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APPLICATION FOR GRANTS UNDER THE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE

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OMB No. 1840-0796, Expiration Date: 08/31/2010

Closing Date: APR 30, 2009

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF 424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e10
7. Dept of Education Supplemental Information for SF-424	e11

Narratives

1. Project Narrative - (Abstract Narrative...)	e12
Attachment - 1	e13
2. Project Narrative - (Project Narrative...)	e12
Attachment - 1	e13
3. Project Narrative - (Other Narrative...)	e49
Attachment - 1	e50
Attachment - 2	e49
Attachment - 3	e48
4. Budget Narrative - (Budget Narrative...)	e47
Attachment - 1	e48

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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Iowa

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	\$ 10,638	\$ 8,702	\$ 0	\$ 0	\$ 0	\$ 19,340
2. Fringe Benefits	\$ 1,616	\$ 1,697	\$ 0	\$ 0	\$ 0	\$ 3,313
3. Travel	\$ 33,348	\$ 35,528	\$ 0	\$ 0	\$ 0	\$ 68,876
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 2,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,000
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 23,188	\$ 21,488	\$ 0	\$ 0	\$ 0	\$ 44,676
9. Total Direct Costs (lines 1-8)	\$ 70,790	\$ 67,415	\$ 0	\$ 0	\$ 0	\$ 138,205
10. Indirect Costs*	\$ 5,263	\$ 4,993	\$ 0	\$ 0	\$ 0	\$ 10,256
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 76,053	\$ 72,408	\$ 0	\$ 0	\$ 0	\$ 148,461

***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: 3/5/2009 8:00:00 AM To: 3/5/2009 8:00:00 AM (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): DHHS
- (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)?



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

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 University of Iowa

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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	\$ 29,532	\$ 33,476	\$ 0	\$ 0	\$ 0	\$ 63,008
2. Fringe Benefits	\$ 9,330	\$ 10,747	\$ 0	\$ 0	\$ 0	\$ 20,077
3. Travel	\$ 30,000	\$ 20,000	\$ 0	\$ 0	\$ 0	\$ 50,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 4,000	\$ 4,000	\$ 0	\$ 0	\$ 0	\$ 8,000
9. Total Direct Costs (lines 1-8)	\$ 72,862	\$ 68,223	\$ 0	\$ 0	\$ 0	\$ 141,085
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 72,862	\$ 68,223	\$ 0	\$ 0	\$ 0	\$ 141,085

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **EdAbstract1002541333.pdf**

Abstract

Integrating Kiswahili Instruction, African Studies and Study Abroad at the University of Iowa

The African Studies Program of the University of Iowa proposes to utilize the UI's lengthy experience in teaching Kiswahili and its faculty strength in East Africa to design a program of on-campus and study abroad courses which would provide undergraduates with an intensive experience in learning about language and culture in East Africa.

Study in Tanzania during summer and winter breaks would be the project's central component. Courses in Kiswahili and various aspects of eastern African culture would be given by UI faculty who would travel with the students to the region. To qualify for the study abroad opportunity, students would have to take preparatory language and culture courses on campus. The preparatory language course would not be part of the regular four-semester sequence of Kiswahili courses already in place, but would be a more intensive addition to the curriculum which would concentrate on building conversational ability. The culture courses would study the region from the vantage points of various disciplines, such as history and literature. The program would strongly encourage the instructors of the culture courses to maintain continuity across courses by emphasizing themes which are particularly important in shaping eastern African identities. These themes would include gender, relations between younger and older persons, healing and understandings of the body, and religion (Islam and Christianity).

The project would also expand the existing Kiswahili course structure by adding a third section of Elementary in Kiswahili in response to heavy student demand. In addition, it would create a new evening Introductory course in African Studies for students in the health sciences who intend to work or study in eastern Africa.

The project would take advantage of the UI's strength in the study of eastern Africa. Key personnel who specialize in this region include James Giblin (History), Marie Krüger (English) Edward Miner (Library), Elke Stockreiter (History), Blandina Kaduma Giblin (Linguistics; Instructor in Kiswahili) and John Njue (Linguistics, Lecturer in Kiswahili). All of these instructors are speakers of Kiswahili. The UI has offered Kiswahili courses through the Department of Linguistics since 1991. The program would also build on the many contacts possessed by UI faculty in Tanzania and elsewhere in East Africa.

The UI currently has no study abroad program of its own in sub-Saharan Africa. This project would offer study abroad in a region which is relatively inexpensive and which is attracting increase interest from students. It would also meet student demand for an African study abroad experience which is short-term and done under the guidance of familiar faculty. It would also offer greatly strengthened on-campus preparation for study abroad.

The project would gain administrative support from the UI's Office for Study Abroad (OfSA) and International Programs (IP). IP has made a commitment of substantial matching funds to support student travel as part of this project.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **ProjectNar1002541374.pdf**

Project Narrative

Integrating Kiswahili Instruction, African Studies and Study Abroad at the University of Iowa

1. Plan of Operation.

(a) The *project design* is student-centered. It responds to interests and concerns expressed to African Studies faculty over a number of years by Iowa undergraduates, including some who have done study or travel in Africa. The program responds to their interests by focusing on the delivery of courses and study abroad opportunities which reflect student preferences. Students have expressed interest in introductory experiences in Africa which are relatively short-term, done under the guidance of faculty with whom they are familiar, and which involve immersion in everyday life. The project also responds to student concern about the cost of travel to Africa by providing UI support for student travel expenses. The project concentrates upon (i) the creation and teaching of innovative, interdisciplinary and team-taught courses which will provide substantial preparation for study and living in Africa, and (ii) the delivery of UI Kiswahili and African Studies courses in Tanzania during two summer and two winter terms.

(b) The *plan of operation* concentrates on thorough preparation for each phase of the project. Supported by curricular improvement stipends, faculty will prepare new courses, with each instructor using her discipline to address a common set of cultural issues. These themes would include gender, relations between younger and older persons, healing and understandings of the body, and religion (Islam and Christianity). Language instructors will work with visiting authorities in Kiswahili instruction from other universities to prepare new advanced conversation-based courses. The on-campus

language and African Studies courses will prepare students for their study and living experience in Tanzania. The Kiswahili courses will provide settings conducive to familiarizing students with cultural norms and age-appropriate behavior. The courses in Tanzania, which will involve use of Kiswahili in everyday situations as well as intensive study of Tanzanian society, will be the project's capstone experience. Students will live with families in Tanzania in a residential neighborhood of Dar es Salaam. The Project Director, together with an executive committee composed of African Studies Program faculty, will oversee each phase of the project. Faculty participants will meet regularly to elaborate the common cultural themes to be emphasized in the courses, insuring that students will find continuity across courses. This continuity will extend to the language courses, where students will learn to speak in Kiswahili about the same issues which they encounter in other courses. The project will utilize an extensive student support network provided by the International Programs (IP) through its International Studies B.A. program. Project students will be encouraged to complete a major in International Studies with a concentration in African Studies. The African Studies majors would be advised through the International Studies advising program, and also by African Studies faculty. Project students would also be advised and supported by the UI's Office for Study Abroad (OfSA). OfSA has achieved increased undergraduate participation in Study Abroad (the growth of study abroad at the UI is discussed in Part 6 (a). Of the 2007-08 graduating class, 19% studied abroad. OfSA receives strong support from IP, which has made increased participation in and increased monetary support for study abroad two of the chief goals of its 2006-11 Strategic Plan.

(c) The *purpose* of the program is to provide an introductory learning experience in Africa, preceded by preparatory training in language, cultural knowledge and social skills which will ensure that students become confident of their ability to negotiate cross-cultural interaction in unfamiliar cultural settings. Project *objectives* are tightly constructed around this purpose. They include (i) the creation of new on-campus courses which provide preparation for study in Tanzania. The new on-campus courses include (a) co-taught interdisciplinary African Studies courses, (b) a new evening introductory course for students in the health sciences (this course would feature lectures by several visiting scholars, and would thus stimulate increased interest in African studies on campus by bringing important scholars to campus), and (c) new advanced Kiswahili courses which emphasize conversational proficiency. *Objectives* also include (ii) the acquisition of new materials by the University Library which can be integrated into courses on East African languages, cultures, history and social issues; and (iii) improved Kiswahili instruction by bringing authorities in the field to campus as consultants, and by training the UI instructors to serve as interviewers for the American Council on the Teaching of Foreign Languages, and iv) the institution of a new program of study abroad during winter and summer terms. The programs of study in Tanzania during winter and summer terms would combine study of Kiswahili with the study of East African society and culture. These programs would be conducted by one language instructor and one African Studies faculty member. They would strive to integrate language and non-language instruction (for example, by discussions in Kiswahili of social issues raised by non-language instruction), and to use local facilities and resources in Tanzania as opportunities for instruction (for example, students could learn about historical

adaptations to different environments by studying the variety of architectural styles at the Village Museum in Dar es Salaam).

(d) The strength of UI *personnel and resources* explains our choice of East Africa as the site of our study abroad. The African Studies Program has an impressive strength in the study of East Africa, while the Kiswahili program in the Linguistics Department has an equally impressive record of consistently high enrollment. The project would benefit from the extensive collection of materials (in audio video formats as well as books, journals and newspapers) on eastern African languages, history and culture in the University Library, the result of a long term commitment by the Library to this region of Africa. The following table summarizes the projected use of *resources and personnel* in order to achieve the objectives described above:

Table 1.1

	Project components	Instructors	Resources Used
Year 1			
<i>Fall 09</i>	Interdisciplinary African Studies course: “Swahili History and Society”	J. Giblin and M. Krüger	Compensated through UISFL course development stipend for each instructor
<i>Fall 09</i>	Conversational Kiswahili	B. Giblin	UISFL funded
<i>Fall 09</i>	ACTFL OPI Tester Training Workshop	B. Giblin	UISFL funded
<i>Winter 09/10</i>	Study Abroad Course in Tanzania	J. Giblin and B. Giblin	Funded by Office for Study Abroad’s “Taking the Classroom to the World Program”
<i>Spring 10</i>	Interdisciplinary African Studies course: “Swahili History and Society”	J. Giblin and M. Krüger	Compensated through UISFL course development stipend for each instructor
<i>Spring 10</i>	Conversational Kiswahili	J. Njue	UISFL funded
<i>Summer 10</i>	Study Abroad Course in Tanzania	E. Stockreiter and J. Njue	Faculty funded by UISFL; student travel support from International Programs
<i>Summer 10</i>	Library Acquisitions Tour of East Africa	E. Miner	UISFL funding
Year 2			
<i>Fall 10</i>	Interdisciplinary African Studies course: “Problems of Health and Environment in Modern East Africa”	N. Barkey and R. Honey	Compensated through UISFL course development stipend for each instructor
<i>Fall 10</i>	Conversational Kiswahili	B. Giblin	UISFL funded
<i>Fall 10</i>	ACTFL OPI Tester Training Workshop	J. Njue	UISFL funded
<i>Winter 10/11</i>	Study Abroad Course in Tanzania	J. Giblin and B. Giblin	Faculty funded by UISFL; student travel support from International Programs
<i>Spring 11</i>	Interdisciplinary African Studies course: “Problems of Health and Environment in Modern East Africa”	N. Barkey and R. Honey	Compensated through UISFL course development stipend for each instructor
<i>Spring 11</i>	Evening course for Health Science Students: “An Introduction to African Studies	Taught by Project Director and L. Eko with guest lectures from African Studies faculty	UISFL course development stipend
<i>Spring 11</i>	Conversational Kiswahili	J. Njue	UISFL funded
<i>Summer 11</i>	Study Abroad Course in Tanzania	E. Stockreiter and J. Njue	Faculty funded by UISFL; student travel support from International Programs

e) By providing support for student travel through UI matching funding, the project will attempt to increase the *involvement of minority students* in study abroad and African Studies. Over a number of years, African Studies faculty have held appointments in the African American Studies Program and taught courses cross-listed with African American Studies and required as part of the African American studies major. Often they have been told by minority students that a major obstacle to their participation in Study Abroad is the cost of travel. By using UI matching funding to support student travel, the project intends to alleviate this difficulty. This aim is fully in accord with one of the primary goals of the International Programs Strategic Plan for 2006-11, which commits IP to “encourage students from traditionally underrepresented ethnic, racial, and cultural groups to study abroad” by devoting “additional funding and staff time to increasing participation in study abroad by student populations currently underrepresented in education abroad programs.” Indeed, the interest of African-American students in African Studies and Kiswahili suggests that they should serve as their into Study Abroad. In recent semesters, African American students have made up about sixteen percent of the Kiswahili course enrollment (the percentage of *all* minority students in the undergraduate student body in Fall 2008 was 9.9%). In the largest African history course taught during the Spring 2009 semester, African American students made up more than twenty percent of the class.

The UI brings together persons of many nations, races, and creeds in common pursuit of educational goals. The University is guided by the precepts that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, color, national origin, age, sex, disability, sexual orientations, gender identity,

associational preference, or any other classification that deprives the person of consideration as an individual, and that equal opportunity and access to facilities shall be available to all. These principles are observed in the internal policies and practices of the University; specifically in the admission, housing and education of students; policies governing programs of extracurricular life and activities, and the hiring and employment of faculty and staff. The University works cooperatively with the community in maintaining and putting into practice these principles. The UI has a long and distinguished tradition of affirmative action, being the first public university in the United States to admit women on an equal basis. The University has made strong and continuing efforts to open doors to minority students as well. Among the University offices and resources devoted to increasing diversity in the student population are the Office of Equal Opportunity and Diversity, which provides education and services to ensure the University's compliance with equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and which works to increase the diversity of faculty, staff and students; the Center for Diversity and Enhancement, which strives to create a welcoming climate for students, staff and faculty from communities underrepresented in higher education; and the Iowa First program, which recruits undergraduate students of diverse backgrounds.

Part 2. Quality of Key Personnel.

(a) The *Project Director* is **James Giblin**. He joined the faculty of the UI Department of History in 1986, and has been Full Professor since 2001. He was a member of the African American Studies Program from 1986 to 2002. He obtained a doctorate in African history from the University of Wisconsin-Madison in 1986. He has published

two books on the history of Tanzania, *A History of the Excluded: Making Family and Memory a Refuge from State in Twentieth-Century Tanzania* (Oxford: James Currey, 2005) and *The Politics of Environmental Control in Northeastern Tanzania, 1840-1940* (Philadelphia: University of Pennsylvania Press, 1992). In addition to publishing numerous articles on Tanzanian history, he has also co-edited two volumes, *In Search Of A Nation: Histories of Authority And Dissidence in Tanzania*, co-edited with Gregory Maddox and Y.Q. Lawi (Oxford: James Currey, 2005) and *Custodians of the Land: Ecology and Culture in the History of Tanzania*, co-edited with Gregory Maddox and I.N. Kimambo (London: James Currey, 1996). Another volume, *Lifting the Fog of War: Hidden Histories of the Maji Maji War*, co-edited with Jamie Monson, is now in press with Brill, Leiden. Giblin has very extensive experience in Tanzania, having lived there from 1982-84 while doing doctoral research, having spent periods of at least eight months in Tanzania five times since then, and having visited Tanzania every year since 1993. He has extensive contacts at several Tanzanian universities, including the University of Dar es Salaam (UDSM), Tumaini University-Iringa and Mkwawa University College of Education (MUCE). He has held appointments as External Examiner at UDSM since 2007 and at MUCE since 2008. In addition to numerous grants and fellowships for research, he has received (with Jamie Monson) an NEH Collaborative Research Grant. This funding supported research by a group of Tanzanian, American and European scholars and graduate students for several years. It focused on the Maji Maji war of 1905-07, a famous uprising against colonial rule in Tanzania. He is a fluent speaker of Kiswahili. At the UI, he has taught numerous courses in the precolonial, modern, environmental and social history of Africa. As Project Director, Giblin is prepared to

devote 20% of time to project administration; in addition, he anticipates teaching in the new interdisciplinary and introductory courses which are to be initiated by the project, and has already committed to directing at least one of the study abroad programs in Tanzania.

(b) The following *key personnel* are the members of the African Studies Program (ASP) faculty who have strong expertise in the study of East Africa. (ASP also includes numerous faculty who specialize in other regions of Africa.) All but one of them is a speaker of Kiswahili. Each of them is prepared to co-teach the proposed African studies courses and to participate in the project's study abroad programs.

- Dr. **Edward A. Miner** is the current Director of the African Studies Program. He is also the International Studies Bibliographer for the University of Iowa Libraries. In this capacity he oversees the acquisition of materials for African, South Asian, and Middle Eastern Studies, International Development, and Linguistics; provides research instruction and reference assistance in these areas; and has undertaken acquisitions travel to Ghana, South Africa, Tanzania, Uganda, India, and Israel. Dr. Miner's scholarly specialty is language and linguistics in East Africa. He completed a doctorate in linguistics at the University of Illinois at Urbana-Champaign, with a dissertation entitled "*Language, Ideology and Power in Uganda.*" He is a fluent speaker of Kiswahili, and also speaks Modern Standard Arabic and Luganda. He has extensive experience in scholarly collaboration in Africa, having cooperated with Ghanaian colleagues in creating a digital collection on Ghanaian culture and history as part of the University of Iowa-University of Ghana, Legon Linkage. He holds leadership positions in

professional organizations, particularly the Cooperative Africana Microfilm Project of the Center for Research Libraries.

- **Dr. Lyombe Eko** has been an Associate Professor in the UI's School of Journalism and Mass Communication since 2003. He holds a doctorate in journalism from the University of Southern Illinois at Carbondale (1997). A native of Cameroon, Professor Eko has also worked professionally in Kenya, where he served as Head of Program Services at the African Broadcasting Union from 1985-94. A student of African broadcasting and print media, Professor Eko has recently developed strong interest in the study of the Internet in Africa. Reflective of the diversity of his interests is his recent completion of a documentary film entitled "Elephant-People: An African Secret Society and Globalization." Professor Eko is a very active contributor to the UI's International Programs, serving on its curriculum committee and supervising theses and honors papers by numerous International Studies undergraduate and graduate students.
- **Dr. Marie Krüger** has been an Assistant Professor in the Department of English, University of Iowa, since 2005. She holds a doctorate in African Languages and Literature from the University of Wisconsin-Madison (2001). A specialist in the study of modern Kenyan literature, Professor Krüger offers a variety of courses on African literature and cinema. A speaker of Kiswahili, Professor Krüger has produced an on-line Kiswahili textbook. Formerly she was the director of the Autonomous Language Learning Network (ALLNET) for IP. She has extensive research experience in both Kenya and Tanzania.
- **Dr. Elke Stockreiter** is an Assistant Professor in the UI Department of History.

She completed a doctorate at the School for African and Oriental Studies, University of London, in 2008. A specialist in the study of Islam and women's history, she wrote a doctoral dissertation on the experience of women with Islamic courts in colonial Zanzibar. Since 2007, she has been a participant in collaborative research projects at the University of Bergen, where she was a research fellow in 2007-08. She has been awarded visiting fellowships at the Center for Modern Oriental Studies in Berlin and at Cambridge University for portions of 2009 and 2010. Professor Stockreiter has had extensive research experience in Zanzibar, and is a speaker of Kiswahili, Arabic and several European languages. At the UI she is teaching a variety of courses on Islam and women in African history.

- Dr. **Rex Honey** is a Professor in the Department of Geography; he has been a member of the University of Iowa faculty since completing his doctorate in geography from the University of Minnesota in 1972. Professor Honey is extremely active in International Programs and many other aspects of international studies on campus. Currently he is director of the UI's prestigious Crossing Borders Program. He has served two terms as director of the African Studies Program. Professor Honey teaches a very wide range of courses for undergraduates and graduates, with themes emphasizing comparative analysis of environmental and human rights issues. Professor Honey's scholarship reflects a very broad comparative perspective and primary focus on political geography, environmental issues and human rights. Although Professor Honey's work in Africa began with research in Ghana, in recent years he has concentrated his

scholarly attention on Nigeria, about which he has published extensively concerning human rights and environmental problems. He has also obtained several grants and fellowships for his work in Nigeria, including a Fulbright-Hays award for collaborative research. Professor Honey has become increasingly interested in eastern Africa in recent years, and during the Summer 2008 made his first visit to the region, where he led a group of Crossing Borders faculty and graduate students to develop a project in the comparative study of West and East Africa.

- Dr. **Nanette Barkey** has been an Assistant Professor in the Departments of Anthropology and Community and Behavioral Health since 2005. Professor Barkey holds a doctorate in Anthropology from the University of Florida (2002). In addition to French and Portuguese, Professor Barkey speaks three African languages, including Kiswahili. Professor Barkey has been engaged in research on a range of public health issues in Africa since the early 1990s in Mozambique, the Democratic Republic of the Congo, and Angola. Her publications reflect her interest in a variety of health issues, including problems of high blood pressure in urban Africa in particular. At the UI she teaches courses on anthropological method, on the anthropological study of Africa, and on comparative issues in public health.

In addition to the African Studies faculty mentioned above, the project would also draw upon the long experience of the UI's Kiswahili instructors. They are **John Njue** and **Blandina Kaduma Giblin**. **Dr. Njue**, a native of Kenya, completed a doctorate in Curriculum and Supervision in 2004. He has taught Kiswahili in the UI's Department of Linguistics since

1997. Since 2006 he has served as a tutor for UI's ALLNET program, and has also served as an examiner in Kiswahili at the University of Alabama. Dr. Njue had extensive experience in teaching Kiswahili before arriving at the University of Iowa, having served as a lecturer at Kenyatta University in Kenya from 1989-97 and as a part-time lecturer at the University of Nairobi. He attended African language teaching workshops at the University of Wisconsin-Madison in 2001 and 2002. **Blandina Kaduma Giblin**, a native of Tanzania, was the first teacher of Kiswahili at the University of Iowa, and has taught continuously in the program since its inception in 1991. She has considerable experience as a translator, having translated from English to Kiswahili *Tanzania: Meisterwerke Afrikanischer Skulptur/ Sanaa za Mabingwa wa Kiafrika*, edited by Jens Jahn (Munich: Verlag Fred Jahn, 1994) and having also served as a court translator on many occasions. She has served as an on-site examiner and consultant in Kiswahili at Grinnell College, Texas Southern University, Samford University, the University of Northern Alabama and the University of Alabama. She is a speaker of ten of Tanzania's languages.

(d) The University of Iowa *prohibits discrimination* in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. The University affirms its commitment to providing equal opportunities and equal access to University facilities. The University of Iowa is committed to the principle of equality of opportunity for all persons. The purpose of its Affirmative Action Program is to reaffirm and ensure that this principle is applied to the recruitment, appointment and promotion of persons in all employment classifications. The University of Iowa will continue to comply with federal and state regulations and to work cooperatively with governmental and community organizations in ensuring equal employment opportunities and affirmative action. In its most recent Annual Equal

Employment Opportunity and Affirmative Action Workforce Report, submitted to the State of Iowa Board of Regents in October 2008, the University reported substantial improvement in achieving greater representation of underrepresented categories in its workforce. While the UI workforce increased by 3.9% from October 2007 to October 29008, women on the faculty and staff increased by 4.7%, and racial/ethnic minority representation increased by 9.5%. The representation of both women (29.4%) and members of minority groups (17.7%) on its tenured/tenure track faculty is now the highest to date.

Part 3: Budget and Cost Effectiveness.

(a) All items in the budget *support the following project activities*: administration of the project, course delivery, training of language instructors, creation of a study abroad program, and collection of library materials in East Africa. In Year One, the budget will fund three on-campus courses, study abroad programs in Winter and Summer Terms, the visit to campus of a specialist in Kiswahili instruction, ACTFL training for one Kiswahili instructor, and a collecting trip to East Africa by the International Bibliographer of the University Library. In Year Two, the budget will fund four on-campus courses, study abroad programs in Winter and Summer Terms, the visit to campus of a specialist in Kiswahili instruction, and ACTFL training for one Kiswahili instructor. These activities are specified in Table 1.1 above.

(b) *Cost effectiveness* is demonstrated by the generous provision of UI matching funds and by the commitment of African Studies faculty to deliver courses at low cost. Details of UI matching funding is provided in Part 6 (d) below. Notable examples of UI matching funding are its support for student travel, and its funding of the Winter 2009/10 program in Tanzania through its “Taking the Classroom to the World” program. UI support for student travel is critical, as it will reduce the chief obstacle to student participation in the program (the high cost of travel), and give students strong, tangible incentive to participate in the program’s on-campus courses as well as its study abroad component. Faculty have committed themselves to providing numerous courses which will not be part of their regular teaching load. They will do so in return for development stipends and stipends of teaching in Tanzania which are

quite economical.

Part 4: Adequacy of Resources.

(a) This project will be supported by a variety of University *facilities and resources*. These include the extensive administrative and planning services provided by International Programs and the Office for Study Abroad (See also sections One and Six). The African Studies Program (ASP) is one of the interdisciplinary units housed within International Programs. Established in 1979, it supervises the African studies stream within the International Studies B.A. curriculum. Among its faculty are specialists in all regions of Africa. The qualifications of the African Studies faculty who share a strong interest in eastern Africa have been discussed in Part Two above. In addition, the ASP includes faculty whose specialization includes North Africa (Michel Laronde, Professor of French, Meriam Belli, Assistant Professor of History Jennifer Sessions, Assistant Professor in History and Ahmed Souaiaia, Assistant Professor of Religious Studies), Southern Africa (Adrien Wing, Bessie Dutton Murray Professor of Law) and West Africa (Christopher Roy, Professor of Art and Art History and Anny Dominique Curtius, Assistant Professor of Francophone Studies). ASP faculty maintain strong links with several units which study African diasporas in various parts of the world. These units are the African American Studies Program, the Caribbean, Atlantic Diaspora Studies Program, and the Crossing Borders Program. Crossing Borders has promoted the study of the African diaspora in India. The Department of Linguistics has administered the African Languages program since 1991. Since that date, the Department has offered a four-semester program (Elementary I and II, Intermediate I and II) which satisfies the foreign language requirement of the College of Liberal Arts and Sciences. Occasionally, the Department has offered more advanced Kiswahili courses for

graduate students. For brief periods the Department also offered Zulu and Yoruba. Following are enrollments in Elementary and Intermediate Kiswahili for the last five years (note that Kiswahili has been offered only in Fall and Spring semesters):

Table 4.1

Semester	Elementary	Intermediate	Total
<i>Fall 04</i>	43	16	59
<i>Spring 05</i>	35	19	54
<i>Fall 05</i>	31	29	60
<i>Spring 06</i>	25	29	54
<i>Fall 06</i>	43	17	60
<i>Spring 07</i>	37	15	52
<i>Fall 07</i>	38	32	70
<i>Spring 08</i>	29	27	56
<i>Fall 08</i>	38	22	60
<i>Spring 09</i>	32	22	54

ASP faculty have made vital contributions towards creating numerous resources which give African Studies at Iowa its distinctive emphasis on culture and literary and artistic expression. Among these resources are (i) the International Writers Workshop, which over many years has brought many prominent African writers into residence at the University; (2) the Interdisciplinary Project for Advanced Study of Art and Life in Africa (PASALA), which has supported Africa-related research by students and faculty, conducted African Studies conferences and sponsored important exhibitions of African art; and (3) the University Museum's extraordinary, world-famous Stanley Collection of African Art.

Another key resource is the extensive collection of Africana materials held by the University Library. The collection's notable strength in East Africa reflects not only the specialization of numerous UI faculty in this region, but also the fact that, since 1985, the Library has filled its position of International Bibliographer with an expert in East Africa. The University of Iowa has one of the more extensive research library systems in the country, comprising the Main Library, the Hardin Library for the Health Sciences, the Law Library, and nine branch libraries (Art, Music, Business, and the sciences). With more than 4 million volumes, the Libraries ranks 31 out of 114 among the Association of Research Libraries for size of collections. InfoHawk, the Libraries' integrated online system, uses ExLibris' Aleph 500 software. The Libraries has been innovative in the development of services related to digital technologies with the creation of such units as the Information Arcade and Information Commons. The University Libraries is an active member of the Online Computer Library Center (OCLC), the Committee on Institutional Cooperation (CIC), the Center for Research Libraries (CRL), the Association of Research Libraries (ARL), the Coalition for Networked Information (CNI), and the ARL SPARC Project. The Library's African Studies collection has benefited from a consistent annual budgetary increase of 5% over the last five years, in FY2009 coming to approximately \$105,000. The collection is particularly strong in literature and literary criticism, history, art history, anthropology, geography, law, political science, public health, environmental and development studies, and human rights. The Library subscribes to many important African studies databases, including Africa-Wide NiPAD, JStor, the Black Studies Center, and Index Islamicus. Special efforts are made to acquire scholarly, governmental and NGO publications from Africa in English, French, Kiswahili, Arabic and Portuguese. Notably important in the Library's microforms collection is a very rare microfilm copy of the Tanganyika District and Provincial

Books. For some years, the UI Libraries has participated in the Library of Congress cooperative acquisitions program through its Nairobi field office, acquiring substantial numbers of East African books, journals, government publications, videos, and music CDs – many in Kiswahili and other East African languages. A recent search of the InfoHawk catalog shows more than 600 titles in Kiswahili (including journals), 65 in Luganda, 42 in Luo, and 30 in Kikuyu, with scattered holdings in other local languages. Dr. Edward Miner, International Studies Bibliographer, specializes in Africana bibliography and has undertaken library acquisitions trips to East Africa in 2004 (Tanzania & Uganda), 2005 (Uganda), and 2008 (Uganda). One outcome of these efforts is a unique video collection of locally produced Tanzanian and Ugandan feature films, TV serials, stage plays, music concerts, and social issue documentaries. Student access to primary source materials for East African historical research is vastly enhanced by UI's institutional membership in the Center for Research Libraries and its affiliated Cooperative Africana Microform Project (of which Dr. Miner is the Chair-Elect).

The UI's Language Media Center provides facilities and services for traditional language laboratory work as well as for foreign language video and computer-based activities. The Center is equipped with an audio language laboratory, individual audio recording carrels, an audio master recording booth, small group video viewing rooms, video viewing stations for individuals, and networked multimedia microcomputer workstations. It holds a collection of international media resources in many formats. Students use its facilities for individual and small-group work to practice a broad range of language skills, including speaking, reading, writing, grammar, and cultural awareness. The 7,100 titles in its collection of instructional materials includes resources in Kiswahili and other African languages. Instruction in less commonly taught languages at the UI is greatly assisted by its participation in the Autonomous

Language Learning Network (ALLNET). With the support of the ALLNET Director, students design their own study plans to learn basic language skills or improve upon existing skills in preparation for study and research abroad. Upon admission into the program, they will be provided with learning materials and tutorial sessions with a native speaker.

Part 5. Plan of Evaluation.

(a) The proposed project requires evaluation of (i) its language instruction, (ii) its study abroad program, and (iii) its on-campus courses. A review of literature concerning both the teaching of African languages and study abroad (see for example Eyamba Georges Bokamba, *African Language Program Development and Administration: A History and Guidelines for Future Programs* [Madison, WI: NALRC Press, 2002] and Mell C. Bolen (ed.) *A Guide to Outcomes Assessment in Education Abroad* [Carlisle, PA: the Forum on Education Abroad, 2007]) shows that in both these areas, views about methods of evaluation and assessment are in flux. Thus the African Studies Program proposes an *evaluation plan* which uses a combination of methods with which we are familiar in our own teaching, assessment tools created by the UI Office for Study Abroad, and a form of language learning assessment which has not been used at the UI previously. In addition, we include in this project activities intended to improve our own capacity for language learning evaluation. This plan of assessment has been prepared in consultation with the UI Office for Study Abroad, and with two authorities in Kiswahili instruction, Professor Eyamba Georges Bokamba of the University of Illinois at Urbana-Champaign, and Professor Magdalena Hauner of the Department of African Languages and Literature, University of Wisconsin-Madison.

A vital part of the project's evaluation plan is its effort to increase capacity of language

instructors to perform assessment of student learning. We propose to increase evaluation capacity in two ways. First, we propose bringing important national authorities in Kiswahili instruction to campus to act as consultants for the UI instructors, to visit the Kiswahili classes, and to offer written assessments of the UI Kiswahili program. We have discussed this proposal with both Professor Bokamba of the University of Illinois, and Professor Hauner of the University of Wisconsin-Madison. Both of them have agreed to serve as consultants. Moreover, both have agreed that our plan of having consultants work with the UI instructors on (i) methods of teaching advanced, conversational classes and (ii) improving methods of assessment of student learning would be productive. Professor Hauner has invited our instructors to visit her campus in order to observe classes and speak with instructors and students. Should either Professor Bokamba or Professor Hauner be unable to act as a consultant, a number of other suitable specialists in Kiswahili instruction would be available, including, for example Professor Deo Ngonyani of Michigan State University and Professor Lioba Moshi of the University of Georgia. The second method of assessment capacity building would involve having the UI Kiswahili instructors train to become testers for the Oral Proficiency Interview program of the American Council on the Teaching of Foreign Languages (see below). They would do so by attending four-day workshops held periodically by the ACTFL.

(b,c) The *criteria* for language learning assessment are facility in spoken and written expression and ability to express oneself in speech and writing with correct syntax, listening comprehension, knowledge of grammar, and breadth of vocabulary. Tests and examinations given by course instructors to measure all of these criteria will be a normal part of all language courses, both on-campus and in Tanzania. An additional measurement which will be used by

this project are tests of listening comprehension and speaking ability administered by telephone by the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL Oral Proficiency Interview assesses how well a person speaks a language. It is a 20-30 minute face-to-face or telephonic interview between a certified ACTFL tester and an examinee. The speaker's performance is compared to the criteria outlined in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). The interview is double rated and an Official ACTFL Oral proficiency Certificate stating the candidate's proficiency level is issued to the candidate. Students taking the project's new courses in Conversational Kiswahili would be required to take the Interview at the beginning and end of each semester, providing instructors and the project with a measure of success in improving conversational facility. The primary criterion for measuring the success of the new introductory and interdisciplinary African Studies courses are knowledge of subject matter and ability to think, write and speak with precision and nuance about the knowledge gained in the class. These courses would measure student learning through a combination of writing assignments, examinations and class discussion, with the judgment about the most appropriate combination of *assessment methods* left to the course instructor(s). In addition, students in each course would be asked to evaluate the course using the evaluation form preferred by the instructor's home department. The study abroad programs will involve a combination of language learning and instruction about regional history, society and culture. Because the ACTFL interview method will not be feasible while students are in Africa, instructors will rely upon a combination of written and oral tests, given both during and at the end of the study period. A capstone method of evaluation of conversational ability will involve students having to negotiate a real-life situation – such as buying an item in a market – under the supervision of the language instructor. Evaluation of students' success in gaining historical,

social and cultural knowledge will involve a combination of written assignments, tests and discussion. However, this method must be adapted to the living conditions which students will experience in Tanzania. They are likely to have less opportunity for extended periods of writing than they would have on-campus. For this reason, an important method of evaluation will involve keeping daily journals. Although the reading of student journals will not yield quantifiable data, it will allow instructors to judge the success of students in acquiring knowledge through reading and classroom instruction, and in using that knowledge to think with subtlety and complexity about the social situations which they encounter first-hand during their period in Tanzania.

(d) Evaluation of the study abroad programs will be assisted by use of several *assessment tools* developed by the UI Office for Study Abroad. (These tools are attached; note that while they serve as models, some of them would have to be adapted for use by our project.) Our review of recent literature on study abroad assessment suggests to us that there is considerable uncertainty among authorities in educational assessment about how to evaluate qualities, such as increased self-confidence and maturity, which are often assumed to represent benefits of study abroad. For this reason, our evaluation of study abroad will concentrate on class content and improvement in language ability. The *timetable* for project assessment would include meetings of the Project Director and the project Executive Committee (consisting of Africa Studies Program faculty) at the end of each semester, and meetings of the Project Director and instructors of project courses at mid-semester. They would discuss the evaluations of courses and study abroad programs submitted by students, and discuss instructors' assessments of student learning. Following is a evaluation timetable:

Table 5.1

Year 1	Mid-Semester Evaluations	Early in Semester	End of Semester Evaluations
<i>Fall 09</i>	Project Director (PR) discusses language and African Studies Courses with Instructors.		At end of semester, students write course evaluations. At beginning of Spring 2010 term, PR meets with Executive Committee (African Studies Faculty) for evaluation of fall on-campus courses and Winter Term course in Tanzania; this meeting includes discussion of student evaluations;
<i>Winter 09/10</i>			At end of Winter course in Tanzania, students write course evaluations and program evaluations based upon Office for Study Abroad (OfSA) models (see appendices).
<i>Spring 10</i>	PR discusses language and African Studies Courses with Instructors	PR submits written report on Winter Term course to OfSA.	At end of semester, students write course evaluations. At end of Spring 2010 term, PR and Executive Committee meet with instructors of Spring term language and African Studies courses.
<i>Summer 10</i>			PR responsible for submitting written reports on academic year project activities and Summer study abroad program to Executive Committee of International Programs (IP) and OfSA. At end of summer course in Tanzania, students write course evaluations and program evaluations based upon OfSA models (see appendices).
Year 2			
<i>Fall 10</i>	PR discusses language and African Studies Courses with Instructors	At beginning of Fall 2010 term, PR meets with instructors of summer program in Tanzania and with Executive Committee; this meeting includes discussion of student evaluations.	At end of semester, students write course evaluations.
<i>Winter 10/11</i>			At end of Winter course in Tanzania, students write course evaluations and program evaluations based upon OfSA models (see appendices).
<i>Spring 11</i>	PR discusses language and African Studies Courses with Instructors	PR submits written report on Winter Term course to OSA.	At end of semester, students write course evaluations. PR meets with Executive Committee for evaluation of 2010/11 academic year courses and activities; this meeting includes discussion of student evaluations;
<i>Summer 11</i>			At end of summer course in Tanzania, students write course evaluations and program evaluations based upon OfSA models (see appendices). PR responsible for submitting written reports on academic year project activities and Summer study abroad program to Executive Committee of International Programs (IP) and OfSA.

Part 6. Commitment to International Studies.

(a) International Programs (IP), which includes the Office for Study Abroad (OfSA) and the Office of International Students and Scholars, enables University of Iowa students, faculty, staff and the public to learn from and about the world. IP administration, faculty and staff have the common objectives of internationalizing the undergraduate, graduate and professional curricula across departments and disciplines, promoting international scholarships and educational exchange, enhancing the Iowa experience for international students and scholars, furthering international knowledge and activities across the state, and helping create a community and society responsive to the increasingly international needs and obligations of citizenship. IP coordinates international activity at the campus level and beyond and helps shape UI's strategic plan for international education.

The International Studies B.A. degree program has nearly 500 majors. The B.A. is a multi-disciplinary program of study that allows students to explore opportunities in the humanities and social sciences from such disciplines as history, anthropology, economics, political science, geography, foreign languages, the arts and art history, and public health. The curriculum of the major is designed so that students will learn to appreciate and understand foreign cultures, focus on themes of global significance, and master the varied disciplinary approaches employed to study international issues. Students must choose a geographic or thematic areas of emphasis with several options, including African Studies. Also offered is a Master of Arts in International Studies.

In addition to these academic programs, IP sponsors the following programs and centers: Autonomous Language Learning Network, African Studies Program, Center for Asian and

Pacific Studies, the Caribbean, Diaspora and Atlantic Studies Program, Center for Russian, East European, and Eurasian Studies, 18th and 19th Century Interdisciplinary Colloquium, Confucius Institute, Crossing Borders, European Studies Group, Foreign Language Acquisition Research and Education, Global Health Studies Program, Institute for Cinema and Culture, International Forum for U.S. Studies, Latin American Studies Program, Opera Studies Group, South Asian Studies Program, and UI Center for Human Rights.

International Programs currently has over 100 jointly appointed faculty as well as more than 250 other faculty who join in various aspects of IP projects and activities. Resources to bolster the Library's international collections have seen double-digit increases in the past three years. IP's faculty are supported by more than 40 full-time professional staff with regional and topical experience, who oversee media relations, accounting, cross-cultural programming, grant preparation, outreach, instruction, and research, and the OfSA and OISS. In addition, IP sponsors 400 unique outreach events annually that have a direct impact on the local and regional communities. These programs are free and open to the public and contribute to the university and its surrounding communities by offering enriching educational experiences about regions of the world and geopolitical issues that are often under-represented or not represented at all in local schools or other community venues.

International exchange at the University of Iowa continues to be a priority, and the number of University of Iowa students studying abroad continues to increase. In academic year 2007-08, 1,218 students studied abroad in 59 countries. In addition, students and scholars from other countries are an important component of the university, and contribute significantly to teaching, research, and other scholarly activities. In fall 2008, international students numbered close to 2,400, with over 8% from Africa. In addition, the University hosted nearly 450 visiting scholars

across campus with approximately 7% of those individuals from the Africa. Beyond study abroad programs, UI maintains 86 active exchange agreements with 38 countries throughout the world. IP has formal agreements with three institutions in Africa including: Addis Ababa University in Ethiopia; The Gambia College in Gambia; and Muhimbili University of Health & Allied Sciences in Tanzania. Many of these are general agreements pursuant to which the UI and universities in other countries agree to the exchange of information, faculty members, research activities, and students on a case-by-case basis.

(b) The purposes, objectives and plan of *implementation* of this project have been *discussed and approved by a number of faculty and administrators*. Discussion began with the Director and faculty of the African Studies Program, as well as the heads of the Department of Linguistics and the Department of History. The plan was also discussed with faculty in the College of Pharmacy who have established a training program in Tanzania. They gave strong encouragement, and stated that the new Introduction to African Studies course proposed as part of this project would be made a requirement for Pharmacy students who wish to participate in the College of Pharmacy's Tanzania project. The project was also discussed with two authorities in Kiswahili instruction at other universities, Professor Eyamba Bokamba of the University of Illinois at Urbana-Champaign, and Professor Magdalena Hauner of the University of Wisconsin-Madison. Both Professor Bokamba and Hauner provided enthusiastic comments on the initial proposal, and both volunteered to serve as advisors and consultants to the Kiswahili program (Professor Bokamba's c.v. is provided in the appendices). After the plan was shaped in these discussions, an initial proposal for study abroad was submitted to a competition within the Office for Study Abroad. OfSA chose this proposal of study abroad in Tanzania during the Winter

Term 2009/10 for support through its “Taking the Classroom to the World” program.

Subsequently, a preliminary version of the UISFL proposal was reviewed by staff, the Associate Dean and Executive Committee of International Programs. As a result of this review, IP committed matching funds in support of this project.

(c) The project enjoys *institutional commitment* from faculty and administrators in the International Programs (including the Office for Study Abroad), the African Studies Program, and the Department of Linguistics. Faculty have given commitments to participate in project teaching and in conducting study abroad programs. The Office for Study Abroad is prepared to support the study abroad component of this project, both by providing advising and by making monetary support for student travel through grant competitions. International Programs has committed matching funds and is prepared to provide administrative support.

(d) Strong *institutional commitment of funds* is demonstrated by the generous internal funding provided by International Programs and the African Studies Program as cost sharing effort in funding this project. The University of Iowa (UI) is contributing significant staff effort, faculty travel expenses for study abroad in winter 09-10, student study abroad scholarships, and curriculum development stipends in each year of the grant.

Administrative personnel: Salaries and fringe are budgeted at projected rates set by UI for each of the following personnel. The Project Director, James Giblin, will provide 20% effort during each year of the grant (\$18,740 for Year 1 and \$19,677 for Year 2, plus fringe at the faculty rate of 30.3%). Elena Osinskaya, Director of the Autonomous Language Learning Network will contribute 5% effort (\$2,308 for Year 1 and \$2,423 for Year 2, both plus fringe at

the Professional & Scientific (P&S) staff rate of 38.5%). Edward Miner, International Librarian, will contribute 10% effort (\$6,134 in Year 1 and \$6,441 in Year 2, plus fringe at the P&S rate of 38.5%). An advisor from the Office for Study Abroad will contribute 10% effort and was figured using the average salary of \$47,000 per year (\$4,700 in Year 1 and 4,936 in Year 2 plus fringe figured at the P&S rate of 38.5%). Funds are requested for .5 HTE (10 hours/week) Academic Year Graduate Assistant (\$8,288 in Year 1 and \$8,702 in Year 2 plus fringe at Graduate Assistant rate of 19.5%).

Travel: Funds are requested for faculty and staff travel in the amount of \$33,348 in Year 1 and \$35,528 in Year 2 for a total of \$68,876 over the grant period. Domestic airfare was averaged at \$700 per roundtrip ticket and international airfare was estimated using current quotes from travelocity.com. US State Department per diem rates. Per diem includes lodging and food expenses. Funds are requested to support Project Director travel to the annual meeting in Washington, DC in each year of the grant (\$1,288 per trip); one visit to East Africa (location to be determined) for Edward Miner with the purpose of collecting library materials (\$8,000 in Year 1 for airfare and per diem); trip to ACTFL Proficiency Tester Training for two instructors in a domestic location to be determined (\$1,500 per person for a total of \$3,000 in Year 1); travel expenses for Language Consultant to visit UI in each year of the grant (\$1,060 per year totaling \$2,120); and travel expenses for four visitors to lecture in the Introduction to Health Studies course in (\$4,240 total in Year 2).

In addition to the above travel expenses, the Project Director requests funds to support faculty participation in proposed study abroad programs as follows: Winter 09-10 "Taking the Classroom to the World" trip (3 weeks) - \$2,000 is requested to cover supplies and in-country transport; Summer 2010 program (6 week trip) - \$18,000 is requested to cover travel, lodging,

supplies and in-country transport expenses for two faculty members; Winter 2010-11 (3 week trip) - \$12,000 is requested to cover travel, lodging, supplies and in-country transport expenses for two faculty members; and Summer 2011 program - \$18,000 is requested to cover travel, lodging, supplies and in-country transport expenses for two faculty members. UI will contribute \$10,000 to cover travel and lodging expenses for two faculty members in Year 1 for the Winter 09-10 "Taking the Classroom to the World" program and \$20,000 in each year of the project for student scholarships to participation in the study abroad programs. UI's contribution for travel totals \$50,000.

Equipment: nil.

Supplies: The Project Director requests \$2,000 each year for library materials on East Africa, in order to provide the area-specific courses with expansive teaching tools.

Contractual: nil.

Construction: nil.

Other: The Project Director proposes significant curriculum development to enhance offerings for undergraduate students and requests funds for curriculum development stipends as follows: one Accelerated Kiswahili course in each year of the grant (\$4,000 per year totaling \$8,000); one stipend for course on topics in East Africa in each year of the grant (\$4,000 per year totaling \$8,000); one stipend to develop an Introduction to Health Studies course (\$4,000 in Year 1) in addition to four stipends for visiting lectures to assist teaching the course in Year 2 (\$1,000 per stipend totaling \$4,000 in Year 2). In addition, UI will contribute one stipend per year to support development of an additional course on a regional topic.

In addition to the course development stipends, the Project Director requests funds for the following: honoraria for the Language Consultant in each year of the grant for three day

consultation (\$1,000 per year totaling \$2,000); Graduate Assistant tuition expenses as required by the Campaign to Organize Graduate Students Union, UE Local 896 in the amount of \$5,000 per year; training fee for two instructors to complete ACTFL Oral Proficiency Interview Tester training (\$850 per person totaling \$1,700 in Year 1); and fees for eight students to complete ACTFL Oral Proficiency testing (2 tests per student at \$436 student totaling \$3,488).

Indirect Costs: Indirect expenses were calculated at the rate of 8% of Modified Direct Costs. The modified costs were figured by subtracting tuition expenses from the total direct costs (Year 1: \$70,790 less \$5,000 equaling \$65,790; Year 2: \$67,415 less \$5,000 equaling \$62,415). Indirect costs at 8% of modified direct costs total \$5,263 in Year 1 and \$4,993 in Year 2 (\$10,256 for project period). UI is contributing \$5,829 in Year 1 and \$5,458 in Year 2 for a total of \$11,286 in indirect costs for the project period.

Total: UI African Studies Program requests \$76,053 for Year 1 (UI to match \$78,691) and \$72,409 for Year 2 (UI to match \$73,680), rendering the entire amount requested from UISFL grant for two years into \$148,462 and the entire amount of UI cost share for the grant period into \$152,371.

Part 7. Elements of the Proposed International Studies Program.

(a) The proposed project is intended to strengthen African studies undergraduate education at Iowa, giving African studies greater prominence *and effectiveness as an international studies program* within the University. The project will improve the UI's *foreign language instruction* by increasing the range of course offerings in Kiswahili, by improving the training of the Kiswahili instructors, by giving students the opportunity to pursue a coordinated program of language study and study abroad, and by allowing the foreign language requirement of the

International Studies B.A. to be satisfied through the study of Kiswahili (see Part 7 (d) below), thereby creating a closer relationship between African language instruction and the African Studies B.A. concentration. The project will give students strong incentive to study Kiswahili, by making it a crucial part of their preparation for taking part in the study abroad courses in Tanzania. The project will broaden *international education* and revitalize and make more attractive undergraduate education in Africa by providing a new opportunity for study abroad and by making *language training* a crucial part of the preparation for study abroad and of study abroad itself.

(b) Both the new African studies courses and the study abroad program will be *interdisciplinary*. A benefit of the project is that it will provide an opportunity for African Studies Program faculty from numerous disciplines to collaborate more regularly in teaching. Both the on-campus and study-abroad courses in this project will be co-taught by faculty from different departments. Instructors will bring the methods and insights of their disciplines to bear on a common set of broadly-defined issues about eastern African culture, society and history. In addition, the interdisciplinary nature of the student experience of the program will be further enhanced through their participation in language training. The project will strengthen the African Studies and International Studies curricula by creating *new co-taught, interdisciplinary courses* in African studies, new conversational Kiswahili courses, and an interdisciplinary evening introductory course intended primarily for students in the health sciences.

(c) The *adequacy of the proposed course offerings* is demonstrated by the fact that students who intend to take one of the new study abroad courses in Tanzania will have the opportunity to take one advanced Kiswahili course in each semester, and one interdisciplinary African studies course each year.

(d) The project will achieve a crucial *improvement in the University's African language curriculum*. Currently the Linguistics Department offers four semesters of Kiswahili. These courses allow undergraduates to satisfy the B.A. language requirement in the College of Liberal Arts and Sciences. This project would *expand the Kiswahili curriculum* by creating a third year of Kiswahili instruction. These advanced courses would emphasize the achievement of conversational fluency, the ability to read a wide range of materials (ranging from Tanzania's scandal-sheet newspapers to classical poetry), and the improvement of writing skills. These advanced courses would be intended to meet the needs of students who wish to go beyond simply meeting the B.A. requirement by acquiring advanced skills of comprehension and expression in preparation for travelling to East Africa. While students have very frequently expressed a desire for more advanced instruction, in most years since Kiswahili instruction was instituted by the Linguistics Department in 1991 funding limitations have prevented the Department from providing advanced courses. The development of new conversational Kiswahili courses would be assisted by the visits of established authorities in Kiswahili teaching who would serve as advisors to the UI Kiswahili instructors.

Part 8. Need for and Prospective Results of the Proposed Program.

(a) This proposal stems from an assessment of *need* which is based on discussions with undergraduate students and observation of students in Africa by African Studies faculty over a number of years. The proposed conversational Kiswahili courses would address the need expressed by numerous students who have taken first- and second-year Kiswahili. They have asked for courses which would allow them to continue beyond the four semesters required to

fulfill the B.A. language requirement in the College of Arts and Sciences (CLAS), and that would enable them to improve their speaking and listening abilities. These courses would also allow students for the first time to satisfy by studying an African language the requirement for the B.A. in International Studies that students take two semesters of advanced language coursework beyond the CLAS language requirement. The proposed new interdisciplinary African Studies courses would also increase the attractiveness of the African Studies concentration within the International Studies B.A. curriculum. These courses would expand the courses offerings available to African Studies concentrants, and – because they would be co-taught by faculty from different departments – make it easier for students to satisfy the International Studies requirement that courses taken in fulfillment of the major represent at least four different departments. The *primary need* fulfilled by these courses, however, is to provide stronger preparation for study abroad in eastern Africa. While observing UI undergraduates who have gone to East Africa to take up a variety of study, employment and internship opportunities, African Studies faculty have frequently noted that these students have quite limited – and sometimes inadequate -- knowledge of the region’s history and cultures. The new, interdisciplinary courses would provide students with extensive preparation from the viewpoint of a wide variety of academic disciplines. The proposed evening Introduction to African Studies course would also respond to concerns expressed by faculty. Faculty in the Health Sciences have commented that their students who have done training in African have sometimes been impeded by a lack of both practical cultural orientation and humanities and social science knowledge of Africa. The Study Abroad courses represent an initiative by the African Studies Program to strengthen its contribution to the effort by the UI and International Programs to increase undergraduate participation in academic programs outside the United States. The

project intends to increase the proportion of UI students doing study abroad who do so in Africa. At the same time the Study Abroad portion of the proposed project addresses the *need* expressed by numerous undergraduates who have indicated a desire to participate in an affordable and relatively short-term introductory experience in Africa under the guidance of UI faculty whom they know. The institution of a program of short-term study in Tanzania would be in line with a national development in study abroad. U.S. institutions have responded to student preferences by increasing the proportion of study abroad programs which are relatively brief.

To *summarize*, this proposal is intended to address two problems which African Studies faculty have found with the undergraduate curriculum. The first is limited connection between the African language program and African Studies courses, including in particular the International Studies B.A. concentration in African Studies. Although the Kiswahili courses have maintained excellent enrollment for many years, only a minority of the Kiswahili students have taken multiple courses in African Studies, and very few have taken the African Studies concentration. The second curricular problem is that few of the students who have taken Kiswahili, African Studies courses and the African Studies concentration have gone on to gain experience in Africa through study abroad. Comments from students suggest that they have been dissuaded from attempting study abroad by the expense of air travel to Africa, by the lack of a self-standing UI program in sub-Saharan Africa, by lack of time and lack of parental support to undertake long periods of study in Africa, and by the cultural unfamiliarity of Africa. These last points has led students to express a preference for an opportunity to gain a relatively brief, introductory experience in Africa. The proposed project seeks to address all of these issues by bringing the African language program and African studies together in order to prepare students for brief

periods of intensive study in Tanzania.

The success of this project requires a combination of Federal funds and UI funds and resources. The project will strengthen the African studies concentration with the UI's International Studies curriculum. It will contribute to the University mission of increasing undergraduate involvement in Study Abroad. It will provide a new and attractive opportunity for UI students to gain first-hand familiarity with Africa. It will also improve African language training at the UI by introducing new advanced courses in Kiswahili, and by encouraging Kiswahili students to participate in further intensive language study in Tanzania. Kiswahili course work will consolidate knowledge of grammar and syntax gained in on-campus courses, widen knowledge of idiomatic usage, and increase oral comprehension and conversational fluency. The most benefit to the students is likely to be the increased self-confidence which comes from successful negotiation of cross-cultural interaction and success in obtaining conversational facility in a new language.

(b) To provide American students with academic training and first-hand experience in a region which is highly unfamiliar to most UI undergraduates, the project would combine federal funding with University resources. Matching funds from International Programs would provide students with the crucial inducement to participation in the project by reducing the cost of travel to and study in Tanzania, thus making the program attractive and accessible to a wider range of UI students. UI faculty and programs, including International Programs, International Studies, the Office for Study Abroad and the Linguistics Department would provide extensive administrative support for the project. Federal funding would be used in its entirety to deliver

undergraduate courses. It would fund the teaching of advanced Kiswahili courses, provide stipends for development of new, interdisciplinary courses by African studies faculty, and cover the expenses of faculty who would carry on the study abroad component of the project by teaching and mentoring students in Tanzania.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **OtherNarrative1002541336.pdf**

Attachment 2:

Title: Pages: Uploaded File: **OtherNarrative1002541473.pdf**

Attachment 3:

Title: Pages: Uploaded File: **OtherNarrative1002541377.pdf**

a) spoken Spanish?

Vastly improved

Considerably better

Somewhat better

Little change

b) written Spanish?

Vastly improved

Considerably better

Somewhat better

Little change

16. The on-site orientation was:

excellent

very good

ok

fair

poor

17. The information and assistance I received from my home campus about this program prior to applying was:

excellent

very good

ok

fair

poor

N/A

18. The information and assistance I received from the CIC office in Iowa once admitted was:

excellent

very good

ok

fair

poor

N/A

Comments: (on back)

2008 CIC Summer Study Program in Mexico
COURSE AND INSTRUCTOR EVALUATION

Please do not indicate your name. Evaluations will be read only after all grades have been turned in. You will be asked to complete one course/instructor evaluation for each course you have taken. Please take care to indicate the course name and instructor in the space provided below.

Please react to the following statements with the appropriate number:

5 = I strongly agree, 4 = I agree, 3 = More or less, 2 = I disagree, 1 = I strongly disagree

I. COURSE:
(title)

- _____ 1. The contents of this course were very useful academically
- _____ 2. The contents of this course were very useful personally.
- _____ 3. The texts used were of good quality and beneficial.
- _____ 4. Examinations and quizzes were fair as to content and format.
- _____ 5. Examinations were fairly graded.
- _____ 6. All written requirements were promptly graded and returned.
- _____ 7. Exercises (essays, papers) were graded with personalized comments to help me.
- _____ 8. Assignments were appropriate to course content.
- _____ 9. The amount of work was appropriate for this course.
- _____ 10. The academic level of this course was appropriate.
- _____ 11. Overall grading has been fair.
- _____ 12. Research projects and special presentations were effective teaching tools.

II. INSTRUCTOR:
(name)

- _____ 13. ...succeeded in motivating students in this subject.
- _____ 14. ...was available for consultation and help.
- _____ 15. ...was an interesting and dynamic instructor.
- _____ 16. ...knows his/her subject matter very well.
- _____ 17. ...came well-prepared for each class.
- _____ 18. ...was effective in explaining concepts.
- _____ 19. ...was receptive to questions and other opinions.
- _____ 20. ...welcomed and stimulated discussion among students.

- _____ 21. ...treated students fairly and equally.
- _____ 22. ...was patient.
- _____ 23. ...was sensitive to student feedback.
- _____ 24. ...balanced course objectives with student needs.

COMMENTS (Use reverse side if needed):

2008 CIC Summer Study Program in Mexico

Evaluation of CIC Program Staff

5 = I strongly agree, 4 = I agree, 3 = More or less, 2 = I don't agree, 1 = I strongly disagree

Evaluation of Faculty Director

1. ____ Director was organized.
2. ____ Director was concerned when I had a problem.
3. ____ Director was available to students on a regular basis.
4. ____ Director participated in group activities.
5. ____ Director informed me of cultural opportunities in Guanajuato on a regular basis.
6. ____ Overall, I feel the Director did a good job.

COMMENTS:

2008 CIC Summer Study Program in Mexico

Evaluation of CIC Program Staff

5 = I strongly agree, 4 = I agree, 3 = More or less, 2 = I don't agree, 1 = I strongly disagree

Evaluation of Program Assistant, Eva Pujol

1. ___ Program Assistant was organized.
2. ___ Program Assistant was concerned when I had a problem
3. ___ Program Assistant was available to students on a regular basis.
4. ___ Program Assistant participated in group activities.
5. ___ Program Assistant informed me of cultural opportunities in Guanajuato on a regular basis.
6. ___ Overall, I feel the Program Assistant did a good job.

COMMENTS:

STUDY ABROAD PROGRAM EVALUATION FORM

University of Iowa ❖ Office for Study Abroad

Please take a few moments to thoughtfully evaluate the study abroad program in which you participated. Feedback from you is important. This information will be made available to students interested in your program so that they can get a sense of your experience. Be objective. Feel free to use the back side, or to attach any additional comments to this questionnaire. When complete, return this form to the Office for Study Abroad, 1111 UCC.. Thanks!

DATE: _____

What program were you on? _____
program *sponsoring institution*

Location of program _____
city/town/region *country* *foreign institution*

Period of study: semester year summer From _____ to _____.
mo / yr *mo / yr*

Class standing at start of program: Freshman Sophomore Junior Senior

ACADEMICS

Describe your academic experience. Elaborate on workload, quality of courses, teaching facilities, differences from the UI, etc. Who were your fellow students? Who were your professors?

Did you have easy access to library facilities? Computer and e-mail facilities?

Did the program require the use of a foreign language? Yes No

If yes, did you have an adequate foundation in the language prior to your trip? Did you make good progress? Did you use the language frequently outside of the classroom?

COST OF PROGRAM

Program Fee: \$ _____

Other Expenses: \$ _____

Do you have any advice for future students regarding finances for this program?

HOUSING

Please describe your living situation, including descriptions of your lodging, its location, how you received your meals, concerns for safety, transportation options, etc. Add any advice for future students regarding housing for this program.

SUPPORT

What guidance and support services did the program provide before and during your time abroad?

(e.g. pre-departure orientation, on-site program director, medical care, etc.)

HOST CULTURE

Who did you "hang out" with? How can a student get to know people from the host country?

(What tips / hints can you offer for getting along with people?)

What experiences, behaviors, or attitudes that you encountered were particularly difficult to understand or adjust to?

What was the most positive aspect of your experience abroad?

What was the most negative aspect of your experience abroad?

What is your overall evaluation of your study abroad experience? Are you glad you did it? Would you recommend that other UI undergraduate students study abroad? On this particular program?

If you have had experiences, positive or negative, in a foreign country that would be particularly useful to share with either (or both) Students of Diverse Ethnic Backgrounds or Gay, Lesbian & Bisexual Students, please indicate in an attached note. We'll send you a follow-up questionnaire(s) focused on these issues. Thanks!

*Thank you for your cooperation. Please return this form to: **Office for Study Abroad, 1111 UCC, UI, Iowa City IA 52242.***

Curriculum Vitae of Key Personnel

James Giblin, Project Director and Professor, Department of History

Edward Miner, International Studies Bibliographer

Elena Osinsky, ALLNet Director

Lyombe Eko, Associate Professor, School of Journalism & Mass Communication

Marie Kruger, Assistant Professor, Department of English

Elke Stockreiter, Assistant Professor, Department of History

Rex Honey, Professor, Department of Geography

Nanette Barkey, Assistant Professor, Departments of Anthropology & Community and Behavioral Health

John Njue, Special Education Strategist, College of Education

Blandina Giblin, Lecturer in Kiswahili, Department of Linguistics

James L. Giblin
Department of History
University of Iowa

FACULTY APPOINTMENT

Professor, Department of History, University of Iowa, January 2002-present.

DEGREES

Ph.D., University of Wisconsin-Madison (1986).

M.A., McGill University (1978).

B.A., McGill University (1975).

PUBLICATIONS

Books:

A History of the Excluded: Making Family and Memory a Refuge from State in Twentieth-Century Tanzania (Oxford: James Currey, 2005).

The Politics of Environmental Control in Northeastern Tanzania, 1840-1940 (Philadelphia: University of Pennsylvania Press, 1992).

Edited Volumes:

Published:

In Search Of A Nation: Histories of Authority And Dissidence in Tanzania, co-edited with Gregory Maddox and Y.Q. Lawi (Oxford: James Currey, 2005). [My contributions include a chapter entitled, "Some Complexities of Family and State in Colonial Njombe," and co-authorship of the volume's "Introduction."]

Custodians of the Land: Ecology and Culture in the History of Tanzania, co-edited with Gregory Maddox and I.N. Kimambo (London: James Currey, 1996). [My contributions include most of the "Introduction" (co-written with Gregory Maddox), four section introductions, and a chapter, "The Precolonial Politics of Disease Control in Northeastern Tanzania."]

In progress:

Lifting the Fog of War: Hidden Histories of the Maji Maji War, co-edited with Jamie Monson (Leiden: Brill, forthcoming). This is a collection of essays written by participants in a multi-year collaborative project. [My contributions to the volume include its "Introduction" and a Chapter entitled "The Attack on Yakobi and the Significance of Locality in Maji Maji."]

Recent Articles and Chapters:

“Youth in the Post-Maji Maji ‘Age of Improvement’” for a volume edited by Andrew Burton and Helene Charton for the British Institute in East Africa entitled *Youth in Eastern Africa* (forthcoming, 2009).

“The Victimization of Women in Late Precolonial and Early Colonial Warfare in Tanzania,” for a volume edited by Professor Elizabeth Heineman on Sexual Violence in Conflict Zones. Volume is now being revised in response to readers’ comments.

RECENT ADMINISTRATION AT THE UNIVERSITY OF IOWA

Director of Graduate Studies, Department of History, University of Iowa, August 2004-May 2007.

Honors Director, Department of History, University of Iowa, January to December 2004.

Director of Undergraduate Studies, Department of History, University of Iowa, 2001 to August 2004.

RECENT INTERNATIONAL SERVICE

External Examiner, Department of History, University of Dar es Salaam (June 2007-present).

External Examiner, Department of History, Mkwawa University College of Education, June 2008-present.

RECENT NATIONAL SERVICE

Executive Committee, Cooperative African Microfilm Project, Center for Research Libraries (from November 2008).

Program Committee, African Studies Association (for 2009 Annual Meeting).

Member, Peer Review Committee, CIES Fulbright Scholar Awards Program, Fall 2007.

RECENT FELLOWSHIPS AND AWARDS

Fulbright Scholar Award, 2006 for 2006-07 [\$55,000.).

Career Development Assignment, University of Iowa (for 2006-7).

Fulbright Scholar Award, 2005 (declined).

U.S. Department of State, Speaker and Specialist Grant, 2004 (\$12,000.).

Arts and Humanities Initiative, University of Iowa, 2003 (\$7500.).

Summer Research Fellowship, International Programs, University of Iowa, 2003 (\$3000.).

NEH Collaborative Project Grant, co-recipient with J. Monson, Carleton College, 2001 (\$130,000).

RECENT PRESENTATIONS:

Invited Participant, Roundtable on New Narratives in Tanzanian History, Annual Meeting of the African Studies Association, Chicago, November 2008.

Invited Lecture, “Social History in Colonial Africa,” for the African Studies Program, University of North Carolina-Chapel Hill (October 2007).

Paper, “The Truth of Popular Memory about the Maji Maji War: the Example of Yakobi.” For the Centennial Conference on the Maji Maji War, University of Dar es Salaam, Tanzania, July 2007.

EDWARD A. MINER

International Studies Bibliographer Voice: (319)335-5883
University of Iowa Libraries Fax: (319)335-5900
100 Main Library Email:edward-miner@uiowa.edu
Iowa City, IA 52242-1420

CURRENT POSITION

University of Iowa Libraries: 2002-present

International Studies Bibliographer

Oversees acquisitions arrangements and selects materials in all formats for African, South Asian, and Middle Eastern Studies, International Development, and Linguistics; provides research instruction and in depth reference assistance in these areas; has undertaken acquisitions travel to Ghana, South Africa, Tanzania, Uganda, India, and Israel.

University of Iowa International Programs: 2006-present

Director, African Studies Program & Adjunct Assistant Professor

PROFESSIONAL/RESEARCH INTERESTS

Bibliography of the Global South (with a special interest in African Studies); digital archives and librarianship; Information Technology and development; African sociolinguistics; language ideology.

EDUCATION

University of Illinois at Urbana-Champaign

M.S., Library and Information Science, 2002

Ph.D., Linguistics, 2000

Adviser: Eyamba G. Bokamba

Dissertation: *Language, Ideology and Power in Uganda*

Ohio University, Athens

M.A., Linguistics, 1991

Thesis: *Lexical and Post-lexical Rules in Bukusu Tonology*

University of Texas, Austin

B.A. with Honors, Plan II Honors Program, 1986

LANGUAGES

Kiswahili (fluent); *Modern Standard Arabic*, *Luganda* (working knowledge); *Hindi*, *Lingala*, *French* (basic reading knowledge); *German* (coursework)

ACADEMIC/PROFESSIONAL EXPERIENCE

Department of Library Services, Mercer University; 2001-2002
Government Documents/Reference Librarian

Indiana University Libraries, Bloomington: 2000-1
Andrew W. Mellon Postdoctoral Fellow in African Studies Librarianship

GRANT SPONSORED PROJECT

University of Iowa-University of Ghana, Legon Linkage, 2002-4

- Under the auspices of a Colleges and Universities Affiliation Program (CUAP) grant from the US Department of State (ended in 2004), collaborated with colleagues at the University of Ghana (Legon) Libraries in the development of a shared digital collection on Ghanaian culture and history.
- Managed the related digitization workflow at the University of Iowa (Main Library), supervising a half-time Graduate Assistant in the creation of an image database from the Warren Collection using ContentDM.
- Organized a 30-day digitization training for selected University of Ghana librarians at the University of Iowa in July, 2003.
- Designed and conducted a 2-day digital project management training for 35 Ghanaian librarians at Legon in June, 2004.

CURRENT PROFESSIONAL SERVICE

Vice-Chair/Chair-Elect, Cooperative Africana Microform Project (CAMP)/CRL, 2008-present

Convener, Digitization and Newer Technologies Subcommittee, CAMP/CRL, 2005-present

Publications Committee, African Studies Association, 2008-present.

Liaison from the Africana Librarians Council.

*Co-editor of **Electronic Journal of Africana Bibliography**, 2003-present*

RECENT PUBLICATIONS

Edward A. Miner and Cliff Missen. *"Internet in a Box': Augmenting Bandwidth with the eGranary Digital Library"*. *Africa Today*, vol. 1, no. 2 (Winter 2005). Special issue: African Electronic Publishing.

Edward A. Miner and Marion Frank-Wilson, eds. *Nuer Field Notes*. Bloomington: Digital Library Program/Indiana University Libraries, 2003. Located at <http://www.dlib.indiana.edu/collections/nuer/>. A web-based archive of digitized fieldnotes on the Nuer language of the southern Sudan, with editorial contributions and critical notes. Authored introductory essay *"History of Colonial and Missionary Linguistics in the Southern Sudan"*.

Elena Osinsky
International Programs, 1111 University Capitol Centre
elena-osinskaya@uiowa.edu

EDUCATION

M.A., Information Science, The University of Iowa, Iowa City, IA, 2005

M.A., Education, The University of Iowa, Iowa City, IA, 2003

B.A., Foreign Language Education, Moscow State University, Moscow, Russia, 1993

ACADEMIC ADMINISTRATIVE EXPERIENCE

Director of ALLNet/IP Doctoral Programs Coordinator

International Programs, The University of Iowa, August 2006 – present

- Manage day-to-day operations of the ALLNet program
- Serve as a coordinator for SLA and CB Programs
- Administer JFDP and FLTA programs

Director/Outreach Coordinator for ALLNet Program

International Programs, The University of Iowa, August 2005 – August 2006

- Managed operations of the program including recruiting and training tutors
- Developed and teach workshops for tutors
- Conducted research in foreign language learning and second language acquisition

Web Administrator

International Programs, The University of Iowa, January 2005 – August 2005

- Supported 26 IP programs and offices web sites
- Trained graduate assistants with Contribute performance
- Created instructional guides on web applications

Web Coordinator/Research Assistant

Office of Research and Development, International Programs, The University of Iowa, August 2002 - August 2005

- Designed and supported the ORD web-site
- Advised students in the Grants Resource Center
- Assisted in identifying grants for students and faculty

Research Assistant

Division of Psychological & Quantitative Foundations, College of Education, The University of Iowa, March 2001 - May 2001

- Developed and maintained the database for the project
- Provided management of students' files and their school progress

Research Assistant

International Education Projects, College of Education, The University of Iowa,
August 2000 - March 2001

- Facilitated Civic Education curriculum development project for two countries (Moldova, Georgia)
- Organized events, travel and accommodation for participants

TEACHING EXPERIENCE

Instructor

College of Education, The University of Iowa, June 2001 – July 2005

- Taught *07E: 102 Technology in the Classroom* course
- Assisted faculty and staff with web authoring tools
- Supported the Professional Development Program for e-portfolio teachers' trainings

Teaching Assistant

Russian Program, The University of Iowa, Summer 2001

- Taught *Intensive Intermediate Russian* course
- Developed and managed the curriculum for the course
- Designed teaching materials

PUBLICATIONS

- *Modern Language Instructors' Perceptions of the Importance of Digital Literacy and their Applications in the Classroom* [submitted].
- *Parents, Kids, Teachers Investigators*, Co-author, *Primary Voices*, January 2000

PRESENTATIONS

“e-Portfolio as a Professional Development and Assessment Tool”, 2nd Annual Conference on Cultures and Languages Across the Curriculum, Oct. 13-14, 2006 in Portland, OR

"Professional Development for Language Tutors in Autonomous Language Learning Settings", NCOLCTL conference, April 28-30, 2006 in Madison, WI.

“Expanding Outreach Capacities through Technology“, Title VI and Fulbright-Hays National Outreach Conference, April 28-29, 2006 in Madison, WI.

HONORS

Dr. John Martin Scholarship, The University of Iowa, Iowa City, IA, May 2002

EDUCATIONAL AND PROFESSIONAL HISTORY

Education

1994-1997 Ph.D., Journalism, Southern Illinois University at Carbondale,
1980-1982 M.A., Mass Communication, Wheaton College, Wheaton, IL.

Professional Experience

2003-Present Associate Professor, University of Iowa, School of Journalism &
Mass Communication
2/2003-8/2003 Associate Professor, Department of Communication and Journalism,
University of Maine
1997-2003 Assistant Professor, Department of Communication and
Journalism, University of Maine.
1985-1994 Head of Program Services, African Broadcasting Union, Nairobi, Kenya.
1983-1985 Adjunct Professor, Daystar University College, Nairobi, Kenya.
1982-1985 Journalist/Producer, Cameroon Radio and Television Corporation.

SCHOLARSHIP

Publications

Recent Articles: (Refereed)

Eko, L. (2009). Suffer the Virtual Little Children: The European Union, the United States, and International Regulation of Online Child Pornography. *Journal of Media Law and Ethics*.

Eko, L. & Berkowitz, D. (2009) "Le Monde, French Secular Republicanism and the Mohammad Cartoons Affair: Journalistic "Re-presentation" of the Sacred Right to Offend." *International Communication Gazette*, 71 (3) 181-202.

Eko, L. (2007). It's a Political Jungle Out There: How Four African Newspaper Cartoons Dehumanized and 'Deterritorialized' African Political Leaders in the Post-Cold War Era, *International Communication Gazette*, 69 (3), 219-238.

Berkowitz, D. & Eko, L. (2007). "Blasphemy As Sacred Rite/Right: 'The Mohammed Cartoons Affair' and Maintenance of Journalistic Ideology." *Journalism Studies*. 8 (5), 779-797(19).

Eko, L. (2006). New Media, Old Regimes: The Historical and Ideological Foundations of French & American Regulation of Bias-motivated Speech and Expression on the Internet. *Loyola International & Comparative Law Review*, Vol. 28, No. 1, pp. 69-127.

*Eko, L. & Tolstikova, N. (2005). The United States, the Russian Federation, and International Electronic Signature Policy. *International Journal of Law and Policy*. Issue 10, Online Journal of Yale University, the University of Münster, Oxford University, and Warwick University. Available at <<http://www.digital-law.net/IJCLP/>>

Eko, L. (2005). Beasts of No Nation: Re-presentation of African Presidents in the Post-Cold War African Satirical Press. *International Journal of Comic Art* (Temple University) 7 (1) Spring/Summer.

B. Book Chapters (invited)

Eko, L. (2006). Life in the Margins of Globalization: Media Liberalization, Commercialization and hegemony in Africa. In Lee Artz & Yahya Kamalimpour (eds.), *The Media Globe: Trends in International Mass Media*, pp 1-20. Albany: SUNY Press.

Eko, L. (2004). Internet Connectivity and Development in Africa: Look before you “leapfrog!” In J. M. Mbaku and S.C. Saxena (Eds.). *Africa at the Crossroads*. Westport, CT.: Greenwood Press (pp. 211–231).

Eko, L. (2004). Hear all evil, see all evil, rail against all evil: *Le Messenger* and the “Journalism of Resistance” in Cameroon. In Joseph Takougang & John Mukum Mbaku (Eds.). *The Challenge of Leadership in Africa: Cameroon Under Paul Biya*. Cresskill, N.J.: Africa World Press (pp. 123-151).

Refereed Conference Presentations (selected).

Eko, L. “Advertising Parody, Religion, and the Law of Defamation in the United States and France.” Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication (AEJMC), Chicago, IL., August 2008.

Eko, L. “To Punish or Not to Punish Blasphemy; that is Not Out of the Question: The Mohammed Cartoons Controversy and Free Speech in Denmark and France.” Paper presented at the annual meeting of the International Communication Association (ICA) Montreal, Canada, May 2008.

Eko, L. “The United Nations and the Mohammed Cartoons Affair: Creating a Global “Respect for Religion Exception” Under the Universal Declaration of Human Rights? Paper presented at the annual meeting of the International Association for Mass Communication Research, Stockholm, Sweden, July 2008.

Creative Production (Television Documentary).

Eko, L. (2008). Elephant-People: An African Secret Society and Globalization,” Screened at the Africa world Festival of Documentary Films, University of Missouri-St. Louis in October 2007 and at the *Musée de L’Homme*, Paris, France, in July 2008.

CURRICULUM VITAE - MARIE KRÜGER
Department of English - University of Iowa
370 English Philosophy Building
Iowa City 52242-1492

Phone: (319) 335-3121; E-mail: marie-kruger@uiowa.edu

EDUCATIONAL AND PROFESSIONAL HISTORY

1. Higher Education

UNIVERSITY OF WISCONSIN - MADISON December
2001

Ph.D. in African Languages and Literature;
Minor [distributed]: Women's Studies and Afro-American Studies.

M.A. in African Languages and Literature May 1995

UNIVERSITY OF COLOGNE, GERMANY January 1991

M.A. in Cultural Anthropology; Minors: English Literature and African Studies.

2. Professional and Academic Positions

UNIVERSITY OF IOWA, DEPARTMENT OF ENGLISH 08/2005 – present

Assistant Professor, Tenure-track, African and diasporic literature and film

UNIVERSITY OF IOWA, NATIONAL RESOURCE CENTER AT INTERNATIONAL PROGRAMS

ALL Net Director [Autonomous Language Learning Network] 04/2004 –

08/2005

UNIVERSITY OF WISCONSIN - MADISON, 07/2002 –

06/2003

Albert Markham Traveling Postdoctoral Fellow

UNIVERSITY OF WISCONSIN - MADISON,

WOMEN'S STUDIES RESEARCH CENTER 01/2002 –

06/2002

Research Associate

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

Lecturer for First Year Swahili 01/2001 –

05/2001

Project Manager, Instructional Specialist, Lecturer 02/1999 – 01/2002

for Swahili Distance Education Courses

AFRICAN STUDIES PROGRAM 08/1996 – 07/1999

Outreach Program Coordinator and Lecturer

3. Honors, Grants and Awards

UNIVERSITY OF IOWA, OFFICE OF THE PROVOST

Old Gold Summer Fellowship, \$ 6,000 2007

UNIVERSITY OF IOWA, NATIONAL RESOURCE CENTER AT INTERNATIONAL PROGRAMS

Curriculum Development Grant, \$ 6,000 2005

UNIVERSITY OF WISCONSIN - MADISON

Albert Markham Traveling Postdoctoral Fellowship 07/2002 –

06/2003

AFRICAN STUDIES PROGRAM 1996

A.C. Jordan Prize for Best M.A. Thesis in African Studies for 1995-96

University Fellow, Graduate School 1999/2000

Vilas Travel Fellowship, Graduate School	1999
Vilas Graduate Fellow, Graduate School	1995 – 1999
GERMAN ACADEMIC EXCHANGE SERVICE (DAAD)	09/1993 – 01/1995
Fellowship for Advanced Graduate Study in the United States	

TEACHING AT THE UNIVERSITY OF IOWA

1. Teaching Assignments

Postcolonial Studies: Identity and Resistance in African and Diasporic Literatures
 Identity and Social Issues: Literatures of Africa and the Caribbean
 Topics in Culture and Identity: Gender and Sexuality in African Literature
 Topics in African Cinema: Visualizing Human Rights
 Graduate Reading Course: Readings in African Literature
 Graduate Seminar: Race, Gender and the Alternatively Modern
 Honors Proseminar: Human Rights Narratives
 IP Teachers' Institute: Teaching African Cultures through Literature and Film

SCHOLARSHIP

1. Publications

Articles and other major publications – refereed:

Forthcoming	“Cannibalized Wives and Undesirable Strangers: the Politics of the Belly in Goretti Kyomuhendo’s <i>Waiting</i> .” <i>Border-Crossings: Narrative and Demarcation in Postcolonial Literatures</i> . WWT 2009.
2004	“Narrative in the Time of Aids: <i>Confessions of an Aids Victim</i> (1993) and <i>Chira</i> (1997).” <i>Research in African Literatures</i> . 35.1 (Spring 2004). 108 – 129.
2003	“Global Modernities and the Performance of Gender in F.M. Genga-Idowu’s <i>Lady in Chains</i> .” <i>Nairobi Journal of Literature</i> 1.1 (Spring 2003). 23 – 33.
1998	<i>Female Characters in Contemporary Kenyan Women's Writing: Subdued Voices or Independent Figures?</i> African Studies Program, Madison, Wisconsin.
1998	"Negotiating Gender Identity and Authority in the Plays of Penina Muhando and Ari Katini Mwachofi." <i>Swahili Forum</i> 5. 53 – 71.

Pedagogical Materials – refereed:

2005	“Global Communication: Autonomous Language Learning at the University of Iowa.” <i>The NCLRC Language Resource Newsletter</i> . 9.5 (May 2005).
2000	<i>The African Teaching Basket: A Resource Guide</i> . World of Education. Lake Zurich, IL. Editor and senior author.
1999 – 2001	**Online textbook for intermediate Swahili, including extensive audio and visual materials. http://african.lss.wisc.edu/swahili/ [Password protected]

Elke Elisabeth Stockreiter

CURRENT POSITION

Assistant Professor Department of History, University of Iowa, USA

EDUCATION

PhD School of Oriental and African Studies, University of London,
UK
History, 2008

MA School of Oriental and African Studies, University of London,
UK
African Studies, 2001 *Merit*

Mag.phil. University of Vienna, Austria
African Studies/Arabic, 2000 *Merit*

RESEARCH INTERESTS

- Muslim societies in colonial and post-colonial Africa
- Islamic law and social practice
- Women in African history
- Slavery (transatlantic and Indian Ocean)
- Regional interests: East Africa, West Africa

PUBLICATIONS

In press **Chapter – *Domestic Violence and the Law in Africa: Historical and Contemporary Perspectives*, Emily Burrill, Richard Roberts and Elizabeth Thornberry, eds. (Ohio University Press)**

"Child Marriage and Domestic Violence: Islamic and Colonial Discourses on Gender Relations and Female Status in Zanzibar, 1900-1950s"

2005 Alessandra Vianello and Mohamed M. Kassim, eds., *Servants of the Sharia: The Civil Register of the Qadis' Court of Brava 1893-1900. Sudanic Africa* 16, 157-162 (Book review)

2002 **"Islamisches Recht und sozialer Wandel: Die Kadhi-Gerichte von Malindi, Kenya, und Zanzibar, Tanzania". *Stichproben. Wiener Zeitschrift für kritische Afrikastudien* 2 (3): 35-61.**

Works in progress **Co-editor with Anne K. Bang and Sean R. O'Fahey – *Arabic Literature of Africa*, Vol. III B (Brill)**

Article – to be submitted to *Islamic Law and Society*
"Islamic Law and Social Practice: Understanding Gender Relations through Shafi'i and Ibadi *qadis'* Rulings in Colonial Zanzibar Town"

SELECTED CONFERENCES/WORKSHOPS

21-23 May 2007 **Workshop "Shifting the Meaning: Time, Space, Connectivity and its Challenges in the Western Indian Ocean", Zentrum Moderner Orient, Berlin**

"Rethinking Gender and Islamic Law on the Swahili Coast: Muslim Judges and the Institution of Marriage in Colonial Zanzibar"

13-14 April 2007 **Symposium "Law, Colonialism and Domestic Violence in Africa", Stanford University, CA**

"Child Marriage and Domestic Violence: Islamic and Colonial Discourses on Gender Relations and Female Status in Zanzibar, 1900-1950s"

16-19 November 2006 **African Studies Association, 49th Annual Meeting, San Francisco, CA**

Co-organiser of the Panel "Muslim Women, Marital Strategies, and Courts in Africa: Historical and Anthropological Perspectives"

"Negotiating the Family: Former Slaves, Patronage and the Monetisation of Social Relations in Zanzibar, 1900-1960"

RESEARCH

Sept. 2007 (ongoing) **Research Project** "Linking Global Cities; Tracing Local Practice: Islamic Literature and Networks in the South-Western Indian Ocean, c.1800-2000", Unifob Global, **University of Bergen, Norway**

January-June 2007 **Research project** "Muslim Scholars, Islamic Literature and the Construction of Social Norms in East Africa", Center for Middle Eastern and Islamic Studies, **University of Bergen, Norway**

SELECTED SCHOLARSHIPS

2010 **Visiting Fellowship, Centre for Research in the Arts, Social Sciences and Humanities, University of Cambridge**

2009 **Visiting Research Fellowship, Centre for Modern Oriental Studies, Berlin**

REX DEAN HONEY

EDUCATIONAL AND PROFESSIONAL HISTORY

1. Higher Education

University of Minnesota, 1967-1972, Geography, Ph.D. 1972, M.A. 1969

University of California, Riverside, 1965-1967, Geography, B.A. with

Honors

2. Professional and Academic Positions

Director of the Crossing Borders Program, University of Iowa, 2006-2009

Director of African Studies, University of Iowa, 2001-2002, 2004-2006

Senior Fulbright Scholar, University of Ibadan, Nigeria, 1991-1992

3. Honors, Awards and Offices

Star Faculty Award, African Students Association, University of Iowa, 2006

Fulbright-Hays Group Project Leader, Nigeria, 1999

Certificate from Development Advisory Team Workshop, University of Ibadan, 1993

Senior Fulbright Fellow, University of Ibadan, Nigeria, 1991-1992

SCHOLARSHIP

1. Publications or Creative Works

Stanley Okafor and Rex Honey, "Oil and the Territorial Organization of States," *African Geographical Review*, 2005, pp. 5-23

"Struggles over Human Rights in Nigeria: Questions of Scale in Moral Geography," in Roger Lee and David Smith (eds.), *Geographies & Moralities*, 2004, pp. 120-134.

"Human Rights," in Cort Wilmott and Gary Gaile (eds.), *Geography in America at the Dawn of the 21st Century*. Oxford: Oxford University Press, 2004, pp. 730-738.

"Hometown Associations and Flexible Governance in Nigeria," in Max Barlow and Doris Wastl-Walter (ed.), *New Challenges in Local and Regional Administration*. Bern: University of Bern Press, 2004, pp. 123-136.

"Nested Identities in Nigeria," in Guntram Herb and David Kaplan (eds.), *Nested Identities: Nationalism, Territory and Scale*. Lanham, Maryland: Rowman and Littlefield, 1999, pp. 175-197.

Rex Honey and Stanley I. Okafor (eds.), *Hometown Associations: Indigenous Knowledge and Development in Nigeria*.

London:

Intermediate Technology Publications, 1998.

Dilemmas for Environmental Planning. Alhaja Sidikat

Mosumnola Balogun

Memorial Lectures, Vol. 6, Ogun State University, Nigeria, 1994.

Rex Honey and Michael McNulty. "Nigeria's Approach to Decentralized

Development,” in Robert J. Bennett (ed.), *Local Government and Market Decentralization*. Tokyo: United Nations University Press, 1994, pp. 150-160.

Hays Group Project,” US Department of Education, 1999.

2. Select Grants

Association of American Geographers, grant to attend the International Geographical Congress, Tunis, Tunisia (\$1,500)
Global Social Change Initiative, International Social Science Council, 2005-2007 (\$10,000)
International Social Science Council, to participate on a workshop on human rights and migration, Buenos Aires, Argentina, 2005 (\$3000)
Geographic Alliance of Iowa, to participate in a Fulbright-Hays Group Project to India, 2003 (\$4000).
PI, Title VI grant from the United States Department of Education to run a symposium on globalization, 2001 (\$19,000)
PI, Fulbright-Hays Group Project in Nigeria, 1999 (\$92,000)
PI, National Geographic Society and the Geographical Alliance of Iowa, to lead a team of teachers to Nigeria to develop curricular material, 1999 (\$25,000)
PI, grant through USAID’s University Development Linkage Program to conduct a study of indigenous development organizations in Nigeria, 1993-1997 (\$140,000).

3. Recent Invited Lectures and Conference Presentations

“Cultural Struggles over Human Rights in North Africa,” International Geographical Congress, Tunis, **Tunisia**, August **2008**
“Cultural Struggles over Human Rights in Nigeria,” **International Geographical Union**, Durban, **South Africa**, August **2002**
“Integration and Disintegration in Nigeria,” International Geographical Union **Commission on the World Political Map**, Kanghwa, **South Korea**, August **2000**
“Hometown Associations and Flexible Administration in Nigeria,” Conference on

Nanette L. Barkey

EDUCATION

- 2002 Doctor of Philosophy in Anthropology, University of Florida, Gainesville.
Certificate in African Studies. FLAS Fellowship – Center for African Studies.
- 1994 Master of Science in Public Health (MSPH), Community and Family
Health, University of South Florida, Tampa.
- 1987 Bachelor of Arts (BA), Case Western Reserve University, Cleveland
Ohio.
Major: Anthropology, Minor: Nutrition.

PROFESSIONAL EXPERIENCE

- 2005 - Assistant Professor, Departments of Anthropology and Community and
Behavioral Health, University of Iowa, Iowa City.
- 2003-2005 Andrew W. Mellon Postdoctoral Fellow, Department of Anthropology,
Pomona College, Claremont CA.
- 2002-2003 Instructor in Residence, Department of Anthropology, University of
Connecticut.
- 2000-2001 Visiting Assistant Professor, Department of Archaeology and
Anthropology, Universidade Eduardo Mondlane, Maputo, Mozambique.
- 1994-1995 Maternal-Child Health Trainer and Supervisor, CARE Intl., Kuito,
Angola.
- 1991 ASPH Intern, Centers for Disease Control, Atlanta and Abidjan, Ivory
Coast.
- 1987-1989 Supervisor of Public Health Projects, U.S. Peace Corps, Tshela Health
Zone, Zaire.

RESEARCH INTERESTS:

Medical anthropology, psychosocial stress and health, bio-cultural models, chronic
disease, maternal-child health, applied anthropology, anthropology in public health,
research methodology.

LANGUAGE SKILLS

French: Speaking-fluent, Writing-good, Reading-excellent.
Portuguese: Speaking-fluent, Writing-good, Reading-excellent.
Kikongo (central Africa) – good.
Swahili (east Africa) – good.
Cindau (Mozambique) – fair.

RESEARCH

Photovoice project with twelve participants: “Through Our Own Eyes” in Kuito, Angola.
July 2007.

Formative research to develop a questionnaire measuring trauma exposure, well-being, and social support in Kuito, Angola. Semi-structured and key informant interviews, freelisting, participant observation, translation of existing questionnaires for PTSD, anxiety, and depression, pre-testing and revision of questionnaire. June and July 2007.

Preliminary research on health and the post-war transition in Angola (Luanda, Kuito, and Mbanza Kongo). June-July 2004. Semi-structured interviews, archival research, participant observation.

Dissertation Research "Culture Change, Stress and Blood Pressure." Beira, Mozambique, October 2000- October 2001. Principal investigator. Semi-structured and unstructured interviews, survey research, data management, quantitative analysis, report writing. Trained and supervised three research assistants.

Preliminary study of post-war trauma and health. Eight provinces in Mozambique, June – August 1999. Participant observation, semi-structured interviews with medical and lay people.

Archival research on funding by the Rockefeller Foundation to scholars and universities in selected African countries. Tarrytown, NY, June 1998.

Evaluation of the nutritional status of children under five. Jamba, Angola, April 1995, team member. Anthropometric measurements, survey questionnaire, data entry and analysis with EPINUT.

Epidemiological Study of Blood Pressure in Six Populations of African origin. Maywood, Illinois, September 1992 – September 1994. Research assistant to Dr. Richard Cooper. Management of data on socioeconomic status, analysis of this data, manuscript preparation, assisted with grant and report writing.

Policy Ethnography for Family Planning. Abidjan Cote d'Ivoire, June – August 1991. Intern. Focus group and individual interviews, trained research assistants in interviewing, data management, analysis with EPI-Info and GOFER, preliminary report writing. In French.

Knowledge, Action, Practice (KAP) survey. Tshela Health Zone, Zaire, June – July 1988. Team Leader. Secured funding from Unicef and coordinated a door-to-door survey of 100 households on malaria, diarrhea, and vaccination in two rural areas, responsible for data entry and analysis.

SELECTED PUBLICATIONS

Barkey, NL. (under review) Neoliberalism, Nostalgia, and Changing Norms of Social Support in Urban Mozambique. *Africa*.

Barkey, NL. Forthcoming. Measuring Psychosocial Stress in Mozambique Using New and Existing Instruments. *Field Methods*.

Barkey, NL. 2008. Building Peace in Angola: the role of the exhumation process in Kuito. *Human Organization* 67(2):

John Gitaari Njue

18 Arbandy Drive
Iowa City, IA 52240
Phone : 319-400-0054 (Cell)
E-mail : john-g-njue@uiowa.edu

Education

2004 – 2009 University of Iowa Iowa City, Iowa
MA Special Education: Strategist II

2004 University of Iowa Iowa City, Iowa
PhD Curriculum and Instruction
Emphasis: Curriculum and Supervision
Dissertation Title: Schooling and the ethnicity of race:
Newcomer African immigrant children in a
predominantly minority urban high school

1989 University of Nairobi, Nairobi, Kenya
MA Linguistics and African Languages

1987 Kenyatta University, Nairobi, Kenya
BED Linguistics, Swahili and Literature

Work experience

Teaching Assistant (Swahili), Department of Linguistics, University of Iowa. 1997 - Ongoing.

Tutor (Swahili), Autonomous Language Learning Network, International Programs, University of Iowa. 2006 - Ongoing.

Examiner (Swahili), Department of Modern Languages and Classics, University of Alabama. 2007.

Lecturer (Swahili), Department of Kiswahili and African Languages, Kenyatta University, 1992 - 1997.

Part-time Lecturer (Swahili), Department of Linguistics and African Languages. University of Nairobi, 1993.

Assistant Lecturer (Swahili), Department of Kiswahili and African Languages, Kenyatta University. 1989 - 1992.

Professional Workshops

University of Wisconsin, Madison, June 3 – June 14, 2002

- African Language Program Development and Evaluation

- African Language Curriculum Development and Evaluation
- African Language Material Development and Evaluation

University of Wisconsin, Madison, June 25 – July 6, 2001

- Improving Language Learning through Strategies-Based Instruction
- African Language Classroom Management

Papers

“Transitioning: Academic and social performance of African immigrant students in an American High School. Papered authored with Paul Retish. *Urban Education*. 2009

“Academic performance and transition issues facing African immigrant students in an American High School”. Paper presented at the 8th Annual Crossing Borders Convocation: The Vulnerabilities of Labor Migrants. University of Iowa, April 5-7, 2007

“Habit reversal as an intervention strategy for children with Tourette Syndrome”. Presented at the 11th Annual Inclusive Education Symposium. University of Iowa. 16th April, 2005.

“Tourette syndrome: A Cognitive-Behavioral intervention strategy”. Poster presentation at the University of Iowa Council for Exceptional Children Fall Workshop, 30th October, 2004.

“Immigration and the teaching of African languages in the United States: the case of Swahili”. Presented at the African Language Teachers Association annual conference. Ohio University, March 2002.

“Building new communities: East African immigrants in the Midwest”. Paper presented at the African Studies Association annual conference. Washington DC, December, 2002.

“Language choice and the young Kenyan playwright”. Writers' Forum, 1994

Blandina Kaduma Giblin

Current Appointment

Lecturer in Kiswahili, Department of Linguistics, University of Iowa
(from August 2006).

Language Teaching

Teaching in the Department of Linguistics, University of Iowa

Spring 2009: Elementary Swahili II (2 sections)
Fall 2008: Elementary Swahili I (2 sections) and Intermediate Swahili I
Spring 2008: Elementary Swahili II (2 sections)
Fall 2007: Elementary Swahili I (2 sections)
Spring 2007: On Leave.
Fall 2006: Elementary Swahili I (2 sections)
Spring 2006: Elementary Swahili II (2 sections)
Spring 2006: Intermediate Swahili II (2 sections)
Fall 2005: Elementary Swahili I (2 sections)
Fall 2005: Intermediate Swahili I
Spring 2005: Elementary Swahili II (2 sections).
Spring 2005: Elementary Swahili II for Graduates (2 sections)
Fall 2004: Elementary Swahili I (2 sections).
Spring 2004: Elementary Swahili II.
Fall 2003: Elementary Swahili I (2 sections).
Fall 2002: Elementary Swahili I.
Fall 2001: Elementary Swahili I.
Spring 2001: Elementary Swahili II.
Spring 2000: Elementary Swahili II.
Spring 1999: Elementary Swahili II.
Fall 1996: Intermediate Swahili I.
Spring 1996: Elementary Swahili II.
Fall 1995: Intermediate Swahili I.
Spring 1995: Elementary Swahili II and
Intermediate Swahili II.
Fall 1994: Elementary Swahili I.
Spring 1994: Elementary Swahili II.
Fall 1993: Intermediate Swahili I.
Spring 1993: Elementary Swahili II and
Intermediate Swahili II.
Fall 1992: Intermediate Swahili I.
Fall 1991: Elementary Swahili I.

Translation

Translated Kiswahili texts for Professor Paul Greenough (Department of History, University of Iowa), for a research project on Indian crows in Tanzania.

Published translation from English into Kiswahili:

Tanzania: Meisterwerke Afrikanischer Skulptur/ Sanaa za Mabingwa wa Kiafrika, edited by Jens Jahn (Munich: Verlag Fred Jahn, 1994).

- Translated all three of the book's chapters which were originally written in English.

Court Translation:

- Translation of testimony at Clinical Law Program, University of Iowa, Spring 2006.
- Immigration Court, Omaha, Nebraska, (arranged by University of Iowa Law School, Clinical Law Program), December 2003.
- Immigration Court, Federal Building, Chicago (arranged by University of Iowa Law School, Clinical Law Program), October 2003.
- Johnson County Court (arranged by the University of Iowa Translation Lab), 1999.

Invited Teaching Appearance

- At invitation of Department of African Languages and Literature, University of Wisconsin-Madison, taught a class in the Kiswahili Program and advised teaching assistants and graduate students (November 2006).

External Examiner and Curriculum Consultant

On-site examinations and consultation at:

- University of Northern Alabama: Critical Languages Program, Spring 2006- present.
- University of Alabama: Critical Languages Program, Fall 2002-present.
- Grinnell College: Foreign Languages Program, 1994-present.
- Samford University (Birmingham, Alabama), Critical Languages Program, Fall 2003-2005
- Texas Southern University, Spring 2003- Spring 2006.

Two-Day Workshop on the teaching of foreign languages:

- Led workshop for faculty and students of the Critical Languages Program, University of Alabama (Memphis, TN, February 2004).

Recent Experience as a Research Assistant

Research Assistant, Maji Maji Collaborative Research Project (Tanzania, July 2004). Made travel and lodging arrangements for an international team of faculty and graduate student researchers; translated during interviews; located informants.

Research Assistant for Dr. Helene Basu (Freie Universität Berlin, Institut für Ethnologie) on children's initiation (Dar es Salaam, July-August 2004).



International Programs
111 1 UCC
Iowa City, IA 52242-5500
319-353-2700 Fax 319-335-0280
downing-thomas@uiowa.edu

Christine Corey
International Education Programs Service
US Department of Education
1990 K Street, N.W. Room 6069
Washington, D.C. 20006-8521

UISFL Reviewers,

I am pleased to write a letter in support of Professor James Giblin's application for the Undergraduate International Studies and Foreign Language program. The program he proposes capitalizes on current activities to develop a more robust curriculum in African Studies and increases opportunity for faculty and student travel to the region.

In addition to providing staff effort to the project, International Programs will contribute the following: funds to cover travel expenses for two faculty members to lead the Winter 2009-10 Study Abroad Program, "Taking the Classroom to the World" in Tanzania (totaling \$10,000); one curriculum development stipend per year of the grant (totaling \$8,000); and student travel scholarships (totaling \$40,000).

Sincerely,

Downing A. Thomas
Associate Provost and Dean, International Programs

Cc: Kristi Fitzpatrick



**COLLEGE OF
LIBERAL ARTS & SCIENCES**

Department of History

280 Schaeffer Hall
Iowa City, Iowa 52242-1409
319-335-2299 Fax 319-335-2293

April 27, 2009

To: UISFL Program
From: Colin Gordon, Chair UI History Dept.
Re: Proposal Endorsement

To Whom it May Concern:

The University of Iowa Department of History offers its unreserved support for this proposal. If funded, this new study abroad opportunity in Tanzania (combining preparatory language and cultural training with field experience) would enable us to pull together a number of important but discrete local capacities—including a strong Kiswahili program, the UI's deep African Studies collections, the East African presence in our international writing program, ancillary support (student travel) from International Programs, and the recent addition of a second East Africanist to our History faculty.

In sum, we have a strong foundation of East Africanist resources and faculty. This proposal would enable us to build a unique and important study abroad opportunity on that foundation.

Sincerely,

Colin Gordon
Professor and Chair

THE UNIVERSITY OF IOWA

April 24, 2009



To: UISFL Program
Re: Proposal Endorsement

Dear colleague:

On behalf of the University of Iowa African Studies Program, I am writing in support of the proposal submitted by Professor James Giblin to create for UI undergraduates a new study abroad opportunity in Tanzania, along with preparatory Kiswahili language and cultural training that would permit them to gain the very most from the experience. For some years, Kiswahili language classes on our campus have seen burgeoning enrollments, necessitating the creation of a second 1st year class. A very few of these undergraduate students have been enterprising enough to individually develop opportunities for study in East Africa, but the lack of a structured, institutionally facilitated and branded opportunity has prevented many more.

With the recent addition to our faculty of a second historian (Elke Stockreiter) focusing on Tanzania, the University of Iowa is uniquely positioned to both address this pent-up demand and to develop a niche program in East African Studies. A UISFL grant such as that being proposed here, together with the matching commitment for student travel from UI International Programs, would help lay the foundations for such a niche program. Such a program would benefit from existing resources such as our rich library collections in African Studies (including more than 600 books and videos in Kiswahili); the East African writers who participate every year in the UI International Writing Program; the public lectures, film screenings, and panel discussions organized throughout the year by the African Studies Program; and the activities of related interdisciplinary units like the Global Health Studies Program, Center for Human Rights, and WiderNet Project (which works on information technology for development in Africa).

In short, circumstances conspire to make this a most opportune time at UI for this particular initiative. We have assembled a core faculty that speak Kiswahili and/or converge in their research interests on East Africa; student interest in international development has never been higher; and a number of resources have fallen into place that would help sustain the proposed program after the grant ends. For all these reasons, the UI African Studies Program wholeheartedly endorses this proposal.

Sincerely,

Edward A. Miner, Ph.D.
Director, African Studies Program &
International Studies Bibliographer

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **BudgetNarrative1002541334.pdf**

**Integrating Kiswahili Instruction, African Studies and Study Abroad at the University of Iowa
Proposed Budget 2009**

	A	B	C	D	E	F	G
		Year 1		Year 2		Total	
		UISFL	UI	UISFL	UI	UISFL	UI
1							
2							
3	1. Personnel						
4	James Giblin, Project Director @ 20% effort (based on annual salary of 93,700 with 5% increase in Year 2)		18,740.00	-	19,677.00	-	38,417.00
5	Elena Osinskaya, ALLNet Director @ 5% effort (based on \$46,150 salary with 5% increase in Year 2)	-	2,308	-	2,423	-	4,730.38
6	Edward Miner, Librarian @ 5% effort (based on annual salary of \$61,343 with 5% increase in Year 2)		6,134		6,441	-	12,575.32
7	Study Abroad Coordinator @ 10% effort (based on annual salary of \$47,000 with 5% increase in Year 2)	2,350	2,350	-	4,935	2,350.00	7,285.00
8	Graduate Assistant (.5 HTE AY appointment)	8,288		8,702		16,990.40	-
9	Total Salaries:	10,638	29,532	8,702	33,476	19,340.40	63,007.69
10							
11	2. Fringe Benefits						
12	Giblin Fringe @ faculty rate of 30.3%	-	5,678	-	5,962	-	11,640.35
13	Osinskaya Fringe @ P&S rate of 38.5%	-	888	-	933	-	1,821.19
14	Miner @ faculty rate of 30.3%	-	1,859	-	1,952	-	3,810.32
15	Study Abroad Coordinator Fringe @ P&S rate of 38.5%		905		1,900	-	2,804.73
16	Graduate Assistant Fringe @ 19.5%	1,616	-	1,697	-	3,313.13	-
17	Total Fringe:	1,616	9,330	1,697	10,747	3,313.13	20,076.59
18							
19	3. Travel						
20	Project Director RT Airfare to annual meeting (Cedar Rapids to DC)	700		700		1,400	-
21	Project Director hotel for annual meeting (2 nights @ \$233/night)	466		466		932	-
22	Project Director Per Diem for annual meeting (2 days @ \$61/day)	122		122		244	-
23	Edward Miner, Library Collection Trip, RT Airfare (Cedar Rapids to East Africa)	2,000		-		2,000	-
24	Edward Miner, Library Collection Trip, Per Diem (3 weeks)	6,000				6,000	-
25	ACTFL Proficiency Tester Training Travel, RT Airfare (2 Instructors - domestic airfare)	1,400				1,400	-
26	ACTFL Oral Proficiency Tester Training Travel, Per Diem (2 instructors for 4 days @ \$200/day)	1,600				1,600	-
27	Language Instruction Consultant Travel, RT Airfare (domestic airfare)	700		700		1,400	-
28	Language Instruction Consultant Travel, Per Diem (3 days in Iowa City @ \$120/day)	360		360		720	-
29	Visiting Lecturers for Health Studies Course RT Airfare (4/year @ approximately \$700/trip)			2,800		2,800	-
30	Visiting Lecturers for Health Studies Course Per diem (4/year @ \$120/day for 3 days)	-		1,440		1,440	-
31	Study Abroad						
32	<i>Winter 09-10 "Taking the Classroom to the World" (3 weeks)</i>						
33	Faculty RT Airfare (2 people)		4,000			-	4,000
34	Faculty Per Diem (2 people)		6,000			-	6,000
35	Supplies and in-country transport	2,000				2,000	-
36	<i>Summer 2010 (6 week trip)</i>						
37	Faculty RT Airfare (2 people)	4,000				4,000	-
38	Faculty Per Diem (2 people)	12,000				12,000	-
39	Supplies and in-country transport	2,000				2,000	-
40	<i>Winter 2010-11 (3 week trip)</i>						
41	Faculty RT Airfare (2 people)			4,000		4,000	-

**Integrating Kiswahili Instruction, African Studies and Study Abroad at the University of Iowa
Proposed Budget 2009**

	A	B	C	D	E	F	G
1		Year 1		Year 2		Total	
2		UISFL	UI	UISFL	UI	UISFL	UI
42	Faculty Per Diem (2 people)			6,000		6,000	-
43	Supplies and in-country transport		-	2,000	-	2,000.00	-
44	<i>Summer 2011 (6 week trip)</i>					-	-
45	Faculty RT Airfare (2 people)	-	-	4,000	-	4,000.00	-
46	Faculty Per Diem (2 people)			12,000		12,000.00	-
47	Supplies and in-country transport			2,000	-	2,000.00	-
48	Student travel (scholarships for participation in study abroad programs - amount per student dependent on enrollment)		20,000		20,000	-	40,000
49	Travel Total:	33,348	30,000	36,588	20,000	69,936.00	50,000.00
50						-	-
51	4. Equipment Total	-	-	-	-	-	-
52						-	-
53	5. Supplies						
54	Library Materials (Edward Miner Collection Trip)	2,000				2,000.00	-
55	Supplies Total:	2,000	-	-	-	2,000.00	-
56							
57	6. Contractual Total	-	-	-	-	-	-
58							
59	7. Total Construction:	-	-	-	-	-	-
60							
61	8. Other:						
62	Accelerated Kiswahili Course (1 per year @ \$4000 per course)	4,000		4,000		8,000	-
63	Course Development Stipends (1/yr @ \$4000 each for 2 faculty members)	4,000	4,000	4,000	4,000	8,000.00	8,000.00
64	Course Development Stipend for Health Studies (1/yr @ \$4000 each)	4,000		-		4,000.00	-
65	Visiting Lectures for Introductory Health Studies Course (\$1000/person for 4 people)	-	-	4,000		4,000.00	-
66	Language Instruction Consultant Honoraria (\$1000)	1,000		1,000		2,000.00	-
67	Graduate Assistant Tuition (as required by COGS contract)	5,000		5,000		10,000.00	-
68	ACTFL Oral Proficiency Interview Tester Training Fee (2 people @ \$850/person)	1,700				1,700.00	-
69	ACTFL Oral Proficiency Testing for 8 students (2 tests per student @ \$436/student)	3,488		3,488		6,976.00	-
70	Total Other	23,188	4,000	21,488	4,000	44,676.00	8,000.00
71							
72	Total Direct Costs:	70,790	72,862	68,475	68,222	139,265.53	141,084.28
73							
74	Modified Direct Costs (Direct Costs less GA Tuition)	65,790	72,862	63,475	68,222	129,265.53	141,084.28
75							
76	Total Indirect Costs	5,263	5,829	5,078	5,458	10,341.24	11,286.74
77	Indirect costs @ 8% of Total Direct Costs						
78							
79	Total Training Stipends	-	-	-	-	-	-
80							
81	Total Costs	76,053	78,691	73,553	73,680	149,606.77	152,371.02

3. BUDGET AND COST SHARE

Generous internal funding for International Programs and the African Studies Program will be used to provide cost sharing effort in funding this project. The University of Iowa (UI) is contributing significant staff effort, faculty travel expenses for study abroad in winter 09-10, student study abroad scholarships, and curriculum development stipends in each year of the grant.

Administrative personnel: Salaries and fringe are budgeted at projected rates set by UI for each of the following personnel. The Project Director, James Giblin, will provide 20% effort during each year of the grant (\$18,740 for Year 1 and \$19,677 for Year 2, plus fringe at the faculty rate of 30.3%). Elena Osinskaya, Director of the Autonomous Language Learning Network will contribute 5% effort (\$2,308 for Year 1 and \$2,423 for Year 2, both plus fringe at the Professional & Scientific (P&S) staff rate of 38.5%). Edward Miner, International Librarian, will contribute 10% effort (\$6,134 in Year 1 and \$6,441 in Year 2, plus fringe at the P&S rate of 38.5%). An advisor from the Office of Study Abroad will contribute 10% effort and was figured using the average salary of \$47,000 per year (\$4,700 in Year 1 and 4,936 in Year 2 plus fringe figured at the P&S rate of 38.5%). Funds are requested for .5 HTE (10 hours/week) Academic Year Graduate Assistant (\$8,288 in Year 1 and \$8,702 in Year 2 plus fringe at Graduate Assistant rate of 19.5%).

Travel: Funds are requested for faculty and staff travel in the amount of \$33,348 in Year 1 and \$35,528 in Year 2 for a total of \$68,876 over the grant period. Domestic airfare was averaged at \$700 per roundtrip ticket and international airfare was estimated using current quotes from travelocity.com. US State Department per diem rates. Per diem includes lodging and food expenses. Funds are requested to support Project Director travel to the annual meeting in

Washington, DC in each year of the grant (\$1,288 per trip); one visit to East Africa (location to be determined) for Edward Miner with the purpose of collecting library materials (\$8,000 in Year 1 for airfare and per diem); trip to ACTFL Proficiency Tester Training for two instructors in a domestic location to be determined (\$1,500 per person for a total of \$3,000 in Year 1); travel expenses for Language Consultant to visit UI in each year of the grant (\$1,060 per year totaling \$2,120); and travel expenses for four visitors to lecture in the Introduction to Health Studies course in (\$4,240 total in Year 2).

In addition to the above travel expenses, the Project Director requests funds to support faculty participation in proposed study abroad programs as follows: Winter 09-10 “Taking the Classroom to the World” trip (3 weeks) - \$2,000 is requested to cover supplies and in-country transport; Summer 2010 program (6 week trip) - \$18,000 is requested to cover travel, lodging, supplies and in-country transport expenses for two faculty members; Winter 2010-11 (3 week trip) - \$12,000 is requested to cover travel, lodging, supplies and in-country transport expenses for two faculty members; and Summer 2011 program - \$18,000 is requested to cover travel, lodging, supplies and in-country transport expenses for two faculty members. UI will contribute \$10,000 to cover travel and lodging expenses for two faculty members in Year 1 for the Winter 09-10 “Taking the Classroom to the World” program and \$20,000 in each year of the project for student scholarships to participation in the study abroad programs. UI’s contribution for travel totals \$50,000.

Equipment: nil.

Supplies: The Project Director requests \$2,000 each year for library materials on East Africa, in order to provide the area-specific courses with expansive teaching tools.

Contractual: nil.

Construction: nil.

Other: The Project Director proposes significant curriculum development to enhance offerings for undergraduate students and requests funds for curriculum development stipends as follows: one Accelerated Kiswahili course in each year of the grant (\$4,000 per year totaling \$8,000); one stipend for course on topics in East Africa in each year of the grant (\$4,000 per year totaling \$8,000); one stipend to develop an Introduction to Health Studies course (\$4,000 in Year 1) in addition to four stipends for visiting lectures to assist teaching the course in Year 2 (\$1,000 per stipend totaling \$4,000 in Year 2). In addition, UI will contribute one stipend per year to support development of an additional course on a regional topic.

In addition to the course development stipends, the Project Director requests funds for the following: honoraria for the Language Consultant in each year of the grant for three day consultation (\$1,000 per year totaling \$2,000); Graduate Assistant tuition expenses as required by the Campaign to Organize Graduate Students Union, UE Local 896 in the amount of \$5,000 per year; training fee for two instructors to complete ACTFL Oral Proficiency Interview Tester training (\$850 per person totaling \$1,700 in Year 1); and fees for eight students to complete ACTFL Oral Proficiency testing (2 tests per student at \$436 student totaling \$3,488).

Indirect Costs: Indirect expenses were calculated at the rate of 8% of Modified Direct Costs. The modified costs were figured by subtracting tuition expenses from the total direct costs (Year 1: \$70,790 less \$5,000 equaling \$65,790; Year 2: \$67,415 less \$5,000 equaling \$62,415). Indirect costs at 8% of modified direct costs total \$5,263 in Year 1 and \$4,993 in Year 2 (\$10,256 for project period). UI is contributing \$5,829 in Year 1 and \$5,458 in Year 2 for a total of \$11,286 in indirect costs for the project period.

Total: UI African Studies Program requests \$76,053 for Year 1 (UI to match \$78,691) and \$72,409 for Year 2 (UI to match \$73,680), rendering the entire amount requested from UISFL grant for two years into \$148,462 and the entire amount of UI cost share for the grant period into \$152,371.