% of the material is from Africa."		Mohamed Satti	SU						1	1	Yes
HM 891	Introduction to Public Health Practicum: Study Abroad, Accra, Ghana. 100% Africa content.	753	Constance Currier	SU	1	6	6					Yes
HM 892	Public Health Practicum: Study Abroad, Accra, Ghana. 100% Africa content.	753	Constance Currier	SU	4	7	7			4	4	Yes

Human Nutrition and Foods

HNF 490H	Honors Independent Study: Food, Nutrition and Health in Tanzania. 100% Africa content.	750	D. Romsos	SU	3	4	4					Yes
HNF 494	Practicum: Food, Nutrition and Health in Tanzania. 100% Africa content.	750	D. Romsos	SU	3	8	8					Yes

History

HST 201	Historical Methods and Skills: Race, Class and Gender in Urban South Africa, 100% Africa content.	003	Laura Fair	F	3	21	21					Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	
HST 201	Historical Methods and Skills: Atlantic Slave Trade: Atlantic Slave Trade: The course was 75% Africa related. Specifically, it focused on Atlantic Africa. The course explored the meaning of slavery in Africa and its interaction with Atlantic slave trade--the impact of the trade on African societies. Specifically, it examined the trading network, agricultural and religious practices on African societies and the last leg of the course examined the origin of African ethnicities of Africans captives in the Americas and their cross-cultural exchange with Africa.	004	Lumumba Shabaka	F	3	12	12	24	24	24	Yes
HST 201	Historical Methods and Skills: Africa and the African Diaspora	005	Vanessa Holden	F	3	20	20				Yes
HST 208	Introduction to African History, Culture and Society: 100% Africa content.	730 online section	Nwando Achebe	SU	4	15	15	6	6	6	Likely
HST 310	African American History to 1876: 25% Africa content including the slave trade and kingdoms of West Africa	001	Vanessa Holden	F	3	36	36	26	26	26	Yes
HST 311	African American History to 1800: 100% Africa content.	001	Ronald Jackson	S	3	47	47				Yes
HST 361	South Africa and its Neighbors: 100% Africa content.	001	Laura Fair;	S	3	21	21	15	15	15	Yes
HST 364	South Africa and its Neighbors: 100% Africa content.	001	Peter Alegi	S	3	26	26	8	8	8	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
HST 372	Middle East: Islam and Empires: Survey of North Africa and the Arab, Persian, and Turkic lands of Southwest Asia from the rise of Islam to the early nineteenth century.	730 online section	Alan Fisher	SU/F	3	17/4	17/48	21/45	21/45	21/45	Yes	
HST 373	Modern Middle East: The course examines the history of the Ottoman Empire in the 19th and early 20th centuries in North Africa and includes the emergence of colonial and imperial powers in the region. The textbook and lecture material, as well as some of the films, relate to North Africa within the larger history of the Middle East. At least 50% Africa content.	001	E. Evered	S	3	29	29	25	25	25	Yes	
HST 420	History of Sexuality since the 18th Century: Fertility, Sexuality and Parenthood in Africa. [[Interdepartmental with Women's Studies (WS 402)] 100% Africa content	001	Laura Fair	F	3	22	22				Yes	
HST 455	Special Topics in Modern History: History and Theory of Genocide. 25% Africa content	001	Ronen Steinberg	S	3	23	23				Likely	

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
HST 484	Seminar in African History: Race Relations in South Africa; study abroad - Johannesburg, South Africa. 100% Africa content.	750	Jeanne Gazel	SU	3	5		5				No
HST 484	Seminar in African History: Sport in Africa: Colonialism, Independence, and Globalization. 100% Africa content.	001	Peter Alegi	F	3		12				12	No
HST 487	Seminar in Comparative History: Global Soccer: History, Culture and Politics. 25% of the content was Africa-related via regional and national case studies.	001	Peter Alegi	F	3	7		7				Yes
HST 487	Seminar in Comparative History: Women and Gender in the Middle East: "25% Africa related content and material" The course focus's "on colonialism and gender." "North Africa along with Arabic-speaking Middle East" serve "as prime examples."	001	Emine Evered	S	3		20				20	Yes
HST 490	Independent Study: Special topics in South African History; study abroad - Durban, South Africa. 100% Africa content.	752	Jeanne Gazel	SU	1-4	3		3				No

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	
HST 490	Independent Study: Special topics in South African History; study abroad - Durban, South Africa. 100% Africa content.	753	Peter Alegi	SU	1-4	1				Yes
HST 829	African Historiography: 100% Africa content.	001	W. Hawthorne III	S	3	11	11			Yes
HST 830	Seminar in African History: Biography, Nation Building and the Craft of History in Postapartheid South Africa. 100% Africa content.	001	Peter Alegi	F	3	6	6			Yes
HST 830	Seminar in African History: African Urban History. 100% Africa content.	001	Laura Fair	S	3	7	7			
HST 830	Seminar in African History: 100% Africa content.	001	W. Hawthorne III	S	3			4	4	Yes
HST 830	Seminar in African History: South African History in the Digital Age. 100% Africa content.	002	Peter Alegi	S	3			6	6	Yes
HST 860	Seminar in Women's History	001	N. Achebe	F	3	4	4	10	10	Yes
HST 870	Seminar African American History. 30% Africa content	001	P. Dagbovie	F	3	8	8			No
HST 870	Seminar African American History. 30% Africa content	001	V. Holden	S	3			7	7	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	Total	UG	Total	
<u>Integrative Studies in Arts and Humanities</u>										
IAH 205	Africa and the World: Africa's Internal Dynamics and Integration into the Larger World System. This course is 100% Africa content as all course content is discussed in relation to Africa.	001-009	Nwando Achebe	F	4	217		217		Yes
IAH 205	Africa and the World: Africa's Internal Dynamics and Integration into the Larger World System. This course is 100% Africa content as all course content is discussed in relation to Africa.	001-006	Nwando Achebe	S	4		130		130	Yes
IAH 210	Middle East and the World: The Emergence of Modern Middle Eastern Cultures. At Least 25% Africa Content	001	Piril Atabay	S	4	39		39	49	Yes
IAH 210	Middle East and the World: The Emergence of Modern Middle Eastern Cultures. At Least 25% Africa Content	001	Piril Atabay	F	4	51		51	45	Yes
IAH 210	Middle East and the World: Identity and Conflict in the Middle East. 25% North Africa (Egypt) related content.	002	Russell Lucas	F	4	43		43		Yes
IAH 211A	Area Studies: Africa. 100% Africa content.	001	Nwando Achebe	S	4	48		48		Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

IAH 211A	Area Studies: Africa. African languages, literatures and cultures. 100% Africa content.	002	Jonathan Choti	F/S	4					Yes
IAH 211C	Area Studies: Americas African Diaspora in the Americas. 100% Africa content	001	Lashawn Harris	F	4		45		45	Yes

Internal Medicine

IM 621	Clinical Tropical Medicine Clerkship: Blantyre, Malawi. 100% Africa content.	751	T. Taylor	S	1-20	6	6	8	8	Yes
IM 621	Clinical Tropical Medicine Clerkship: Blantyre, Malawi. 100% Africa content.	752	T. Taylor	S	1-20	7	7	8	8	Yes
IM 621	Clinical Tropical Medicine Clerkship: Chogoria, Kenya. 100% Africa content.	753	David MacIntosh	S	9	5	5	0	0	Yes

Integrative Studies in Biological Science

ISB 202	Applications of Environmental and Organismal Biology: Paradise in Peril? Exploring Madagascar's Biodiversity Crisis. Study Abroad in Madagascar. 100% Africa content.	755	M. Gore	SU	3	0	0	0	0	Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

Integrative Studies in Social Sciences

ISS 310	People and Environment: "At least 75% on Africa related topics, including at least 33 percent Africa related material."	005	Craig Harris	F	4	135		135			Yes
ISS 315	Global Diversity and Interdependence: Study Abroad, Johannesburg, South Africa: Race Relations in South Africa and the Impact of HIV/AIDS. 100% Africa content.	755	Jeanne Gazel	SU	4	6		6			No
ISS 325	Wars and Revolutions: At least 40% of that class was related to African experiences.	001	Jakana Thomas	F	4		25		25	25	Yes
ISS 328	Social Science of Sports: 25% Africa content	730 Online Section	Peter Alegi	SU	4	100		100	131	131	Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	001	David Wiley	F	4	177		177			No
ISS 330A	Africa Social Science Perspectives 100% Africa content.	001	Peter Alegi	F	4		23		23	23	Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	001	Peter Alegi	S	4	23		23			Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	002	Peter Alegi	S	4	22		22			Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
ISS 330A	Africa Social Science Perspectives 100% Africa content.	003	Peter Alegi	S	4	25		25				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	004	Peter Alegi	S	4	24		24				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	005	Peter Alegi,	S	4	24		24				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	006	Peter Alegi	S	4	23		23				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	007	Peter Alegi	S	4	24		24				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	008	Peter Alegi	S	4	24		24				Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	009	J. Kayitsinga	S	4	187		187				Yes
ISS 330A	Africa Social Science Perspectives. Study Abroad, Lilongwe, Malawi. 100% Africa content.	750	Ann Ferguson, Leo Zulu	SU	4	3		3	0		0	Yes
ISS 330A	Africa Social Science Perspectives 100% Africa content.	001-008	Peter Alegi	F	4				185		185	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
Journalism												
JRN 475	International News and Government Regional Dynamics at least 25% Africa content	002	Bruno Takahashi	S	3	22	17	22	17	17	17	Yes
Law												
LAW 545F	Introduction to Islamic Law: Includes consideration of "fatwas by Egyptian scholars." 25% Africa content.	001-002	Mohammad Khalil	S	1	22	24	22	24	24	24	Yes
Linguistics												
LIN 225	Language and Gender at Least 25% Africa Content	001	Denise Troutman	S	3	24	22	24	22	22	22	Yes
LIN 401	Introduction to Linguistics: Uses 25% African language material.	003	Deo Ngonyani	F	4	40	1	42				Yes
LIN 431	Introduction to Morphology: The course includes about 40% data from African languages which provide a diversity of word structure phenomena. Data from some of the languages are used to explore various theories of word structure.	001	Deo Ngonyani	S	3	24		24				Yes
LIN 881	The Structure of Bantu: Explores the phonology, morphology, and syntax of Bantu languages. 100% Africa content	001	Deo Ngonyani	F	3		1	2	3	3	3	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	

Master of Business Administration

MBA 841	Global Marketplace: Study Abroad, Cape Town, South Africa. 100% Africa content.	751	Ernest Betts	SU	3		1	1			Yes
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James Madison College

MC 320	Politics, Society and Economy in the Third World: Politics of social and economic change. Policies and strategies of development and of state and nation building in Third World countries. Impact of international political, security, and economic structures on the process of state and nation building in the Third World. "33% of the course is on Africa and/or African-foreign relations."	001	Rodrigo Pinto; Rita Edozie	F	4	23				23		Yes
MC 320	Politics, Society and Economy in the Third World: Politics of social and economic change. Policies and strategies of development and of state and nation building in Third World countries. Impact of international political, security, and economic structures on the process of state and nation building in the Third World. "23% of the	001	Rodrigo Pinto	S	4	32				22		Yes
MC 324B	Regional Politics, Cooperation, and Conflict in Sub-Saharan Africa: Domestic and international politics of sub-Saharan African countries. Conflict and cooperation among states of the region. Government policies to promote security, democracy, and growth. 100% Africa content.	001	J. Judge, N. Kerr; O. Elemo	F	4	14				21		No

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15	
						UG	GR	Total	UG	GR	Total		
MC 372	Comparative Black Political Thought: Comparative examination of the political thought of blacks in the United States, Africa, and elsewhere in the African diaspora. 25-30% Africa content. Writers studied include Amilcar Cabral and Frantz Fanon.	001	Curtis Stokes	S	4				27			27	No, the course is offered every other year
MC 376	Modern Political Thought in the Muslim World: Major intellectual transformations in the Muslim world from 19th century to the present. Important internal and external influences. At least 25% Africa content	001	Waseem El-Rayes	F	4	26						26	Yes
MC 376	Modern Political Thought in the Muslim World: Major intellectual transformations in the Muslim world from 19th century to the present. Important internal and external influences. At least 25% Africa content	001	Waseem El-Rayes	S	4				30			30	Yes
MC 390	Advanced Topics in Public Affairs: Global Public Health. At least 25% Africa content .	003	Andrea Freidus	F	4	22						22	Yes
MC 391	Selected Topics in Public Affairs: Applied International Development. At least 25% Africa content	001	M.Olcott, L. Racioppi	S	4	19						19	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
MC 395	Cultural Dimensions of Public Affairs: Performing National Identities: The Politics of Music, Theatre and Popular Culture. About 50% Africa content	002	Stephen A. Rohs	F	4	27	27	30		30		Yes
MC 400	Field Experience: Study Abroad- Cape Town, South Africa. 100% Africa content.	750	J. Judge	SU	9	8	8	3		3		Yes
MC 400	Field Experience: Study Abroad- Cape Town, South Africa. 100% Africa content.	750	J. Judge	F	9	2	2					Yes
MC 400	Field Experience: Study Abroad- Cape Town, South Africa. 100% Africa content.	750	J. Judge	S	9			5		5		Yes
MC 401	Field Experience Analysis and Interpretation: Cape Town, South Africa. 100% Africa content.	750	J. Judge	SU	3	8	8	3		3		Yes
MC 401	Field Experience Analysis and Interpretation: Cape Town, South Africa. 100% Africa content.	750	J. Judge	F	3	2	2					Yes
MC 401	Field Experience Analysis and Interpretation: Cape Town, South Africa. 100% Africa content.	750	J. Judge	S	3			4		4		Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

MC 492	Senior Seminar International Relations: Comparative Democracy in International Relations at least 40% Africa content	004	Rita Edozie	F	5			11			11	Yes
MC 493	Senior Seminar Comparative Cultures and Politics: Ethnic Conflict. 30% Africa content	002	Linda Racioppi	F	5			15			15	Yes

Management

MGT 890	Independent Study: Study Abroad in Cape Town, South Africa. 100% Africa content.	751	E. Betts	SU		2	2		2		2	Yes
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Marketing

MKT 310	International and Comparative Dimensions of Business: Study Abroad, Johannesburg, South Africa. 100% Africa content.	754	E. Betts	SU	3	7		7	7		7	Yes
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Music

MUS 426	Music of Africa: 100% Africa content.	001	J. Bosse	S	2	30		30				Yes
MUS 892A	Seminar in Music History: Music of Africa, 100% Africa content.	007	S. Long	S	1	0	0	0				Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
Pathobiology and Diagnostic Investigation												
PDI 561	International Veterinary Medicine: Veterinary sciences and the needs of international countries. 25% Africa Content	301	Dalen Agnew, Charles MacKenzie	F	1				8		8	Yes

Philosophy

PHL 351	African Philosophy 100% Africa content.	001	John McClendon	S	3	20		20	23		23	Yes
PHL 451	Philosophy and the Black Experience 50% Africa content	001	John McClendon	S	3	13		13				Yes
PHL 452	Ethics and Development: Ethical issues such as racism, health care disparities, war, genocide, famine, agricultural intensification, economic liberalization, democratization, gender equity, globalization, and environmental degradation. 25% Africa content.	001	Frederick Gifford	F	3				19		19	Yes
PHL 453	Ethical Issues in Global Public Health. About 25% Africa content	001	Frederick Gifford	S	3	18		18				Yes
PHL 850	Seminar in Social and Political	002	Stephen	S	3		4	4				No

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	

Plant Biology

PLB 441	Plant Ecology: Ecology of plants and their communities. Effects of biotic and climatological factors influencing global distribution of plant communities. Community structure and function, microclimatology, ecophysiology, and adaptation. About 25% Africa content	001	Carolyn Malmstrom	F	3	26	26				Yes
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Plant, Soil and Microbial Sciences

CSS 431	International Agricultural Systems: World production capacity for food, fiber and biofuel as related to soil, biology and climatic resources. Principles and case studies of sustainable systems presented from developing and developed countries. Emerging issues in agricultural globalization and biodiversity. "This course is multi-disciplinary, and about 50% Africa-based, providing theory and examples related to agro-ecosystems in Africa."	001	S. Snapp	S	3	13	13	22	22	22	Yes
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Political Science

PLS 140	Government and Politics of the World: Comparative analysis of political systems in first, second, and third-world countries. Alternative methods for comparative cross-cultural analyses of political systems. 25% Africa case studies	001-005	Jeffrey Conroy-Krutz	F	3			129	129	129	Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments		2013-14 Enrollments		Will Offer 2014-15
						UG	GR	UG	GR	
PLS 344	Politics in the Third World: 40% Africa case studies.	001	Jeffrey Conroy-Krutz	S	3	50	41	41	41	No
PLS 351	African Politics 100% Africa content.	001	Jeffrey Conroy-Krutz, Michael Bratton	F/S	3	33	39	39	39	Yes
PLS 363	International Political Conflict: Topics discussed in relation to Africa include property rights and predation, rebellion and democratic transition, inter-ethnic violence, genocide, and civil war. At Least 50%	001	Jakana Thomas	S	3	27	35	35	35	Yes
PLS 422	Seminar in Political Science: Democracy and Dictatorship Broadly speaking, the political regimes of the world run the gamut between liberal democracy and dictatorial autocracy. What philosophical justifications have been offered for each type of the rule? How have 'waves' of democracy and dictatorship evolved through history and what kinds of hybrid systems have emerged? Where do we stand today in the context among political regimes? What are the defining economic, cultural and institutional features of democracy and dictatorship? What trends of regime change and consolidation can we detect in key countries and regions of the world? 25% Africa-related material	002	Michael Bratton	F	4	3				No
PLS 422	Seminar in Political Science: International Human Rights. 30% Africa case studies	001	Michael Bratton	F	4		29	29	29	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
PLS 422	Seminar in Political Science: International Civil Wars. "Almost all of the content was relevant to Africa and at least 75% of the examples from the class were African conflicts."	003	Jakana Thomas	F	4			14			14	Yes
PLS 850	Proseminar in Comparative Politics: 25% Africa-related material.	001	Michael Bratton	F	3	4	4		6	6	6	Yes

Religious Studies

REL 330	Islam: Islam from the time of Muhammad to the present. Pre-modern developments. Life of Muhammad. Qur'an, Hadith, and Islamic law. Sunnis, Shiites, sects, and their rituals. Unity and diversity. Modern movements and trends. 30% Africa content.	001	Mohammad Khalil	S	3	36	36	31			31	Yes
REL 330	Islam: Islam from the time of Muhammad to the present. Pre-modern developments. Life of Muhammad. Qur'an, Hadith, and Islamic law. Sunnis, Shiites, sects, and their rituals. Unity and diversity. Modern movements and trends. 30% Africa content.	001	Mohammad Khalil	SU	3	25	25	25			25	Yes
REL 360	African Religion: 100% Africa content.	001	T. Eshete	S	3			18			18	

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
REL 430	The Qur'an and Its Interpreters: "Many of the works are examined "in this course are either from or live in North Africa." 25% Africa content.	001	Mohammad Khalil	S, F	3	23	23	23	33	33	33	Yes
REL 432	Modern Muslim Thought: Includes consideration of "the writings of modern North African (mostly Egyptian) writers." Approx. 30% Africa content.	001	Mohammad Khalil	F	3	24	24					Yes

Residential College in Arts and Humanities

RCAH 201	Transcultural Relations: Art and Cultural Exchange among Africa, Europe, and the Americas: "everything the course discusses relates to Africa in some way, while focusing on the cultural exchanges among Africa, Europe, and the Americas throughout history. Africa-only content might be about 80%."	005	Candace Keller	F	4	20	20	20				Yes
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Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15	
						UG	GR	Total	UG	GR	Total		
RCAH 203	Transcultural Relations: Art and Cultural Exchange among Africa, Europe, and the Americas: "everything the course discusses relates to Africa in some way, while focusing on the cultural exchanges among Africa, Europe, and the Americas throughout history. Africa-only content might be about 80%."	002	Candace Keller	S	4				14			14	Yes
Sociology													
SOC 161	International Development and Change: "At least 75 percent on Africa related topics, including at least 33 percent Africa related material."	001	Craig Harris	S	3	129		129	128			128	Yes
SOC 452	Environment and Society: "At least 25 percent Africa related material."	001	Craig Harris	F	3	16		16	9			9	Yes
SOC 452L													
	Internship Environment & Society: "At least 25 percent Africa related material."	001	Craig Harris	F	1	15		15	9			9	Yes
SOC 890	Individual Readings: International Social Science Research. 75% Africa Content.	002	David Wiley	F	1-3		10	10		15		15	Yes
Social Science													
SSC 490	Special Topics: Study Abroad, Arusha, Tanzania: Issues of International Development in Tanzania. 100% Africa content.	757	Rob Glew, B. Okwako	SU	6	5		5					Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
SSC 493A	Social Science International: Study Abroad - Cape Town, South Africa. 100% Africa content	755	O. Marajh	F	2-12	0	0	0	0	0	0	Yes
SSC 493A	Social Science International: Study Abroad - Cape Town, South Africa. 100% Africa content	757	O. Marajh	S	3-12	0	0	0	0	0	0	Yes
SSC 493A	Social Science International: Study Abroad, Cape Town, South Africa. 100% Africa content.	759	O. Marajh	SU	3-12	1	1	1	1	1	1	Yes
SSC 493A	Social Science International: Study Abroad - Nairobi, Kenya. 100% Africa content.	761	J. Gazel; O. Marajh	SU	4	0	0	0	0	0	0	Yes
SSC 493A	Social Science International: Study Abroad, Lilongwe, Malawi. 100% Africa content.	767	A. Ferguson; O. Marajh	SU	3-12	0	0	0	0	0	0	Yes
SSC 493A	Study Abroad - Arusha, Tanzania. 100% Africa content.	777	O. Marajh; R. Glew	SU	2-12	1	1	1	1	1	1	Yes
SSC 493A	Study Abroad - Zonkizizwe, South Africa. 100% Africa content.	851	O. Marajh	SU	2-12				2		2	Yes
SSC 496	Field Study Abroad: Gender and Development: NGO Internships, Lilongwe, Malawi. 100% Africa content.	752	Ann Ferguson	SU	3-6	5	5	5				Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
SSC 496	Field Study Abroad: Social Development and Education: Perspectives from Ghana. Accra, Ghana. 100% Africa content.	771	D. Agbenyiga	SU	3-10	3		3				Yes
SSC 496	Field Study Abroad: Race Relations in South Africa. Johannesburg, South Africa. 100% Africa content.	772	Jeanne Gazel	SU	3-10	9		9				Yes

Social Work

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	
TC 488	ICT Project Development: Implementation of a information and communication technology project in Arusha and Mto wa Mbu, Tanzania. 100% Africa content.	750	Jennifer Olson	SU	3-6				4			Yes

Telecommunication

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15
						UG	GR	Total	UG	GR	Total	

TC 480	Information and Communication Technologies for Development: "This course examines key issues and trends around ICT and development using different theories, case studies, and participatory hands-on learning approaches." "75% of the course content is Africa related materials."	001	Susan Wyche	F	3	20		20	13		13	Yes
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Teacher Education

TE 250	Human Diversity, Power, and Opportunity in Social Institutions: School Society and Learning in South Africa. Study Abroad in Durban, South Africa. 100% Africa content.	750	John Metzler	SU	3	6		6				Yes
TE 491	Special Topics: Teaching Global Studies in the Humanities and Social Sciences: South Africa. 100% Africa Content		John Metzler	S	1-3				6		6	Yes
TE 815	Comparative Analysis of Educational Practice: Study Abroad, Durban, South Africa. 100% Africa content.	750	C. Cranfield	SU	3	15		15	15			Yes
TE 891	Special Topics: Teaching Global Studies in the Humanities and Social Sciences: South Africa. 100% Africa Content		John Metzler	S	1-3					4	4	Yes

Course Number	Course Title	Section	Instructor	Term	Credits	2012-13 Enrollments			2013-14 Enrollments			Will Offer 2014-15	
						UG	GR	Total	UG	GR	Total		
UGS 102	Freshman Seminar Abroad: Environmental Justice, Cape Town, South Africa. Fall follow-up meetings. 100% Africa content.	755	Rivers, I	F	2	8		8				Yes	
UGS 102	Freshman Seminar Abroad: Political Activism. Cape Town, South Africa. Fall follow-up meetings. 100% Africa content.	765	R. Harrison	F	2	7		7				Yes	
Zoology													
ZOL 485	Tropical Biology: Tropical biota emphasizing evolutionary and ecological principles compared across tropical ecosystems.	001	Pamela Rasmussen	F	3	27		27				Yes	
ZOL 485	Tropical Biology: Tropical biota emphasizing evolutionary and ecological principles compared across tropical ecosystems. 25% Africa content.	001	Catherine Lindell	F	3				32		32	Yes	
ZOL 490	Overseas Study in Zoology: Study Abroad - Nairobi, Kenya: Behavioral Ecology of African Mammals 100% Africa content.	751		SU	6				11		11	Yes	
ZOL 490	Overseas Study in Zoology: Evolution of Uganda's Forest Biodiversity: Apes to Ave. 100% Africa content.	757	J. McGuire	SU	3-6	11		11				No	
											Totals		3151

APPENDIX D

PERFORMANCE MEASURES

Project Goal 3: MSU Teacher Education Program mainstreams African Studies as result of collaboration.						
3.1 Performance Measures	3.2 Activities	3.3 Data/ Indicators	3.4 Frequency	3.5 Data Source	3.6 Baseline and Targets	
A) Establish prerequisite for all teacher education students (TE 150) infuses Global Studies content in curriculum.	Work with Professor David Wong, who coordinates the graduate instructors who teach required TE 150 <i>Reflections on Learning</i> , in the development of program to train instructors to add Africa content in their sections of TE 150					
B) Instructional resources and activities developed for instructors and students to enhance African Studies expertise.	Collaborate with TE 150 instructors in the development of Africa materials to be used in the teaching of TE 150					
C) 70% entering teacher education students complete newly internationalized pre-requisite (TE150)	By year four of the grant all 15- 17 sections of TE 150 that are taught each semester, reaching between 350 -500 TE undergraduates, will have extensive African content					

Project Goal 4: Community colleges incorporate enhanced African Studies as result of collaboration.						
4.1 Performance Measures	4.2 Activities	4.3 Data/ Indicators	4.4 Frequency	4.5 Data Source	4.6 Baseline and Targets	
A) 100 community college faculty/year demonstrate enhanced capacity in African Studies	<p>1) Co-sponsoring 2 week-long summer institutes with MIIIE, with participating faculty producing modules to infuse Africa content into existing courses.</p> <p>2) Collaboration with MSU CIBER in the development of Africa content for their bi-yearly national summer institute for community college business faculty. (years 1 & 3)</p>					
B) 20 -25 community college courses integrate African modules into their curricula	<p>IIIE faculty who participate in either of the two year MIIIE summer institutes are required to complete modules that they will infuse into existing courses on their respective campuses. These modules are also shared nationally with other CC faculty on the MIIIE website</p>					

Project Goal 4: Community colleges incorporate enhanced African Studies as result of collaboration.						
4.1 Performance Measures	4.2 Activities	4.3 Data/ Indicators	4.4 Frequency	4.5 Data Source	4.6 Baseline and Targets	
C) Develop new multidisciplinary Africa course for Community Colleges that will be offered in full or in modules to more than 30 MIIIE affiliated colleges by the 2018-2019 academic year.	Collaborate with MIIIE affiliated colleges in the development of a modularized interdisciplinary course on Africa that can be (i) taught as a complete course, or (ii) modules extracted out to be used in extant courses incorporating Africa content where none was present.					

Project Goal 5. Enhance the African language program over the grant cycle						
5.1 Performance Measures	5.2 Activities	5.3 Data/ Indicators	5.4 Frequency	5.5 Data Source	5.6 Baseline and Targets	
A) Develop a minor in Swahili over the life of the grant.	Develop 3 new courses and gain approval for these courses					
B) Increase African language enrollments by 10% over the life of the grant.	Encourage core faculty to promote African language study. Better publicize African language study options.					
C) Increase the number of African Studies Certificate (minors) with an African language concentration by 10% over the life of the grant,	Promote the language concentration certificate/minor to students and core faculty members. Advise potential minors to consider this option. Publicize the concentration more widely.					
D) Increase the number of African languages offered and the number of students enrolled through CIC video conferencing courses.	Add two new languages by video conferencing from Indiana and Wisconsin and increase enrollments in our courses by offering them via CIC video conferencing.					

MIDWEST INSTITUTE for
International & Intercultural Education



P.O. Box 325
Oshtemo, Michigan 49077

June 8, 2014

Dr. Assefa Mehretu, Acting Director
African Studies Center
Michigan State University
International Center, Room 100
East Lansing, MI 48824-1035

Dear Assefa:

This letter is to confirm the participation and support of the Midwest Institute consortium (MIIE) for your Title VI proposal to the U.S. Department of Education for the 2014-2018 period.

Given the rich and long (since 1992) collaborative relationship with MSU's NRCs, the colleges of the Midwest Institute consortium welcome the opportunity to expand its international curriculum and provide professional support for its faculty under this project. As the director of the consortium, I will serve as the coordinator for its colleges towards this project.

In particular, we look forward to collaborating in supporting:

1. Organize several week-long workshops for community college faculty to develop curriculum modules for course-infusion.
2. Participation and support for the annual conferences of MIIE.
3. Develop a multidisciplinary course on Africa for adoption by interested community colleges and also flexible infusion of course units into introductory level-courses in various disciplines.

The Midwest Institute consortium is prepared to provide the necessary support for the aforementioned projects and continue our collaboration.

With best regards,

Theo Sypris, Director

MICHIGAN STATE UNIVERSITY

Dr. Assefa Mehretu, Interim Director
African Studies Center
427 N. Shaw Lane, Room 100
International Center
East Lansing, MI 48824

June 18, 2014

Dear Dr. Mehretu:

I am pleased to write this letter demonstrating the Department of Teacher Education's support of the African Studies Center's application for funding in the 2014-18 Title VI grant competition. Our department is proud of its history, dating back to the early 1990s, of working with your center in developing on and off campus programs, including two co-sponsored study abroad programs for TE students, which promote global competency among our undergraduate and graduate students. We look forward to even deeper ties during the upcoming Title VI grant cycle.

We are committed to the following collaborations,

1. Continuation of our support for the LATTICE (Linking all Types of Teachers in International and Cross-Cultural Education) in-service program that provides high quality monthly workshops for teachers on global issues.
2. Capacitating Mentor Teachers to Internationalize their Classrooms: Summer Institute for GECP affiliated mentor teachers aimed at increasing the global competency of Michigan teachers who work with MSU/GECP interns.
3. Project to infuse international/global content into all sections of TE 150 *Reflections on Learning* a required course for all teacher education majors.
4. Potential future Fulbright Group Projects abroad for teacher education interns and their mentor teachers modeled the joint Teacher Education – African Studies Center & CASID/GenCen sponsored GPA to Tanzania offered in summer 2014.
5. Continued co-sponsorship of study abroad programs for TE students in Africa.



College of Education

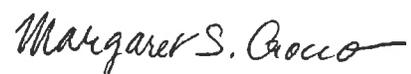
Teacher Education

Michigan State University
620 Farm Lane,
313 Erickson Hall
East Lansing, MI 48824

517-353-5091
Fax: 517-432-5092
education.msu.edu

The Department of Teacher Education looks forward to years of fruitful collaboration with the African Studies Center. Thank you for inviting our continuing participation in this important project.

Sincerely,

A handwritten signature in cursive script that reads "Margaret S. Crocco". The signature is written in black ink and is positioned below the word "Sincerely,".

Margaret S. Crocco, Ph.D.
Professor and Chairperson
Department of Teacher Education
Michigan State University

SECTION 427 OF THE GENERAL EDUCATION PROVISION ACT (GEPA)

Nondiscrimination and Broader Representation

The MSU central website opens with a statement linking diversity and inclusion with its core value of seeking practical applications for theoretical knowledge. The lone Senior Advisor to the University President is for Diversity, and directs the Office for Inclusion and Intercultural Initiatives, with a fulltime staff of 10, complemented by an Office of Diversity and Inclusion in each MSU college. These offices monitor and make public data on institutional equity in the areas of recruitment, hiring and bias incident reporting. Their sub-structures include the President's Advisory Committee on Disability Issues, Creating Inclusive Excellence Grants Programs, Advancing Diversity through the Alignment of Policies and Practices, The Best Practices Summit, and annual Excellence in Diversity Awards. ASC is in complete alignment with these initiatives, keeping issues of underrepresentation at the forefront of all institutional decision making. Our current staff is over 50% female, over 50% minority, and represents a wide breadth of age categories. Our private and public spaces are fully accessible to the differentially-abled, and our staff are fully trained and sensitive to the needs of MSU's diverse population. (See also 9.B.)