

# **EXPANDING AND DEVELOPING AFRICAN STUDIES**

## **AT FLORIDA INTERNATIONAL UNIVERSITY**

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**INTRODUCTION**

The African & African Diaspora Studies Program (AADS) at Florida International University (FIU) has offered an undergraduate Certificate in African Studies (15 credits) since the fall semester of 2012. AADS is an academic unit based in the School of International and Public Affairs (SIPA), located in the College of Arts & Sciences (CAS). AADS offers undergraduate and graduate courses, certificates, and an MA degree—all with a scholarly and research focus on both or either continental Africa and the African diaspora

We propose this Title VI-UISFL project to respond to the ever-growing importance of continental Africa in the new millennium, to the nationally recognized need to educate our students in the languages and cultures of this vast continent, and to documented interest among FIU students, students in the Miami-Dade and Broward community colleges, and Miami-Dade and Broward School Districts. We intend to improve the curricular structure of our Certificate in African Studies by inserting a language requirement and by offering two levels of language training, respectively in Wolof or Swahili, and by further adding to the list of Africa-focused courses through the development of at least seven new courses in the humanities, the arts, and the social sciences, and by supporting scholarly insertion of FIU faculty in Africa. Additionally, we propose to use the scholarly resources at FIU to train college-level and K-12 teachers in Miami-Dade and Broward Counties in African Studies instruction.

This project's goals will be accomplished through the following deliverables:

- Hiring two part-time language instructors (Swahili and Wolof).

- Funding the participation of language instructors in an intensive workshop organized for professional development in African Language instruction.
- Acquisition of required teaching materials for Swahili and Wolof courses of instruction.
- Supporting faculty development by funding research trips to continental Africa each year.
- Funding for new acquisitions to expand library holdings on Africa.
- Developing at least seven new continental Africa-focused courses in the humanities, the arts, and the social sciences.
- Providing a \$1,500.00 stipend to each of five students every year for participation in our existing study abroad program in Senegal and The Gambia.
- Organizing and hosting two workshop seminars (one per year) for FIU and South Florida community college faculty in curriculum development and the teaching of courses on continental Africa.
- The organization, development and co-hosting with Miami-Dade County and Broward County public schools of four teacher workshops during the two years of the grant to develop competence and training aimed at deepening and widening course contents on continental Africa.

FIU was established in September 1972 with 5,667 students enrolled in upper-division and graduate programs. In 1981, the University added lower-division classes for freshmen and sophomores. Today, FIU remains the only public research university in Miami. It has a growing reputation as one of America's most dynamic institutions of higher learning. Its students come from throughout the U.S. and from over 130 foreign countries. Through its 12 colleges and schools, FIU is the home to 193 baccalaureate, master's, professional, and doctoral degree programs. It has a stellar research profile with significant contributions to basic and applied

knowledge. Since 2000, it has been classified by the Carnegie Foundation for the Advancement of Teaching as a Doctoral/Research University-Extensive.

Based on figures from the spring semester 2014, FIU has 50,831 students enrolled: 36,353 undergraduates, 8,032 graduates, and 6,446 non-degree seeking students. Of the undergraduate students, 63% are Hispanics, 14% are Black non-Hispanic, 4% are Asian or Pacific Islander, 13% are White non-Hispanic, and 5.6% are Nonresident Alien. As indicated here (see also the appendices), FIU is unmistakably a Minority Serving Institution or MSI. FIU ranked first in the nation among four-year colleges for awarding bachelor's and master's degrees to Hispanic students in 2008 (survey conducted by the *Hispanic Outlook in Higher Education Magazine*). In 2013, FIU Instructional Faculty numbered 1,910: 1,178 full-time and 732 part-time. Ninety-six percent of the full-time faculty in 2013 had a doctoral or terminal degree in their fields, and 60% of them were tenured or on the tenure track. In 2013, FIU's Office of Study Abroad sent 843 students to fall, spring and summer programs organized in the Americas, Europe, Asia, and Africa (AADS's study abroad program is the only one in Africa).

The College of Arts and Sciences (CAS) offers 74 degree programs in 16 Departments, and 32 Programs, Institutes or Centers. Its 16,995 enrolled students comprise nearly half of the university undergraduate student body. Close to 40% of all FIU degrees are awarded in the College. CAS is divided into three Schools, organized by interdisciplinary and multidisciplinary research themes: the School of Environment, Arts and Society (SEAS); the School of Integrated Sciences and Humanities (SISH); and the School of International and Public Affairs (SIPA).

SIPA was launched in the spring of 2009 to fulfill a need for an interdisciplinary approach critical to the understanding of the globalized world of the 21<sup>st</sup> century. An integral part of the College of Arts and Sciences, SIPA is home to most of FIU's internationally-oriented

disciplines, providing cutting edge research, first-rate teaching, and innovative training. With more than 160 faculty, SIPA offers interdisciplinary research and teaching at the BA, MA, and PhD levels. It houses 20 interdisciplinary and multidisciplinary Programs and Centers, including Area Studies Centers and Programs (AADS, Asian Studies, the Cuban Research Institute, European Studies, Judaic Studies, the Latin American & Caribbean Center (LACC), Middle Eastern Studies, etc.) and thematic centers and programs such as the Center for the Administration of Justice, the Center for Labor Research and Studies, and the English Language Institute.

Given its location in Miami, FIU's research and teaching activities have been strongly oriented towards Latin America and the Caribbean, reflecting South Florida's ethnic composition and its well-known reputation as a door to these two regions. Its Latin American and Caribbean Center (LACC), recognized by the U.S. Department of Education as a National Resource Center (NRC), has 192 Affiliate Faculty drawn from across all the FIU campuses and is supported by 11 administrators and staff members. LACC is a member of the Consortium of Latin American Studies Programs (CLASP).

AADS was founded in 1994 as the "African-New World Studies" (ANWS) Program. The name-change to AADS occurred under its current Director, Dr. Jean Muteba Rahier, to reflect the central concern of the program with the African diaspora and with continental Africa. In 2009 AADS was incorporated, along with other area studies Programs and Centers, into the newly established SIPA. This was accompanied by a shift in the Program's physical location from the university's Biscayne Bay Campus (BBC) to the university's main Modesto Maidique campus (MMC) to take advantage of SIPA's world-class facilities housed in a brand new

building containing the most technologically advanced academic space (language labs and classrooms) in the University.

With its teaching and research focus and specialization on continental Africa, AADS has played a critical and central role in the realization of the stated goals of the university's Quality Enhancement Plan (QEP and *Global Learning for Global Citizenship*,) developed by the Office of the Provost Office in 2010. The intent and objective of the plan are to provide all FIU undergraduate students with opportunities to develop knowledge, skills and attitudes essential for global citizenship through programs centered on global learning. With the active and unequivocal support of the Office of the Dean of Arts and Sciences and the Director of SIPA, Dr. John Stack, AADS has been engaged continuously and persistently in the development and expansion of teaching, research, and scholarship on Africa and the African diaspora consistent with the QEP. This proposal is aimed at furthering such efforts.

## **1. PLAN OF OPERATION**

We intend to use the grant to build on our strengths in order to catapult AADS to the next stage of its development. The aim is to transform AADS into a major center for the study of continental Africa in South Florida, nationally, and internationally. This is consistent with undergoing initiatives at FIU to strengthen international studies education.

The Project will be supervised by the Project Director in consultation with the AADS Steering Committee (AADSSC), the AADS Certificate in African Studies Faculty Committee (CASFC), the Chairperson of the Department of Modern Languages, and various units' chairs and directors, concerned FIU administrators, library personnel, community leaders, and Miami-Dade and Broward Counties' Public School Administrators. We propose to constitute from this

list an Advisory Board headed by the Project Director with direct oversight responsibilities for the project.

The UISFL Title VI grant will be used to develop and fund the following initiatives:

**A. Improving AADS's Undergraduate Certificate in African Studies.**

The Certificate is designed to provide students majoring in multiple disciplines the opportunity to develop a sub-specialization in African Studies by taking 15 credits (5 courses of 3 credits each) in continental Africa-focused courses offered by various departments or programs.

Students are required to take one core course AFH 2000 "African Civilizations." This course is included in the University Core Curriculum, Global Learning, and Humanities with Writing Intensive lists. The remaining four courses must be taken from available listings in the Arts & Humanities and the Social Sciences. We propose to accomplish the reorganization and improvement in the following ways:

***I. Enhance the teaching of African languages at FIU by hiring two part-time instructors to teach two levels of Wolof and two levels of Swahili during regular semesters.***

Currently, there are no campus-based course offerings on African languages. The singular opportunity to take such a course is WOL1170 "Introduction to Wolof Language and Culture" offered through AADS's summer study abroad program taught in Senegal and The Gambia (see below). Currently, students enrolled on campus can only take one African language course taught in the summer semester. We see language insertion and literacy as critical for African studies. We are asking for USDOE funding to support two levels of Wolof and Swahili language offerings on FIU MMC during regular semesters for the duration of the grant. The Dean of the College of Arts & Sciences has committed to continue funding for these instructors above and beyond the life of the grant.

We intend to hire a part-time Wolof instructor to teach WOL1130 “Wolof I” and to develop and teach “Wolof II” on the university’s MMC. We propose recruiting the instructor currently teaching WOL1170 in the study abroad program to teach these two courses. We propose hiring and training a second language instructor to teach SWA1130 “Swahili I” and SWA1131 “Swahili II”. The two Swahili courses were developed and taught previously and are already listed in FIU’s course catalogue. They were discontinued after the departure of the designated instructor. The choice of Swahili is based on prior interest on the part of both the university and students as indicated by the fact that they continue to exist in the course catalogue and that the courses were offered in the past. Additionally, it is the *lingua franca* of East Africa, including Tanzania, Kenya, Uganda, Rwanda, Burundi, Mozambique, and the Congo-DRC. There are a number of FIU faculty who have scholarly and research interests in this region (see Key Personnel section). We also have plans to develop a study abroad program in East Africa and to expand and deepen our existing ties with the region.

FIU has established partnership relations with the University of The Gambia in Banjul and with the Université Cheikh Anta Diop in Dakar, Senegal. At AADS’s initiative, memoranda of Understandings with both universities were signed respectively in 2010 and 2012. This occurred on the heels of our well-established summer abroad program in both countries. The offering of language training in Wolof is consistent with these initiatives. It provides students with stronger preparation in the language and culture of the two societies.

The addition of the two languages is essential to a proposed restructuring of the Certificate in African Studies through the addition of a requirement that all enrolled students take either WOL1170, WOL1130 or SWA1130. This change was adopted at a meeting of the CASFC

in April 2014. These course offerings will also allow undergraduate students to satisfy a university graduation requirement of at least two semesters of foreign languages

***II. Funding the participation of language instructors in an intensive workshop organized for professional development in African language instruction.***

The Wolof instructor proposed for this project, Ms. Mariama Jaiteh, is the instructor of record for WOL1170 taught during the study abroad program. We propose expanding the terms of her employment to allow her to offer Wolof I and Wolof II during the fall and spring semesters, respectively. We have identified a Swahili instructor to teach Swahili I and Swahili II. We propose to upgrade the teaching skills of both instructors through enrollment in intensive language training at FIU. We intend to adopt the model developed by the Annual Summer Institute for African Language Instructors organized by the National African Language Resource Center (NALRC) at Indiana University in Bloomington in our intensive language training program. We are proposing funding for the NALRC Director, Dr. Antonia Schleicher, to travel to FIU for three days to lead this intensive seminar as a more cost effective alternative than to sending both of our language instructors for a two-week stay in Bloomington to participate in the NALRC training.

***III Acquisition of required teaching materials for Swahili and Wolof courses of instruction.***

We are asking for funding to purchase books, journals, videos and audio recordings as teaching materials to be used in the language course offerings.

**B. Supporting Africanist faculty development by funding faculty research trips to continental Africa each year.**

We propose using USDOE funding to support research and scholarly trips by FIU Africanist faculty to Africa. We see this as essential for their scholarly development, for their research

contributions, and for practical insertion into the current realities of the continent. This will contribute significantly to the development of African Studies and scholarship on campus, to the deepening and widening of curriculum offerings, and to the teaching agendas of Africanist faculty. Funding is being requested to support two research trips in Y1 and three research trips in Y2. These would allow faculty to conduct field research or work in local archives. Student learning can only improve with the integration of faculty research into the courses they teach. The Advisory Board will select successful applicants from proposals they have submitted in response to an open call to all FIU faculty.

### **C. Funding for new acquisitions to expand library holdings on Africa.**

Like other universities, FIU's print and audiovisual libraries struggle within current budget limitations to maintain and enlarge their holdings. This is especially true for continental Africa-focused acquisitions. Our proposed program of expansion and development of African Studies comes with the need to increase our libraries' holdings on Africa to meet anticipated new student and faculty demand. There is a need for new acquisitions to support new project-related course offerings, the expansion of faculty research on Africa, and the proposed changes in the curriculum for the Certificate in African Studies. Currently FIU libraries own 18,638 books with "Africa" in their titles (50,050 books when "Africa" is a keyword); 936 periodicals with "Africa" or "African" in their titles (1,688 when "Africa" or "African" is a keyword); 524 videos all format with "Africa" or "African" in their titles (2,820 when "Africa" or "African" is a keyword); and 7 audio recordings with "Africa" or "African" in their titles (42 when "Africa" or "African" is a keyword). There are many other holdings that do not come up in a search of this kind. While this is significant, and attests to the commitment of the university to African Studies, this project comes with additional demands and with the need for acquisition of new materials

and for the update of existing ones. We are asking for funding to partially support these new acquisitions.

**D. Developing at least seven new continental Africa-focused courses in the humanities, the arts, and the social sciences.**

We are requesting USDOE funds to develop non-language continental Africa-focused courses during Y1 and Y2. These funds will be disbursed to selected faculty in the form of \$2,500.00 mini-grants: 2 in Y1 and 1 in Y2. The CASFC will prepare a list of priorities for course developments in early Y1 and will open a university wide competition for mini grants. The mini-grants of \$2,500 will support costs associated with course development. FIU faculty members will be required to compete for such funding through submission of course proposals to the CASFC. We expect and propose that the language instructors develop and teach new courses directly related to their academic specialization that will be of interest to students enrolled in different departments and programs across the FIU campus. We anticipate the addition of at least seven new non-language courses.

**E. Providing a \$1,500.00 stipend to each of five students every year for participation in our existing study abroad program in Senegal and The Gambia**

We are requesting USDOE support for 5 summer study abroad program scholarship of \$1,500.00 each, for a total of \$7,500.00 in Y1 and \$7,500.00 in Y2. These scholarships will fund participation in AADS study abroad program in Senegal and The Gambia that began in 2010 (6 undergraduate credits). Entitled “Traditions, Globalization, and Tourism in West Africa”, the program includes language instruction (WOL1170 “Introduction to Wolof Language and Culture”) as well as scholarly engagement with West African Tourism through research and instruction in the course ANT4473 “Anthropology of Globalization.” The program of summer

instruction has already paid dividends in the development of close collaboration between FIU and the Université Cheikh Anta Diop in Dakar, Senegal as well as the University of The Gambia (UTG) in Banjul, The Gambia. This collaboration has resulted in the signing of MOUs with the two universities. There is no doubt that the stipend proposed here will go a long way to support students who otherwise are unable to fund participation in the program. We are exploring the possibility of extending participation in the program to interested Miami-Dade County Public School teachers.

**F. Organizing and hosting two workshop seminars (1/year) for FIU and South Florida community college faculty in curriculum development and the teaching of courses on continental Africa**

In each of the years of the project, we will organize one workshop-seminar to train FIU and interested South Florida college-level instructors in the teaching and curriculum development of African Studies. A theme and focus for each of the seminars will be decided upon by the CASFC early in Y1. We intend to invite selected scholars from a variety of disciplines to lead these faculty workshops-seminars. The goal is to support, expand, and encourage the teaching of African Studies courses, and improve the quality and quantity of the coverage of continental Africa in all departments and programs. We see this as particularly important in our efforts to expand the curriculum of the Certificate in African Studies. The aim is to use seminar leaders to provide specific knowledge/content and teaching techniques to enable participants to develop new courses and to enhance the content of their existing offerings. We have come up with a targeted list of courses and their instructors at FIU identified as especially appropriate for participation in the workshop-seminars. They include World Geography, World History, World Ethnography and courses taught from a global perspective offered in various professional

schools and colleges at FIU (School of Journalism, Law School, Business School, and the School of Hospitality and Tourism Management). We are convinced that improved coverage of continental Africa in these courses significantly expands and enhances students' interest in continental Africa. We plan to advertise the workshop-seminars to South Florida colleges and to make special efforts to enlist the latter's college administrators to identify and recruit potential instructors who would benefit from attending and participating. Our efforts to recruit instructors from these colleges satisfies one of our goals aimed at using the scholarly resources at FIU to develop, expand, and deepen course offerings on African Studies throughout South Florida.

**G. The organization, development and co-hosting with Miami-Dade County public schools of four teacher workshops**

During each of the two years of the grant we propose the organization and hosting of four workshops, in collaboration with Miami-Dade Public Schools (MDPS) and Broward County Public Schools (BPS), to develop competence and training of MDPS and BPS teachers in African Studies in efforts aimed at deepening and widening course contents on continental Africa.

We are requesting \$2,400.00 in USDOE funds per year to fund stipends for FIU faculty recruited as instructors for these workshops. We have discussed this proposal with MDPS Supervisor for the Social Sciences, Dr. Sherrilyn Scott. She has expressed enthusiastic support for the workshops. There is considerable demand for teacher training in African Studies to satisfy a Florida Mandate for the teaching of African and African American history in all state public schools (see the appendices). The mandate has generated a significant need for teacher training and curriculum development in African Studies in the Florida public schools. We will include Broward County Public School teachers in this initiative.

## **H. Assess the Certificate in African Studies and the teaching of African languages**

Assessment has become a mandated priority for all academic departments and programs at FIU. The gathering and analyzing of data are central for monitoring program quality. These measures are critical to FIU's efforts aimed at meeting the assessment reporting standards set by regional and national accreditation agencies (Southern Association of Colleges and Schools [SACS] and the National Council for Accreditation of Teacher Education [NCATE]). The project assessment that is built into the UISFL Program will also serve the purpose of developing compliance with university reporting standards. We propose to use a number of assessment measures conducted in all of the course offerings and in exit interviews for the reorganized Certificate of African Studies. These will include performance results on selected course assignments, written exit evaluations, and oral exit interviews. All Project-supported courses will be assessed using written evaluations. We plan to assess the language program as a whole in addition to its specific course offerings using already-developed instruments and tools of evaluation that are employed by Indiana University's NALRC. We are proposing the hiring of NALRC Director, Dr Schleicher, to lead an intensive workshop organized for the professional development of our two language instructors in African Language instruction.

We are proposing the use of an experienced External Program Evaluator for the entire program. We have identified Leonardo A. Villalón, former Director of the NRC Center for African Studies and current Dean of International Studies at the University of Florida, Gainesville, for the review of all Project components each year of the project. Assessment procedures are further detailed below, in the Plan of Evaluation.

## **Equal Access and Treatment**

In compliance with FIU's Policy on Discriminatory Conduct, the PD and all who are and will be associated with the implementation and oversight of the Project are dedicated to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and not on personal characteristics or beliefs that have no relevance to academic ability or job performance. Project personnel are committed to ensuring equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation. No discrimination against, harassment of, or disrespect for, anyone will be tolerated.

To ensure compliance, all Project affiliates will be regularly informed of this commitment in employment agreements, event publicity, course syllabi and, as appropriate, in communications with participating individuals within and outside the university. Breaches of policy will result in corrective action commensurate with the violation (including, but not limited to, notification made to the Office of Student Affairs, to the Office of the Provost, and/or to local civil authorities). Any person who believes he or she has been treated unfairly based on any of the above characteristics will be counseled to contact his/her immediate supervisor (or the next level supervisor if the immediate supervisor is the subject of the allegation); students will be advised to contact the Office of Student Affairs. Depending on the complaint, persons from outside FIU will be advised to communicate their concerns to the office of the University Counsel, the University Department of Public Safety and Police, and/or local civil authorities.

The PD and program participants will abide by the provisions of the Americans with Disabilities Act, rendering reasonable accommodations to the degree that doing so would not impose an "undue hardship" on the University or Project personnel discharging their professional duties. Accommodations may include, but are not limited to, elimination of physical barriers and

provision of technologies permitting access to Project-related activities. Academic accommodations will be made within the limits prescribed in the Policies and Procedures of the FIU Office of Disability Services.

Students graduating with a Certificate in African Studies will have to demonstrate accomplishment of the following learning objectives: 1) demonstrated knowledge of one African Language; 2) ability to analyze and interpret current events in continental Africa; 3) demonstrated basic knowledge and understanding of the history of Africa, including the processes of European colonization; 4) identification of ways in which continental Africa is linked to different diasporas; and 5) ability to describe Africa's place and role in globalization processes. The new certificate will help graduating students find employment with local, state, and federal agencies, and with the private sector in areas related to Africa and the African diaspora.

This project's objectives, as described in this section, are consistent with the UISFL goals to develop the teaching of lesser taught languages (Wolof and Swahili) and to improve the scope and quality of the teaching of International Studies through a special focus on continental Africa. For reasons related to South Florida's geographic location and population demographics, African Studies at FIU is not as well developed as Latin American and Caribbean Studies. The development of Asian Studies has benefitted significantly from USDOE support. This proposal aims to do the same for African Studies to correct the historical imbalance among these area studies programs and to meet the growing demand for knowledge, competencies and training in areas related to the African continent in South Florida.

The project will be managed by the PD, Dr. Jean Muteba Rahier, who will be responsible for ensuring that the direction and plans described and budgeted in this proposal are met in a

timely fashion. He will be directly assisted by a Ph.D. student-assistant in all aspects of grant management and related activities. We propose the establishment of an Advisory Board, headed by Dr. Rahier, for project oversight (see above). As Dr. Rahier also serves as Director of AADS, we intend to employ two experienced members of the AADS office staff (Ms. Reyni Valerio and Ms. Michelle Lamarre) to provide administrative and clerical support to the project. The project will benefit from the considerable familiarity of these two staff members with the workings of the FIU administration. We are proposing at least one meeting of the Advisory Board for each semester of the project's duration. The Advisory Board will award faculty travel support after consultation and evaluation of faculty travel applications in addition to overseeing the grant's management. These will be supplemented by meetings of the CASFC that is designated to play a key role in those aspects of the project related to teaching and curriculum development. These include decision making related to the recruitment and hiring of the two language instructors; publicization, assessment and selection of new non-language course proposals; identification of new library acquisitions; award of student scholarships for participation in the study abroad program; and organization of the Teachers's Workshop with the MDPS and BPS Districts.

## **2. QUALITY OF KEY PERSONNEL**

**A. Project Director (PD): Dr. Jean Muteba Rahier.** Since the late 1980s, Dr. Rahier—a sociocultural anthropologist who was born in the Congo DRC—has published more than fifty scholarly articles and book chapters, three books on the African diaspora in Ecuador, and four edited or co-edited volumes. Among his research topics are the intersection of sex, race and power in the context of the Belgian Congo and of the entity that preceded it: Leopold II's Congo Free State. This research led him to work in colonial archives in Belgium (The Royal Museum for Central Africa in Tervuren [RMCA], the Belgian Royal Library, the archives of the former

Minister of Colonies now housed in the Foreign Affairs Ministry, etc.) and to conduct interviews of Congolese women in Brussels and in Kinshasa, Congo-DRC. He has published on a variety of related subjects, including Belgian colonial literature, and the RMCA itself. He is currently working on a book manuscript on inter-racial intimacy in the Belgian Congo, for which he has already prepared a number of chapters. The Executive Board of the Society for Latin American Anthropology selected him, because of his distinguished scholarship, to serve from 2003 until 2007 as Editor of their flagship journal, *The Journal of Latin American & Caribbean Anthropology*. In May-June 2008, he served as Program Track Chair of “ALI / Afro-Latin and Indigenous Peoples” for the 2009 meeting of the Latin American Studies Association (LASA) in Rio de Janeiro, Brazil. He was appointed Director of FIU’s African & African Diaspora Studies (AADS) in July of 2008. Dr. Rahier has considerable international experience, as shown in his vitae. His ability to administer the Project is made evident by his numerous achievements since assuming the AADS directorship, and his vision for the development of AADS as a unit of excellence for the study of, and the research on, continental Africa. His leadership led to, among others things: the change of the Program’s name to AADS; the move of the entire Program from the peripheral campus to the main campus; the incorporation of AADS within SIPA; and the development of the summer study abroad program to Senegal & The Gambia, which involves collaboration with West African universities.

His ability to administer the project and manage funds is particularly attested by his experience as PI of a \$350,000.00 Ford Foundation grant awarded to ANWS in 2003, and by his experience with the administration of AADS since July 2008. AADS has an annual budget of around \$600,000.00, counts with six core faculty, more than 30 affiliate faculty, three adjunct faculty, along with two staff members and a student assistant. The budget of the study abroad

program to Senegal and The Gambia, which he also administers as Director of that program, reaches \$80,000.00. As AADS Director, he has overseen the organization of a great many events (see the “events” link on the website <http://africana.fiu.edu>). Similarly applicable is his service in the College of Arts & Sciences (CAS) and university wide committees: the CAS Tenure & Promotion Committee (2 years), the university wide Dissertation Advisor Status Committee (2 years).

In his capacity as PD, he will devote 20% of his time each year to Project activities, including but not limited to: calling the meetings of the Advisory Board and of the CASFC; coordination of the process that will lead to the establishment of curricular priorities; following CASFC’s decisions, writing of the announcement for the course development competitions; hiring of the tenure-track Africanist scholar and of the Swahili instructor; facilitate the Project’s assessment process; supervise and facilitate the administrative aspects of the curriculum development; provide general budget supervision and preparation of Project reports; and contact members of local communities, MDPS and BPS, and South Florida colleges.

## **B Other Key Personnel**

**i. Modern Languages Chairperson (MLC): Dr. Pascale Bécel** is Associate Professor of French and Francophone Studies at FIU. She has served as Chair of the Department of Modern Languages since 2005. She served as Director of the French Studies Program from 1998 to 2005 and again during 2007-2008. Through her administrative functions she has acquired an extensive experience in curriculum development and oversaw the diversification of language offerings at FIU from a few Romance languages to 12 different languages being scheduled every semester. She received her Ph.D. in French Literature with interdisciplinary designated emphasis in Critical Theory from the University of California, Davis. Her research and teaching

interests include 20<sup>th</sup> century and contemporary Francophone literature and cultural studies. Her publications have appeared in *Callaloo*, *Studies in Twentieth-Century Literature*, *Études Francophones*, *Modern Fiction Studies*, and *French Literature Series* among other peer-reviewed journals.

Each year, Dr. Bécél will collaborate with the PD for the following Project-related activities: (1) implement the search and hire of a Swahili Instructor; (2) coordinate salary packages for the Swahili and Wolof Instructors (in cooperation with AADS and SIPA's Director's Office); (3) arrange with AADS office space for the Swahili and Wolof Instructors; (4) help Dr. Rahier manage the program in African languages; and (5) participate in CASFC meetings. Her six years of experience as Chair of ML, in addition to her experience as Director of the French Studies Program, make her particularly suited to serve in this Project. Her extensive expertise in developing and managing language programs will be an asset to the PD in developing and managing African language instruction at FIU.

**ii. Certificate in African Studies Faculty Committee (CASFC):** The long term success of interdisciplinary programs depends upon the engagement and collaboration of the faculty members whose scholarship is involved with these interdisciplinary fields of inquiry. The CASFC has been meeting regularly since the fall semester of 2012. It has 23 members with different disciplinary affiliations. A subgroup of 11 of these members are actively and intensively involved with planning and oversight (see the list below, in this section). The PD serves as CASFC chair, as he is also the AADS Director. CASFC's tasks in this project will include (a) identifying courses in the curriculum that may qualify for credit toward the Certificate, (b) organizing the availability of those courses to best satisfy the interests and needs of students, faculty, AADS and other departmental programs, (c) administering the

announcement of the competition for and the selection of awardees for the new African studies course developments mini grants, (d) monitoring course quality, (e) organizing African studies related events on FIU campuses in collaboration with other FIU units, agencies in the community, and MDPS and BPS, and (f) advising the PD/AADS Director in matters relating to the Certificate in African Studies. The two language instructors will serve on the CASFC.

•**Dr. Iqbal Ahktar** is an Assistant Professor with a dual appointment in the Departments of Religious Studies and Politics & International Relations in the School of International and Public Affairs. He received his Ph.D. from the University of Edinburgh's New College School of Divinity. His dissertation is entitled "The Oriental African: The Evolution of Postcolonial Islamic Identities among the Globalized Khōjā of Dar Es Salaam." It studies the evolution of Khōjā religious identity in East Africa over two centuries from the late 18<sup>th</sup> century Indic Khōjā religion of Hindu-Islam to Near Eastern Islamic orthodoxy in the late 20<sup>th</sup> century. His current work explores the origin of the Khōjā peoples in the Subcontinent through extant oral traditions known as the kahaṇī in Sindhi, Gujarati, and Hindustani.

•**Dr. John Clark**, a political scientist, is Professor in the Dept. of Politics & International Relations. He is an AADS Affiliate Faculty. He was Chairperson of FIU's Dept. of International Relations from 2002 to 2008. He specializes in state-society relations of African polities and the international relations of sub-Saharan Africa. He is co-editor of *Political Reform in Francophone Africa* (1997), editor of *The African Stakes of the Congo War* (2002), and author of *The Failure of Democracy in the Republic of Congo* (2008). He has also published some 35 articles and book chapters, including articles in *African Affairs*, *Journal of Democracy*, *Journal of Modern African Studies*, *Comparative Studies in Society and History*, and *Africa Spectrum*.

•**Dr. Caroline Faria** is an Assistant Professor of Geography in the Dept. of Global & Sociocultural Studies. She is an AADS Affiliate Faculty and serves on the AADS Steering Committee. She received a PhD in Geography from the University of Washington. Her research focuses on the US-based Southern Sudanese diaspora and the contemporary processes of gendered development and nation-building that have emerged since the signing of the 2005 Sudanese Comprehensive Peace Agreement. Most recently her research has turned to a study of contemporary and grounded African workings of globalization, with a focus on the emergent trade in beauty products and services between South Sudan, the wider East African region, and Dubai in the UAE.

•**Dr. Percy C. Hintzen** is currently a Professor in the Dept. of Global & Sociocultural Studies at FIU and an AADS Affiliate Faculty who serves on AADS's Steering Committee. He was for 32 years a Professor in the African American Studies Dept. at UC Berkeley, where he was also Director of the Title VI-NRC Center for African Studies, and Co-Director of the Multi Campus Research Group on Africa. He also served in a number of administrative positions at UC Berkeley, including Chair of African American Studies (a position held for 8 years), Director of Peace and Conflict Studies, and Acting Director of the Center for Race and Gender. He joined UC Berkeley as an Assistant Professor in 1979. He earned his Ph.D. in Comparative Political Sociology from Yale University in 1981, an M.Phil. in Political Sociology from Yale University in 1977, an M.A. in Sociology from Yale University in 1977, an M.A. in International Urbanization and Public Policy from Clark University in Worcester Massachusetts in 1975, and a B.Soc.Sc. in Sociology from the University of Guyana in 1973. His scholarship is organized around an examination of the relationship between the African Diaspora and the modern

condition. More generally, it examines relationships among modernity, political economy, and the production of difference.

•**Mariama Jaiteh** was born in The Gambia. She is a native speaker of Wolof. She is an Adjunct Professor with AADS. She holds a Masters of Law (LL.M) in Intercultural Human Rights from Saint Thomas University's School of Law (2004) and holds a Certificate in African-New World Studies (2001) from FIU. She is currently employed as an Adjunct Professor in AADS where she teaches WOL1170 "Introduction to Wolof Language and Culture," during the Study Abroad Program in Senegal and The Gambia. She will be teaching Wolof I (5 credits) and developing Wolof II (5 credits) during the first semester of the grant's duration. She is currently pursuing a Ph.D. degree at FIU in Global & Sociocultural Studies. She has been conducting dissertation research on sex tourism in The Gambia. She serves on the CASFC.

•**Dr. Hilary Jones** is Associate Professor of History and a core faculty in AADS. Trained in African History and Comparative Black History at Michigan State University, she specializes in social and cultural histories of sub-Saharan Africa, 19<sup>th</sup> century Senegal, comparative studies of race and slavery, French empire and the Francophone Atlantic and West Africa's Atlantic ports. Dr. Jones is the author of *The Métis of Senegal: Urban Life and Politics in French West Africa* (2013). Her research has appeared in the *Journal of African History* and the *International Journal of African Historical Studies* as well as the edited volume, *African Voices on Slavery and the Slave Trade, Vol. 1: The Sources* (2013). She is presently associate editor of the *Journal of West African History* and a member of the West African Research Association (WARA) board of directors. Her current research examines the circulation of discourses about free women of color in port cities of the French Atlantic; she also looks at the history of women's involvement in Senegalese politics from the late colonial to the post-independence period.

•**Dr. Roderick Neumann** is currently a Professor in, and Chair of, the Dept. of Global and Sociocultural Studies (GSS). He is an Affiliate Faculty of AADS. He holds a Ph.D. in Geography from UC Berkeley. His scholarship is organized around two lines of inquiry: the co-constitution of nature, society, and landscape, and the political economy of the environment. He has previously conducted ethnographic and archival research in Tanzania, East Africa. He has for many years studied the cultural politics of biodiversity protection, focusing on conflict, displacement, and violence associated with conservation territories in Africa. He has a continuing interest in the study of how the historical co-construction of nature-race-nation in the British Empire in Africa informs present-day practice and discourse. He has received funding for his research from SSRC, NSF, NEH, CIFOR, the EU, and the Fulbright Program. In a new and developing research he is investigating the EU's biodiversity conservation strategy in comparison with Africa's.

•**Dr. David Rifkind** is an Associate Professor of Architecture and Affiliate Faculty with AADS. He teaches architectural history and theory in the Dept. of Architecture, College of Architecture and the Arts. His research examines architectural responses to processes of modernization, with special emphasis on urbanism and the built environment in Ethiopia, Eritrea, Somalia and Djibouti. His next book, *Modern Ethiopia: Architecture, Urbanism and the Building of a Nation*, is the first book-length study of the built environment in East Africa that incorporates field research in Ethiopia with archival research in Europe, the United States and Ethiopia. In fall 2011 he co-taught an innovative course on the form and growth of African cities, using videoconferencing technology to link classrooms at FIU and the University of Florida with scholars and designers in Africa, Europe and the United States.

•**Dr. Heather D. Russell** is Associate Professor in the Dept. of English and an AADS affiliate faculty. She serves on the AADS Steering Committee and is a former AADS Graduate Program Director. Her research and teaching interests have focused on the intersections of race, gender, class, postcoloniality and genre. Her research has primarily examined the narrative form and its relationship to configurations of national/racial identities; it was published in her book, *Legba's Crossing: Narratology in the African Atlantic* (2009). She is currently doing research on postcolonial continental African women writers. She has published in *African American Review*; *Contours*; *The Massachusetts Review*; and *American Literature*.

•**Noelle Théard, MA, MFA**, is an AADS Adjunct Faculty. She is a scholar and artist whose research interests include African popular cultures and contemporary African photography. She teaches for AADS “African Visual Arts,” “Africa and Africans in Films,” and “Black Popular Cultures in Global Dimensions.” Her work on hip-hop culture in South Africa, consisting of an extended photo essay, is published in *Native Tongues: The African Hip-Hop Reader* by African World Press (fall 2011). Her current research includes contemporary photographic practice in Africa, with particular focus on the *Rencontres de Bamako*, an important photography biennale in Mali. She is interested in both photographic productions as well as curatorial practices.

•**Dr. Albert Wuaku** was born in Ghana. He is Associate Professor of African & African Diaspora religions in the Dept. of Religious Studies. He is an Affiliate Faculty with AADS and serves on the AADS Steering Committee. His academic research ranges across two areas: African and African Diaspora religious cultures, and the Hindu traditions currently taking root in Ghana. He has conducted archival research and fieldwork among African worshipping communities in Ghana, Togo, Benin and Canada and among Hindu worshippers in Guyana and South Africa. His current field research is on the spread of African indigenous beliefs about

witches and the proliferation of African healers in the metropolitan cities of North America. He published *Hindu Gods in West Africa: Ghanaian Devotees of Shiva and Krishna* in 2013. He is on the steering committee of the African Religions Group of the American Academy of Religion.

**iii. Other Teaching Faculty:** To the existing CASFC will be added all the faculty who will be directly creating and teaching the new courses. Those who are teaching already existing courses are currently members of the committee. We anticipate a role for other FIU faculty members involved with other aspects of the project through participation on the Advisory committee or through membership in subcommittees formed to engage with the project. Others will include participants in the seminar/workshops and faculty teaching courses targeted for improved African Studies content (“World History,” “World Ethnography,” etc.) already referred to in 1.F. above.

#### **iv. AADS Office Staff**

•**Ph.D. Student Assistant:** Every year, the AADS office hires a Ph.D. level Student Assistant who assists the AADS Director with the specific projects and tasks for 20 hours/week. We are proposing that half of this time (10 hours) be reserved to work specifically on the organization and management of the activities presented in this proposal, as directed by the PD.

•**Michelle Lamarre** has worked at FIU since 1976 in several capacities including student advising, office administration, staff management, financial management, and record keeping. She has obtained three BA degrees: Political Science (2002), International Relations (2005), and Geography (2010). Since 2013 she has been working on a part-time basis in AADS, with responsibilities for all financial aspects of the Program.

•**Reyni Valerio** received a BBA in Marketing from FIU in 2012. Prior to joining AADS two years ago, she worked in government after-school programs and in other industries. As AADS

Program Assistant, she serves as the first liaison for students, the community, and FIU faculty and staff with AADS. She maintains the Program's website and e-mail account; generates the weekly AADS announcement digest; supports the AADS Director with all academic aspects of undergraduate and graduate offerings, including event programming and preparation of the study abroad program.

**v. The External Program Evaluator: Dr. Leonardo A. Villalón** is Dean of the International Center and Professor of Political Science and African Studies at the University of Florida (UF). From 2002-2011 he served as director of UF's NRC Center for African Studies. He holds a Ph.D. from the University of Texas at Austin. He is a specialist on the politics of the Francophone countries of the African Sahel (Senegal, Mali, Niger, Burkina Faso, Mauritania, and Chad). His research has focused in particular on issues of Islam and politics and on democratization and political stability. He is the author of numerous publications on these topics. He taught for two years as a Fulbright senior scholar at the Université Cheikh Anta Diop in Dakar, Senegal. He has also taught at the Université Gaston Berger in St. Louis, Senegal, and has lectured and directed seminars and workshops at universities and other institutions in numerous West African countries. Dr. Villalón served as president of the West African Research Association (WARA). He is currently co-editor of the *Journal of Modern African Studies*.

**Institution's Non-Discriminatory Employment Practices:** As indicated above, FIU's Policy on Discriminatory Conduct will be observed in all aspects of the Project, and all related job opportunities will be conveyed directly to the Historically Black institutions within the State of Florida University System and to several others in adjacent states.

### **3. BUDGET AND COST EFFECTIVENESS**

Although a detailed breakout of the Project budget, along with a narrative explanation, appears elsewhere in the application, the following charts portray more clearly how the Project support will be dedicated.

**Year 1 (15 September 2014 - 14 September 2015)**

<b>CATEGORY (Y1)</b>	<b>USDOE</b>	<b>FIU Matching</b>
<b>1. PERSONNEL</b>		
<b>A. Project Direction &amp; Administration</b>		
<b>i. Project Director</b> / Director of African & African Diaspora Studies (AADS) 20% of time/annual salary	<b>0.00</b>	<b>28,781.24</b>
<b>ii. Office Staff</b> / Office Assistants in AADS Office -Michelle Lamarre (Financials) 8 hours/week or 416 hours/year at \$18.00/hour -Reyni Valerio (Programming) 15% of annual salary	<b>0.00</b>	<b>7,488.00</b>
<b>iii. Graduate Assistant</b> 10 hours/week (1/2 tuition waiver for 21 graduate credits/year [\$19,470.40/2]+ 1/2 annual stipend [\$19,194.00/2])	<b>0.00</b>	<b>19,332.20</b>
<b>B. Faculty</b>		
<b>ii. Wolof Instructor</b> half time (Y1 25,000; matching CAS)	<b>25,000.00</b>	<b>0.00</b>
<b>iii. Swahili Instructor</b> half time (Y1 25,000; matching CAS)	<b>25,000.00</b>	<b>0.00</b>
<b>2. FRINGE BENEFITS</b>		
<b>i. Project Director</b> (27.75%)	<b>0.00</b>	<b>7,986.80</b>
<b>ii. Office Staff</b> (38.23%)	<b>0.00</b>	<b>4,663.30</b>
<b>iii. Graduate Assistant</b> (3.3%)		<b>638.00</b>
<b>iii. Two Language instructors</b> (2.09%)	<b>1045</b>	<b>0.00</b>
<b>3. TRAVEL</b>		
<b>A. PD travel to Title VI Directors meeting</b>	<b>2,000.00</b>	<b>0.00</b>
<b>B. Faculty travel to continental Africa</b>	<b>10,000.00</b>	<b>0.00</b>
<b>4. EQUIPMENT</b>		
<b>5. SUPPLIES</b>		
<b>A. FIU's Green Library Acquisitions</b>	<b>3,000.00</b>	<b>0.00</b>
<b>6. CONTRACTUAL</b> NA	<b>NA</b>	<b>NA</b>
<b>7. CONSTRUCTION</b> NA	<b>NA</b>	<b>NA</b>
<b>8. OTHER</b>		
<b>A. External Program Evaluator:</b> Dr. Leonardo Villalón, Former Director of CAS at UF.		
<b>i. Honorarium</b>	<b>1,500.00</b>	<b>0.00</b>
<b>ii. Travel</b> (airfare \$300.00, lodging \$150.00, food \$40.00)	<b>490.00</b>	<b>0.00</b>
<b>B. 2 Workshop/Seminar</b> (For FIU faculty and South Florida		<b>3,000.00</b>

colleges) & Event linking to Communities (\$3,000.00 each)	<b>0.00</b>	
<b>C. 2 Course Development grants (\$2,500.00 each)</b>	<b>5,000.00</b>	<b>0.00</b>
<b>D. Workshop for African Language Instructors Organized at FIU by Dr. Antonia Folarin Schleicher, Director of NALRC at Indiana University</b>		
<b>i. Honorarium</b>	<b>3,000.00</b>	<b>0.00</b>
<b>ii. Travel</b> (airfare from Bloomington \$450.00, lodging \$400.00, per diem \$315.00)	<b>1,165.00</b>	<b>0.00</b>
<b>E. Acquisition of necessary materials for Wolof and Swahili courses</b>	<b>0.00</b>	<b>2,000.00</b>
<b>F. Student Scholarship for Education Abroad (5 scholarships at \$1,500.00 each)</b>	<b>7,500</b>	<b>0.00</b>
<b>G. 2 Workshops for Miami-Dade Co. Public School Teachers</b>		
<b>i. FIU Faculty Stipends (4 x \$300.00/workshop)</b>	<b>2,400.00</b>	<b>0.00</b>
<b>ii. Room and equipment rental (2 x \$500.00)</b>	<b>0.00</b>	<b>1,000.00</b>
<b>9. TOTAL DIRECT COSTS (Y1)</b>	<b>87,100.00</b>	<b>79,599.54</b>
<b>10. INDIRECT COSTS (Y1: 8 %)</b>	<b>6,968.00</b>	<b>6,367.96</b>
<b>11. TRAINING STIPENDS</b>	<b>NA</b>	<b>NA</b>
<b>12. TOTAL COSTS (Y1)</b>	<b>94,068.00</b>	<b>85,967.50</b>

**Year 2 (15 September 2015 - 14 September 2016)**

<b>CATEGORY (Y2)</b>	<b>USDOE</b>	<b>FIU Matching</b>
<b>1. PERSONNEL</b>		
<b>A. Project Direction &amp; Administration</b>		
<b>i. Project Director</b> / Director of African & African Diaspora Studies (Dr. Jean Rahier)	<b>0.00</b>	<b>29,644.68</b>
<b>ii. Office Staff</b> / Office Assistants in AADS Office		
Michelle Lamarre (Financials)	<b>0.00</b>	<b>7,712.64</b>
Reyni Valerio (Programming)	<b>0.00</b>	<b>4,851.30</b>
<b>iii. Graduate Assistant</b> 10 hours/week (1/2 tuition waiver for 21 graduate credits/year [\$20,055.00/2]+ 1/2 annual stipend [\$19,770.00/2])	<b>0.00</b>	<b>19,912.50</b>
<b>B. Faculty</b>		
<b>i. Wolof Instructor</b> half time	<b>25,750.00</b>	<b>0.00</b>
<b>ii. Swahili Instructor</b> half time	<b>25,750.00</b>	<b>0.00</b>
<b>2. FRINGE BENEFITS</b>		
<b>i. Project Director (27.75%)</b>	<b>0.00</b>	<b>8,226.40</b>
<b>ii. Office Staff (38.23%)</b>	<b>0.00</b>	<b>4,803.00</b>
<b>iii. Graduate Assistant (3.3%)</b>	<b>0.00</b>	<b>638.00</b>

<b>iii. Language Instructors (2.09%)</b>	<b>1076.36</b>	<b>0.00</b>
<b>3. TRAVEL</b>		
<b>A. PD travel to Title VI Directors meeting</b>	<b>2,000.00</b>	<b>0.00</b>
<b>B. Faculty travel to continental Africa</b>	<b>15,000.00</b>	<b>0.00</b>
<b>4. EQUIPMENT</b>	<b>NA</b>	<b>NA</b>
<b>5. SUPPLIES</b>		
<b>A. FIU's Green Library Acquisitions</b>	<b>3,800.00</b>	<b>0.00</b>
<b>6. CONTRACTUAL NA</b>	<b>NA</b>	<b>NA</b>
<b>7. CONSTRUCTION NA</b>	<b>NA</b>	<b>NA</b>
<b>8. OTHER</b>		
<b>A. External Program Evaluator:</b> Dr. Leonardo Villalón, former Director of CAS at University of Florida		
<b>i. Honorarium</b>	<b>1,500.00</b>	<b>0.00</b>
<b>ii. Travel</b> (airfare from Gainesville \$300.00, lodging \$150.00, food 40.00)	<b>490.00</b>	<b>0.00</b>
<b>B. 2 Workshop/Seminars</b> (For FIU faculty and South Florida colleges) & Event linking to Communities (\$3,000.00 each)	<b>0.00</b>	<b>3,000.00</b>
<b>C. 2 Course Development grant</b> (\$2,500.00 each)	<b>2,500.00</b>	<b>0.00</b>
<b>D. Acquisition of necessary teaching materials for Wolof and Swahili</b>	<b>0.00</b>	<b>2,000.00</b>
<b>E. Student Scholarship for Education Abroad</b> (5 scholarships at \$1,500.00 each)	<b>7,500.00</b>	<b>0.00</b>
<b>F. 2 Workshops for Miami-Dade Co. Public School Teachers</b>		
<b>FIU Faculty Stipends</b> (4 x \$300.00/workshop)	<b>2,400.00</b>	
<b>ii. Room and equipment rental</b> (2 x \$500.00)	<b>0.00</b>	<b>1,000.00</b>
<b>9. TOTAL DIRECT COSTS (Y2)</b>	<b>87,766.31</b>	<b>81,788.52</b>
<b>10. INDIRECT COSTS (Y2: 8 %)</b>	<b>7,021.30</b>	<b>6,543.10</b>
<b>11. TRAINING STIPENDS</b>	<b>NA</b>	<b>NA</b>
<b>12. TOTAL COSTS (Y2)</b>	<b>94,787.61</b>	<b>88,331.62</b>
<b>12a. TOTAL COSTS (Y1 + Y2)</b>	<b>188,855.61</b>	<b>174,299.12</b>

The largest share of USDOE funds will support the hiring of two part-time language instructors (Swahili and Wolof): \$25,000 (+ fringe benefits) in Y1 for each instructor; \$25,750 (+ fringe benefits) in Y2 for each instructor. The second largest expenditure will apply to funding FIU faculty development trips to continental Africa (\$5,000 each); two trips in Y1 and

three trips in Y2. We request course development faculty mini-grants (\$2,500 each) for a total of \$5,000 for Y1 and \$2,500 for Y2. In Y1 we also request funds (\$4,165.00) for the FIU visit of Dr. Antonia Folarin Schleicher, the Director of Indiana University's National African Language Resource Center (NALRC), to train (during July or August of 2015) the two language instructors in an intensive three-day workshop for African Language Instructors. We plan to encourage other interested FIU language instructors' participation in some aspects of this intensive workshop. As the two instructors will develop their Swahili and Wolof courses for offering on FIU's main campus during regular semesters, FIU will cover the cost of acquisition of necessary teaching materials (\$2,000.00 in Y1 and \$2,000.00 in Y2).

Funding for supplies for this grant will mostly contribute to library acquisitions (USDOE: \$3,000 in Y1, and USDOE: \$3,800 in Y2).

For each year of the grant's duration, FIU's AADS will fund one workshop-seminar (\$3,000.00/year) for FIU faculty teaching continental Africa-focused courses and for FIU faculty teaching courses that have a global reach (such as "World History," "World Geography," "World Ethnography," etc.) with the objective of disseminating up-to-date content and teaching tools aimed at improving students' learning experience. Each workshop-seminar will have its specific theme or emphasis. Interested faculty from South Florida colleges (Florida Memorial University, Barry University, Broward College, and Miami-Dade College) will be invited to participate. An evening community event linked to this workshop-seminar will also be held.

We also request USDOE funds for the Y1 and Y2 visit of an external evaluator, Dr. Leonardo Villalón, who is the former Director of the UF Title VI-NRC Center for African Studies (\$1,990.00/year). Dr. Villalón now serves as Dean of International Studies at UF.

We request USDOE funds for five student scholarships of \$1,500.00 to cover part of the costs of enrolling in the 6-week AADS's summer Study Abroad Program to Senegal and The Gambia (\$7,500.00 in both Y1 and Y2).

We will be organizing, in both Y1 and Y2, two K-12 Teachers' workshops (one/semester) aimed at improving and expanding the coverage of continental Africa in courses, or inclusion of such coverage in existing courses. We request USDOE funds to cover four \$300.00 stipend for the participation of four FIU Africanist faculty per workshop (\$1,200.00/workshop). FIU's AADS will cover the cost of renting room and equipment with its regular budget allocation (\$500.00/workshop or \$1,000.00/year).

In terms of cost-effectiveness,, the proposed expenditures will make possible many outcomes of broad-scope and high quality. For less than \$95,000/year (all direct and indirect costs included), the USDOE will support the expansion and development of African studies at FIU through the accomplishment of nine deliverables listed on this project's abstract and in the Narrative's Plan of Operations.

All flights funded by this project with either federal or matching funds will be selected and reserved in compliance with FAA regulations. Indeed, it is FIU's policy to apply FAA guidelines for any travel paid for with state, federal, or private funds.

#### **4. PLAN OF EVALUATION**

The effectiveness of the Project will be evaluated using the following instruments, which are listed in relation to the area they are supposed to assess:

- **A. Language Acquisition:**

- 1. Language evaluation test:** As we intend to work in close collaboration with Indiana University's NALRC and its director, Dr. Antonia Schleicher, we will use the tests they have

developed for the assessment of each level of knowledge acquisition in Wolof and in Swahili.

We will also continue consulting with FIU Office of Assessment experts as needed.

**2. Student Surveys:** Surveys will provide an indirect assessment of students' perceived language skills, progress, and course satisfaction. The surveys will be distributed at the end of each language course.

**• B Learning Goals Evaluation**

**1. Exams and Essays:** These will be developed by the respective professors to measure each one of their course's learning goals. They will be assessed in the related courses (measurement methods will involve film reports, position papers, multiple-choice quizzes, short answer exam questions, and essays). The exams will assess the students as they progress through the courses towards reaching the learning objectives of each course as indicated in their respective syllabus.

**2. Student Surveys:** Surveys will provide an indirect assessment of students perceived knowledge gains and course satisfaction. Surveys will be distributed at the end of each non-language course in the program.

At the end of all Project-related courses, students will complete a comprehensive evaluation to rate (from "excellent" to "unsatisfactory") course content, skills and knowledge improvement, and quality of instruction. In addition, language courses will provide students an opportunity for self-assessment (of interest when appraising courses required to complete a given major). Assessment of overall course quality will be evaluated in relation to other FIU course offerings. All evaluations will invite narrative commentary, with topics-course evaluations asking questions specifically pertinent to the study of Africa. Statistical results will be tabulated using high-speed bubble scanners; sample narrative comments will be recorded, as appropriate, to provide additional dimensions to numerical data.

**Application:** The data and narratives compiled will be used to assess the following factors: (1) quality of course content; (2) improvement in student knowledge and skills; (3) instructor performance in specific pedagogical practices and general teaching effectiveness; and (4) the overall value of the course. New language instructors will also receive a peer evaluation of their teaching once a year. All course evaluation results will be shared with relevant instructors and the Project Director. All results *except instruction* (for reasons of confidentiality) may also be shared with the Certificate in African Studies Faculty Committee, the External Evaluator, and the USDOE as a feature of annual Program reports. A longitudinal record of results will be maintained in order to track course effectiveness over time and in the interest of shaping and documenting overall Program improvement.

### **C. Exit Survey**

An Exit Survey will be given to all students at the end of the program. It will be used to measure overall program effectiveness. Also, during their last full semester at FIU, all graduating Certificate in African Studies students will meet with the Program Director for an exit interview. In the context of the Project, this practice will continue, with interviews seeking quantifiable data (using a five-point scale) relating to overall satisfaction with, and perceived value of, the Certificate in African Studies. The interview will also afford an opportunity for narrative assessment, surveying the greatest strengths and weaknesses of the Certificate while obtaining information related to students' anticipated career and/or academic opportunities.

### **D. Curriculum Development Rubric**

As a part of the project, new courses will be developed. This will include a process of constructing and executing a curriculum plan. The success of this process will be determined by a rubric that contains the following information: (1) alignment to certificate learning goals; (2)

adequacy of resources (e.g., reading materials); and (3) adequacy of learning activities and assignments

### **E. Workshop/Seminar Survey**

Surveys will be conducted among all participants at the events to measure the quality of events and gather suggestions for improvements.

All who attend Project-related lecture, film and concert series and community activities will be provided printed event evaluations and encouraged to return their responses before departing. **Application:** The data and comments will be processed after each event and used to appraise the success of Project outreach as well as to suggest ways to improve future events.

### **F. External Evaluation**

At the end of each year of the grant period (in April), the Project's external evaluator, Dr. Leonardo Villalón (see the appendices for CV), will visit FIU to meet with and interview the principal Project-related personnel (the PD, The Advisory Board, the Chair of ML, CASFC, and all faculty teaching the new African Studies courses). Dr. Villalón will also review available Project assessment data. He will have an opportunity to meet with and interview Certificate in African Studies students. Before formulating his final assessment, to be included with the Project report submitted to USDOE, Dr. Villalón will be provided any additional course and Certificate assessment data obtained after his previous campus visit. Central to his evaluation, at both the interim and final stages, will be the success of the Project in realizing the initiatives enumerated in the Plan of Operation and in utilizing Title VI (A) funds in accordance with the proposed budget. His assessment will likewise appraise the effectiveness of the personnel associated with the Project and the overall quality and sustainability of the Certificate in African Studies. All reports will also provide recommendations for improvement, as needed.

## **5. ADEQUACY OF RESOURCES**

FIU has more than adequate resources to be able to carry out the activities of the Project. To meet the technological needs of the language program (four courses) and the non-language courses we will take advantage of the twenty open-access computer labs, containing more than 571 computers, located throughout the two main campuses (MMC and BBC). In the new SIPA building, where most language classes and many of the proposed new courses will be held, we will have access to the six brand new language labs and 15 all-media equipped classrooms. All labs and media-equipped classrooms at FIU, including SIPA's, are maintained and operated by FIU's University Technology Services (UTS), which upgrades computers and software on a regular basis. Furthermore, to enhance instruction, FIU provides the Web-based Blackboard and Moodle course management systems and facilitates communication for students, faculty, and staff by supporting e-mailing through either MS Exchange or Google™ Apps.

In addition, FIU campuses are now fully wireless, permitting students and faculty to access the Internet through their personal laptops in any building on campus (including residence halls) and in several outside "hot zones." Moreover, FIU currently provides more than 300 multimedia-equipped classrooms of varying sizes, the majority of which include a Video/data projector, VHS/DVD player, a computer and a document camera to meet all instructional needs. For the purposes of the lecture, film and workshop/seminars series, multiple technology-enhanced rooms are available in the Graham Center (with seating capacities ranging from 20-500). FIU also has six large state-of-the-art performance venues, with seating capacity ranging from about 150 (Dance Theater) to 600 (Wertheim Performance Center).

Library facilities are similarly ample at the Green Library on the Modesto Maidique Campus and the Hubert Library on Biscayne Bay Campus. FIU libraries have over six million

items. The libraries also subscribe to approximately 103,212 newspapers, periodicals, and other serials in paper and electronic forms. Open shelves provide a generous selection of reference books, bibliographies, periodicals, and books reserved for class assignments. In addition to its own book collections, FIU Libraries are able to borrow, by means of interlibrary loan, materials from other libraries for students, faculty, and staff. Currently registered students and active faculty have automatic loan privileges at other state universities within Florida. They only need their FIU Panther Card.

The cost-share for this project will mostly come from AADS's regular budget allocation: either through in-kind cost share or from cash contributions.

## **6. COMMITMENT TO INTERNATIONAL STUDIES**

Across the entire university, considering all colleges and schools, FIU offers more than 380 courses with an international or global orientation.

This proposal is the result of CASFC discussions and the development of a strategic plan aimed at improving and expanding African Studies at FIU in response to the stated goals of the university's Quality Enhancement Plan (QEP and *Global Learning for Global Citizenship*), developed by the Office of the Provost Office in 2010. The strategic plan was aimed at moving AADS to the next level of high quality activities. The project has the enthusiastic and committed support of Dr. Stack, Director of SIPA whose very rationale is international learning and global affairs. The project is enthusiastically supported by the Dean of the College of Arts & Sciences who has committed his support for the continued employment of the two language instructors after the conclusion of the grant.

Multiple faculty and administrators have been consulted in the planning of this Project. Besides the CASFC meetings, there have been regular conversations with university

administrators: notably the Dean of the CAS, the Director of SIPA, and various department heads whose programs will be impacted and enhanced by an expansion and deepening of African Studies on campus and by the improved and reorganized Certificate in African Studies. University Librarians have also been consulted, as have been the Presidents of the Gambian Association of Florida, the President of the Ghanaian Association of South Florida, and the Nigerian Association of South Florida. Other useful perspectives have been provided by the members of the SIPA Directors Group; Katherine Perez, the Associate Director of the FIU Institutional Effectiveness Office of Academic Planning and Accountability; and Juan Lopez, Assistant Director of Research, in the College of Arts & Sciences. Of course, a cohort of 276 students was also consulted via a survey, as presented in the section 8 below.

By its very name and designation, the university is recognized for its primary commitment to international education. Such commitment is emphasized in every aspect of the university's scholarly engagement and the centrality of the School of International and Public Affairs in its organization.

In the past few years, FIU has engaged in a number of initiatives in continental Africa with major funding from federal, state, and private sources. The interest of FIU for continental Africa has been growing steadily over the past few years (see in the appendices, the document that briefly summarizes these initiatives). This proposal is an integral part of FIU's commitment towards continental Africa.

## **7. ELEMENTS OF THE PROPOSED INTERNATIONAL STUDIES PROGRAM**

As described elsewhere, all elements of the Project will greatly enhance international studies at FIU by: (1) affording a program of African languages instruction (two levels of Wolof and Swahili) that will permit SIPA students to meet their 1<sup>st</sup> and 2<sup>nd</sup> year-level language requirement

on campus; (2) developing new non-language Africa-focused courses in different disciplines and areas; (3) supporting Africanist faculty research; (4) supporting student learning of African languages and immersion in West Africa through scholarship support for participation in the study abroad program to Senegal and The Gambia. These initiatives and improvements were conceived by a multi- and interdisciplinary faculty (the CASFC) to promote interdisciplinarity and applied learning. These we see as central to our Program and project. . One of AADS's greatest strengths has been its interdisciplinarity and this has made the program especially attractive to students who appreciate learning that transcends the traditional disciplines. We believe that an interdisciplinary approach to "*inter-national*" studies makes good sense because the fullest understanding of other societies can only be attained through the widest variety of approaches. This understanding is at the very heart of the Project, as demonstrated by its goal to develop new courses in African languages as well as in Africa-related history, politics, geography, sociology, arts and literature, and business, all complemented by a series of activities that foster a similar breadth of perspectives from the K-12 to community colleges, and other universities in South Florida. The project connects in meaningful ways with local communities in South Florida, characterized by the significant presences of immigrants, many of whom are from Africa and the African diaspora. It also connects significantly to Florida public schools, particularly given the mandate for instruction in African and African Diaspora Studies.

While the matter of the Project's ability to meet programmatic needs was addressed previously, it bears repeating that the new language courses that will be offered will present African Studies certificate students a means to complete the university's language requirement on campus. In addition, both the language courses and the new non-language courses will provide an ideal locus to conduct assessment of the African Studies certificate. The current study

abroad program in Senegal and The Gambia will continue to provide excellent applied-learning opportunities.

## **8. NEED FOR AND PROSPECTIVE RESULTS OF THE PROPOSED PROGRAM**

The need for the various aspects of the Project was discussed in detail in Section 1. The new language courses are needed to allow students in the African Studies Certificate to complete the university language requirement by taking African languages on campus. The four new on-campus courses will facilitate the ability of African Studies Certificate students to meet their 12-hour, Africa-centered electives requirement in a timely manner. The Certificate in African Studies and the new Africa-centered courses that will be taught will increase the possibility that students who enroll in other degree programs will be exposed to African realities. We see the improved Certificate in African Studies having an impact on a number of degrees offered at FIU. The workshops/seminars will support the efforts of non-Africanist faculty who teach globally-oriented courses to better cover continental Africa. AADS routinely offers a series of lectures, films, concerts and cultural events AADS. These will serve as important complements to our African Studies course offerings, provide support to all aspects of our proposed project activities, and support our overall goal of improving and expanding African Studies at FIU, in regional universities and colleges, in the public schools, and in the community at large.

The Federal funds sought here are crucial to the realization of the various initiatives described in this application. They are especially important to implement the expansion of the Swahili and Wolof language program, which will become the cornerstone of the African Studies Certificate.

## **9. COMPETITION PROGRAM PRIORITIES**

•**Competitive Preference Priority 1:** As indicated by the letter (see the appendices) from Dr. Leonard L. Haynes, USDOE Senior Director of Institutional Service, FIU’s request for Designation as an Eligible Institution under Title III and Title V programs of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA) was approved on April 4, 2014. FIU is an MSI, and this proposal should receive the 5 additional points for meeting the condition for this competitive preference.

•**Competitive Preference Priority 2:** All degree seeking students entering FIU (except international students who are native speakers of a language other than English) are required to have successfully completed at least two years of a secondary-school foreign language instruction (see the relevant documents in the appendices about FIU’s FLENT/FLEX requirement). This proposal should therefore receive the additional 5 points for meeting the condition for this competitive preference.

•**Invitational Priority 1:** This project meets the condition for this invitational priority as it includes language instruction in Wolof and Swahili, two of the 78 priority languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages (LCTLs).