

Gazing into the Past to Transform the Future – Fifty Years of Teaching and Research on African Studies at the University of Florida

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Introduction

The Center for African Studies (CAS) at the University of Florida (UF) was established in 1964 as an academic unit to (1) promote and facilitate teaching and interdisciplinary research and scholarship on Africa in all the disciplines of the university, with emphasis on Sub-Saharan Africa; (2) disseminate knowledge about Africa to the wider community through interactions with and outreach programs to schools and other academic and professional organizations, community groups, and businesses; and (3) sustain contact and interactive linkages with individuals and institutions on the African continent and worldwide. My aim in this essay is to discuss the achievements of the Center for African Studies (CAS) at the University of Florida in the first fifty years of its existence. In doing this, I will pay particular attention to institutional support received from different levels of university administration, curriculum design, and outreach activities.

Institutional Commitment

At all levels of administration, the University of Florida has unequivocally committed to CAS as a center of excellence and key component of the internationalization goal highlighted in the university's strategic Quality Enhancement Plan (Miller et al. 2014). Faculty and students with interest and involvement in research and education on Africa are found in nearly all of the disciplines and professional schools on our campus. The long-term commitment to Africa has led to new interdisciplinary collaborations and has stimulated faculty and students who had previously

worked in or on Africa to undertake research and involvement there. Support from the federal government *Title VI National Resource Center and Foreign Language in Area Studies* programs has helped leverage a range of additional funding and activities in teaching, research, and outreach supported both by university and external funding.

The University of Florida and the College of Liberal Arts and Sciences have sustained a significant commitment to African Studies. This strength is partially due to the fact that the administrators of the university hired Africa specialists during the past few years, when other institutions in the country were not doing so because of the economic meltdown.

This commitment was most recently demonstrated in 2014 by the authorization, under the university's "Pre-eminence Plan"¹ of seven new tenured or tenure-track Africanist faculty positions, including two new senior level hires, within the strategic interdisciplinary theme of public health and social change in Africa. In addition to these positions, new Africanist hires were authorized in Political Science, Medical Geography, and Art History.

The university Provost Office and International Center also fund a program evaluation specialist, whose main responsibilities include serving all National Resource Centers in the university – including the Centers for African Studies, Latin American Studies, and European Studies. This further underlines the university's commitment to effective management and ongoing improvement of international programs. In this and other respects, the Center for African Studies at the University of Florida has generated synergies at multiple levels and initiated many diverse collaborative projects and activities.

The University of Florida has sustained a substantial financial investment in African Studies across campus. The university's annual commitment in form of salary and fringe benefits to faculty and programs funding related to CAS now exceeds \$14 million, over \$5 million of which involves core Africanist faculty, Center staff and activities, and Africa-related library collections and personnel (Goldman 2014).

¹ For more information on the success of the Preeminence Plan, see Brown 2018. The total number of new hires according to Brown 2018 is 120.

Curriculum Design

The Center for African Studies² at the University of Florida is not designed as a degree-awarding academic unit. Rather, the Center offers basic General Education courses such as African Experience, African Humanities, and Africa in World History. In addition, the Center supports Africa-focused degree programs in other units. For instance, it supports the BA degree program in Foreign Languages and Literatures (African Languages Track) of the Department of Languages, Literatures, and collaborates with the Center for Latin American Studies to offer a Masters of Sustainable Development Practice degree. Furthermore, the Center offers interdisciplinary Minor and Certificate to undergraduate and graduate students in 4 tracks designed to complement a wide array of disciplinary and professional baccalaureate majors. These tracks are: Track One: Language and Linguistics; Track Two: Arts and Literature; Track Three: Culture, History, and Politics; and Track Four: Environment, Resources, and Development. In the last ten years, more than 400 undergraduate students completed minors in African Studies, and they represented 42 disciplinary majors and eight colleges across the university.

The Center's curriculum at both undergraduate and graduate levels has been systematically strengthened in recent years through the regular development of courses who focus their content solely on Africa, which now total over 150. The Center also offers another set of almost 200 courses that have substantial Africa-focused content. Enhanced course options have been made possible by new faculty positions within the Center and include a broad array of disciplines as well as many interdisciplinary courses. The African studies curricular options at both the undergraduate and graduate levels are open to students from across the university and are designed to complement majors in all disciplines and across professional schools. For instance, the Masters of Sustainable Development Practice degree co-developed by the Centers for African Studies and Latin American Studies, provides a highly innovative professional graduate training program.

² For more in-depth information about the information provided in the following section, see Center for African Studies 2018a.

Undergraduate Instructional Program

The University of Florida instructional program in African Studies is built on exceptional faculty strengths in a wide range of fields.³ The over 100 Africanist faculty-held appointments in 45 departments and schools across 14 colleges, as well as in the University International Center, the museum, and the libraries. As intended, the addition of faculty appointed within the Center has significantly strengthened the instructional program in African Studies, enhancing course offerings in both depth and breadth. Thematically-defined faculty positions have been particularly valuable in building interdisciplinary courses and training programs. The new strategic and pre-eminence hires made in the last five years have also contributed significantly to exceptionally strong programs in key areas and disciplines.

Department or Academic Unit	Highly Africa Focus	Moderately Africa Focus	Total courses
African Studies	32	4	36
Agricultural Education	-	2	2
Agriculture and Bio Engineering	-	1	1
Agronomy	-	4	4
Anthropology	10	30	40
Architecture	1	-	1
Art History	9	3	12
Biology	1	2	3
Construction	-	2	2
Development	-	8	8
Economics	2	2	4
Education	-	2	2
English	7	4	11
Environmental Engineering	-	4	4
Community Sciences	-	2	2
Fisheries	-	1	1
Resource Economics	-	9	9
Forestry	-	8	8
Geography	5	12	17

³ For more in-depth information about the information provided in the following section, see Center for African Studies 2018h.

Department or Academic Unit	Highly Africa Focus	Moderately Africa Focus	Total courses
History	15	2	18
Honors Program	2	-	2
Journalism	1	4	5
Languages, Literatures, and Cultures	4	8	12
Law	4	9	13
Linguistics	3	8	11
Music	2	3	5
Political Science	3	6	9
Public Health	-	5	5
Religion	3	4	7
Theater and Dance	1	2	3
Tourism	-	4	4
Wildlife Ecology	2	7	9
Women's Studies	-	2	2
Total	107	164	271

Figure 1: Number of Current Courses with Africa Content (Goldman 2014)

The Table above summarizes the broad range of recent and current course offerings in African Studies. The Center will have taught 271 courses with Africa content in 33 departments, of which 107 focus solely on Africa. A variety of new instructors with a specific thematic focus have been hired, thus maximizing impact by enhancing instructional capacity across disciplinary boundaries. The Center has also grown demand for a range of courses by inciting students to study Africa earlier in their degree programs. It offers courses with Africa-focused content every term, providing the bases for further study and advanced courses on Africa.

As part of an ongoing strategy to strengthen ties with professional schools on campus, the Center has collaborated particularly closely with the College of Business Administration and the College of Design, Construction, and Planning. CAS faculty have developed a new course on African Business Culture for the College of Business Administration and proposed to continue their innovative Research Tutorial Abroad program which allows faculty to create business-focused research opportunities in Africa for undergraduates. The Africanist faculty in the College of Design, Construction, and Planning have modified some of

their existing courses and developed research abroad experience with the Center's support. The recent hires in health-related fields will lead to a further strengthening of an 'Africa' focus within the university's Emerging Pathogens Institute, which already encompasses a broad range of professional disciplines. CAS faculty affiliates in other colleges continue to offer courses with Africa-related content in the colleges of Public Health and Health Professions; Law; Education; Health and Human Performance; and Agricultural and Life Sciences.

Following the Center's successful effort to build interdisciplinary strengths in key thematic areas, it has focused on consolidating deep training programs with an array of undergraduate courses options in the key disciplines for Area Studies. The University of Florida possesses notable strengths in anthropology, geography, and languages, as well as very strong curriculums in political science, history, and religion, which will be further deepened by the wave of 500 new hires being made in 2017-2019. Faculty appointments within the Center have allowed to foster specialized courses in innovative areas, thus deepening disciplinary coverage that departments are unlikely to create otherwise, such as History of Islam in Africa (History), Human Rights in Africa (Political Science), HIV/AIDS in Africa (Anthropology), Contemporary African Arts (Art History), and Africa in the Global Economy (Economics).

Graduate Studies Instructional Program

With regards to graduate studies, the hiring priorities of the university have been targeted to ensure graduate degrees with strong Africanist concentrations in key Area Studies disciplines.⁴ There have been recent hires as well as pending hires in Medical Anthropology, Medical Geography, History, Linguistics, Political Science, Religion, and Art History. In many cases, faculty have added an Africa focus to their research and teaching, so that, to give just one example, research into climate change in Africa has been increasingly put into focus. Interdisciplinary professionally-oriented training programs with particular Africanist strengths are also available in the School of Natural Resources and Environment and Environmental and Global Health. The university's Arts in Medicine program now offers an MA degree and has done pioneering work

⁴ For more in-depth information about the information provided in the following section, see Center for African Studies 2018b.

at medical institutions in African countries, including Gambia, Kenya, and Rwanda.

The strength of Africanist training in a wide range of graduate programs across the university is reflected in the diversity of disciplines of Africanist MAs and PhDs completed at the University of Florida in recent years.

College/Discipline	MA/MS	PhD
Agriculture and Life Sciences		
Agricultural Comm and Ed	6	5
Agronomy	2	7
Animal Science	1	0
Entomology and Nematology	2	0
Food & Resource Economics	12	15
Forest Resources/Conservation	8	13
Interdisciplinary Ecology	8	8
Plant Pathology	0	1
Wildlife Ecology Conservation	7	7
Soil and Water Science	1	3
Fine Arts		
Art/Art History	13	3
Music	2	4
Liberal Arts and Sciences		
Anthropology	16	62
English	3	7
Geography	8	15
Geology	1	0
History	12	7
Linguistics	10	7
Foreign Languages and Literatures	2	4
Political Science	4	30
Sociology	2	0
Biology	10	13
Professional Schools		
Design and Planning	4	0
Communications	7	1
Economics	0	1
Education	1	4
Engineering	5	9
Health Services Research	0	1

College/Discipline	MA/MS	PhD
Journalism	0	1
Tourism	0	2
Veterinary Medicine	1	0
Total	148	230

Figure 2: Graduate Degrees Awarded at UF 1985-2013 (Goldman 2014)

Collectively, UF training programs have had a significant and lasting impact in terms of the national supply of Africa specialists, in higher education, government, NGOs and the private sector. The increased instructional capacity of the Center has resulted in broader course offerings and steady enrolment growth. In two of the Center's four areas of strategic focus, it has initiated new introductory courses that are designed to provide a broad overview to interested students across a range of disciplines and lead them into more specialized courses. Pilot versions of the new courses, "Health and Society in Africa" and "African Environmental Issues", attracted a diverse cast of students majoring in Environmental, Biological, and Health Sciences as well as Social Sciences and History. This, along with the Master of Arts degree in Development Practice, resulted in an increased supply of specialists across numerous fields. As shown in Table 2 above, the University of Florida graduate degrees on African topics have been awarded in 36 different departments across colleges and professional programs. Many of these graduates currently hold positions across a broad range of sectors summarized below:

Current Positions	MA/MS	PhD
Higher Education teaching	23	89
K-12 Teaching	5	3
International Organizations	9	28
Foreign government / university	5	44
US government	9	13
State / Local government	6	3
Private Sector	18	23
Unemployed/Unknown	47	18
Deceased	1	4
Graduate School	25	5
Total	148	230

Figure 3: Graduate Placement as of 2013 (Goldman 2014)

Thus, the Center's activities address the great national need for increased understanding of international issues both by the public and specialists, and especially the cultures, languages, and socio-economic conditions of Africa. In addition, the Center contributes to some areas of particularly acute national need in the area of government service, as reflected in the competitive and invitational priorities. The Center's strategic initiative on Muslim societies in Africa, for instance, trains specialists who will generate important new knowledge on these societies and also contributes to broader public understanding via significant outreach programming. The Master of Arts degree in Sustainable Development Practice,⁵ as well as other professional school collaborations, are also particularly important in addressing national needs for the strong Area Studies training necessary for US professionals to be competitive in an internationalized world.

African Language Instructional Program

The effort to teach African languages at the University of Florida began with the inception of the Center for African Studies in 1964.⁶ The Center's African language instructional program solidified further with the elevation of the Center to a full-fledged Title VI federally-funded graduate level program in 1976. It reached a further elevation with the establishment of the Department of African and Asian Languages and Literatures in 1982, in which African languages were taught until 2008, when the University restructured its regionally-based language departments to create a single globally-based one: the Department of Languages, Literatures, and Cultures. The UF Program in African Languages (UF-PAL) evolved from a one-language program (Swahili) in 1967 to a three-language program (Swahili, Arabic and Yoruba) in 1982, a four-language program (Swahili, Arabic, Yoruba and Akan) by the late 1980s and, with the addition of Shona in the early 1990s, a five-language program. However, following the emergence of a new and democratic South Africa in 1994, Shona was later replaced by Xhosa in 2000, and Xhosa was replaced by Zulu in 2015. As the interest in studying Africa in more

⁵ For more information on this MA program, see Master of Sustainable Development Practice 2018h.

⁶ For more in-depth information about the information provided in the following section, see Center for African Studies 2018i.

detail increased among the faculty, the need to attract more students in the African studies increased, while also prompting the addition of more languages to the program, including Wolof and Amharic.

UF African language courses offer a wide regional coverage of Africa as well as corresponding closely to areas of faculty expertise and graduate student research. Currently, the Center's experienced and professional instructors regularly teach seven African languages: Akan (Twi), Amharic, Arabic, Swahili, Wolof, Yoruba, and Zulu. All the languages are taught at three levels of instruction – beginning, intermediate, and advanced. Swahili and Yoruba are also offered up to the superior level through such courses as Swahili/Yoruba Oral literature and Readings in Swahili/Yoruba literature, Swahili Texts and Context. As such they are able to help graduate students who conduct research in the areas where the languages are spoken as well as certify the linguistic competence of students who speak these languages.

After having invested significant resources in African language development, the UF has built one of the leading African language programs in the United States. The languages are taught by five fulltime faculty and five graduate teaching assistants. The Center has invested continuously in pedagogic training for faculty and teaching assistants; supported three successful applications for the Fulbright-Hays Yoruba Language Group Projects Abroad (GPA); and sponsored faculty participation in leadership roles in national efforts to improve African language pedagogy.

The Center's language program has been designated nationally as a Language Flagship Center for the teaching of African languages since winning the first competition of the African Flagship Languages Initiative (AFLI) – Domestic Intensive Summer program in 2011 (Boren Awards 2018). What began as a pilot project for two languages soon turned into a full-fledged program and expanded to include five more languages. With the exception of Advanced French, all the languages are offered at three levels of instruction – beginning, intermediate, and advanced. During the first five years of the AFLI program, the grant was offered on a yearly basis. However, due to the significant success recorded during that period, the funding agencies not only decided to make it a four-year cycle grant, but also adopted the model to establish other regional flagship languages initiatives, including the South Asian Flagship Languages (SAFLI) and Indonesian Flagship Languages (IFLI). The AFLI-Domestic Intensive Program is targeted to serve Boren-funded students, but it is also open to students with other sources of funding

such as Foreign Language and Area Studies (FLAS) Summer Fellowships (Boren Awards 2018). A total of 395 students have participated in the program between 2011 and 2018, 350 of which were Boren scholars and fellows who proceeded to Overseas for Fall or academic year immersion programs in African countries, and 45 were FLAS fellows (Akinyemi 2018).

Outreach Activities

The Center for African Studies at the University of Florida maintains an extensive outreach program to K-12 schools (consisting of elementary, middle, and high schools), community colleges and universities, business and media communities, and the general public.⁷ In the last ten years, the Center reached almost 9,500 K-12 teachers through summer institutes, workshops, consultations, or participation in the Center's diverse activities. In addition, more than 15,000 K-12 teachers and students attended special talks and in-service presentations. Together with the UF's College of Education, the Center offered workshops to about 300 graduate students training in the Site-based Implementation of Teacher Education Program. At the national level, as part of the African Studies Outreach Council, the Center offered teacher-training workshops during the annual conference of the African Studies Association. At the state level, the Center held multiple workshops in conjunction with the Florida Council for Social Studies. On campus, the Center cooperated with the Center for European Studies and Latin American Studies, and the UF Harn Museum to hold teacher workshops, film screenings, and cultural performances. The next Table summarizes the impact of the different outreach activities.

⁷ For more in-depth information about the information provided in the following section, see Center for African Studies 2018d.

Audience	Activity	Yearly Participants	Impact
K-12 Teachers	Teacher training institutes, in-service workshop, consultations	500-650	Inclusion of African content in teaching, development of lesson plans on Africa.
	Lecture, school presentations	1,000+	Effective and current teaching on Africa.
	<i>Irohin</i> : K-12 lesson plans on Africa	Print copies; also available online	Lesson plans on Africa made widely available for K-12 teachers for free.
K-12 Students	JAMBO summer program	15	Seeding interest for further study of African Studies
	School presentations; school attendance at outreach events (museum, performing arts, etc.)	2,000+	Increased appreciation of and interest in Africa. Events included in curriculum: writing, assignments on Africa, etc.
Post-Secondary	Curriculum development workshops, institutes, conferences on teaching Africa	100+	New courses developed or units added on Africa, sharing of teaching techniques and materials.
	Talks, Cultural presentations	2,500+	Increased knowledge, curriculum change
	<i>African Studies Quarterly</i> journal	10,000+ hits	Access to current research / knowledge.
Business	Doing Business in Africa workshops, talks, seminars	120	Increased knowledge of methods and opportunities for business in Africa
	Sub-Saharan Africa Business Environment Report	Print copies; also available online	African business information on covering Africa

Audience	Activity	Yearly Participants	Impact
Media	Covering Africa talks, PR, talks with the media	55	Journalists receive advice and information for covering Africa
Government	Faculty presentations on current issues to Fed employees	50-75	Sharing of expertise with government officials, improved Africa policy
Community	Talks, presentations, films, music / dance performances	2,250+	Increased interest and understanding of African cultures and societies
Carter conference	Annual CAS flagship conference to discuss cutting-edge research issues	500	Increased interest and understanding of current issues on the continent
Southeast African Languages and Literatures Forum	Annual meeting for regional language professionals	100-150	Regular exchange of pedagogical techniques and materials
African Flagship Languages Initiative	Summer intensive language program	50-65	Increase / broadening of national capacity in less commonly taught languages, promote advanced specialists
Yoruba Group Project Abroad	Overseas summer intensive language program	15-20	Increase / broadening national capacity in less commonly taught languages, promote advanced specialists
Interdisciplinary working groups	Monthly meeting of faculty and graduate students working on a common topic	250-300	Increased interest and understanding of issues germane to the working group

Figure 4: Summary of Outreach Activities (Goldman 2014)

The Center conducts more intensive teacher training through its annual two-week Summer Institute, for which teachers in elementary schools,

middle schools and high schools receive continuing education credits towards certification. Institute participants produce teaching materials and lesson plans published annually in the Center's outreach magazine *Irohin: Bringing Africa to the Classroom* which is distributed annually to over 1,000 teachers throughout the southeast region, as well as nationally at workshops and conferences. An electronic edition of the publication is also freely available to the public on the Center's outreach website (Center for African Studies 2018d). In addition, the Center regularly conducts presentations in schools in response to numerous requests from local schools. Each year the Center participates in a Theory of Knowledge Program at an International Baccalaureate high school program, culminating in a full-day event on African religion, politics, and culture for all graduating seniors and their teachers. The Center also created a two-week summer program - Jambo - which introduces high school students to Swahili language and African themes, thus planting the seeds for future Africanists (Center for African Studies 2018c).

The objective of the Center outreach to postsecondary institutions is to assist community colleges and universities in the Center's area of impact, the southeast region of the United States, to increase African content in their curriculums and improve methods of teaching about Africa. As indicated in Table 4, the Center's involvement with post-secondary outreach incorporates conferences, workshops, multisession institutes, and individual talks on a variety of topics relating to Africa. University-wide initiatives in the past years prompted the Center to offer additional specialized outreach on campus as the University of Florida common reading program for incoming students included non-fiction works of African authors, thereby promoting better understanding of Africa among some 6,500 new students each year. These programs provided an opportunity for presentations and cultural performances on Africa across campus, as well as local schools and the community (Goldman 2014).

The Southeast Africanists Network (SEAN), sponsored by the Center, brings together about hundred presenters and participants each year, mainly faculty from smaller institutions in the region, including various minority serving institutions and community colleges. This yearly meeting presents opportunity for faculty and graduate students at institutions with smaller African programs to discuss research and effective teaching in regards to Africa and initiate potential collaborations. Since 2010, the Center has joined with the Africa National Resource Center at

the University of North Carolina in Chapel Hill to co-sponsor a joint annual meeting of SEAN and the Southeastern Regional Seminar in African Studies (SERSAS), and that of the Southeast African Languages and Literatures Forum (SEALLF). These meetings rotate between schools located in the southeast region, thereby opening them to more potential attendees as well as facilitating connections with both centers (Center for African Studies 2018f).

Between 2010-2015, the Center has co-sponsored publication (print and online) of the *Sub-Saharan African Business Environment Report* (SABER) as a major resource for the business community as well as for academic use.⁸ Using SABER as a resource, Center faculty developed four presentations on the topic of “Business in Africa” for the UF College of Business, Santa Fe College, the Harn Museum, and the UF Learning in Retirement community with more than 500 participants. The Center also cooperates with the UF College of Journalism and Communications through its Covering Africa series, which brings reporters with Africa experience to campus. Center faculty affiliates help organize and present many events for the general public, with a wide range of topics, often in collaboration with other units on campus and / or community groups in the local area as well as the broader regions and, on occasion, at a national level. The UF Harn Museum of Arts has an excellent African collection and is a major venue for public outreach. Together with the museum, the Center sponsors an Africa-themed Museum Night for the public, which draws over 700 people every year. Over a period of 2 years, 2013-14, the museum and the Department of Art History organized a large international exhibit of Central African art and its impacts in the Americas titled *Kongo Across the Waters*. After five months on the UF campus, the exhibit travelled to Atlanta, Princeton, and New Orleans until mid-2015.

The UF’s African music and dance ensemble *agbedidi* performs regularly on campus as well as in surrounding towns in the southeast region. In addition, the Center co-sponsors *Pazeni Sauti*, an African choir comprised of UF students. Partnering with the Alachua County Public Library, the Center and UF Oral History Program presented a 2018 symposium that brought musicians, scholars and filmmakers together in Gainesville to discuss hip hop, the visual arts and political activism

⁸ For more information on SABER, see Center for African Studies 2018e.

in Africa. Hip hop artists from Nigeria and Kenya participated in film screening and panel discussions (Goldman 2014).

At the national level, the Center's faculty are frequently invited to give presentations and talks at various levels of government due to their areas of expertise. In the last ten years, Africanist faculty have presented to officials in federal agencies alone. Examples include: a faculty member and advanced graduate students presenting to 120 people at the US Department of State and National Intelligence Council on the political situation in the Sahel; faculty presenting to 50 US embassy personnel in Algeria; and faculty regularly advising US Embassy staff in Addis Ababa (Goldman 2014). In addition, one of the Center's multidisciplinary discussion groups, the Sahel Research Group, maintains a website intended for use by policy makers, journalists, and the public in addition to students and scholars that provides overviews and up to date information on political and other developments across six countries of the West African Sahel (Sahel Research Group 2018). This is updated by in-country experts throughout the region as well as by UF faculty and graduate students. The Center also publishes the *African Studies Quarterly* (African Studies Quarterly 2018), an open access peer-reviewed academic journal which provides an important vehicle for timely dissemination of knowledge about Africa for use by both scholars and policymakers.

Conclusion

This essay aimed to document the strength of the Center for African Studies at the University of Florida. Building on consistently strong support from its home institution and the successful leveraging of federal government funding, the Center has become one of the largest and most wide-ranging African Area Studies centers not only in the United States but globally. For over fifty years, the Center for African Studies at the University of Florida has served as a major national resource for research, training, and outreach about Africa and its peoples, and continues to do so. The University of Florida itself has invested significantly in the resources necessary to carry out all aspects of the Center's mission.

The landmark achievements made in the past notwithstanding, the Center is confronted with a number of challenges. Among these are the preference of students for Science, Technology, Engineering and Mathematics (STEM) disciplines over the field of the Humanities, low student enrolments, and lack of incentives to faculty and students. In the coming

years, the Center intends to enhance and expand its program offerings and initiate new efforts that will address these challenges and further extend the impacts of what is done at the Center. The top priority is the development of an interdisciplinary MA degree program in African Studies. The Center's research mission builds on the unique capacity of centers such as the CAS to stimulate interdisciplinary collaborations and generate synergistic opportunities. It will continue to support innovative programs around the proposed interdisciplinary MA degree, which, hopefully, will bring together faculty and graduate students from across the campus and beyond.

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Appendix

Appendix 1: Yearly Carter Conference Themes (1984-2018)

[For almost 35 years, the Center for African Studies at the University of Florida has organized annual lectures or a conference in honor of the late distinguished Africanist scholar, Gwendolen M. Carter. Gwendolen Carter devoted her career to scholarship and advocacy concerning the politics of inequality and injustice, especially in southern Africa. She also worked hard to foster the development of African Studies as an academic enterprise. She was perhaps best known for her pioneering study *The Politics of Inequality: South Africa Since 1948* and the co-edited four-volume *History of African Politics in South Africa, From Protest to Challenge* (1972-1977). In the spirit of her career, the annual Carter lectures offer the university community and the greater public the perspectives of Africanist scholars on issues of pressing importance to the people and societies of Africa. Since 2004, the Center has (with the generous support of the College of Liberal Arts and Sciences) appointed a Carter Faculty Fellow to serve as convener of the conference. See also Center for African Studies 2018h.]

2018 Text Meets Image and Image Meets Text

2017 On the Edge: What Future for the African Sahel?

2016 Tropics of Discipline: Crime and Punishment in Africa

2015 Schools of Architecture and Africa: Connecting Disciplines in Design and Development

2014 Kongo Atlantic Dialogues

2013 The Politics of Permanent Flux: State-Society Relations in the Horn of Africa

2012 Health, Society and Development In Africa

2011 African Independence: Cultures of Memory, Celebrations & Contestations

2010 Bridging Conservation and Development in Latin America and Africa: Changing Contexts, Changing Strategies

2009 African Creative Expressions: Mother Tongue and Other Tongues

- 2008 Migrations In and Out of Africa: Old Patterns and New Perspectives
- 2007 African Visual Cultures: Crossing Disciplines, Crossing Regions
- 2006 Law, Politics, and Society in South Africa: The Politics of Inequality Then and Now
- 2005 States of Violence: The Conduct of War in Africa
- 2004 Movement (R)evolution: Contemporary African Dance
- 2003 Dynamics of Islam in Contemporary Africa
- 2002 Zimbabwe in Transition: Resolving Land and Constitutional Crisis
- 2001 Governance and Higher Education in Africa
- 2000 Renegotiating Nation and Political Community in Africa at the Dawn of the New Millennium
- 1999 Aquatic Conservation and Management in Africa
- 1998 Africa on Film and Video
- 1997 Communication and Democratization in Africa
- 1995 African Entrepreneurship
- 1994 Transition in South Africa
- 1993 Africa's Disappearing Past: The Erasure of Cultural Patrimony
- 1992 Sustainability in Africa: Integrating Concepts
- 1991 Involuntary Migration and Resettlement in Africa
- 1990 Health Issues in Africa
- 1989 Structural Adjustment and Transformation: Impacts on African Women Farmers
- 1988 Human Rights in Africa
- 1987 The Exploding Crisis in Southern Africa
- 1986 The African Food Crisis: Prospects for a Solution
- 1984-85 SADCC's Bid for Independence from South Africa: Will it Succeed?

Appendix 2: List of the Center's Interdisciplinary Working Groups

[The Center supports a variety of collaborative interdisciplinary working groups. These thematic oriented groups provide a forum for faculty and graduate students to pursue research and funding initiatives that cut across standard academic units. Group activities have also included symposia, mini-conferences, invited lectures, and fieldwork/methodology workshops. See also Sahel Research Group 2018.]

1. The Sahel Research Group

2. African Architecture Initiative Group
3. Natural Resource Management in Africa Group
4. Social Change and Development in Africa Group
5. Text, Image Studies and African Humanities Group
6. China in Africa Group
7. Islam in Africa Group
8. African Migrations Group