GLOBAL جامعة
STUDIES الدراسات
UNIVERSITY العالمية

Global Studies University
Student Catalog 2024- 2025

THE AFRICA INSTITUTE

Table of Contents

MESSAGE FROM THE PRESIDENT **6**

MESSAGE FROM THE CHANCELLOR **7**

DISCLAIMER **8**

LICENSURE AND ACCREDITATION **8**

EDUCATIONAL COLLABORATIONS **9**

BACKGROUND **11**

- **GLOBAL STUDIES UNIVERSITY** 11
- **VISION** 12
- **MISSION** 12

ACADEMIC CALENDAR 2024–2025 ..... **13**

GSU ORGANIZATION CHART **15**

GSU ACADEMIC AFFAIRS CHART **16**

UNIVERSITY LEADERSHIP AND GOVERNANCE **17**

- **BOARD OF TRUSTEE** 17
- **ADVISORY BOARD** 17
- **PRESIDENT** 18
- **CHANCELLOR OF GLOBAL STUDIES UNIVERSITY & DEAN OF THE AFRICA INSTITUTE** 18
- **ASSOCIATE DEAN, THE AFRICA INSTITUTE, AND PROFESSOR OF AFRICAN LANGUAGES AND LINGUISTICS** 19
- **DISTINGUISHED PROFESSORS AND HONORARY TITLES** 20
- **UNIVERSITY SENIOR ADMINISTRATORS** 21
- **INSTITUTIONAL EFFECTIVENESS** 21
- **INTERNAL AUDIT** 21
- **ACADEMIC AFFAIRS** 21
- **ADMINISTRATION AND OPERATION** 21
- **HUMAN RESOURCES** 21
- **FINANCE** 21
- **LIBRARY** 21
- **ARCHIVE** 21
- **INFORMATION TECHNOLOGY** 22
- **FACULTY** 22
- **UNIVERSITY DIRECTORY** 36

THE CAMPUS **37**

- **OVERVIEW** 37
- **KHALID BIN MOHAMMED SCHOOL** 37
- **RESOURCES** 42
- **THE MASTER'S PROGRAM CURRICULUM IN BRIEF** 45

COURSE DESCRIPTION 56

MASTER'S THESES 63

ENROLLMENT IN MASTER'S THESIS/PROFESSIONAL PROJECT CREDIT HOURS 63
ELIGIBILITY FOR INITIAL REGISTRATION 63
INITIAL REGISTRATION FOR MASTER'S THESIS 63
THE COMPOSITION OF THE MASTER'S THESIS PROJECT COMMITTEE 64
MASTER'S THESIS CONTINUOUS ENROLLMENT 64
CONTINUOUS ENROLLMENT DURING A REGULAR SEMESTER 64
CONTINUOUS ENROLLMENT IN A SUMMER TERM FOR A MASTER'S THESIS 64
TIME EXTENSIONS FOR MASTER'S THESIS 65
GRADUATION REQUIREMENTS BASED ON CATALOG 65
COURSE STRUCTURE 66
GRADUATE DEGREE PROGRAM REQUIREMENTS 66
GRADUATION RESIDENCY REQUIREMENTS 66
TIME LIMIT FOR DURATION OF STUDY 66
ACADEMIC STANDING REQUIREMENT 66

GRADUATES ADMISSION 67

ADMISSION REQUIREMENTS FOR MASTER'S PROGRAM 67
CONDITIONAL ADMISSION TO PROGRAMS 70
TRANSFER OF CREDIT HOURS 72
RETURNING STUDENT ADMISSION 73
CHANGE OF STATUS 74
APPLICATION PROCEDURE 74
APPLICATION DEADLINES 75

SCHOLARSHIP 76

GSU DISCOUNTED PROGRAM OFFERS 77
DISCOUNT PROCEDURES 77
SCHOLARSHIP PROCEDURES 77
SCHOLARSHIP REGULATIONS 79
COURSE WAIVER 79

TUITION 80

TUITION FEES 80
PAYMENTS METHOD 81

RECORDS 82

STUDENTS RECORDS 82
PRIVACY RIGHTS 82
TRANSCRIPTION 83

REGISTRATION AND COURSEWORK 83

ORIENTATION 83
DEGREES 83

REGISTRATION PROCESS 83
REGISTRATION DEADLINE 84
ACADEMIC ADVISING 84
GUIDING PRINCIPLES FOR ACADEMIC ADVISING 84
COURSE LOAD 85
CLASS TIMING 85
RAMADAN CLASSES SCHEDULE 85
COURSE FREQUENCY 86
CLASSROOM AND CLASS SIZE 86
FULL-TIME STUDENTS 86
FOR STUDENTS IN GOOD ACADEMIC STANDING 86
FOR STUDENTS ON ACADEMIC PROBATION 86
CHANGING COURSES 86
FACULTY OFFICE HOURS 87
STUDY PLAN 87
AUDITING COURSE 87
ATTENDANCE, COURSE WITHDRAWAL, AND STUDY INTERRUPTION 87
STUDENT ATTENDANCE POLICY 88
COURSE WITHDRAWAL 89
WITHDRAW FROM GLOBAL STUDIES UNIVERSITY 89
REFUND POLICY 89
INTERRUPTED STUDIES AND REACTIVATION OF STUDENT RECORD 90
STUDENTS AWAY FOR UP TO TWO SEMESTERS 90
STUDENTS AWAY FOR LONGER THAN TWO SEMESTERS 91
MANDATORY AND OPTIONAL COURSES DEFINED 91
COURSE INFORMATION 92
ASSESSMENTS 94
EXAMINATIONS 94
GRADING SYSTEM 96
INCOMPLETE COURSES 98
IN PROGRESS GRADES 99
NO GRADE ENTRIES 99
REPEATING COURSES 99
CLASS STANDING FOR MASTER'S DEGREE STUDENTS 100
GRADE POINT AVERAGE 100
ACADEMIC STANDING 102
ACADEMIC PROBATION 102
ACADEMIC DISMISSAL 102
PETITIONING FOR REINSTATEMENT 102
CHANGING STUDY PATH AFTER ACADEMIC DISMISSAL 103
READMISSION AFTER ACADEMIC DISMISSAL 103

STUDENT'S PETITION AND APPEALS 103

STUDENT RESPONSIBILITY 103
PETITIONS 103
ACADEMIC-RELATED ISSUES APPEAL PROCESS 104

GRADE APPEAL PROCEDURE 104
THE APPEAL OF AN XF GRADE 104

STUDENT SUPPORT SERVICES **105**

STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE 105
STRATEGIC PARTNERSHIPS 105
CAREER PLACEMENT, INTERNSHIP, AND ALUMNI SERVICES 106
ACADEMIC COUNSELING 106
STUDENT LEARNING SUPPORT CENTER 107
COMMITMENT TO WELL-BEING AT (GSU) 107
STUDENT SERVICES 108

STUDENT GUIDELINES **115**

INTRODUCTION AND ORIENTATION 115
STUDENTS RESPONSIBILITIES & RIGHTS 115
FREEDOM OF ASSEMBLY 116
STUDENT CODE OF CONDUCT 116
STUDENTS HOUSING/RESIDENTIAL 118
LIBRARY CODE OF CONDUCT 123

CODE OF ACADEMIC INTEGRITY **131**

OVERVIEW 131
GUIDELINES 131
PLAGIARISM 132
EXAMINATION GUIDELINES 133
ASSIGNMENTS SUBMISSION 136

USE OF GENERATIVE AI TOOLS AND ACADEMIC INTEGRITY AT GSU **136**

GUIDELINES FOR COMPUTER USAGE AND SYSTEM NETWORK **142**

EXAMPLES OF VIOLATIONS **142**

DISRUPTIVE BEHAVIOR AND CLASSROOM MISCONDUCT **142**

FORBIDDEN DISRUPTIVE ACTIONS **143**

STUDENTS DISPUTES & RESOLUTION **143**

DISCIPLINARY FILES AND RECORDS CASE **143**

GRADUATION **144**

GRADUATION PROCEDURES AND DIPLOMA INFORMATION 145
CONFERRAL OF DEGREES 145
NAMES ON DIPLOMAS 145
DEGREE INFORMATION ON DIPLOMAS 145
ATTESTATION OF DIPLOMAS AND TRANSCRIPTS 145

APPENDIX **146**

BANK INFORMATION 146

Message from the President

Hoor Al Qasimi

As President of Global Studies University (GSU), I wish to warmly welcome our graduate students to the Global Studies University. In this occasion of the launching of our pioneering graduate program, I look back with immense pride on the journey that has led to the establishment of this unique institution. Our roots trace back to the historic 1976 Symposium on African and Arab Relations, held under the visionary leadership of His Highness Dr. Sheikh Sultan bin Muhammad Al Qasimi. That moment of cross-cultural dialogue planted the seeds for a broader vision of academic collaboration, which was officially realized in 2023 with the issuance of the Emiri decree establishing GSU.

GSU embodies this long-standing vision as a globally oriented network of interdisciplinary institutes. Each institute is dedicated to exploring regions often overlooked in traditional academic settings. The Africa Institute, established in 2018 was the first of these institutes, focuses on African and African diaspora studies. With the upcoming launch of The Asia Institute in 2025 and the Oceania Institute soon after, we are expanding our academic horizons to include other critical regions including Europe and the Americas.

Our mission is to serve as a globally recognized interdisciplinary hub for critical engagement in global studies within the arts, humanities, and social sciences. We aim to produce new knowledge and nurture the next generation of critical thinkers who are equipped to address global complexities and interconnectedness. Uniquely situated in the Gulf region, GSU seeks to transcend traditional area studies by pioneering interconnected and interdisciplinary paradigms that redefine global studies.

Our Sharjah campus reflects the city's growing role as a regional cultural and educational hub and serves as a dynamic space for intellectual exchange. As we expand to our future campus, which is in the stage of initial plans for a first-class architectural design, the new spaces to be built will continue to embody our commitment to innovation, collaboration, and cross-disciplinary learning.

Together, we are shaping the future of education and research. I invite students, scholars, and partners to join us on this exciting journey as we push the boundaries of knowledge and global understanding by launching our unique and cutting-edge graduate programs.

Message from the Chancellor

Salah M. Hassan

It is a privilege to serve as Chancellor of Global Studies University (GSU) and Dean of The Africa Institute. It is with such a spirit I warmly welcome our first cohorts of graduate students to our graduate programs, and introduce this Student Manual, which we hope will help them in navigating the intricacies of our graduate program at both the Master's and Ph.D. levels, and to assist them in their day to day activities and life on and off campus in the great city of Sharjah, a minaret of education, culture, and the arts.

It was indeed an honor to be entrusted with leading the creation of an institution designed to address the historic ties between Africa and the Arab world, focusing on Africa and its diasporas. Since then, The Africa Institute, which was established in 2018 and has since then made significant strides in advancing knowledge within the humanities and social sciences, while fostering valuable scholarly connections across regions. Building on this progress, the establishment of the Global Studies University (GSU) has marked the next significant step in our academic vision. Organized as a network of semi-independent but interconnected institutes, the GSU's major objectives are to explore the histories, cultures, and peoples of various regions, further broadening its global impact and deepening its commitment to interdisciplinary research and education.

Our graduate academic programs are designed to challenge conventional paradigms and introduce innovative, interdisciplinary methodologies. With our inaugural MA program in Global African Studies and a forthcoming PhD program in Global Studies, we are equipping students with the tools to approach regional issues through a global lens. Our diverse faculty brings a wealth of expertise and perspectives, reinforcing our commitment to advancing scholarship and empowering future leaders to address the pressing challenges of our time.

I am deeply proud to be part of GSU's journey and excited about the future we are building together. Our university is committed to nurturing critical thinking and scholarship that transcends traditional academic boundaries. I warmly invite students, scholars, and partners to join us in shaping a brighter, more interconnected global futures.

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Disclaimer

The information provided in this catalog is solely for informational purposes and should not be considered as forming a contractual agreement between the student and Global Studies University (GSU). While GSU strives to adhere to the policies, procedures, admission and registration requirements, and financial charges as outlined in this catalog, the university reserves the right to make changes to its policies, including those affecting the programs, course offerings, academic requirements, admissions, enrollment, and degree requirements, and teaching staff, or to adjust fees when necessary to better serve students' academic interests, without prior notices. While efforts are made to ensure the accuracy of the information provided, GSU may update provisions throughout the academic year. This catalog has been carefully prepared to align with UAE laws and Ministry of Education (MOE) regulations.

All students are required to abide by the GSU code of conduct, which is consistent with UAE norms and traditions. It is the responsibility of each student to stay informed about current policies and ensure that they meet all graduation requirements. This catalog is published annually at the beginning of each academic year, and students are held accountable for the information provided therein.

Licensure and Accreditation

Global Studies University (GSU), located in the Emirate of Sharjah, is granted approval from the Ministry of Education of the United Arab Emirates, Commission for Academic Accreditation (CAA) to promote its Master of Arts in Global African Studies (subject to accreditation) to award degrees and qualifications in higher education graduate programs. GSU is also actively pursuing additional international accreditations, which will be announced as they are secured.

Educational Collaborations

GSU will collaborate and partner with premium institutions and universities globally to promote global studies and a deeper understanding of the societies, cultures, languages, and art of the different regions of the world. The Africa Institute, which is a precursor of, and now operate under the auspices of the GSU, has been collaborating with several institutions since its inception in 2018. This has also been done in building its educational programs and research agenda. GSU has also formed academic collaborations and partnerships with leading academic and research institutions both locally and internationally. Most notably, GSU has already signed a Memorandum of Understanding (MoU) with Rutgers University for close academic collaboration to work together on quality assurance of our curriculum and degree programs, as well as strengthening research, teaching, curriculum development, student and staff exchange, and developing dual degrees, among other areas. Rutgers University is recognized as a leading comprehensive research and postgraduate institution in the United States, particularly in global studies and African and African diaspora studies. The university has established an agreement with GSU on quality assurance, which facilitates regular visits of a committee of experts from Rutgers to assist The Africa Institute, GSU in evaluating its graduate curricula, faculty and staff, and support its accreditation process to ensure that it meets the standards of peer global institutions and meets the needs of students and prospective employers. Additionally, GSU has signed a Memorandum of Agreement (MoA) with Cornell University, one of the leading research universities in the USA. This MoA emphasizes a robust collaboration, particularly through curriculum development and exchange programs between both institutions. Through this agreement, Cornell University and GSU will work together on peer review and evaluation, collaborative research, student and faculty exchanges, and other academic initiatives, that will enrich the educational experience and expand the global reach of both institutions.

GSU has also signed MoU with the University of Sharjah, a leading academic institution in the UAE, to facilitate academic partnership, research collaboration, and student and staff exchanges, with particular emphasis on access to the University of Sharjah's extensive library resources. This partnership enhances GSU’s regional engagement and reinforces its commitment to academic excellence. Additionally, GSU has also entered into a Memorandum of Agreement (MoA) with the UNCF/Mellon Foundation, a prominent foundation known for its support of the humanities, arts, and higher education, and historically Black Colleges and Universities known as (HBCU). This agreement highlights GSU’s commitment to advancing research and scholarship, particularly in African and African diaspora studies, through funded projects and collaborative initiatives. The partnership is especially significant in providing faculty development opportunities through the Faculty Career Enhancement Programs for faculty teaching, ensuring continuous professional growth and academic excellence.

GSU has initiated promising discussions with SOAS University of London, a world-renowned institution specializing in the study of Africa, Asia, and the Middle East. The aim is to establish collaboration in areas such as joint research, student and staff exchanges, and joint conferences, along with access to library resources. In response, SOAS has formally expressed its interest in this partnership and has sent us a letter confirming its intent to work with us and develop an agreement.

GSU is also in the process of extending its collaboration further across Africa. We are currently in discussions with several African universities, including Addis Ababa University, to sign collaborative agreements that will strengthen academic partnerships, facilitate exchange programs, and promote joint research initiatives focused on African studies and related fields. These partnerships reflect GSU's commitment to deepening its engagement with academic institutions across the African continent.

BACKGROUND

Global Studies University

Global Studies University (GSU) was established in 2023 as a non-profit institution for higher education by His Highness Sheikh Dr. Sultan Bin Muhammed Al-Qassimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah. The Government of Sharjah has established Global Studies University (GSU) acknowledging both Sharjah's and the UAE's past, and its rising significance as a cultural and educational hub, as well as an economic nexus, both regionally and internationally. The establishment of GSU is closely aligned with the National Higher Education Strategy 2030 and the National Agenda 2021. GSU will set out to build and achieve the highest standards in global studies education to serve the UAE's future generations and international graduates who will become UAE international ambassadors. The Investment in Knowledge, an initiative of the National Higher Education Strategy, is closely aligned with GSU's mission to increase the number of PhD students by providing increasing support for postgraduate funding.

Historically, the UAE and the wider Gulf region have acted as a convergence point of peoples and cultures, from across the global a pattern that continues today through migrations, tourism, pilgrimage, and other modes of exchange and the movement of diverse populations. The establishment of GSU illustrates the continued recognition of this rich and diverse cultural tapestry and the ambitions and visions of the UAE. GSU, therefore, is envisioned as a network of semi-independent, but related interdisciplinary institutes and colleges, each concentrating on a different region of the world. This network includes The Africa Institute, which was established in 2018, as well as the soon-to-be-established The Asia Institute. Similar institutes focusing on other regions, such as the Americas, Europe, and Oceania, are also planned to follow. The aim of these multiple institutes is to focus on teaching, research, and documentation of histories, cultures, and peoples who constitute different regions of the world, with a focus on the Global South. The majority of these cultures and people inhabit continents and territories in Africa, Asia, Pacific Islands, and the territories of Indigenous people in parts of the Americas, and the Pacific and Indian ocean islands, which were all formerly controlled by Western colonial powers in one way or another.

With the unabated ambition of becoming the region's cultural and educational hub, coupled with the growing focus on building a knowledge-based economy, the natural next step is to focus on establishing and strengthening postgraduate education and specialized research institutes. GSU is the product of this ambitious vision. The creation of GSU is set to play a vital role in the necessary and timely training of a new generation of critical thinkers both within the UAE and globally. The students will be educated to focus on local and regional issues, understanding and framing them within a global context. As such, GSU's postgraduate curriculum, at both master's and doctoral levels, is designed to promote interdisciplinarity and interconnectedness, encouraging a deeper, more comprehensive understanding of global issues. The curriculum at GSU seeks to address the most vital and pressing questions related to global studies, spanning the full breadth and depth of the humanities and social sciences. It blurs traditional disciplinary boundaries, advancing interdisciplinary methodologies and thought processes by identifying key, intersecting thematic fields and areas of studies. Moreover, with its emphasis on the teaching of non-Western languages and translation, to both graduate and undergraduate students as well as the public at large, GSU provides its graduates with a vital understanding of local contexts, relevance, and deep-rooted connections. GSU anticipates enrolling students from both the UAE and various global regions. Its graduates, hailing from the UAE and beyond, are expected to have a lasting impact on the ways in which

research and teaching in the areas of social sciences and humanities are conducted and how knowledge is produced.

Vision

Global Studies University (GSU) aims to establish itself as a leading global studies institution recognized worldwide for its excellence in teaching, research, and documentation. Situated in the Gulf region, GSU seeks to transcend traditional area studies and continental thinking frameworks by pioneering critical, interconnected, and interdisciplinary paradigms that redefine global studies.

Mission

GSU's mission is to serve as hub for critical engagement in global studies within the arts, humanities, and social sciences, producing new knowledge and nurturing the next generation of critical thinkers to address global complexities and interconnectedness through knowledge production and postgraduate training. GSU is conceived as a multi-institute entity focusing on Africa, Asia, the Americas, Europe, Oceania, and other key regions of the world.

ACADEMIC CALENDAR 2024–2025

Fall 2024

August 26	Monday	Faculty Resume on Campus
September 15	Sunday	Prophet Muhammad's (pbuh) Birthday - Al Mawlid Al Nabawi
October 10	Thursday	Open Admission for Spring 2025
October 11 - 20	Friday – Sunday	Fall Break
November11	Monday	Admission Deadline for Spring 2025
December 1-3	Sunday – Tuesday	Commemoration Day and UAE National Day holiday
December 20 – 12 January	Friday - Sunday	Winter Break

Spring 2025

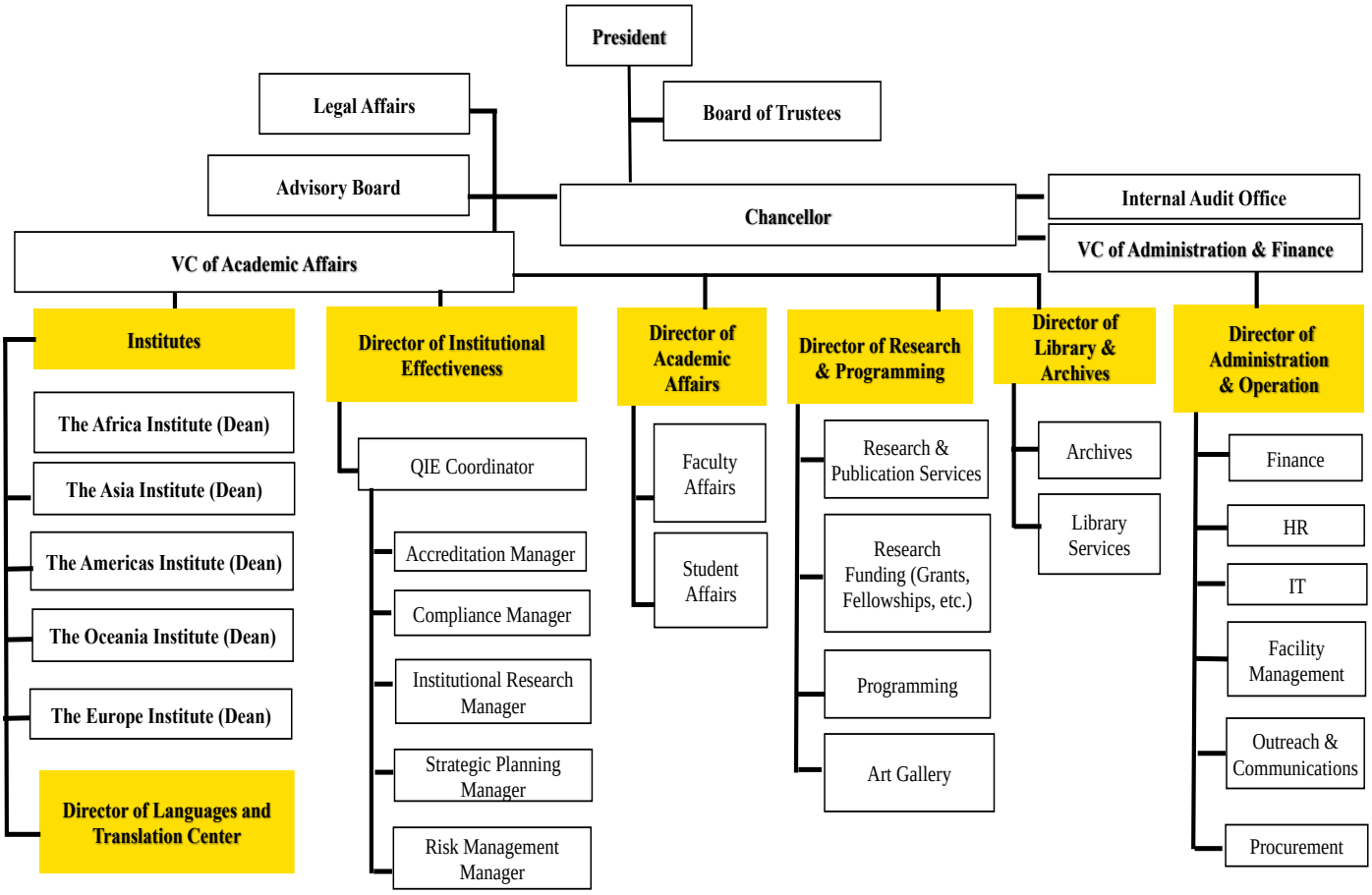
January 2	Thursday	Staff Resumes Work
January 3-5	Friday – Sunday	International Students Arrival
January 6	Monday	Open Admission for Fall 2025
January 6-9	Monday - Thursday	Student Orientation
January 13	Monday	Faculty Resume on Campus
January 13- 16	Monday - Thursday	Registration and Advising for the Spring 2025

Spring *2025*

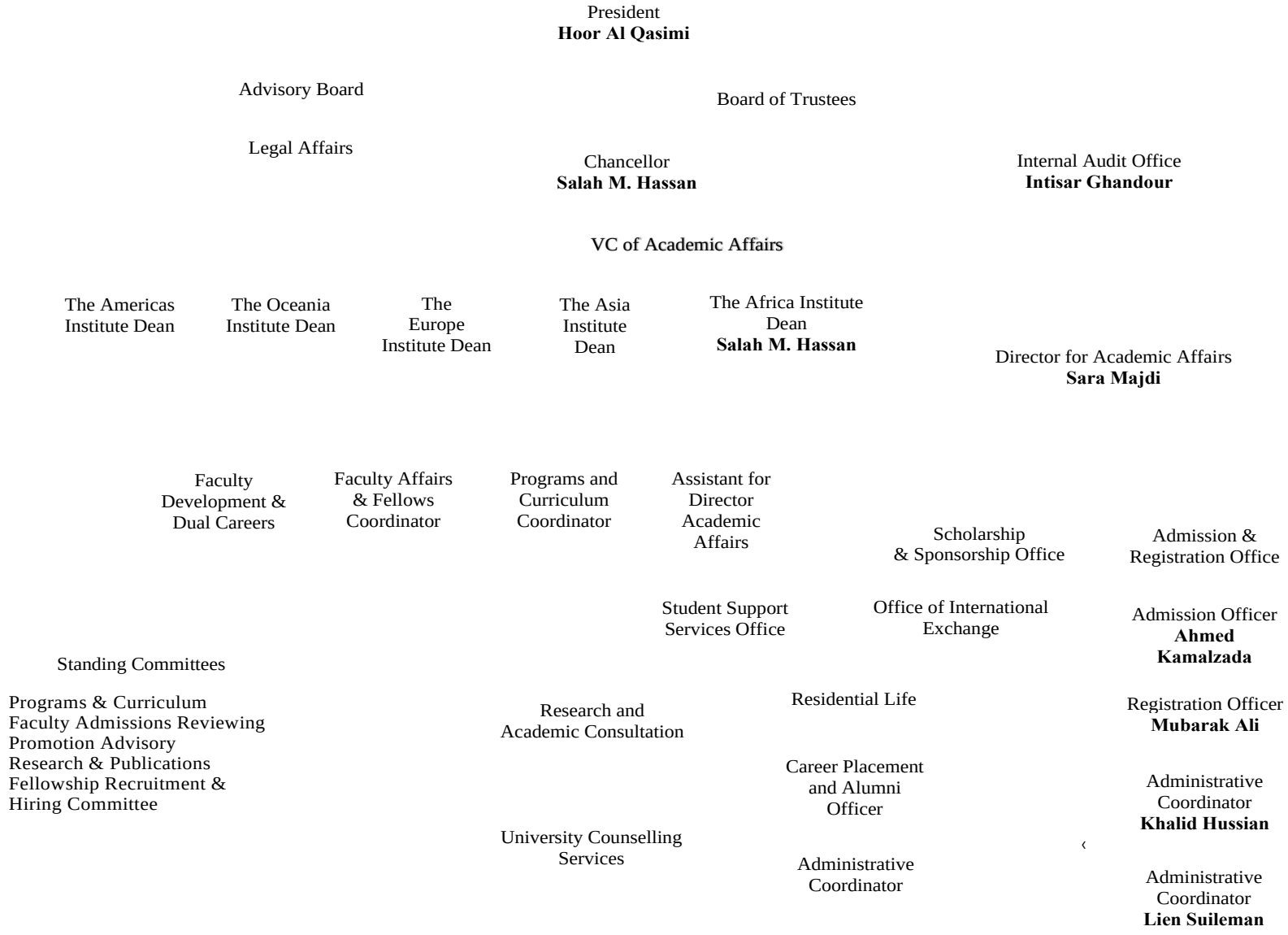
January 18	Saturday	Welcome Ceremony
January 20	Monday	First day of Classes
January 20 - 23	Monday – Thursday	Add/drop period
February 28	Friday	Holy Month of Ramadan (Days may vary)
March 21-30	Friday - Sunday	Spring Break
March 31	Monday	Resume of Classes
April 1- 3	Tuesday - Thursday	Eid Al Fitr Holiday
April 7	Monday	Admission Deadline for Fall 2025
May 15	Thursday	Last day for Classes
May 19- 22	Monday – Thursday	Exams
May 27	Tuesday	Submission of Grades
June 6	Friday	Summer Break

Islamic holidays are determined after sighting the moon and actual dates may not coincide with the dates in this calendar. Commencement dates are tentative and are subject to change. The dates will be updated once the official public holiday dates for 2024 are released.

GSU Organization Chart



GSU Academic Affairs Chart



UNIVERSITY LEADERSHIP AND GOVERNANCE

Board of Trustee

Abiy Yeshitla, CEO, Muleback Technologies, Aurora, Colorado

Chika Okeke-Agulu, Robert Schirmer Professor of Art and Archaeology and African American Studies Director, Program in African Studies and Director, Africa World Initiative, Department of African American Studies & Department of Art and Archaeology, Princeton University

Lina Haggar, Art Consultant and Interior Decorator, Dubai, UAE

Manthia Diawara, Distinguished University Professor, Department of Comparative Literature and Cinema Studies, New York University

Dr. Muhaddítha Al Hashimi, is the Chairperson of the Sharjah Private Education Authority

Osama Daoud Abdellatif, Chairman, DAL Group Company Ltd, Invictus Trading Company, DAFZA, Dubai. UAE

Savitri Bisnath, Senior Director, Institute on Race, Power and Poli9cal Economy, The New School, New York, USA

Dr. Zahra Saeedi Baalawi, Independent Higher Education Consultant, Dubai, UAE

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Professor Eve M. Troutt Powell, Christopher H. Browne Distinguished Professor of History, University of Pennsylvania, U.S.A

Professor **Dagmawi Woubshet**, Edmund J. and Louise W. Kahn Endowed Term Associate Professor of English, University of Pennsylvania, U.S.A

President

Hoor Al Qasimi has been spearheading the establishment of the Global Studies University and The Africa Institute into a major international institution, building upon the rich legacy of Afro-Arab cultural and scholarly interchange in Sharjah, including the landmark 1976 "Symposium on African and Arab Relations" that envisioned a future nexus for learning and collaboration between the two regions. Working in partnership with The Africa Institute's Dean and Chancellor, Dr. Salah M. Hassan, she continues to shape its programming and future endeavors. A practicing artist and curator, Al Qasimi is also President and founding Director of Sharjah Art Foundation (SAF) which was established in 2009 as a catalyst and advocate for the role of art in Sharjah, the UAE, regionally, and internationally. With a passion for supporting experimentation and innovation in the arts, Al Qasimi has continuously expanded the scope of the Foundation over its 10-year history to include major exhibitions that have toured internationally; artist and curator residencies in visual art, film, and music; commissions and production grants for emerging artists; and a wide range of educational programming for children and adults in Sharjah. As Biennial Director, Al Qasimi co-curated Sharjah Biennial 6 (2003) and Sharjah Biennial 15: *Thinking Historically in the Present* (2023). Under her leadership, Sharjah Biennial has become an internationally recognized platform for contemporary artists, curators, and cultural producers. Her leadership in the field led to her election as President of the International Biennial Association (IBA) in 2017, an appointment that transferred IBA's headquarters to Sharjah. In addition to her role at The Africa Institute and Sharjah Art Foundation, Al Qasimi also serves as President and Director of the Sharjah Architecture Triennial, which inaugurated its first edition in November 2019. Al Qasimi serves on the Board of Directors for Kunst-Werke Berlin e. V. and Ashkal Alwan, Beirut. She is the Chair of the Advisory Board for the College of Fine Arts and Design, University of Sharjah, and is a member of the advisory boards for Khoj International Artists' Association, New Delhi; Darat al Funun, Amman; Independent Film Council, ICA, London; and the Eye Art & Film Prize Eye Film Museum, Amsterdam (2022–2024). Previously, she was a board member for MoMA PS1, New York (2010–2021), and the UCCA Center for Contemporary Art, Beijing (2013–2016). She was also a member of the Prince Claus Award Committee (2016–2020) and served on juries and prize panels for the MAXXI Bulgari Prize (2022), Pinchuk Art Centre's fifth edition of the Future Generation Art Prize (2019), Bonnefanten Award for Contemporary Art (2019), Maria Lassnig Prize (2017), Mediacity Seoul Prize (2016), Hepworth Wakefield Prize for Sculpture (2016), Berlin International Film Festival–Berlinale Shorts (2016), Videobrasil (2015), Dubai International Film Festival (2014) and Benesse Prize (2013). Al Qasimi holds an MA in curating contemporary art from the Royal College of Art, London (2008). She earned a diploma in painting from the Royal Academy of Arts, London (2005), and received a BFA from the Slade School of Fine Art, London (2002).

Chancellor of Global Studies University & Dean of The Africa Institute

Salah M. Hassan, Dean, The Africa Institute, Chancellor of Global Studies University, Sharjah. In addition to his position at the institute, Hassan is the Distinguished Professor of Arts and Sciences in Africana Studies, Director of the Institute for Comparative Modernities (ICM), and Professor of Art History and Visual Culture in the Africana Studies and Research Center, and the Department of History of Art and Visual Studies, Cornell University. He served as the Madeleine Haas Russell Professor, Departments of African and Afro-American Studies and Fine Arts, Brandeis University (2016–2018). Hassan is an art critic and curator, and editor and co-founder of *Nka: Journal of Contemporary African Art* (Duke University Press). He currently serves as a member of the editorial advisory board of *Atlantica, Journal of Curatorial*

Studies and International Journal of Middle Eastern Studies. He also served as consulting editor of African Arts. He authored, edited, and co-edited several books including Darfur and the Crisis of Governance: A Critical Reader (2009), and Diaspora, Memory, Place (2008); *Unpacking Europe* (2001); *Authentic/Ex-Centric* (2001); *Gendered Visions: The Art of Contemporary Africana Women Artists* (1997); and *Art and Islamic Literacy among the Hausa of Northern Nigeria* (1992). He guest edited a special issue of *SAQ: South Atlantic Quarterly,* titled African Modernism (2010). His book *Ibrahim El-Salahi: A Visionary Modernist*, was published in 2012 in conjunction with the retrospective of the Sudanese artist, Ibrahim El-Salahi exhibited at The Tate Modern in London this past summer (July–October 2013) after premiering at the Sharjah Art Museum (in March 2013) in Sharjah, UAE. Hassan edited and introduced Ibrahim *El-Salahi: Prison Notebook* (New York and Sharjah: MOMA, and SAF Publications, 2018). Hassan has contributed essays to journals, anthologies, and exhibition catalogues of contemporary art. He has curated several international exhibitions such as Authentic/Ex-Centric (49th Venice Biennale, 2001), Unpacking Europe (Rotterdam, 2001–2002), and 3x3: Three Artists/Three: David Hammons, Maria Magdalena Campos-Pons, Pamela Z (Dak'Art, 2004). He also curated several exhibitions for the Sharjah Art Foundation including The Khartoum School: The Making of the Modern Art Movement in Sudan, 1945–2016 (2016–2017), and When Art Becomes Liberty: The Egyptian Surrealists (1938–1965) (2016). He is the recipient of several grants and fellowships, such as the J. Paul Getty Postdoctoral Fellowship, as well as major grants from the Sharjah Art Foundation, Ford, Rockefeller, Andy Warhol, and Prince Claus Fund foundations. Most recently Hassan has been honored as the **2021 Distinguished Professor** by the College Art Association (CAA), the oldest and largest scholarly organization for history and criticism of the visual arts.

Associate Dean, The Africa Institute, and Professor of African Languages and Linguistics

Is a Professor of African Languages and Linguistics and the Associate Dean at The Africa Institute, Global Studies University (GSU) in Sharjah. He played a pivotal role in establishing the African Languages and Translation Program at the institute, which currently offers instruction in four languages. His research focuses on language as a repository of local knowledge and memory, with particular emphasis on the grammatical study of least-studied languages, multilingualism, language education, teacher training, and evidence-informed policymaking.

Binyam earned his Ph.D. in Linguistics from the University of Oslo in 2008 and subsequently taught at Addis Ababa University (2008–2016), where he served as the founding Dean of the Faculty of Humanities and Graduate Program Coordinator of the Department of Linguistics. From 2016 to 2021, he worked as an education specialist at UNESCO's International Institute for Capacity Building in Africa (IICBA), leading key initiatives in teacher policy development and mother tongue education across several African countries. His research includes the descriptive study of Omotic and Cushitic languages, revolutionary terminology, and mother tongue education in Africa. His major publications include Aspects of Koorete Verb Morphology (2010) and Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts (2016), alongside numerous journal articles and book chapters. In 2024, he edited a special issue on language education and use in Ethiopia for the Journal of Ethiopian Studies. Over the years, he has led international projects funded by organizations such as NORAD, CODESRIA, and the Brown International Advanced Research Institute (BIARI), including the multi-year NORHED program funded project "Linguistic Capacity Building: Tools for Inclusive Development in Ethiopia."

Binyam is an inaugural fellow and Steering Committee member of the African Science Leadership Program (ASLP) at the University of Pretoria. He is also a fellow of the International Science Council (ISC). He actively participates in global science advice and leadership initiatives, including the Global Young Academy, ISC and the International Network for Governmental Science Advice (INGSA), where he serves as Vice President for Capacity Development in its governing board.

Distinguished Professors and Honorary Titles

Professor-at-Large

Professor Barrymore Anthony Bogues, Ph.D. (1994, Political Theory, University of the West Indies, Mona)

Professor Margo Natalie Crawford, Edmund J. and Louise W. Kahn Professor of English, University of Pennsylvania, chairs the department.

Professor Matthew S. Hopper, Professor of History, California Polytechnic State University, San Luis Obispo

Professor Pumla Gobodo-Madikizela, SARChI Chair in Violent Histories and Transgenerational Trauma Director, Centre for the Study of the Afterlife of Violence and the Reparative Quest (AVReQ) Stellenbosch University

Professor Fouad Makki, Director of the Polson Institute for Global Development, Associate Professor in the Department of Global Development at Cornell University.

Professor Moges Yigezu Woube, Associate Professor of Linguistics at the Department of Linguistics and Philology, Addis Ababa University

Professor Munther Younes, Reis Senior Lecturer in Arabic Language and Linguistics and Director of the Arabic program in the Department of Near Eastern Studies at Cornell University, Academic Director of Akadimiyyat Arabiyyat al-Naas in Jordan.

Professor Terence (Terry) Smith, Emeritus Andrew W. Mellon Professor of Contemporary Art History and Theory in the Department of the History of Art and Architecture at the University of Pittsburgh, USA

University Senior Administrators

Institutional Effectiveness

Moji E. Olaniyan: Director of Institutional Effectiveness

Internal Audit

Intisar Ghandour: Head of Internal Audit

Academic Affairs

Sara Majdi: Director of Academic Affairs
Mubarak Ali: Registrar Officer
Ahmad Kamalzada: Admission Officer
Lien Suleiman: Administration Coordinator
Khalid Hussain: Administration Coordinator

Administration and Operation

Sataan Al-Hassan: Director of Administration and Operations

Human Resources

Fatima Rashed – Human Resources Manager
Aysha Abed – Administrative Assistant (HR)

Finance

Abdulrahman Salem – Finance and Accounting Manager
Farida Alzarooni – Accountant
Saif Albooshi- Assistant Accountant

Library

Adel Labidi – Librarian
Amina Al Marzooqi – Assistant Librarian

Archive

Ramadan Elkhouly – Researcher & Archivist
Asma Al Yammahi – Administrative Assistant (Archives)

Information Technology

Sherif Nour – Head of IT and Academic Computing
Vijay Raj – IT Support Engineering

Communication and Marketing

Ahmed Moustafa – Digital Marketing Manager
Megna Kalvani- Communication and Outreach Manager
Aisha Al Hammadi- Communication and Outreach Manager

Administrative Coordinator

Amel Al-Mulla – Administrative Coordinator

Faculty

Binyam Sisay Mendisu, **Associate Dean, The Africa Institute, and Professor of African Languages and Linguistics**
Is a Professor of African Languages and Linguistics and the Associate Dean at The Africa Institute, Global Studies University (GSU) in Sharjah. He played a pivotal role in establishing the African Languages and Translation Program at the institute, which currently offers instruction in four languages. His research focuses on language as a repository of local knowledge and memory, with particular emphasis on the grammatical study of least-studied languages, multilingualism, language education, teacher training, and evidence-informed policymaking.

Binyam earned his Ph.D. in Linguistics from the University of Oslo in 2008 and subsequently taught at Addis Ababa University (2008–2016), where he served as the founding Dean of the Faculty of Humanities and Graduate Program Coordinator of the Department of Linguistics. From 2016 to 2021, he worked as an education specialist at UNESCO's International Institute for Capacity Building in Africa (IICBA), leading key initiatives in teacher policy development and mother tongue education across several African countries. His research includes the descriptive study of Omotic and Cushitic languages, revolutionary terminology, and mother tongue education in Africa. His major publications include Aspects of Koorete Verb Morphology (2010) and Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts (2016), alongside numerous journal articles and book chapters. In 2024, he edited a special issue on language education and use in Ethiopia for the Journal of Ethiopian Studies. Over the years, he has led international projects funded by organizations such as NORAD, CODESRIA, and the Brown International Advanced Research Institute (BIARI), including the multi-year NORHED program funded project "Linguistic Capacity Building: Tools for Inclusive Development in Ethiopia."

Binyam is an inaugural fellow and Steering Committee member of the African Science Leadership Program (ASLP) at the University of Pretoria. He is also a fellow of the International Science Council (ISC). He actively participates in global science advice and leadership initiatives, including the Global

Young Academy, ISC and the International Network for Governmental Science Advice (INGSA), where he serves as Vice President for Capacity Development in its governing board.

Research

Mendisu's research considers language as an archive of local knowledge and memory.

Publications

- Mendisu, Binyam S., Abdu Ahmed Ali, and Aquilina Mawadza. *Amharic-English/English-Amharic Dictionary and Phrasebook.* New York: Hippocrene Books, 2018.
- Mendisu, Binyam S., and Janne Bondi Johannessen. *Multilingual Ethiopia: Linguistic Challenges and Capacity Building Efforts.* University of Oslo, 2016.
- Mendisu, Binyam Sisay, and Moges Yigezu. "Restoring African Studies to Its Linguistic Identity: Reflections on Ethiopian Studies." *Social Dynamics* 40, no. 2 (2014): 289-307.
- "What is in a Term? A Historical and Linguistic Examination of the Revolutionary Terminology – yiwdem 'let it be demolished' in Amharic 1974-1977." *Journal of Northeast African Studies* 13, no. 1 (2013): 53-70.
- "Ethiopian Linguistics at the Dawn of the 21st Century." *Journal of Ethiopian Studies* 42, no. 1/2 (June-December 2009): 69-83.

Elizabeth W. Giorgis**, Chair of Humanities Department, Professor of Art History, Theory, and Criticism**

Elizabeth W. Giorgis received her Ph.D. in the History of Art and Visual Studies from Cornell University in 2010 and her master's in museum studies from New York University in 2004. She served as the director of the Institute of Ethiopian Studies, the Dean of the College of Performing and Visual Art, and the director of the Modern Art Museum: Gebre Kristos Desta Center at Addis Ababa University. She is the author of several publications and a member of the editorial board for Transition Magazine, Northeast African Studies Journal (NEAS), ART margins and Critical African Studies, and the Ethiopian Journal of Social Science and Humanities (EJOSSAH). She is also an advisory editorial board member for the Journal for Critical African Studies (JCAS), Callaloo Art, and contributing editor for Comparative Studies of South Asia, Africa and the Middle East (CSSAAME).
She is a recipient of several fellowships including The Ali Mazrui Senior Fellowship for Global African Studies at The Africa Institute, a Distinguished Visiting Scholar at Brown University, a Visiting Professor at the Academy of Fine Art in Vienna, and a fellow at the Rockefeller Bellagio Center Resident Fellows Program in Italy. Her book *Modernist Art in Ethiopia* (2019, Ohio University Press) is the first comprehensive monographic study of Ethiopian visual modernism within a broader social and intellectual history. She served as a faculty member for MAHASSA (Modern Art Histories in and across Africa, South and Southeast Asia), a Getty foundation grant, held in Hong Kong in August 2019 and in Dhaka, Bangladesh in February 2020. She also served as convener for the first African Humanities Initiative in Addis Ababa University: "Africa as Method: Decolonization, Emancipation, and Freedom," through the Consortium for the Humanities, Institutes, and Centers, funded by the Mellon Foundation, January 2019. *Modernist Art in Ethiopia* was shortlisted for the African Studies Association UK Fage and Oliver Prize for outstanding and original scholarship on Africa. It was also a finalist for the African Studies Association Best Book Prize (formerly known as the Melville J. Herskovits Prize). It won the African Studies Association's 2020 Bethwell A. Ogbot Book Prize as the best book on East African Studies. She has curated several exhibitions at the Modern Art Museum: Gebre Kristos Desta Center, more recently, the works of Danish Icelandic artist Olafur Eliasson. She has also participated in several international conferences and public lectures. In January 2019, she

served as convener for the first African Humanities Initiative called “Africa as Concept: Decolonization, Emancipation and Freedom” which was sponsored by the Mellon Foundation and the Consortium of the Humanities, Centers and Institutes (CHCI).

Research

Her recent research focused on the representation of Ethiopian women in the wider politics of exclusion which was completed as a manuscript in September 2023. She is currently working on an exhibition with the Sharjah Art Foundation, “*Henok Melkamzer: Telsem Symbols and Imagery*,” which is about the Ethiopian art form of “*telsem*” that interweaves symbols, drawings, and texts imbued with spiritual and philosophical significance and that she argues is part of the modernist canon but an art form that is excluded from the modernist narrative. The exhibition is scheduled to take place at the Sharjah Art Museum in February 2024.

Publications

- "The Sharjah Art Biennale at Kalba: The Works of Ibrahim Mahama, Doris Salcedo and Nari Ward," *NKA Journal of Contemporary African Art*, Duke University Press, November 2023.
- "The Poetries of Tsegaye Gabre-Medhin and Debebe Seifou," *Transition*, Harvard University, Indiana University Press, January 2023.
- "Monumental Bodies: The Work of Dawit Abebe," *NKA Journal of Contemporary African Art*, Duke University Press, September 2022.
- "Unheard Voices: Contestations Over Representation," (London: School of Oriental and African Studies), 2020.
- "Skunder Boghossian: The Man and the Artist," *Callaloo Art*, Johns Hopkins University Press, July 2019.
- "The Art of Skunder Boghossian," A catalogue of Sotheby’s London, London, September 2018.
- "World of Malls: Architecture of Consumption," Andres Lepik and Vera Simone Bader, Hatje Cantz, Vienna, January 2017.
- "Ethiopia and the Non-Aligned Movement," for the catalogue of “The Travelling Communique,” an exhibition of the Non-Aligned Movement held in Belgrade in 2014, Spector Books, January 2017.
- "Time Sensitive Activity: The Works of Olafur Eliasson," a catalogue for the exhibition held for Olafur Eliasson at the Modern Art Museum: Gebre Kristos Desta Center, March 2016.
- "Aurality, Visuality and Digitality: Ethiopian Modernism, A Subaltern Perspective," edited by Elizabeth Giorgis in a Special Issue on Engaging the Image of Art, Culture and Philosophy: Particular Perspectives on Ethiopian Modernity and Modernism, *North East African Studies Journal*, Michigan State University Press, September 2013.
- "Charting Ethiopian Modernity and Modernism," Edited by Dagmawi Woubshet, Salamisha Tillet and Elizabeth Giorgis: in a special issue on “Ethiopian Literature, Art and Culture,” *Callaloo Journal of the African Diaspora*, March 2010, Johns Hopkins University Press.
- *Modernist Art in Ethiopia* (Ohio: Ohio University Press, 2019).

Grieve Chelwa, Chair of Social Science Department Associate Professor of Political Economy

Grieve Chelwa is an Associate Professor of Political Economy at The Africa Institute. Chelwa brings a wealth of experience from his previous roles as the Director of Research at the Institute on Race, Power and Political Economy at the New School and as a Senior Lecturer in economics at the University of Cape Town's Graduate School of Business, where he also directed the MBA program. Chelwa was the inaugural postdoctoral fellow at the Center for African Studies at Harvard University and a visiting postdoctoral fellow at the Wits Institute for Social and Economic Research (WISER) at the University of the Witwatersrand. He is a non-resident Senior Fellow at Tricontinental: Institute for Social Research. Chelwa's scholarly contributions have appeared in prestigious journals, including the Journal of Economic Literature, Applied Economics Letters, Social Science and Medicine, Daedalus: Journal of the American Academy of Arts and Sciences, Economy and Society, PLOS One, British Medical Journal, Energy Policy, and the South African Journal of Economics, among others. His research has received support from notable foundations, including the Carnegie Foundation, the Gates Foundation, the Bloomberg Philanthropies, and the Open Society Foundations. He is a prolific commentator on African economic matters, with his insights published in prominent media outlets such as *The New York Times*, *The Washington Post*, *Bloomberg*, *CGTN*, *BBC*, *Mail & Guardian*, *People's Dispatch*, *Lusaka Times*, and *Business Day*. Chelwa earned his PhD in economics from the University of Cape Town, focusing on the economics of tobacco control in Africa. His academic journey includes obtaining a master's degree in economics from the University of Cape Town and a bachelor's degree in economics from the University of Zambia.

Research

Chelwa's research focuses on political economy, particularly its implications on the prospects for African economic development.

Publications

- Chelwa, Grieve, Darrick Hamilton, and Avi Green. "Identity group stratification, political economy & inclusive economic rights." *Dædalus* 152, no. 1 (2023): 154–67.
- Chelwa, Grieve, Darrick Hamilton, and James Stewart. "Stratification Economics: Core Constructs and Policy Implications." *Journal of Economic Literature* 60, no. 2 (2022): 377–99.
- Amarante, Verónica, Ronelle Burger, Grieve Chelwa, John Cockburn, Ana Kassouf, Andrew McKay, and Julieta Zurbrigg. "Underrepresentation of Developing Country Researchers in Development Research." *Applied Economics Letters* 29, no. 17 (2022): 1659–64.
- "Does economics have an 'Africa problem'?" *Economy and Society* 50, no. 1 (2021): 78–99.
- "Thandika Mkandawire: A 'Young' African Economist's Appreciation." *African Studies* 79, no. 4 (2020): 478–84.
- "Pop Developmentalism in Africa". *CODESRIA Bulletin*, no.1 (2020): 1–5.
- Nyagwachi, Abel Otwori, Grieve Chelwa, and Corne van Walbeek. "The EFFECT of Tobacco & Alcohol Control Policies on Household Spending Patterns in Kenya: An Approach Using Matched Difference in Differences." *Social Science and Medicine* 256 (2020): 113029.
- Chelwa, Grieve, Miquel Pellicer, and Mashekwa Maboshe. "Teacher Pay and Educational Outcomes: Evidence from the Rural Hardship Allowance in Zambia." *South African Journal of Economics* 87, no. 3(2019): 255–82.
- Maboshe, Mashekwa, Akabondo Kabechani, and Grieve Chelwa. "The Welfare Effects of Unprecedented Price Hikes in Zambia." *Energy Policy* 126 (2019): 108–17.

- Chelwa, Grieve, and Steven F. Koch. "The Effect of Tobacco Expenditure on Expenditure Shares in South African Households: A Genetic Matching Approach." *PLoS One* 14, no. 9 (2019): e0222000.

Abdourahmane Idrissa**, Professor of Political Science**

Abdourahmane Idrissa holds the position of Professor of Political Science at The Africa Institute. Idrissa. He is a political scientist with a strong interest in history and political economy. He earned his doctorate from the University of Florida, where his research focused on democratization and political Islam in the Sahel. Subsequently, he developed expertise in the political economy of development during a two-year postdoctoral position at the universities of Oxford and Princeton. Prior to this, he served as a Senior Researcher at Leiden University's African Studies Centre. Idrissa has a substantial body of work published in both English and French, including a comprehensive book on the Politics of Islam in the Sahel, which covers five countries and multiple historical periods. He has also authored *L'Afrique pour les nuls* (Africa for Dummies), part of the French version of the popular "For Dummies" collection. His recent research focuses on the impact of Jihadist violence on state building and socio-political democratization in the Sahel region, with a particular focus on Mali, Niger, and Burkina Faso. Some of this work is conducted in collaboration with the Dutch research institute Clingendael and a think tank founded by Idrissa in Niger, known as EPGA. Idrissa's work has been featured in widely circulated magazines such as the *London Review of Books*, the *New York Review of Books*, the *New Left Review*, and *Sidecar*. Furthermore, he held the position of Ali A. Mazrui Senior Fellow at The Africa Institute, where he worked on his book about the Songhay Empire and the significant changes that occurred on the global stage during its century of existence, especially during the pivotal sixteenth century. This book is currently under contract with publishers Allen Lane and Penguin Books.

Research

Idrissa's research interests focus on politics of Islam and secularism in Africa, mainly Sub-Saharan Africa, the other, and state formation in African contexts.

Publications

- *Dialogue in Divergence: The Impact of EU Migration Policy on West African Integration: The Cases of Nigeria, Mali, and Niger*. Berlin: Friedrich Ebert Stiftung, 2019.
- *Tinder to the Fire: Burkina Faso in The Conflict Zone*. Berlin: Rosa Luxemburg Stiftung, 2019.
- *The politics of Islam in the Sahel: Between Persuasion and Violence*. London: Routledge 2017.
- *Genealogies of a Non-Political Islam in the Sahel: The Burkina Case*. SSP Working Paper Series, No. 23, Priority Programme 1448, Leipzig, 2017.
- Idrissa, Abdourahmane, and Samuel Decalo. *Historical Dictionary of Niger*. Lanham, MD: Scarecrow Press, 2012.
- *The Invention of Order: Republican Codes and Islamic Law in Niger*. Gainesville: University of Florida, 2009.
- Idrissa, Abdourahmane, and Samuel Decalo. *Historical dictionary of Niger*. Scarecrow Press, 2020

John Thabiti Willis**, Associate Professor of African History**

John Thabiti Willis is a scholar of the social and cultural history of Africa in the Atlantic and Indian Ocean Worlds with a Ph.D. in History from Emory University, USA. He holds the position of Associate Professor of African History at The Africa Institute, Sharjah. Additionally, he also serves as an Associate Professor of African history at Carleton College in Northfield, Minnesota, USA. Previously, Willis served as a Postdoctoral Fellow at the Carter G. Woodson Institute for African American and African Studies from 2008 to 2010 and as Director of Africana Studies at Carleton College in Northfield, Minnesota, USA between 2019 to 2022. He was also a Carleton College Mellon New Directions Fellow, a position he held between 2020 to 2023. Willis's research primarily focuses on the history and politics of masquerade performances and the organizations that orchestrated them among the Yoruba people in southwestern Nigeria, spanning from pre-colonial to modern times. His Ph.D. thesis and first book extensively explore this topic. In his 2018 book titled "Masquerading Politics: Kinship, Gender, and Ethnicity in a Yoruba Town, Otta, 1774-1928," Willis delves into the role of institutions employing ritual masquerades in reflecting and shaping changing political and economic relations during pivotal periods such as the rise and decline of West African empires, Atlantic slavery, the spread of Islam, and the establishment of Christian missions and British colonialism. This book has gained recognition as a finalist for the 2019 Best Book Prize (previously known as the Herskovits Award) by the African Studies Association. Moreover, it recently won the 2020 Yoruba Studies Book Prize, which honors the best books on Yoruba people and their culture published over three years.

Research

Over the past decade, Willis has dedicated his research to uncovering the historical and cultural significance of Africa's contributions to pearling in the Gulf. His research utilizes a range of sources, including museum exhibits, manumission records, and heritage performances. In his latest project, Willis is collecting oral histories through ethnography and geographic information system methodologies to analyze the biographies of individuals who were involved in the pearling industry.

Publications

- "Beyond “Man” vs. Nature: Pearling and the Construction of Gender, Generation, and Heritage in Bahrain." *Hawwa* 19, no. 1 (2021): 102-127.
- “‘The performance of servitude’: gendered and racialized representations of citizenship at the Bahrain National Museum.” In *The Art of Minorities: Cultural Representation in Museums of the Middle East and North Africa*, pp. 56-71. Edinburg University Press, 2020.
- "Trickster Theatre: The Poetics of Freedom in Urban Africa by Jesse Weaver Shipley, and: Yorùbá Performance, Theatre and Politics: Staging Resistance by Glenn Odom." *TDR: The Drama Review* 63, no. 1 (2019): 175-178.
- *Masquerading Politics: kinship, gender, and ethnicity in a Yoruba town*. Indiana University Press, 2018.
- "Bridging the Archival-Ethnographic Divide: Gender, Kinship, and Seniority in the Study of Yoruba Masquerade." *History in Africa* 44 (2017): 63-100.
- "A visible silence: Africans in the history of pearl diving in Dubai, UAE." In *Museums in Arabia*, pp. 54-70. Routledge, 2016.
- "Negotiating gender, power, and spaces in masquerade performances in Nigeria." *Gender, Place & Culture* 21, no. 3, 2014.

Amy Niang**, Associate Professor of Political Science**

Amy Niang joins The Africa Institute as an Associate Professor in Political Science. Her work has been published in journals such as *International Relations*, *Alternatives*, *Politics*, *African Studies*, *African Economic History*, *Journal of Ritual Studies*, and in many edited collections. Prior to her current position, she taught at the University of the Witwatersrand in Johannesburg, the Mohammed VI Polytechnic University in Rabat, and has also held visiting positions and fellowships at the University of Sao Paulo, Princeton University, the University of Halle-Wittenberg, the University of Michigan, the Institute of Peace and Security Studies (IPSS), amongst many others. Niang holds a BA in International Relations (2005) and a MA in Political Economy from the University of Tsukuba (2007) along with a PhD in Politics and International Relations from the University of Edinburgh (2011). Currently, Amy Niang is on sabbatical for Fall 2023 and Spring 2024.

Research

Her research interests are broadly centered around the history of state formation and sovereignty, Africa's international relations, and the history of geopolitics.

Publications

- *The Postcolonial African State in Transition: Stateness and Modes of Sovereignty.* Washington, DC: Rowman & Littlefield, 2018.
- Lecocq, Baz., Niang, Amy, eds. *Identités Sahéliennes en Temps de Crise:Histoires, Enjeux et Perspectives* (2019)
- Rashid, Ismail., Niang, Amy, eds. *Researching Peacebuilding in Africa: Reflections on Theory, Fieldwork and Context.* London: Routledge, 2020.

Faisal Garba Muhammed**, Associate Professor of Sociology, Migration, and Mobility**

Faisal Garba Muhammed is an Associate Professor of Sociology, Migration, and Mobility at The Africa Institute. He also teaches Sociology at the University of Cape Town (UCT) and is a Research Associate at the University of Freiburg's Institut für Soziologie. Garba Muhammed obtained his education from several universities, including the Jawaharlal Nehru University and the Universities of Ghana, Legon, Cape Town, and Freiburg. Throughout his career, he has held fellowships at various esteemed institutions such as the Centre for Humanities Research at the University of the Western Cape, the Post-Growth Society College at the University of Jena, the Department of Economic Geography and the Institute of African Studies at the University of Bayreuth, the Merian Institute for Advanced Study in Africa at the University of Ghana, and the Centre for the Study of Social Systems at Jawaharlal Nehru University in Delhi. He has conducted extensive fieldwork in Germany, Ghana, India, Nigeria, South Africa, Tanzania, and the United States of America.

Research

Garba Muhammed's research is around migration and mobility, inequality, social theory and knowledge production, and social movements and working-class forms of organizing. He contributes articles to academic and popular outlets.

Publications

- "Migration and (In) Equality in the Global South: Intersections, Contestations and Possibilities." *Zanj: The Journal of Critical Global South Studies* 5, no. 1/2 (2022): 1-13.
- "Free Movement and Regional Integration in the ECOWAS Sub-Region." In *Migration in West Africa: IMISCOE Regional Reader*, pp. 19-34. Cham: Springer International Publishing, 2022.
- "Pushed to the Margins." *Zanj: The Journal of Critical Global South Studies* 5, no. 1/2 (2022): 76-92.
- "Capital (in) difference in Africa: The examples of Nigeria and South Africa 1." In *Global Capital and Social Difference*, pp. 45-63. Routledge India, 2020.

Zaynab El Bernoussi**, Associate Professor of Political Science**

Zaynab El Bernoussi is a distinguished scholar specializing in dignity politics, international relations, and the international political economy. She holds BBA Al Akhawayn University in Ifrane; a Master in Finance (MiF) from Instituto de Empresa; a Master of Public Administration (MPA) from Columbia University; and a PhD in Political and Social Sciences from the Catholic University of Louvain.Before assuming her current role at The Africa Institute, she held various academic positions. Notably, she served as a Visiting Assistant Professor of Social Research and Public Policy at New York University Abu Dhabi (NYUAD). El Bernoussi also held roles as an Assistant Professor and Program Director at Al Akhawayn University and Sciences Rabat. In addition, she conducted research as a visiting scholar at esteemed institutions like Smith College and Harvard University. El Bernoussi is an active contributor to academia and international relations. She currently serves as the Vice Chair of the Global South Caucus of International Studies at the International Studies Association (ISA) and is a founding member of the Security in Context network. She is also affiliated with the Rabat Social Studies Institute (RSSI). Her contributions have been recognized through prestigious grants, including Fulbright awards (2009–2011; and 2017), as well as Carnegie awards (2014; and 2022). In 2015, El Bernoussi received the Arab Prize from the Arab Center for Research and Policy Studies (ACRPS) for her article titled "Postcolonial Politics of Dignity: From the 1956 Suez Canal Nationalization to the 2011 Revolution in Egypt." She also holds editorial board positions in *African Security* and *PS: Political Science & Politics* journals. El Bernoussi's international experiences have taken her to various countries, including Morocco, the US, Spain, Italy, and China, enriching her insights in the field.

Research

El Bernoussi's research concentrates on the politicization of dignity demands within the political evolution of the Global South, with a specific focus on North Africa and the Middle East.

Publications

- *Dignity in the Egyptian Revolution: Protest and Demand During the Arab Uprisings*. Cambridge, UK: Cambridge University Press, 2021.
- "Developing the Halal Market: China's Opportunity to Strengthen MENA Ties and Address Uighur/hui Issues." In *Rethinking Halal: Geneology, Current Trends, and New Interpretations*, edited by Ayang Utriza Yakin and Louis-Leon Christians, 108–27. Leiden: Brill, 2021.

Rachel Ama Asaa Engmann, Associate Professor of Archaeology and Anthropology

Rachel Ama Asaa Engmann holds the position of Associate Professor of Archaeology and Anthropology at The Africa Institute. Engmann is a critical heritage scholar, practitioner, and direct descendant of slave traders. She has a BA, two MA's, and a PhD from Columbia and Stanford universities, respectively. She completed a postdoctoral fellowship at Brown University. She also has a certificate from Stanford University Business School's Innovation and Social Enterprise Program, using archaeology and heritage for African education and development. Engmann is currently working on two projects: The first project *Hidden Palimpsests: Unraveling Nineteenth Century Islamic Talismans in Asante* chronicles the relationship between objects, texts, religion, and empire. The second project *Slavers in the Family: The Archaeology of the Slaver in Eighteenth-Century Gold Coast* is a study of Christiansborg Castle, a UNESCO World Heritage Site, former seventeenth-century European trading post, Danish and British colonial seat of government administration, and Office of the President of the Republic of Ghana in English, Ga, and Twi and (in English, Ga, and Danish). Engmann has received multiple interdisciplinary fellowships, grants, and prizes from the United States, European, and African countries, including governmental, international foundations, and research institutes. She currently serves on the African scholars' advisory board for UNESCO's African World Heritage Sites, Brepol's *Studies in the Archaeology of the Islamic World*, and *100 Histories of 100 Worlds*. She has also worked on many heritage and development projects in Ghana and other African countries, including for UNESCO (Paris and Accra).

Research

Engmann's research focuses on material culture, West African Islam, transatlantic slave trade and slavery, colonialism, critical heritage studies, and archaeological ethnography.

Publications

- "'The Fake': Tales from the Field." *Journal of Contemporary Archaeology* 9, no. 2 (2023): 248–59.
- Engmann, Rachel Ama Asaa Engmann, and Dorothy Engmann. "Excavating Knowledge: Transformative Critical Heritage Pedagogies and Participatory Democracy at Christiansborg Castle." In *Heritage and Democracy: Crisis, Critique, and Collaboration,* edited by Kathryn Lafrenz Samuels and Jon Daehnke, 147–69. Gainesville: University Press of Florida, 2023.
- "Contested Heritage and Absent Objects: Archaeological Representation at Ghana's Forts and Castles." In *The Oxford Handbook of Museum Archaeology*, edited by Alice Stevenson, 197–220. Oxford, UK: Oxford University Press, 2022.
- "Coups, castles, and cultural heritage: Conversations with Flight Lieutenant Jerry John Rawlings, former President of Ghana." *Journal of Heritage Tourism* 16, no. 6 (2021): 722–37.
- "Autoarchaeology at Christiansborg Castle (Ghana): Decolonizing Knowledge, Pedagogy, and Practice." *Journal of Community Archaeology & Heritage* 6, no. 3 (2019): 204–19.
- "Unearthing Mixed Raceness at Christiansborg Castle." *Journal of the Society for Architectural Historians* 80, no. 4 (2021): 385–88.
- "'Archaeo, That Useless Subject': Excavating the Past through Autoarchaeology and Community Outreach Education." *Ghana Studies* 22, no. 1 (2019): 173–90.
- "Mysticism, enchantment and charisma reincarnated: Nineteenth-century Islamic talismans, vernacularization and heritage values in contemporary Asante." *Material Religion* 15, no. 2 (2019): 221–39.

Surafel Wondimu Abebe**, Assistant Professor of Performance Studies and Theory**
Abebe studied Literature (BA) and Cultural Studies (MA) at Addis Ababa University (AAU) in 2010. He served as a lecturer, researcher, and Deputy Dean of Humanities at AAU. After completing his Ph.D. in Performance Historiography at the University of Minnesota in 2018, he continued working with AAU as an Assistant Professor at the Institute of Ethiopian Studies, Center for African Studies, and College of Performing and Visual Arts. Additionally, he is a board member of AGITATE, a multi-genre online journal at the University of Minnesota. Currently, he holds the position of Assistant Professor of Performance Studies and Theory at The Africa Institute, Sharjah.

Research
Abebe uses academia, performance, and media as sites of cultural politics from which to interrogate representational practices. Abebe engages with sedimented embodied historiographies in order to understand what it means to be human in the here and now. Currently, he is working on his book project, which studies the ways in which Ethiopian female performers maneuver and reinvent spaces of empires, revolutions, and neoliberal globalization.

Publications
- Eds. Surafel W. Abebe, Anthony Bogues, Leora Farber-Blackbeard, & Zamansele Nsele, *The Imagined New: Or, What happens When History is a Catastrophe?.* (Johannesburg: iwalewabooks, 2022)
- "Mindful Space-making: Crossing Boundaries with Ananya Dance Theatre" in *Dancing Transnational Feminisms: Ananya Dance Theatre and the Art of Social Justice*. Eds. Ananya Chatterjea, Hui Nia Wilcox & Alenssandra Lebea Williams. (Seattle: University of Washington Press 2022), 127-143.
- "Re-excavating the Present: Inserting Embodied Stories in Ethiopia's Transitional Time- Space" in *The Imagined New: Or, What happens When History is a Catastrophe?*. Eds. Surafel W. Abebe, Anthony Bogues, Leora Farber-Blackbeard, & Zamansele Nsele.(Johannesburg: Iwalewabooks, 2022).
- "Left Ruins in Ethiopia: Imagining Otherwise Amid Necroempistemic Historiography,"*Pamiętni Teatranly*, 70, 4 (2021): 161-182.
- “Fractured Threads: Surafel’s Letter to the Class.” *AGITATE!* 3, (2021).
- “Crossing Boundaries: Reflections on a Festival-Conference.” *Horn of Africa Bulletin*. Life and Peace Institute (2016).

Emery Kalema**, Assistant Professor of History**
Emery Kalema holds a Ph.D. in History from the University of the Witwatersrand. He was a Postdoctoral Fellow at both the Institut de Sociologie at the Université Libre de Bruxelles (2021-2022) and the South African Research Chair in Historical Trauma and Transformation at Stellenbosch University (2017-2020). In addition, he was a Summer Program in Social Science Fellow at the Institute for Advanced Study, Princeton (2018-2019) and the winner of the competition for the inaugural Center for the Study of Africa and the African Diaspora (CSAAD) Research Fellowship at New York University (Fall 2019). Kalema is the recipient of the 2021 Central African Studies Association (CASA) Essay Prize for the Best Published Article by a Junior Scholar

Research

Kalema's research interests include power and politics, body and embodiment, violence, memory, trauma and suffering. He is currently working on a book project tentatively titled, *Violence and Memory: The Mulele 'Rebellion' in Postcolonial Congo*. The book is an exploration of suffering caused by the Mulele rebellion (1963-1968), the reproduction of suffering across time, and its inscription in the imagination of the survivors. Kalema looks at suffering in various ways: as something people experienced in the concrete conditions of existence during the rebellion; suffering experienced by the body during the rebellion; suffering that the 'body' remembers because it carries visible marks, recognizable by the self and others; and suffering that leaves marks in the minds of the suffering subjects.

Publications

- The Mulele "Rebellion": Bodily Pain and the Politics of Death. Politique africaine, vol. 3, no. 163 (2021): 145-172.
- "Religion et médecine au Congo: pratiques et savoirs des assistants médicaux "indigènes" issus de Kisantu (Fomulac) et de leurs patients (1937-1960)", in Religion, Colonization and Decolonization in Congo, 1885-1960. Réligion, colonisation et décolonisation au Congo, 1885-1960, edited by Vincent Viaene, Bram Cleys and Jan De Maeyer, 191-208. Leuven: Leuven University Press, 2020.
- The Mulele "Rebellion," Congolese Regimes, and the Politics of Forgetting. Cahiers d'Etudes Africaines, LIX (3), no. 235 (2019): 747-781.
- Scars, Marked Bodies, and Suffering: The Mulele 'Rebellion' in Postcolonial Congo. Journal of African History, vol. 59, no. 2 (July 2018): 263-282.

Meg Arenberg**, Assistant Professor of Comparative Literature**

Meg Arenberg is an Assistant Professor of Comparative Literature in the Department of Humanities and the African Languages and Translation Program at the Africa Institute. She earned her PhD in comparative literature from Indiana University Bloomington in 2016. Prior to joining The Africa Institute, she completed postdoctoral research positions in the Department of African, Middle Eastern, and South Asian Languages and Literatures (AMESALL) at Rutgers University, New Brunswick, and the African Humanities Colloquium at Princeton University. She also holds an MESc from the Yale School of Forestry and Environmental Studies and held the role of Managing Director of the Penn Program in Environmental Humanities at the University of Pennsylvania from 2018 to 2020.

Research

Arenberg is a scholar of twentieth and twenty-first-century African literatures with particular research interests in intertextuality, Kiswahili poetics, translation studies, and digital media. Her current book project, *Disruptive Forms: Tanzanian Literature Beyond Nation*, investigates how literary forms and social and political relations overlap and collide in the literary imaginations of authors from Tanzania. Starting from the early years after Tanganyikan and Zanzibari independence, during which Swahili language and certain of its literary genres were actively reterritorialized by nationalist politics, the book traces the ways in which writers from Tanzania—across language and genre—have harnessed literary form to resist and transcend the nation and summon communities of relation that exceed it. Arenberg is also at work on two literary translation projects from Kiswahili into English: Mohammed Khelef

Ghassani's poetry collection *N'na Kwetu* (I Have a Home) and Ali Hilal's novel *Mmeza Fupa* (Swallower of Secrets), both winners of the Safal-Cornell Kiswahili Prize for African Literature. Arenberg has received recognition for her work from both the American Comparative Literature Association and the American Literary Translators Association.

Publications

- "Mohammed Khelef Ghassani's 'Kwetu': poetry, place, and liberation," *Journal of the African Literature Association* 17, no. 1 (2023): 1–21.
- "Swahili poetry's digital geographies: WhatsApp and the forming of cultural space." *Postcolonial Text* 15, no. 3 & 4 (2020): 1–24.
- "Tanzanian Ujamaa and the Shifting Politics of Swahili Poetic Form." *Research in African Literatures* 50, no. 3 (2019): 7–28.
- "The Digital Ukumbi: New Terrains in Swahili Identity and Poetic Dialogue." *PMLA* 131, no. 5 (2016): 1344–60.
- "Converting Achebe's Africa for the New Tanzanian: Things Fall Apart in Swahili Translation." *Eastern African Literary and Cultural Studies* 2, no. 3-4 (2016): 124–35.
- "Studying African literature in the age of the global." *Africa Today* 63, no. 2 (2016): 117–20.
- *"*Rethinking Hawaa: Gender in Abdilatif Abdalla's Utenzi wa Maisha ya Adamu na Hawaa through the Lens of John Milton's Paradise Lost." *Research in African Literatures* 46, no. 3 (2015): 24–45.

Literary Translations

- Abdilatif Abdalla, "Crocodile"; "I Remember You"; "Which Will It Be"; and "This Is What I Hold Fast." In *The Imaginative Vision of Abdilatif Abdalla's Voice of Agony*. Ann Arbor: University of Michigan Press, forthcoming. *(forthcoming at University of Michigan Press)*.
- Guzel Yakhina, "Kawaida ya Wema." Udadisi: Rethinking in Action, March 1, 2022.
- Mohammed Ghassani, "Too Many"; "The Butterfly Fish;" and "I Am a Leaf." In *The Black Anthology: Language*, edited by Sofia Amina. 1010 Press, 2020.
- Abdilatif Abdalla, "Crocodile." Words Without Borders, May 1, 2013.

Aliyu Mustapha Lawal**, Lecturer of Hausa**

Aliyu Mustapha Lawal is a Lecturer of Hausa and Arabic in the African Languages and Translation program at The Africa Institute. He worked as a Hausa lecturer at the Faculty of African Postgraduate Studies at Cairo University from 2014 to 2021. Additionally, he is the author of several publications in Arabic poetry, the Hausa language, and translation. Lawal has also worked as a translator, news editor, and broadcaster at the National Media Authority in Maspero, Egypt, from 2020 to 2021. He has made appearances on literary and cultural TV shows in the UAE and Egypt and has published numerous articles and poems in magazines such as *Al-Qawafee Magazine* in Sharjah, *The Magazine of Arabic Language Academy* in Sharjah, *Al-Azhar Magazine* in Egypt, and *One Million Poet Magazine* in Abu Dhabi. As a poet, he has actively participated in several competitions and festivals of Arabic poetry, including the Rabat International Book Fair in Morocco in 2022, The Prince of Poets Competition in Abu Dhabi in 2021, the Sharjah Poetic Festival in Sharjah in 2019, and the Luxor Poetic Festival in Egypt in 2016.

Research
Lawal's research interest is concentrated on language and literature.

Publications

- A Song by an Old Woman in The Hut. *Alqawafi Magazine, Volume* 47 (July 2023). Department of Culture, Sharjah, UAE.
- On the Lips of "Dhad." *The Magazine of Arabic Language Academy, Sharjah, Volume* 5 (July 2023).
- Travelling within the Panorama of History. *One Million Poets Magazine, Volume* 191 (December 2022) Poetry Academy, Abu Dhabi, UAE.
- Writing for the love of Arabic language. *Sleeping on the Couch of Sorrow* Poem 185 (June 2022) Poetry Academy, Abu Dhabi, UAE.
- A Player on the Piano of Nostalgia. *Alqawafi Magazine, Volume* 31 (March 2022). Department of Culture, Sharjah, UAE.
- *Al-Shamel in Conversation.* Hausa textbook by Aliyu Mustapha Lawal, Suraj Sani Muhammad, Muhammad Ali Noufal. Rawabt for Publication and Information Technology, 2021.
- *Towards a new religious era* translated into Hausa language (2021) with co-author Suraj Sani Muhammad, *Trilingual dictionary in Hausa, Arabic Somali* (2021) with co-authors Suraj Sani Muhammad, and Dr. Mumin Alee Alim.
- The Harvesters from the Imaginary Orchard. *Alqawafi Magazine, Volume* 16 (December 2020). Department of Culture, Sharjah, UAE.
- *Translation of "Egypt and Africa"* to Hausa (2018).
- *Magic Talk: Collection of Arabic Poetry* (2017).

Bilal Al-Omar**, Senior Lecturer of Arabic**
Africa Institute. Prior to this role, Al-Omar was a Lecturer of Arabic Language and Literature at Cornell University in Ithaca, New York (2017 to 2022). He has taught a diverse range of courses at Cornell University including Modern Arabic Literature, Current Events in Arabic Media, Elementary Arabic I/II, Intermediate Arabic I/II, and Advanced Arabic I/II. Additionally, he has developed a new Modern Arabic Literature curriculum for non-native speakers of Arabic and served as the coordinator of the Elementary Arabic class. He has worked and been affiliated with Jerash University, Jordan as an Assistant Professor of Comparative and Modern Arabic Literature teaching courses in Comparative Literature in Arabic, Modern Arabic Poetry, and Modern Arabic Prose. Additionally, he served as the coordinator of the Academic Quality Department at the Faculty of Arts at Jerash University. Currently, Al-Omar is working on a website dedicated to teaching modern Arabic literature to non-Arabic speakers as well as curating a dictionary with over 10,000 keywords. Click here to access the Arabic learning website can be accessed. Al-Omar holds a Ph.D. in Arabic Language with a focus on Post-colonial and Comparative Literature and Master's degree in Literature and Criticism Studies (2011), both from The World Islamic Sciences and Education, University in Amman, Jordan and Bachelor of Arts in Arabic Language and Literature from the College of Arts and Sciences, Hashemite University in Zarqa, Jordan (2005).

Research
Al-Omar's research interests include Postcolonial Studies, Modern Arabic Literary Studies, Teaching Arabic to Non-Native Speakers, and Comparative Literary Studies.

Publications

- Alomar, Bilal. "Al-Irhāb: al-Namūdhaj al-Amrīkī." Translation of "Terrorism, American Style" by Noam Chomsky. World Policy Journal, vol. 24, issue 1 (Spring 2007). Published online at https://www.ahewar.org/debat/show.art.asp?aid=747969 (accessed February 2022).
- Alomar, Bilal and Fuad Abdel Muttalib. "The Mechanisms of Deconstruction and Control in Chinua Achebe's Novel Things Fall Apart." Journal of Acoustics, International Specialized Academic Yearbook Issued by the Arabic Language and Literature Laboratory, University of Blida, Algeria, no. 19 (2017).

University Directory

Department		EXT. 06/5112	Email
Dean Office		403	deanoffice@theafricainstitute.org
Academic Affairs			
	Admissions	445	admissions@theafricainstitute.org
	Registrar	439	registrar@theafricainstitute.org
	Student Affairs	443	studentaffairs@theafricainstiute.org
	Student Accommodation	442	
Administration & Operations			
	Visa and Equalization	403	hr@theafricainstitute.org
Finance and Accounts			
	Accounts	412	accounts@theafricainstitute.org
Library & Archives			
	Librarian	418	
Ramadan Elkhouly	Archive	424	
Communication and Marketing		429	
Human Resources			
	Human Resources	444	hr@theafricainstitute.org
IT Support			
	IT Support Service	406	it@theafricainstitute.org
Security and Emergency			
	Security– Morning Shift	52 494 4867	
	KBMS Security – Night Shift	56 395 4370	

THE CAMPUS

Overview

The Global Studies University (GSU) is currently working on commissioning an architectural firm to design a new building design to house The Africa Institute and all future institutes which includes the Asia, Americas, European and Oceanic Institutes. In the meantime, the university have been operating out of a temporary location called Khalid bin Mohammed School (KBMS).

The following sections details the current temporary location as well as the specifications to be included in the future building design.

Khalid Bin Mohammed School

To fulfill its mission to start welcoming postgraduate students in 2024, GSU is temporarily operating out of Khalid bin Mohammed School located in Al Manakh, Sharjah, UAE. Established in the mid-1970s as a boy's school, forming part of a series of nearly identical schools constructed across the UAE, KBMS's distinctive soft orange colored design has been replicated 28 times across Sharjah City and the three port towns of Dibba Al-Hosn, Khor Fakkan, and Kalba, making it the region's most widely used school building typology.

The school model, which emerged as the first primary and secondary school typology after establishing the UAE's union, on December 2, 1971, boasts a modular precast structure designed with shaded external circulation and passively ventilated classrooms. Its eye-catching features encompass repetitive flat vaulted bays, tall arcs with long corridors, and covered walkways encircling courtyard spaces, granting the schools an iconic and unmistakable presence that enhances neighborhoods across the country. These architectural structures were designed by the architecture studio, Khatib & Alami, under the patronage of the Ministry of Education.

The doors of Khalid bin Mohammed School eventually closed. Recognizing the potential of this historical structure, the Sharjah Art Foundation acquired it from Sharjah Government, and architect, Mona El Mousfy, led the renovation, not only preserving Sharjah's modern heritage but also showcasing a brilliant example of adaptive reuse, breathing new life into the existing framework.

Today, the once-abandoned school has metamorphosed into the vibrant center of GSU. Within its walls, one can find an auditorium, workshop spaces, modular classrooms, a library, and a bookshop, all catering to the universities' mission of fostering knowledge and engaging with the broader community of Sharjah, the UAE, and beyond.

Layout

- Area: 23,053 sqm
- Floors: 2
- Facilities
    - Reception/Information Desk: 1
    - Bookshop: 1
    - Auditorium: 1
    - Library: 2
    - Archive: 2
    - Pantry: 1
    - Storage: 1
    - Classroom: 6
    - Language Lab: 1
    - Staff Office: 20
    - Faculty Office: 18
    - Fellowship Office: 6
    - Basketball Pitch: 1
    - Prayer Room: 2
    - Football Pitch/Multipurpose Field: 1
    - W/C: 6
    - Parking (including disabled parking)

Renovation plans are underway for the GSU campus with expected completion in January 2025. The renovation plans will include the following facilities:

- Clinic
- Café
- Jogging track
- Student Center
- Volleyball Court
- Tennis Court
- Football Pitch
- Student Learning Center

Main Campus

Jogging Track
Cafe
HS-01
Walkway
Volleyball Court
Student Center
Football Pitch
Basketball Court
Tennis Court

Resources

The Africa Institute Publications & Translation
Publications
Journals
The Africa Institute is dedicated to advancing African and African diaspora studies through its research and publications. In service of that, the institute plans on publishing academic journals in various fields. Our first journal, titled Monsoon: Journal of the Indian Ocean Rim, is published in collaboration with Duke University Press.

The Africa Institute & Skira
A series of co-publications between The Africa Institute and Skira, one of the oldest and leading publishers in the field of art and visual culture. These publications include:

- Ibrahim El-Salahi: At Home in the World a Memoir
- Ahmed Morsi: A Dialogic Imagination
- Beyond the Door of No Return: Confronting Hidden Colonial Histories Through Contemporary Art
- Gavin Jantjes: To Be Free!

The Africa Institute Publications
The Africa Institute's publications highlight the rich history and culture of Africa and its diaspora. With a particular emphasis on works written by African and Africanist writers, the institute aims to promote diverse perspectives and shape the discourse around African studies bringing greater awareness to the region's unique and significant contributions to the world. Our publications cover a diverse range of topics not limited to history, politics, economics, and the arts, providing readers with a comprehensive understanding of Africa's past, present, and future.

- The Historian: Yosuf Fadl Hasan
- The Ottoman Scramble for Africa: The Empire and Diplomacy in the Sahara and Hijaz
- From Rufa'a to Florence
- Al Nour Othman Abbkar – The Complete Poems

Writing Africa
Writing Africa is a series of booklets in the fields of humanities and social sciences related to African and African diaspora studies. As a periodical publication, the series aims at introducing African culture in its diverse genres ranging from literature, visual cultures, theater, music, song, and literary criticism, among other forms of creative expression. It also aims to familiarize the public with the diversity and complexities of African societies and their histories, in relation to their past, present, and future in critical and formative ways.

- Song of the Pharaoh
- Background and Approaches to the Problematics of Identity in the
- Project of Sudanese Modern Poetry
- The African Lesson: Theatre Between Local Practices and European
- Form

Translation
As part of the African Languages and Translation Program, the Translation Unit serves as a center for editing and translating scholarly, academic, literature, and literary criticism works, as for now, from English into Arabic and vice versa. Hopefully, the future scope would include translations from major African languages to both English and Arabic. The unit has already succeeded in bringing to publication point several translations, to name but a few: *The Ottoman Scramble for Africa: The Empire and Diplomacy in the Sahara* and Hijaz, by Mostafa Minawi (into Arabic) and a handwritten manuscript in Arabic by Ahmed Morsi into English under the title *Black American Poetry*. Other services include editing and translating conferences and symposia proceedings, such as the 1976 historical conference held in Sharjah as part of the inauguration of the Africa Hall. This project is almost ready for publication. Other misalliance services include website bilingual postings, preparation of bilingual booklets for the "Country Season" initiative, and routine academic, administrative, and community outreach events.

Outreach and Communication
The Outreach and Communications Department supports delivering GSU's overarching strategy by building a reputable brand among the wider spectrum of associated professional activities through a consistent, powerful, and sustainable set of messages to its diverse set of stakeholders (both internally and externally). In accordance with the university's vision, mission, and strategic objectives, the office is charged with the task of accomplishing the university and its institute's short-term and long-term marketing goals. This involves effectively engaging and communicating with crucial stakeholders and primary constituents. The office collaborates closely with the university's leadership to further the GSU's positioning, locally, regionally, and globally. It actively supports all facets of the institution's advancement agenda, efficiently manages its various communication tools (including media, print, and electronic channels) to engage and inform internal and external stakeholders and ensures seamless communication processes throughout the campus.

Academic and Cultural Programs
The Africa Institute hosts a diverse and engaging array of events that focus on the rich African culture and history. These events are thoughtfully curated to promote dialogue, awareness, and a deeper understanding of the African continent. Some of the key events and programs at The Africa Institute include:

1. **Country Focused Season Program**
   This program is a special curated annual initiative that explores one African country or African diaspora community through a range of scholarly and public programs. Highlights a specific African nation or region, offering a deep dive into its history, culture, and contemporary issues. Through exhibitions, lectures, workshops, and cultural showcases, the Country Focused Season Program provides a comprehensive exploration of the featured location.

2. **Faculty Seminar Series**
   The Africa Institute hosts a range of lectures and panel discussions through its Faculty Seminar Series, bringing together academics and experts from various disciplines to discuss and share their research on African topics. These seminars serve as a platform for intellectual exchange and foster interdisciplinary discussions. These events cover a wide spectrum of topics, including politics, history, economics, and contemporary issues in Africa.

3. **Lectures and Workshops by Senior and Postdoctoral Fellows and Creative Writers in Residence**
   These events showcase the talent and creativity of senior researchers and postdoctoral fellows associated with The Africa Institute. They often involve presentations and workshops that provide insights into their research areas.

4. **Exhibitions**
   The institute frequently organizes exhibitions that feature art, photography, and cultural artifacts, allowing visitors to explore and appreciate the diversity of African culture and heritage.

5. **Cultural Performances**
   From traditional dance and music to contemporary artistic expressions, The Africa Institute stages cultural performances that celebrate the vibrant artistic traditions of the continent. These events provide a platform for artists to share their talents with a wider audience.

6. **Collaborative Initiatives**
   The Africa Institute collaborates with various organizations, institutions, and universities to create joint events, fostering dialogue and partnerships that extend the reach and impact of African studies.

7. **Additional Resources**
   The Sharjah Art Foundation offers a variety of programs from exhibitions to seminars and workshops which is beneficial to our teaching program and student community.

These events collectively contribute to The Africa Institute's mission of promoting awareness and understanding of Africa's diverse cultures, histories, and contemporary dynamics. They offer valuable opportunities for engagement, learning, and appreciation of the continent's significant contributions to the global community.

GRADUATE PROGRAM

The Master's Program Curriculum in Brief

The content of the institute's curriculum engages the most important, pressing questions in the study of global Africa across the breadth and depth of the humanities and social sciences. Because all disciplines are moving toward interdisciplinary methodologies, our MA curriculum is clustered into three tracks, namely 'Museum and Critical Heritage studies', 'Diplomacy and Africa's International Relations' and 'Afro-Arab relations'. As an interdisciplinary graduate program, the courses in the master's program engage major cross-cutting thematic fields, including intellectual thought, the Indian Ocean world, the Muslim world, gender studies and feminist futures and diaspora. Moreover, all MA students are expected to enroll in three semesters of courses in a chosen African language, and upon completion, they will receive a certificate. Since the most urgent questions of the moment necessitate trans- or inter-disciplinary collaboration, the institute has assembled a faculty that has the requisite agility to work in, between, and across disciplines to run the program.

Programs/Tracks
The MA program in Global African Studies at The Africa Institute of GSU has three tracks. These are:

1. Museum and Critical Heritage Studies
2. Afro-Arab Relations
3. Diplomacy and Africa's International Relations

Program Learning Outcomes (PLOs)

The Program Learning Outcomes (PLOs) of MA in Global Africa Studies are:

1. Knowledge

On successful completion of this program the graduate will be able to:

- Demonstrate a comprehensive understanding of key historical and theoretical underpinnings, as well as engage critically with the most pressing and current debates in Global African Studies,
- Demonstrate proficiency in interdisciplinary research principles, approaches and methods, with the ability to generate new and interconnected insights in African and African diaspora studies, and
- Critically evaluate intellectual and artistic productions and representations of Africa and its diaspora, moving beyond the dominant area studies models.

2. Skills

On successful completion of this program the graduate will be able to:

- Develop advanced critical thinking and interdisciplinary research skills by analyzing and synthesizing complex cultural, historical and political issues of Africa and its multifaceted connections with the world, and
- Communicate effectively the findings of one's own research or that of others to academic colleagues, peers, and the general public through both spoken and written means, face-to-face or digitally.

3. Competence

On successful completion of this program the graduate will be able to:

a. Autonomy and Responsibility

- Function autonomously and take responsibility for designing and managing interdisciplinary research projects

b. Self-development

- Self-evaluate and take responsibility for critically assessing their own research work and that of others

c. Role in Context

- Work collaboratively with individuals from diverse disciplinary and cultural backgrounds and demonstrate leadership and effective communication in complex settings

The MA Program in Global African Studies At-A-Glance

Year One

Semester One:	Theory and Method I	3 credits
	Specialization Core	3 credits
	Specialization Core	3 credits
	Language	P/F
Semester Two:	Theory and Method II	3 credits
	Specialization Core	3 credits
	Specialization Core	3 credits
	Specialization Core	3 credits
	Language	P/F

Year Two

Semester Three:	Specialization Core	3 credits
	Elective Course	3 credits
	Elective Course	3 credits
	Language	P/F
Semester Four:	Internship	P/F
	MA Thesis	6 credits
	Total Required Credits:	36 credits

Program Structure and Requirements

The normal length of the program is 36 credit hours. To be recommended for graduation with an MA in Global African Studies, students must satisfactorily complete formal courses in the specified categories : 6 credit hours of Common Core required courses, 18 credit hours of Specialization Core courses from the chosen track, and 6 credit hours of electives (to be selected in consultation with their advisor). The curriculum also requires getting a 'Pass' grade in elementary, intermediate, and advanced levels in the language courses., a “Pass” grade for an internship program and successfully completing 6 credit hours of thesis research. Students have to submit a written thesis, which is evaluated by the examination committee, as well as satisfactorily defend their thesis in a viva format.

Overall Program Structure
The major components of the MA in Global African Studies program are summarized in the table below:

PROGRAM COMPONENT	CREDIT HOURS
Common Core courses	6
Specialization Core courses	18
Elective courses	6
Language courses	P/F
Internship	P/F
Thesis (capstone project)	6
TOTAL	36

An Overview of MA Program in Global African Studies

Students with a bachelor’s degree in the fields of humanities, social science, and the arts can apply to the master’s program in Global African Studies. All coursework is generally completed within the first three semesters, and the final and the fourth semester are fully dedicated to the internship and thesis/capstone project. A capstone project needs to be designed in consultation with Director of Graduate Studies (DGS), and needs to be approved by an advisory committee. Examples of a capstone project include a 10,000-word article based on original research, an annotated bibliography, and a curated exhibition etc.

GSU's goal is for students to complete the MA program in two years, but one- to two-semester extensions are possible if circumstances warrant, and an extension request is approved by the Director of Graduate Studies (DGS).

The MA in Global African Studies Common Core
The Africa Institute (GSU) has developed a set of foundational courses and common experiences. All MA students are required to take the following courses:

- **GAS 601 Theory and Method I** (3 credits)
  This compulsory seminar is the first of a two-semester program that highlights the study of Africa, and its diaspora through diverse academic disciplines. The course is intended to introduce graduate students to the structures and institutions and to the social, political, cultural, and artistic formations that constitute the dynamic worlds of Africa, and its diasporas, past and present. The course also introduces students to theories that engage social relations and social change, the economy, the inequalities of culture, and knowledge production. While the course proceeds from Africa, and its encounters, its orientation is global.

  Topics include themes drawn from the humanities and the social sciences and will be taught by a rotating faculty/guest speaker who will share their unique disciplinary perspective and methodological approach to studying Africa, and its diaspora. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. There is a long tradition of debate in the history and philosophy of the social sciences and humanities about the relationship between theory and methods, between explanation and interpretation, and over the techniques used to generate conceptually informed observations. These controversies have influenced and shaped the way that research is designed, and which particular analytical strategies are adopted. The course will therefore afford students a wide exposure to the works and research programs of different scholars working within the field of African studies and with scholars in critical theory of the social sciences and the humanities.

GAS 602: THEORY AND METHOD II (3 credits) This course is a continuation of Theory and Method I.
This compulsory seminar is the second of a two-semester program that highlights the study of Africa, and its diaspora through diverse academic disciplines. The course is intended to introduce graduate students to the structures and institutions, and to the social, political, cultural, and artistic formations that constitute the dynamic worlds of Africa, and its diaspora, past and present. The course also introduces students to theories that engage social relations and social change, the economy, the inequalities of culture, and knowledge production. While the course proceeds from Africa, and its encounters, its orientation is global.

Topics include themes drawn from the humanities and the social sciences and will be taught by a rotating faculty/guest speaker who will share their unique disciplinary perspective and methodological approach to studying Africa, and its diaspora. The course will explore the relationship between theory and methods in addition to introducing students to the mixed

method approach to research. There is a long tradition of debate in the history and philosophy of the social sciences and humanities about the relationship between theory and methods, between explanation and interpretation, and over the techniques used to generate conceptually informed observations. These controversies have influenced and shaped the way that research is designed, and which particular analytical strategies are adopted. The course will therefore afford students a wide exposure to the works and research programs of different scholars working within the specified field and with scholars in critical theory of the social sciences and the humanities.

The MA in Global African Studies Specialization Core

In addition to the Common Core courses, graduate students of the program are required to take 6 courses (18 credit hours) of Specialization Core courses that are dedicated to each concentration/program area. The list of Specialization Core courses for each concentration/program area is given below.

Track 1: Museum and Critical Heritage Studies

Museum and Critical Heritage Studies offers interdisciplinary study in the contemporary theory and practice of museum and heritage. It offers practical training in a broad range of museum and heritage institutions and organizations situated in the public, private, and nonprofit sectors in Africa, the Arab world, and internationally. Taking advantage of its location in Sharjah, one of the cultural centers of the Gulf and the thriving cultural institutions in the UAE, the degree curriculum focuses on several areas in the history and theory of museums, in the histories and politics of exhibition practice, in collection, in museum management, and in the critical study of heritage management, conservation, preservation, as well as heritage policy, professional practice, and organizations. The program emphasizes a transdisciplinary curriculum that engages scholars, community leaders, artists, activists, legislators, museums, heritage managers, non-governmental agencies, and organizations (UNESCO, World Bank, etc.), and governments.

Specialization Common Cores (18 credits) of the program are:

Track 1: Museum and Critical Heritage Studies			
Course Code	**Course Title**		**Credit Hours**
GAS 611	Who Owns the Past? Politics and Heritage in Africa		3
GAS 612	History and Theory of Museums		3
GAS 613	Decolonizing Heritage		3
GAS 614	Museum Collections Management and the Politics of Exhibitions		3
GAS 615	Ethics, Archaeology and Heritage		3
GAS 616	Museum Management and Heritage as a Career		3

Track 2: Afro-Arab Relations

The courses in this program area offer a critical assessment of the historical socio-cultural relations between Africa and the Arab world. The courses aim to address the diverse historical connections and overlapping histories of solidarity and cooperation such as the common struggles against colonialism and the emancipatory philosophies and movements that Africa and the Arab world shared. Departing from the disciplinary methods of political science that divide African studies, which evolved from the legacies of European colonialism and Middle Eastern Studies which grew out from European Orientalism, the program area explores the entangled association of Africa and the Arab world through the interdisciplinary engagement of diverse courses that cover a wide range of themes such as shared non-state ideologies, the interconnectedness of cultural dynamics and the international and regional transformations in the twentieth century, among others.

Specialization Common cores (18 credits) of the program are:

Track 2: Afro-Arab Relations			
Course Code	**Course Title**		**Credit Hours**
GAS 621	Introduction to Afro-Arab Relations: From Ancient to Ottoman Era		3
GAS 622	Comparative Slavery: Transatlantic and Indian Ocean Trades		3
GAS 623	Comparative Apartheid/Settler Colonialism: The Case of Palestine and South Africa		3
GAS 624	Casablanca Group and the Monrovia Group: The Formation of the OAU		3
GAS 633	Africa in the World, Past and Present		3
GAS 636	State, International Society and Empire		3

Track 3: Diplomacy and Africa's International Relations

The program is designed to provide in-depth knowledge about Africa's historical significance, its global role, position, and interactions. It places a special emphasis on Africa's connections with the Middle East and its position within the wider Indian Ocean world. While the program primarily delves into themes like economic structures, political governance, migration history, and the evolution of African diplomatic relations, it underscores the importance of comprehending Africa's engagement in the world. This understanding is vital for an adequate grasp of global politics and the broader complexities that define our world. By examining historical contexts, contemporary challenges, and emerging trends, students will gain a broad understanding of Africa's position in the ever-changing global landscape. One aim of the courses is to dissemble narratives on the apparent absence of the African voice in international relations. It therefore provides an excellent opportunity for students wishing to cultivate a critical and nuanced understanding of the ideas, debates, and theories that have shaped the study of Africa's

international relations. In relation to this, intellectual currents that shaped historic positions on key global matters such as Pan-Africanism and Pan-Arabism will be of interest.

Track 3: Diplomacy and Africa's International Relations			
Course Code	**Course Title**		**Credit Hours**
GAS 631	Diplomacy Studies		3
GAS 632	Advanced International Relations Theory		3
GAS 633	Africa in the World, Past and Present		3
GAS 634	The Political Economy of Africa		3
GAS 635	International Finance and Global Economic Governance		3
GAS 636	State, International Society and Empire		3

Specialization Common cores (18 credits) of the program are:

Beyond the Common and Specialization Cores, MA students take at least two Elective Courses (6 credit hours) from the list below or as relevant from the courses listed in the Specialization Common cores of the other two areas, as approved by DGS.

Elective courses (6 credits) of the MA program are:

Electives Courses			
Course Code	**Course Title**		**Credit Hours**
GAS 641	Foreign Policy Analysis		3
GAS 642	Social and Political Thought in Africa		3
GAS 643	Government and Politics of Africa		3
GAS 644	The State in Africa: An In-Depth Exploration		3

To ensure coherence and a clear academic path forward, all Elective Courses must be chosen in consultation with the advisor and approved by the DGS. Efforts need to be made to ensure coherence and a clear plan to justify every course selected so that each curricular step builds toward an integrated whole.

African Languages
Additionally, MA students of the program are encouraged to take three semesters of an African language during their first three semesters at the Institute and get a "Pass" grade.). With its emphasis on the teaching of non-Western languages and translation, the program provides its graduate students with a vital understanding of local contexts, relevance, and deep-rooted connections.

The language and translation program conducted a series of workshops, in May 2022, March 2023, and November 2023 to discuss its plans and collaborate with experts from different parts of the world on curriculum framework and resource development. Our collaborators include:

- **Dr. Abdulrahaman Ado** (expert in Hausa language), Umaru Musa Yar'adua University, Nigeria,
- **Dr. Munther Younes** (expert in Arabic Language and Linguistics), Cornell University, USA
- Prof. Aldin Mutembei (expert in Kiswahili), Institute for Kiswahili Studies, University of Dar es Salaam, Tanzania
- Prof. Moges Yigezu (expert of Amharic), Addis Ababa University, Ethiopia.

The language courses we offer have been licensed by the Sharjah Private Education Authority (SPEA) as short-term courses to be provided to the public.

Advising and Evaluation Structures for the Institute's MA Program

The Director of Graduate Studies (DGS) is the advisor for all graduate students when they enter the program. In consultation with the DGS, each student will select an advisor. The student is expected to work with the advisor, throughout year two, as they complete their research and develop their final project. At the end of the second year, the advisor, in consultation with DGS, determines whether or not it is ready for defense. Once a project is ready, it is formally distributed, at least one month in advance, to members of the Capstone Defense Committee. The committee normally includes the DGS and two external reviewers. The oral examination focused on the final capstone project. The Capstone Defense Committee examines the candidate on their project. The exam results are: "Pass", "Pass with Some Revision", or No Pass. Any revisions to the capstone project must be completed and approved by the Capstone Defense Committee before submission of the project to the DGS.

Program

PROGRAM COMPONENT	CREDIT HOURS
Common Core courses	6
Specialization Core courses	18
Elective courses	6
Language courses	P/F
Internship	P/F
Thesis (capstone project)	6
TOTAL	36

Requirements

Students seeking the degree of MA in Global African Studies must successfully complete a minimum 36 credit hours as specified in the program requirements detailed below, with a minimum CGPA of 3.0. Course selection should be made in consultation with the student's DGS and main advisor.

Program Common Core (6 Credit Hours)

Students must complete the following core courses:

- **GAS 601** Theory and Method I (34 credits)
- **GAS 602** Theory and Method II (3 credits)

Program Specialization Core (18 Credit Hours)

Track 1: Museum and Critical Heritage Studies

- GAS 611: Who Owns the Past?: Politics and Heritage in Africa (3 credits)
- GAS 612: History and Theory of Museums (3 credits)
- GAS 613: Decolonizing Heritage (3 credits)
- GAS 614: Museum Collections Management and the Politics of Exhibitions (3 credits)
- GAS 615: Ethics, Archaeology and Heritage (3 credits)
- GAS 616: Museum Management and Heritage as a Career (3 credits)

Track 2 : Afro-Arab Relations

- GAS 621: Introduction to Afro-Arab Relations: From Ancient to Ottoman Era (3 credits)
- GAS 622: Comparative Slavery: Transatlantic and Indian Ocean Trades (3 credits)
- GAS 623: Comparative Apartheid/Settler Colonialism: The Case of Palestine and South Africa (3 credits)
- GAS 624: Casablanca Group and the Monrovia Group: The Formation of the OAU (3 credits)
- GAS 633: Africa in the World, Past and Present (3 credits)
- GAS 636: State, International Society and Empire (3 credits)

Track 3: Diplomacy and Africa's International Relations

- GAS 631: Diplomacy Studies (3 credits)
- GAS 632: Advanced International Relations Theory (3 credits)
- GAS 633: Africa in the World, Past and Present (3 credits)
- GAS 634: The Political Economy of Africa (3 credits)
- GAS 635: International Finance and Global Economic Governance (3 credits)
- GAS 636: State, International Society and Empire (3 credits)

Elective Courses (6 Credit Hours)

- GAS 641: Foreign Policy Analysis (3 credits)
- GAS 642: Social and Political Thought in Africa (3 credits)
- GAS 643: Government and Politics of Africa (3 credits)
- GAS 644: The State in Africa: An In-Depth Exploration (3 credits)

Language Courses (P/F)
Students must complete the following language courses in a selected African language:

- **Amharic**
  AMH 100: Amharic Elementary Level
  AMH 200: Amharic Intermediate Level
  AMH 300: Amharic Advanced Level
  or
- **Arabic**
  ARL 100: Arabic Elementary Level
  ARL 200: Arabic Intermediate Level
  ARL 300: Arabic Advanced Level
  or
- **Hausa**
  HAU 100: Hausa Elementary Level
  HAU 200: Hausa Intermediate Level
  HAU 300: Hausa Advanced Level
  or
- **Kiswahili**
  KSW 100: Kiswahili Elementary Level
  KSW 200: Kiswahili Intermediate Level
  KSW 300: Kiswahili Advanced Level

Internship (P/F)
Thesis (Capstone) (6 Credit Hours)

Course Description

GAS 601: Theory and Method I (3 credits)
This compulsory seminar is the first of a two-semester program that highlights the study of Africa, and its diaspora through diverse academic disciplines. The course is intended to introduce graduate students to the structures and institutions and to the social, political, cultural, and artistic formations that constitute the dynamic worlds of Africa, and its diaspora, past and present. The course also introduces students to theories that engage social relations and social change, the economy, the inequalities of culture, and knowledge production. While the course proceeds from Africa, and its encounters, its orientation is global. Topics include themes drawn from the humanities and the social sciences and will be taught by a rotating faculty/guest speaker who will share their unique disciplinary perspective and methodological approach to studying Africa, and its diaspora. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. There is a long tradition of debate in the history and philosophy of the social sciences and humanities about the relationship between theory and methods, between explanation and interpretation, and over the techniques used to generate conceptually informed observations. These controversies have influenced and shaped the way that research is designed, and which particular analytical strategies are adopted. The course will therefore afford students a wide exposure to the works and research programs of different scholars working within the specified field and with scholars in critical theory of the social sciences and the humanities.

GAS 602: Theory and Method II (3 credits)
This compulsory seminar is the second of a two-semesters program that highlights the study of Africa, and its diaspora through diverse academic disciplines. The course is intended to introduce graduate students to the structures and institutions and to the social, political, cultural, and artistic formations that constitute the dynamic worlds of Africa and its diaspora, past and present. The course also introduces students to theories that engage social relations and social change, the economy, the inequalities of culture, and knowledge production. While the course proceeds from Africa and its encounters, its orientation is global. Topics include themes drawn from the humanities and the social sciences and will be taught by a rotating faculty/guest speaker who will share their unique disciplinary perspective and methodological approach to studying Africa, and its diaspora. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. There is a long tradition of debate in the history and philosophy of the social sciences and humanities about the relationship between theory and methods, between explanation and interpretation, and over the techniques used to generate conceptually informed observations. These controversies have influenced and shaped the way that research is designed, and which particular analytical strategies are adopted. The course will therefore afford students a wide exposure to the works and research programs of different scholars working within the field of African studies and with scholars in critical theory of the social sciences and the humanities.

GAS 611: Who Owns the Past?: Politics and Heritage in Africa (3 credits)
This course is an introduction to the politics of heritage in Africa. Heritage sites, monuments and museums are frequently sites of controversy, as various groups with different and often conflicting experiences contest interpretations of the past. We will focus on the major themes, ideas, and debates shaping the theoretical and methodological frameworks for studying heritage in Africa. We will learn the ways in which the transatlantic slave trade, colonialism, nationalism, apartheid, conflict and

independence, and impact heritage. We will also critically examine contemporary possibilities, problems, and challenges presented by tourism, development, international law, war, and illicit trafficking. Through a series of case studies, we will examine the historical, political, social ,and cultural contexts in which African nations, communities, and individuals assert their rights through heritage.

GAS 612: History and Theory of Museums (3 credits)
This course focuses on the theoretical and philosophical history of museums. It explores the formation of the modern museum in the nineteenth century in the West and its evolution. It studies how museums have historically framed and staged the past, their role in the development of the modern nation state, and how museums discipline visitors to see and understand in specific ways that ultimately informs how we comprehend modernity itself. The museum as a representational instrument has also become a subject of debate in the last three decades where a wide range of topics such as the museum's intellectual foundation, its problematic entanglement with contested forms of cultural heritage, its struggles with representational equity, interactive technologies, as well as in several matters related to inclusion/exclusion. Using a range of fields such as history, anthropology, and art history, the course will examine museums across disciplinary boundaries that have, for instance, separated art museums from natural history museums, etc. The course also critically examines the methods, functions, and conditions of exhibition practice through visual and textual analysis as well as exhibition visits.

GAS 613: Decolonizing Heritage (3 credits)
Archaeology's origins are firmly rooted in the colonial project, and in many ways, the colonial residues. Yet, today, many scholars, practitioners, and communities are exploring ways to decolonize the field. In this course, we will examine public, community, and indigenous archaeologies and their innovative theoretical and methodological approaches to archaeological heritage praxis. There is no prescription for how to produce decolonized work. However, in this class we will explore possibilities for an archaeological heritage practice that departs from divides between researcher and subject, past and present, as well as scholarship, social, and restorative justice.

GAS 614: Museum Collections Management and the Politics of Exhibitions (3 credits)
This course provides a foundation to understand the histories, theories, and practices of exhibition making. Taking into account that exhibitionary practices are complex that are connected to specific economies, politics, and culture, the course offers the conception, distribution, and circulation of exhibition-making in multiple settings, particularly focusing on Africa and the Arab world. It offers an exhibition of history and theories in culture and society with a focus on museums, biennials, and other critical spaces. Students will also learn how to protect and document collections. They will learn the practices of documentation, records management, databases, inventory, provenance, and the art of physical care such as preventive conservation practices. Subjects such as legal and ethical issues around access, repatriations, and acquisition will also be covered. In collaboration with curators and collection managers from the Sharjah Art Foundation and with museum professionals across the UAE, the program provides critical academic research and practical training. The course is designed to expand students' knowledge of curatorial practice and collection management and its relationship to the intellectual histories of art and exhibition making and exhibition projects.

GAS 615: Ethics, Archaeology, and Heritage (3 credits)
This seminar explores some of the most important issues that are now a central part of archaeological, anthropological, and historical research throughout Africa. Field research today must be based upon a new series of ethical standards that will be discussed and examined within this class. Major topics include: heritage definitions and constructs, cosmopolitanism and collecting, archaeology and looting, cultural heritage preservation, museums—universal and national, museum acquisition policies, cultural identity, international conventions (including underwater issues), national laws of ownership, community based development, cultural tourism, development models, and human rights. In this course, we ask: What responsibilities do archaeologists have to the communities in which we work and whose heritage we study? Do archaeologists have an obligation to protect the material record? Should archaeologists work with looted and/or commercially excavated and/or traded archaeological materials? How can archaeologists navigate the conflicts between the various stakeholders engaged in heritage work?

GAS 616: Museum Management and Heritage as a Career (3 credits)
This course will focus on the administrative functions of museums with the aim of providing students the necessary proficiency to make them effective managers and leaders within the institution. Courses will focus on governance, finances, human resources, project management, and marketing, among others. It is the capstone course of the museum studies and critical heritage studies MA and introduces students to a variety of careers and professions in academia, museums, government, nongovernment organizations, cultural resource management, and publishing. The seminar includes in-class interviews with professionals. Emphasis is placed on developing a portfolio to support future professional and academic endeavors.

GAS 621: Introduction to Afro-Arab Relations: From Ancient to Ottoman Era (3 credits)
This course offers a comprehensive overview of the key figures, events, and cultural exchanges that inform major concepts, interdisciplinary theories, and contemporary debates in the study of historical, socio-cultural, and political relations between Africa and the Arab world. Course content focuses on the ancient/pre-Islamic, Classical Islamic, and Ottoman and draws from the central Islamic lands and non-Muslim-ruled territories in northern, western, and eastern Africa, the Levant, and the Gulf. Students will develop advanced interdisciplinary research skills that involve analysis and evaluation of complex concepts, questions, and sources. Students also will learn that ways scholars debate interpretations of diverse and overlapping historical, political, and cultural connections and movements that have shaped Afro-Arab relations.

GAS 622: Comparative Slavery: Transatlantic and Indian Ocean Trades (3 credits)
This course provides a comprehensive examination of the history, historiography, and legacies of slavery. While this course focuses on a comparison of slavery and the slave trade in the Atlantic and Indian Ocean worlds, it takes a global perspective by also considering Africa's engagement in the Mediterranean, the trans-Saharan, and other internal African contexts. Students will analyze and participate in debates about the significance of slavery in different geographical and historical contexts; this includes new world versus old world slavery, chattel versus Islamic slavery, brutal versus benign forms of slavery, and racialization and national identities. It draws from a diverse range of primary and secondary sources and methodologies, discussing their strengths and limitations. Students will develop advanced interdisciplinary research skills that involve analysis and evaluation of complex concepts, questions, and sources. Students also will debate the ways activists, heritage practitioners, and other museum curators participate in the construction of knowledge about slavery

and its legacies including reparations through the production of original research. Furthermore, another way that students will demonstrate advanced understanding of course content and skills through creation of an online heritage or museum exhibition building on the works housed in the archive of the Sharjah Art Foundation.

GAS 623: Comparative Apartheid/Settler Colonialism: The Case of Palestine and South Africa (3 credits)

This course provides a comprehensive comparative analysis of South Africa and Palestine using the frameworks of settler colonialism and apartheid. It includes analytical frameworks, concepts, and perspectives like frontier thesis, genocide, settler citizenship, anti-semetism, the Nakba, and Zionism to name a few. This course is premised on the comparability between societies that have been impacted by the transfer of a population from one or more parts of the world to another and through the displacement of indigenous peoples or a population that previously inhabited the land. The course explores the historical development, impact, and legacies of these systems, drawing connections between the two case studies. It also examines contemporary implications (leading up to the following the events of October 7, 2023) for thinking about the role of the "University" in popular discourse, media, and domestic and international politics as well as the ways in which the corporatization of higher education impacts that work of academics and the historical trajectory of the profession. This course also offers lessons on activism, public relations, diplomacy, and media. Students will develop advanced interdisciplinary research skills that involve a disciplined analysis of analysis and evaluation of complex concepts, questions, discourses, and sources (especially with respect to issues of national security, sovereignty, and self-defense) and the historical development of nation-states that lay claim to Palestine and South Africa and the relative status of different subjects or citizens within these states.

GAS 624: Casablanca Group and the Monrovia Group: The Formation of the OAU (3 credits)

This course provides a comprehensive investigation of the history of African unity and the formation of the Organization of African Unity (OAU). Building on the foundational knowledge explored in a previous coursework (that is "Introduction to Afro-Arab Relations"), this course focuses on the development of specialized knowledge about key players, events, and processes associated with the formation of the OAU through the lens of the Casablanca and Monrovia Groups, examining their historical contexts, and debating their significance. Through analyzing and deploying a range of discourses, paradigms, texts, and methodologies in class discussions, presentations, and written work; students will test the limits of existing interpretations of the history and relevance of the OAU and it legacies and imagine alternative ways of cultivating solidarities among African and Arab communities.

GAS 633: Africa in the World, Past, and Present (3 credits)

Conventional global political analysis consistently portrays Africa as a marginalized region caught in asymmetrical power dynamics in its relations with the rest of the world, particularly the West. This course examines the origins and configurations of Africa's historical dependence on external forces and its marginalized position in global politics, offering an overview of its relations with the West and other regions. By exploring these aspects critically, it aims to shed light on Africa's often overlooked contributions to world history and the international system. Additionally, the course examines how various International Relations (IR) theories have conceptualized Africa, and how their representations of Africa have informed, and shaped development thinking, institutional practices, and political formation on and toward the continent. The course also examines the intellectual history of Pan-

Africanism and African diasporas, highlighting their evolving relationships with the continent. This course thus provides a comprehensive exploration of the International Relations of Africa, encompassing historical, theoretical, and geopolitical perspectives. Key themes include the geopolitics of security during the Cold War era, external intervention structures like humanitarianism and global legal governance, security governance, the involvement of non-state actors in formal and informal processes, regional integration, multilateralism, and the historical dynamics of relations with specific regions worldwide.

GAS 636: State, International Society and Empire (3 credits)
This seminar introduces central concepts that have historically structured global politics, viewed through a genealogical perspective. The course explores foundational ideas such as statehood, sovereignty, empire, international society, globalization, and multilateralism. The course draws on historical, philosophical, and literary approaches to examine the political, economic, and ideological rationalizations and enactments of empires in Africa, Europe, the Americas, the Middle East, and the Indian Ocean world while also exploring histories of political movements and ideologies, visions, and debates that provide an alternative to empire and imperial vision. From the Non-Alignment Movement to pan-Arabism, from Pan-Africanism to other ideologies of self-determination. The course critically assesses the implications of a conception of world politics as a field where different entities were co-constituted through war and diplomacy, conflict, and trade, mobility, and exchange.

GAS 631: Diplomacy Studies (3 credits)
This course aims to introduce graduate students of international relations to the history and key topics of diplomacy studies globally. We will first delve into the history of diplomacy and consider the accretion of norms and international law that constitute the institution of diplomacy. Among other assignments, students prepare short papers and present, critically, on the contributions of diplomatic thinkers and practitioners, from Kautilya to Kissinger. The seminar explores traditional (bilateral political, consular, and headquarters), as well as non-traditional (multilateral, public, ESTH, summit, “networked,” and “track”) diplomacy. We will treat some diplomatic law issues, e.g., immunity and diplomatic asylum. While we examine the universal features of diplomacy, we also pursue special characteristics of the United States, given its dominant position in the international order, and Chinese diplomacy, given its rising role, as well as non-Western approaches to diplomacy and small country and “niche” diplomacy. We conclude by considering key issues in diplomacy, including professional ethics and career diplomacy.

GAS 632: Advanced International Relations Theory (3 credits)
This is a three-part seminar that revisits key concepts in the study of International Relations (IR) through a genealogical approach that engages the theoretical, historical, and normative dimensions of past and present configurations of "the international." The first part explores the notion of sovereignty as a central principle that structures theory and practice of international relations. The second part explores the notion of violence and the human. The third part revisits key ideas throughout the Renaissance, modernity, and the historical configurations that have shaped notions of ethics and political identity. The course showcases scholarship coming out of different intellectual traditions through unusual conversations on themes that are central to the discipline of international relations, but which reveal different takes on the nature of global interconnectedness. The course is based on six main books.

GAS 634: The Political Economy of Africa (3 credits)
This course introduces students to the main questions of Africa's social and economic development as seen through the lens of political economy. The central theme at the heart of the course is an appreciation of the challenges of development and underdevelopment in Africa. Therefore, the course studies the grand old (and new) competing theories of Africa's development and underdevelopment. Additionally, the course considers some special topics that are key to the study of the political economy of Africa such as the role of central banking, social policy, fiscal policy, economic reform, and so on. Finally, the course introduces students to the political economy of knowledge production about Africa in addition to introducing students to the canonical African approaches to political economy and the intellectual biographies of key African and African diasporic thinkers in this tradition.

GAS 635: International Finance and Global Economic Governance (3 credits)
This course introduces students to the main debates and policy considerations in international finance and global economic governance. As such, the elective offers an extensive and critical focus on the three paramount institutions of global economic governance: the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO). The relationship between the African continent, on the one hand, and these institutions, on the other hand, is also studied. Additionally, emerging institutions of global economic governance such as the New Development Bank (aka The BRICS Bank) and debates around "de-dollarisation" are also studied in the course. Finally, the course engages with the often forgotten and underappreciated literature on capital flight from Africa and its implications for growth and development.

GAS 641: Foreign Policy Analysis (3 credits)
This course examines alternative theoretical explanations of foreign policy as a political science discipline. It follows a level-of-analysis approach, oriented around alternative understandings of foreign-policy making, rather than outcomes. We will pay particular attention to the assumptions underlying various approaches, the methodological concerns that each face, and the intersections and divergences between schools. The course examines a variety of alternative theoretical explanations for how states formulate and implement their foreign policies. The course examines several conceptual models pertaining to foreign policy analysis: rational actor, bureaucratic/organizational, institutional, societal, and psychological identity. It also assesses the impact of government decision-makers, organizations, political parties, private interests, social groups, and mass publics and the various constraints within which each of these sets of actors must operate, the nature of their

interactions with each other, and the processes and mechanisms through which they resolve their differences and formulate policy. The course aims to apply frameworks of foreign policy analysis to the analysis of specific state and non-state actors. The majority of readings are theoretical, but we will examine various case studies using various approaches and in class discussions. Finally, we will consider if, and how, changes in the international system challenge existing theories.

GAS 642: Social and Political Thought in Africa (3 credits)
The goal of this course is to help students understand how historical processes of knowledge production in the complex global relations have impacted contemporary social and political ideas in Africa. Using a thematic, interdisciplinary, and multi-genre approach, the course maps how Africa has been depicted and invented by colonial and Eurocentric social sciences as a static place and the ways in which African and African diaspora thinkers have advanced various movements of decolonization. Rethinking Africa globally, the course makes sure that original writings of leading thinkers and activists from the continent and other parts of the world are studied. The course particularly helps students to chart critical ideas around colonial/modern order of knowledge, Afrocentric and post-Afrocentric ideas, theories of African revolutions, Pan-Africanism, questions of capital, land, class, gender, urbanisms, digital humanities, aesthetics, and politics.

GAS 643: Government and Politics of Africa (3 credits)
This is course familiarizes students with the historical trajectory and contemporary structure of politics on the African Continent writ large. It begins with some major issues in precolonial African polities and then move on the structure of the state under colonialism and contestations over the direction of the state in post-colonial Africa. Political economy, state and society relations, and social differentiation along the lines of class, gender, race, and ethnicity would serve as analytical anchors but also debating points. The course is structured as a set of debates about the state, its institutions, and their interaction with social processes with a particular focus on movements and other formations of ordinary working people.

GAS 644: The State in Africa: An In-Depth Exploration (3 credits)
The understanding of the state in Africa is a multifaceted and intricate concept influenced by historical, political, social, and economic factors. This rigorous reading seminar aims to provide graduate students with a comprehensive understanding of the state in Africa and equip them with analytical tools to critically evaluate the prevailing theoretical frameworks in the social sciences.

Master's Theses

Master's theses represent the research conducted by GSU graduate students under the guidance of the faculty members. These scholarly works serve as the culmination of the student's academic programs and are expected to meet rigorous scholarly standards. The Office of the Director, in collaboration with the Graduate Programs Committee, establishes and oversees the regulations and requirements for master's theses, and professional projects at GSU. The university follows a policy of archiving master's theses in the archives of the university, making them available to other students and scholars. The university Library is responsible for the archiving process. GSU maintains strict guidelines for research involving human subjects.

Enrollment in Master’s Thesis/Professional Project Credit Hours

Master's degree students who wish to enroll in master’s thesis credit hours must complete their registration process through the Office of the Registrar.

Eligibility for Initial Registration

First-time registration for the master's thesis credit hours is restricted to students who are in good academic standing.

Initial Registration for Master’s Thesis

The initial registration for the master’s thesis is exclusively allowed during a regular semester, which includes the fall or spring term. In the first semester of engaging in master’s thesis project work (no earlier than the second semester of enrollment in the master’s degree program), students typically register for three credit hours related to their master's thesis.

Before the conclusion of the Add/Drop period, the graduate program coordinators/head of departments are required to furnish the Office of the Registrar with a comprehensive list of students intending to register for master’s thesis credits (e.g., XXX 699/XXX 698). This list should include the titles of their respective master’s thesis and the names of their assigned advisors. For students following the thesis option and students in the project option where a six-credit-hour professional project is mandatory, they must prepare and present an oral proposal for their master’s thesis, satisfying the expectations of the master’s thesis/professional project committee, within the initial semester of registration for their master’s thesis. Students who fail to demonstrate substantial progress in their thesis work by the end of the 10th week of the semester will be removed from the master’s thesis/professional project course at the discretion of their advisors.

The Composition of the Master's Thesis Project Committee

Ordinarily, the master's thesis committee comprises a maximum of three (3) members, including the master's thesis/professional project advisor, along with two (2) additional members who serve as examiners. The formation of this committee is a collaborative effort between the program coordinator/head of department, and the master's thesis/professional project advisor, and is subsequently endorsed by the student's associate dean. It is imperative that each committee member holds a terminal degree within their respective field and demonstrates a substantial history of scholarly contributions pertinent to the thesis research topic. Furthermore, the master's thesis/professional project advisor is expected to be actively involved in research and should possess prior experience in supervising graduate-level work.

Master's Thesis Continuous Enrollment

Upon the successful completion of one semester of master's thesis/professional project work, it is imperative for graduate students to maintain continuous enrollment until they have effectively defended their master's thesis/professional project and submitted the duly approved final report. Failure to sustain this continuity in thesis/project work during a semester, without the prior approval of the program coordinator/head of department to discontinue the registration, will result in an assignment of an "NP" grade, consequently leading to academic dismissal from the master's degree program.

Continuous Enrollment During a Regular Semester

For continuous enrollment during a regular semester, the Office of the Registrar plays an instrumental role in ensuring this procedure. The program coordinator/head of department must relay any alterations pertaining to master's thesis/professional project registration details, encompassing the project title, advisor's name, credit hours, and billing information, to the Office of the Registrar. This should be completed prior to the conclusion of the Add/Drop period of the corresponding registration semester. Furthermore, it is essential that, prior to the conclusion of the Add/Drop period of the registration semester, the program coordinator/head of department communicates to the Office of the Registrar a list of students who have received approval to interrupt their continuous enrollment in the master's thesis. This list should include the student's names and ID numbers of the affected students.

Continuous Enrollment in a Summer Term for a Master's Thesis

For a summer term, maintaining continuous enrollment in the master's thesis/professional project is at the discretion of the students. If they wish to continue their master's thesis/professional project during a summer term, the program coordinator/head of department is responsible for emailing the Office of the Registrar with the relevant information. This should be completed prior to the conclusion of the Add/Drop period of the corresponding summer term, and the communication must include a list of student names and ID numbers, their master's thesis/professional project titles, advisors' names, and the appropriate credit and billing hours.

Time Extensions for Master's Thesis

In cases where students are unable to complete their master's thesis/professional project after registering for the full credit hours designated for the thesis/project, it is necessary for them to maintain continuous enrollment until they have successfully defended their project. Likewise, for students who have successfully defended their master's thesis/professional project and have registered for the full credit hours, continuous enrollment is required until the submission of the approved final report for the master's thesis/professional project.

An extension fee applies for the first master's thesis/professional project extension, as outlined in the "Other Fees" section of the Tuition and Fees segment earlier in this catalog. This extension fee is also charged for any subsequent summer term extensions. However, for further extensions occurring during a regular semester, the tuition rate will be equivalent to that of one graduate credit hour. It is essential for students to be registered in the semester/term during which they intend to defend their thesis. Students must fulfill the graduation requirements of the master's degree program within a three-year timeframe from their initial enrollment, accounting for any periods of leave.

Grading for Master's Thesis The master's thesis or the six-credit professional project is a comprehensive undertaking that spans multiple semesters/terms. During this period, the Office of the Registrar will record an In Progress (IP) grade until the master's thesis/professional project is successfully completed. Upon the completion of the master's thesis/professional project, a final grade will be assigned. This process involves a two-part defense: an open public session followed by a closed session with the master's thesis committee. The head of department will communicate the final master's thesis/professional project grade to the Office of Research and Graduate Studies and the Office of the Registrar.

Graduation Requirements Based on Catalog

The specific graduation requirements for each student are established according to the catalog that was in effect when they first enrolled in their major, known as the catalog of record. Students have the option to adhere to the catalog in effect during any semester or term in which they were officially registered in their current program of study. If a student wishes to switch catalogs, they must complete a Change of Academic Catalog Form and submit it to the Office of the Registrar no later than the end of the Add/Drop period for their graduation semester or term. For students who decide to change their degree program, there's an option to return to the catalog that was in effect at the time of their initial enrollment at the university. This requires submitting a Petition Form, and obtaining approval from the graduate program coordinator, department head, or associate dean. This petition should be submitted no later than the end of the Add/Drop period for the student's graduation semester or term. It is the responsibility of each individual student to ensure that they meet all graduation requirements outlined in their catalog of record. Should a required course within a degree program undergo a change in its credit hours, the number of credit hours needed for graduation within that program may also change by the same amount. However, this alteration is contingent upon the total minimum credit hours for graduation remaining at 36 for a master's degree program, and the Cumulative Grade Point Average (CGPA) remaining at or above 3.00. In the case of significant modifications to course offerings, the dean of the student's college or school determines equivalent graduation requirements.

Course Structure

Courses are considered integral elements of the curriculum and should not be fragmented into separate credit hours for allocation to different areas within the degree audit.

Graduate Degree Program Requirements

Every student enrolled in a graduate degree program is required to successfully complete a minimum number of credit hours in courses that are specific to the degree program and pertain to the central subject matter of the program. These program-specific requirements encompass major prerequisites (which may encompass both college core and program core prerequisites), specialization prerequisites, elective courses, and major electives. The minimum credit hour requirement for a master's degree is 36 credit hours.

Graduation Residency Requirements

Candidates preparing for graduation are expected to conclude their final semester at The Africa Institute (GSU). To earn a master’s degree from The Africa Institute (GSU), students must fulfill a minimum of two (2) regular semesters in residence at the university. However, Accelerated Master's Program (AMP) students admitted to the relevant master's program, who opt for the thesis option, are required to complete a minimum of three (3) regular semesters in residence at The Africa Institute as students of that particular master's program. Master's degree candidates are eligible to transfer up to six (6) credit hours in master's-level courses.

Time Limit for Duration of Study

Irrespective of the catalog that dictates the student's graduation criteria, all degree requisites must be fulfilled within three (3) years from the date of admission to The Africa Institute (GSU) for master's degree students, including any periods of approved leave.

Academic Standing Requirement

To be eligible for graduation, students must maintain good academic standing.

GRADUATES ADMISSION

Admission Requirements for Master's Program

Prospective students should apply for the graduate programs through the GSU website. The admission requirements for applicants to a master's degree program are specified with regard to academic qualifications, CGPA, and English language proficiency. Here are the key requirements:

1. Applicants must hold a four-year bachelor's degree with a minimum Cumulative Grade Point Average (CGPA) of 3.0 out of 4.0, or equivalent from an independently accredited university.
2. The university should be recognized by both the UAE Ministry of Education's Higher Education Affairs Division and the institution you are applying to.
3. If the student's bachelor's degree was obtained outside the UAE, applicants must submit an equivalency certificate of their degree from the UAE Ministry of Education's Higher Education Affairs Division. This is to ensure that the international degree is recognized within the UAE. Please refer to the Ministry of Education website for information on how to apply for a Certificate of Equivalency:
   https://www.moe.gov.ae/En/EServices/ServiceCard/pages/UniversiyCertificateEquilization.aspx
   https://www.moe.gov.ae/En/EServices/ServiceCard/Equ/Pages/RequiredDocs.aspx
4. Official transcripts and graduation certificates for both bachelor's and master's degrees, duly attested by the UAE Ministry of Education, must be provided.
5. If the student obtained a bachelor's or master's degree from a university in the UAE accredited by the Ministry of Education, it is necessary to provide the official transcripts and graduation certificates for both the bachelor's and master's degrees duly attested by the UAE Ministry of Education.
6. Valid passport copy
7. Emirates ID and visa (if applicable)
8. One passport-sized photo
9. Valid English proficiency score IELTS 6.5 or IBT TOEFL 91
10. CV/ Resume
11. Statement of Interest (1000- 1500 words). (+) more details to support students
    For those applying to the MA in Global Africa Studies, a statement of interest ranging from 500 to 1000 words is necessary and should encompass two key sections:

    Section I:
    Focuses on the applicant, detailing their personal journey, motivations, and aspirations. This includes
    - An introduction that showcases their background and interests.
    - The motivation behind pursuing a graduate program in their area of interest.
    - Applicants should highlight their accomplishments and the skills that demonstrate their suitability for the program. This can incorporate volunteer work, professional experiences, and personal or academic achievements and articulate how these experiences align with the field of intercultural communication.

Section II:
It focuses on the applicant's research interests and reasons for choosing one of the three tracks/topics within the program. This includes:

- A detailed explanation of their specific research interests within the field of Global African Studies.
- Reasons for their interest.
- How have their past academic and professional experiences (if available) prepared them to pursue research in this area
- The potential impact they hope to achieve through their research and how it aligns with their future career objectives.
- A brief proposal for research projects they intend to pursue during their studies in the program.

12. Recommendation letters from two referees.
13. Admission interview will be conducted in person or online via Zoom application for shortlisted students
    Once the applicant met the standards for admission to the graduate program will be interviewed by the student recruitment committee, which is composed of faculty and academic affairs staff, taking into consideration faculty specialization in areas related to the prospective student academic interest.
14. Application fee AED 365 (non-refundable)

Students who have been dismissed from other academic institutions for academic integrity violations, as noted on their official transcripts, will not be accepted at GSU.

Admission offers are only valid for one academic year. If a student does not enroll within that time frame, they must reapply. Applications with missing documents after the deadline will receive rejection letters, but students can reapply once they have submitted all required documents.

English Language Proficiency

Applicants need to demonstrate proficiency in English through one the standardized tests:
Valid English proficiency level of IELTS score of 6.5, or iBT TOEFL (internet-based test) score of 91.

Subject to review and approval, the English test score requirement may be waived for an applicant who is:

- A native English speaker who has completed their bachelor's/master's qualification in an English-medium institution
- A graduate from an English-medium institution who can provide evidence of acquiring a minimum overall academic IELTS score of 6.5, or a minimum TOEFL score of 91 iBT (or equivalent), at the time of admission to the completed bachelor's/master's degree program
- Even if an applicant is eligible for an exemption, they must provide proof of fulfilling the English language requirements by uploading the relevant document with their application.

Meeting the specified English language proficiency requirement ensures that applicants have the language skills necessary to succeed in an English-language academic environment. Applicants should carefully review the specific requirements of the master's program to which they are applying, as they can vary by program. Ensuring that all documents and qualifications meet the specifications is crucial for a successful application.

Please follow the below steps to apply to the graduate program:

Visit the Application Website: Go to the application website at (www.gsu.ac.ae/academics-programs/masters-programs/)

Application Deadline: Students applying for the spring 2025 should ensure to submit their applications no later than 11th November 2024. This deadline is firm, and late applications may not be considered.

Notification of Admission Status: Applicants are usually notified of their admission status no later than four months prior to the semester. Make sure to regularly check your email and the application portal for updates on your application.

All applications will be assessed individually. Documents submitted to GSU as part of the application process become the university's property and will not be returned, forwarded to other institutions, or duplicated for any purpose.

Applicants must certify that all information provided is truthful and accurate. Failure to disclose relevant information can result in application rejection or enrollment termination. If an applicant is found to have submitted false or misleading information, or if they fail to meet admission requirements by not disclosing pertinent details, the Academic Affairs department may reject their application or suspend their registration and campus activities. Students must also agree to the GSU Code of Honor upon application submission.

GSU is committed to admitting qualified students regardless of race, color, gender, religion, national origin, or physical abilities.

Students are responsible for providing the required documents, including transcripts, letters of recommendation, a statement of purpose, and any other materials specified in the application form. Follow the application instructions on the official website carefully to ensure that your application is complete and meets the university requirements.

For any specific questions or inquiries, students should reach out to the Admissions Office at GSU for assistance during the application process.

Conditional Admission to Programs

1. In special cases, applicants with a CGPA below 2.7 out of 4.0 (or its equivalent) may be eligible for conditional admission to a master’s program. Should conditional admission be granted, the student is required to attain a minimum CGPA of 3.0 out of 4.0 during the initial nine credits of their coursework. Furthermore, specific program-specific requirements must be met to maintain enrollment. Failure to meet these conditions will result in the termination of the student's registration.
2. Applicants holding a recognized bachelor’s degree and meeting the language proficiency requirement of an iBT TOEFL score of 79, or its equivalent, an overall academic IELTS score of 6.0, may be eligible for conditional admission to a master’s program under specific circumstances. In the event of conditional admission approval, applicants must attain a minimum iBT TOEFL score of 91, or its equivalent, or achieve an overall academic IELTS score of 6.5 by the end of their first semester of enrollment.

Transfer Students

Consideration for admission as a transfer student is possible for those who have successfully completed at least one semester of graduate studies at an accredited or recognized institution. However, it's important to note that admission as a transfer student is highly competitive and depends on program capacity and level of study availability. Evaluating whether to admit a transfer student involves a comprehensive review of their academic performance in both undergraduate and graduate studies, and the following guidelines govern this process:

1. **Academic Standing:** To be considered for transfer admission, students must have a cumulative grade point average (CGPA) of 3.0 or greater out of 4.0 (or an equivalent scale).
2. **Eligible Institutions:** Only students transferring from recognized and lawfully accredited institutions recognized by the UAE Ministry of Education's Higher Education Affairs Division and fulfill the general GSU requirements will be eligible for admission.
3. **Admission Requirements:** Transfer applicants must meet the specific admission requirements for the graduate program they intend to enroll in. These requirements can vary depending on the program and the semester, and under no circumstances are transfer students allowed to be admitted under the provisions for conditional admission.
4. **Transcripts:** Applicants are required to submit official transcripts from all institutions of higher learning that they have previously attended to verify their academic history.
5. **Eligibility to Continue Enrollment:** Students must be eligible to continue their enrollment at the institution from which they wish to transfer. This means they must be in good academic and disciplinary standing at their current institution.
6. **Transfer Credits:** A maximum of nine (9) credit hours may be approved as transfer credits for taught graduate courses. These courses should have a minimum grade of B and be deemed equivalent in content and level to those offered at the university Other suitable graduate courses with a minimum grade of B may be transferred as free/open electives or unassigned courses in the relevant area.
7. **Pass/Fail Basis:** No transfer credit will be awarded for taught coursework taken on a pass/fail basis. This means that courses must have been graded traditionally with letter grades.
8. **Time Limit for Transfer Credits**: Courses completed more than five years prior to being admitted as a graduate student at GSU are not transferable. This means that older coursework may not be considered for transfer credit.
9. **Non-Graduate Level Courses:** Graduate program credits will not be given for work experience, vocational or training courses, or coursework that is not considered to be at the graduate level. In other words, only relevant and academically rigorous coursework is eligible for transfer. These requirements outline the conditions and limitations for students who wish to transfer into The Africa university (GSU) graduate programs. It's important for potential transfer students to carefully review these criteria and ensure that they meet all the necessary prerequisites and standards.

Transfer of Credit Hours

Students holding a Master's degree are welcome to apply. However, all students, regardless of their prior academic qualifications, are required to complete the entire program, including all required courses.

Transfer credit hours may be granted to candidates falling into the following categories:

- Transfer applicants from recognized graduate schools at independently accredited universities recognized by the UAE Ministry of Education's Higher Education Affairs Division who fulfill the general university requirements for Graduate Admission/Full Admission
- Second-degree applicants holding a master's degree from recognized graduate schools at independently accredited universities recognized by the UAE Ministry of Education's Higher Education Affairs Division who meet the general university requirements for Graduate Admission/Full Admission

Individuals applying for the transfer of credit hours are required to submit their official transcripts, courses taken, and other necessary documentation as per the program's requirements to the Office of Enrollment Management/Graduate Admissions. These documents must be submitted within the application deadlines. Applicants who have transcripts from two or more institutions of higher education are eligible for the evaluation of transfer credit only for the courses completed at institutions that meet the GSU transfer admission requirements. The assessment of transfer credit hours occurs at the time of admission, and the transcripts of transfer students will be assessed only once. In order to be considered for transfer evaluation, the coursework must have been taken for graduate-level credit and applied toward a graduate degree at the host institution. However, only graduate-level courses that have received a grade of B or higher will be considered for transfer credit.

Courses that have been delivered online or in a hybrid mode at the host institution may be evaluated for transfer credit hours, on the condition that the university offers equivalent courses in the same mode of delivery. Courses that are determined to be equivalent in both content and level to GSU courses will be transferred as equivalent courses. Other appropriate graduate-level courses may be transferred as unspecified electives. However, it is important to note that courses completed in a hybrid format at the host institution are not eligible for transfer as unspecified electives. Additionally, transfer of credit hours will not be granted for research and thesis hours, travel experience, or work/life experience. Courses that were completed more than five years prior to the start date of the first semester of study in the current graduate degree program at GSU are not transferable. It is important to note that grades earned in transferred courses will not contribute to the student's CGPA. Nevertheless, the credit hours earned from these transferred courses will count toward the cumulative earned hours and may be applied to meet registration and graduation requirements.

Candidates applying to the master’s degree program may potentially receive up to six (6) credit hours for master’s-level courses. However, students who are granted transfer credit hours must adhere to the university requirements for graduation residence. It's worth noting that although credit hours will be provisionally transferred, the student will not officially receive their graduate degree until the GSU obtains verification from the UAE Ministry of Education's Higher Education Affairs Division regarding the host institution's transcript. The Office of the Registrar will communicate the details of the transferred credit hours to the students. Decisions related to the allocation of transfer credit hours are determined by the relevant academic divisions at GSU, with valuable input from faculty members possessing expertise in the

specific subject area. The Office of the Registrar is responsible for the maintenance and updates of transfer students' records.

Students with a Second Master's Degree

For applicants pursuing a second master's degree, it is imperative to fulfill the New Applicant online application requirements within the stipulated dates mentioned in the Application Deadlines section. Additionally, the official transcript indicating the completion of the previously earned master's degree must be submitted. Following the submission of their application, applicants are advised to reach out to the graduate admissions via email (see appendix) to initiate the process of admission as second-degree applicants.

Second-degree applicants holding a master's degree must hold a degree from recognized graduate schools at independently accredited universities recognized by the UAE Ministry of Education's Higher Education Affairs Division and meet the general university requirements for Graduate Admission.

Returning Student Admission

Graduate students who were previously enrolled at the university and maintained a good academic standing but have been away from the university for more than two consecutive semesters (including semesters with complete course withdrawals), and now wish to resume their studies, are required to complete the online Returning Applicants application. The readmission process for returning students adheres to the university academic policies and regulations governing the re-enrollment of students. It's important to note that all the admission prerequisites that were in effect at the time of applying for readmission must be satisfied. Please be aware that courses taken at another educational institution during the period of absence from the university will not be eligible for transfer. Students who were previously on academic probation or had been dismissed are not eligible to apply for readmission.

Visiting Students Admission

A visiting student is an individual(s) who has not undergone the formal admission process but is permitted to enroll in university courses with the intention of transferring the earned credits to their home institution. It is important to clarify that visiting students are not part of a semester exchange program between GSU and their respective universities. These visiting students are encouraged to verify with their home institutions the feasibility of transferring the GSU credit hours to their academic programs.

To qualify for admission as a visiting graduate student, the applicant must already be enrolled in a graduate degree program at an accredited institution and should maintain good academic standing in their current academic setting. Additionally, visiting students are required to meet one of the following language proficiency criteria: a minimum Internet-Based TOEFL score of 91, and a minimum IELTS (Academic Version) score of 6.5. Visiting students must adhere to these criteria for eligibility. Visiting students arriving from institutions located in English-speaking countries where English serves as the language of instruction, or from institutions with more stringent English language proficiency admission requirements than those at GSU, are exempt from this requirement.

Applicants seeking visiting student status are required to submit a comprehensive online application through the university's International Exchange Office. Additionally, they should submit an official university transcript displaying courses in progress at the time of application. Typically, a student may register as a visiting student for a maximum duration of one academic year.

Graduate students initially admitted as visiting students retain the option to request a change in status to become graduate degree-seeking students. Further details regarding this process can be found in the Change of Status section.

Change of Status

Students have the option to change their status from non-degree to graduate degree or from exchange/visiting to graduate degree by completing the Transfer Applicants online application within the deadlines outlined in the Application Deadlines section. It's essential that all admission prerequisites for transfer admission, as they stand at the time of the change of status request, are fulfilled. Furthermore, students aiming to transition to degree status are required to maintain a minimum cumulative CGPA of 3.00 in the courses they have completed at GSU.

Courses completed at the university while under exchange, non-degree, or visiting status may be utilized to fulfill registration and graduation requirements, wherever applicable. The grades achieved in these courses will be factored into the cumulative CGPA. For courses taken outside the university before being admitted to the degree program, an assessment of transfer credit hours will be carried out at the time of admission to the degree program. The policies and regulations of the university regarding the transfer of courses and credit hours will be applied. The graduation requirements for the degree program are determined according to the catalog in effect at the time of the student's admission to the degree program.

Application Procedure

When applying for graduate programs at GSU, you are required to complete the application form and provide several documents and materials to support your application. It is important to follow the application guidelines closely and make sure your application is complete. Here is a list of the necessary documents and materials you will need to submit:

1. Certified copy of bachelor's/master's transcript: This document shows your academic performance and includes the grading scale.
   Equivalency certificate(s): If you have graduated from institutions outside the UAE, you are typically required to obtain equivalency certificate(s) issued by the UAE Ministry of Education. This process ensures that your foreign degree is recognized in the UAE. Please refer to the Ministry of Education website for information on how to apply for a Certificate of Equivalency:
   https://www.moe.gov.ae/En/EServices/ServiceCard/pages/UniversiyCertificateEquilization.aspx
   https://www.moe.gov.ae/En/EServices/ServiceCard/Equ/Pages/RequiredDocs.aspx
2. For IELTS, you should provide your IELTS score certificate.
3. For TOEFL, you should provide your TOFEL score certificate.

4. It's important to carefully review the application instructions and ensure that all the required documents are complete and meet the university specifications. Missing or incomplete documents may affect the consideration of your application.
5. Additionally, requirements can vary by program so be sure to verify if there are specific program requirements or additional documents needed for your chosen field of study.
6. Detailed Curriculum Vitae (CV).
7. Statement of Purpose (1,000 – 1500 words): In your statement of purpose, you should articulate your reasons for pursuing the specific graduate program, your academic and career goals, and how the program aligns with your aspirations. This is your opportunity to explain why you're a strong candidate for the program.
8. Passport-style photograph on a white background.
9. Copy of valid passport: For UAE national applicants, it should include the union number page.
10. Copy of valid UAE visa: International applicants residing in the UAE should provide a copy of their valid UAE visa.
11. Copy of valid Emirates ID card: Both UAE national and international applicants residing in the UAE should submit a copy of their valid Emirates ID card.
12. Copy of Family Book (Khulasat Al-Qaid, for UAE National applicants only): If you are a UAE national applicant, you must provide a copy of your Family Book, which is a legal document that registers family information.
13. Pay the application fee.

Please ensure that all documents and materials are accurately prepared, meet the specifications, and are submitted in accordance with the application deadlines. Keep in mind that documents submitted for admission purposes become the property of the university and will not be returned. It's also essential to provide accurate and truthful information in your application, as the university reserves the right to withdraw admission offers or terminate student registration if any false statements or omissions are discovered during the admission process. Admissions decisions are made in good faith based on the information provided in the application.

Application Deadlines

It's crucial to adhere to the below deadlines when preparing and submitting your application. Missing the deadlines may affect your eligibility for financial aid and admission. Make sure to review the specific requirements and deadlines for the program you are interested in, as they may vary by program.

Master's Degree Programs

Spring Semester 2025
Application deadline: 11th November 2024

SCHOLARSHIP

GSU provides graduate students with comprehensive scholarships that cover educational expenses and offer the opportunity to receive a monthly stipend.

Students admitted to GSU under a scholarship are required to complete and sign the corresponding award contract or agreement by the conclusion of the Add/Drop period in their first semester of registration. In order to maintain their scholarship eligibility, students must adhere to the terms and conditions specified in the award contract or agreement. Additionally, the awarded scholarship recipients are obligated to submit a security deposit by the end of the first semester of registration, as outlined in the scholarship contract/agreement. The Global Studies University (GSU) offers a range of graduate scholarships to support distinguished students pursuing advanced degrees. At the beginning of each academic year, fully sponsored scholarships are awarded in exchange for serving as Graduate Teaching Assistants (GTA) or Graduate Research Assistants (GRA).

Students must meet the following criteria for obtaining a scholarship at the GSU

1. Acceptance letter from the GSU admissions
2. Minimum CGPA in the bachelor is 3.5 on the scale of 4.0

The scholarship is available to qualified international and UAE national students pursuing a MA degree at GSU on a full-time basis. The university will offer the following benefits:

1. Monthly stipend
2. Full coverage of tuition fees
3. Medical insurance coverage for students sponsored by the university (student visa), as per the university rules and regulations.
4. Flights assistance for overseas international students
   Accommodation for students is available for the eligible student, as per the institution's rules and regulations.

GSU Discounted Program Offers

Non-Alumni students

- **Masters:**
    - 30% discount on the first-semester tuition fee.
    - To maintain the discount in subsequent semesters, a term GPA of 3.5 or higher is required.

Discount Procedures

- Applications for discount must be submitted to Academic Affairs Office when applying for new admission or at the beginning of each semester for current students.
- Student Recruitment Committee will review the applications
- The Academic Affairs Office will communicate the decision to Financial Department, and the relevant academic departments for implementation.
- Applicants applying for Master's program must have a minimum CGPA of 3.5 out of 4 in their Bachelor's or Master's degrees. For the subsequent semesters the CGPA will be 3.5.
- Students must be enrolled full-time and cannot receive scholarships from other organizations, unless a student opts for an outside scholarship which provides equivalent coverage offered by the GSU scholarship.
- The student shall be held responsible for the information he\she submits in relation to being a full-time student.
- Scholarship recipients are required to work 20 hours per semester in their respective departments as per the regulations of the Director of Graduate Studies (DGS).
- Academic Departments provide reports on the student's performance each semester.
- If a student is found to be underperforming or failing to meet their commitments, the academic department may terminate the discount based on the department's recommendation.
- Discount students must take a study load of 6-9 credit hours, with the possibility of a one-hour adjustment with the Dean's approval.

Scholarship Procedures

The scholarship is maintained and granted in accordance with the following procedures:

- Applications for scholarships must be submitted to the Academic Affairs Office department either when applying for new admission or at the beginning of each semester for current students.
- Student Recruitment Committee will review the applications
- Scholarships are awarded on a competitive basis and are approved by the Student Recruitment Committee

- The Academic Affairs Office will communicate the decision to Financial Department, and the relevant academic departments for implementation.
- Applicants must have a minimum CGPA of 3.6 out of 4 in both their Bachelor's and Master's degrees.
- Students must be enrolled full-time and cannot receive scholarships from other organizations, unless a student opts for an outside scholarship which provides equivalent coverage offered by the GSU scholarship.
- The student shall be held responsible for the information he\she submits in relation to being a full-time student.
- Scholarship recipients are required to work 20 hours per semester in their respective departments as per the regulation of the graduate studies programs.
- Departments provide reports on the student's performance each semester.
- If a student is found to be underperforming or failing to meet their commitments, the academic department may terminate the discount based on the department's recommendation.
- Scholarship students must take a study load of 6-9 credit hours, with the possibility of a one-hour adjustment with the Dean's approval.

Scholarship Regulations

- Students must remain enrolled each semester and avoid withdrawing from their studies.
- Cumulative GPA of at least 3.5 is required in regular semesters to maintain scholarship eligibility.
- If a student's GPA falls below 3.00, scholarship conditions will apply, potentially leading to probation or loss of the scholarship.
- Students are expected to adhere to university regulations, including behavioral and ethical standards.
- Permission from the university is required for students to travel outside the country, with acceptable reasons. (student must notify the academic department)
- In the case where a student is qualified for a GSU scholarship and receives a sponsorship, then the student must choose one of the options and will not be permitted to change to another waiver program during his/her entire study.
- In any semester where the minimum required Cumulative Grade Point Average (CGPA) is not met, or the student grades are F, FX, WA, and W, then the student scholarship will be under review.
- Any student who is found guilty of a student code of conduct violation or an academic integrity offense will forfeit the scholarship for the remaining study in GSU.
- A student will lose their scholarship if it is discovered that they submitted fraudulent information in their application.

Course Waiver

A graduate student has the opportunity to potentially exempt any or all of the discipline-bridging courses within a degree program. In general, a course may be considered for exemption if the student has previously completed equivalent undergraduate or graduate-level coursework at a university that is independently accredited and recognized by the UAE Ministry of Education's Higher Education Affairs Division. Students may be required to provide documentation of the relevant coursework, and waivers are only granted upon receipt of an official, sealed transcript by GSU’s Office of Graduate Admissions. It's essential to establish the waiver request at the time of admission. Decisions regarding course waivers are determined by the respective degree program at GSU, and the Office of the Registrar is responsible for maintaining and updating students' records.

TUITION

Tuition Fees

The tuition fees for graduate students are calculated according to the total number of credit hours registered by the conclusion of the Add/Drop period for a specific semester or term. This calculation includes the credit hours of audited courses. The table provided below outlines the graduate student tuition costs, along with any additional fees and housing charges. It's important to note that non-degree and transient students are required to pay the same tuition and fees as regular students. Tuition and fees for visiting students who are coordinated through third-party providers are determined by the annual financial agreements in place. Conversely, visiting students who apply directly to GSU are subject to the same tuition and fees as regular students. For exchange students attending courses at the Global Studies University in Sharjah, the tuition payment is governed by the specific terms outlined in the exchange agreement. Regarding The Global Studies University students studying abroad at universities with which the GSU has established semester exchange programs, the tuition payment is regulated by the terms of the exchange agreement. For detailed information on payment procedures, it's advisable to consult with the International Exchange Office. The Global Studies University retains the right to revise tuition fee with annual maximum of 2%. Tuition schedules are typically disclosed before the commencement of each academic year, usually prior to the start of the fall semester.

Please note that tuition fees are subject to review.

Program	Duration of Program	Program Name	Required Credit Hours		Fees per Credit Hour (AED)		Application Fees
			Program	Dissertation	Program	Dissertation	AED
Masters	2 Years	Diplomacy and African International Relations	30	6	7288	7288	365
		Afro-Arab Relations	30	6	7288	7288	365
		Museum and Critical Heritage Studies	30	6	7288	7288	365

Additional Fees:

1. **Thesis/ Extension Fee:** AED 200

   Registration deposit nonrefundable fee of AED 3000

2. **Health Insurance:**

   Health insurance is a compulsory requirement for graduate students who receive sponsorship from The Africa Institute (GSU). It remains an elective choice for graduate students who do not fall under university sponsorship. Health insurance costs for students not enrolled in a specific semester are contingent upon the student's visa status and their selected plan from the previous semester. GSU offers health coverage through the Al-Buhaira National Insurance Student Health Plan (Plan I). This coverage is available for university-sponsored graduate students as well as for graduate students not sponsored by the university who opt for insurance coverage through the university.

3. **Housing:**

   - **Room Reservation**

     A AED 500 Application fee will be paid for first-time residential hall applicants. This fee is non-refundable but will be deducted from the student's residential hall fees.

   - **Utility Service**

     A fee of AED 200 is automatically included when reserving a residential hall room (excluding the summer period).

   - **Late Payments**

     - AED 500 - At the incident when tuition and fees are not settled by the first due date
     - AED 500 * - Returned Check Penalty (per check – if returned by the bank)
     - AED 500 * - Declined Credit Card (per transaction for deferred payments – if the credit card is declined upon charging)
       **- 5% VAT charge applies*

Payments Method

Tuition and fees must be settled each semester during or before the registration process, and they are an essential component of the registration. If you require information on deferring tuition and fees, please refer to the Deferment of and Fees section below.
GSU accepts various payment methods, as detailed below. For the most up-to-date payment terms for a specific semester/term, please refer to the published payment guide for that semester/term.

- Online payment by credit card
- Direct transfers to Sharjah Islamic Bank Account No. (See Appendix)
- IBAN number (See Appendix) (please include the student's name and ID number on the transfer)
- Direct cash deposit at Al-Ansari Exchange (please include the student's name and ID number on the deposit)

In case of a declined credit card authorization payment, a charge of AED 500 + 5% VAT will be applied. All financial transactions involving students and the university are handled by the cashiers and/or the Student Accounts office.

Deferment of Tuition and Fees

Students are expected to pay their tuition and fees or to make arrangements for deferred payment during the registration period. The deferment of tuition and fees is approved only if all of the following conditions are met:

1. 60 percent of the tuition and fees have been paid by the payment deadline.
2. The student has a clean payment history.
3. The Credit Card Authorization form is completed and signed by the student and is authorized by a Finance Department official.

RECORDS

Students Records

All transcripts and other documents students submit from other institutions at the time of admission or later are the property of the university, and, as such, are part of the student record that is under the custody of the Office of the Registrar. The university is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to the university for admission or credit hours transfer cannot be returned to the student or forwarded to other institutions. The academic record of an individual student is maintained by the Office of the Registrar for a maximum period of five (5) years after the student graduates or leaves the university. Beyond this retention limit, documents in a student's record are managed in accordance with the university Office of the Registrar policy on file retention, which could entail the permanent destruction of some of these documents.

Privacy Rights

The GSU has the right to disclose student records to the relevant private or public authority that sponsors the student, if applicable. The university is obliged to comply with requests for student information from both the UAE Government and the Sharjah Government.

Students possess the following rights:

- Inspect and review the information contained in their educational records. The university is not obligated to provide copies of (or allow the copying of) these documents. However, under specific circumstances, the university may permit certain documents from a student's record to be provided. Requests for copies of such documents will be reviewed after the student submits a signed request.
- Request changes or updates to their personal data. Registered students can access and update their emergency telephone/mobile contact numbers and personal email addresses through the secure online student information system. For updates to mailing addresses, an official request, signed by the student, must be submitted to the Office of the Registrar/Student Records section. The required form is available (See Appendix).

- Request non-disclosure, as permitted by UAE federal and local laws, of personally identifiable and academic information from education records.

Transcription

The Office of the Registrar maintains and updates the academic records of all students who register at the university. The permanent record reflecting the academic achievements of each student throughout their entire study period at the university is referred to as an academic transcript or transcript. At the end of every semester/term, the Office of the Registrar updates the academic transcripts of the students who were registered in that semester/term. Students may access their transcripts through the secure online student information system. Students are encouraged to review their records online periodically. Online transcripts are not official and are only intended to update students on their academic achievement. Students may obtain copies of their academic transcripts at from the Office of the Registrar. Transcripts will only be released with a signed request from the student concerned or an online request submitted by the student via the secured student information system. A nominal fee applies. The university will issue only complete transcripts, not parts of the student record. A brief explanation of the university grading system is provided on the back of every official transcript. A detailed explanation is included in the Grades and Academic Standing section.

REGISTRATION AND COURSEWORK

Orientation

Newly enrolled students will take part in an orientation program designed to acquaint them with different facets of the university community. This orientation provides students with the opportunity to structure their academic program, enroll in courses, discover the university resources and campus activities, and interact with professors, staff, and fellow students. Orientation sessions are typically scheduled for the Fall and Spring semesters.

Degrees

Each student is allowed to register for a single degree program simultaneously, and any academic work intended for a specific degree cannot be simultaneously submitted for a degree or a comparable recognition elsewhere.

Registration Process

Prior to the commencement of the registration period, the Office of the Registrar publishes the registration guide on the university website. This guide offers essential information, outlines the registration procedures, and specifies the location, date, and time for each step. An ever-current catalog of available courses is also accessible through the online student information system. Students are required to pay a registration deposit nonrefundable fee of AED 3000, and complete course registration before attending classes. Each student is responsible for monitoring their registration status, which can be checked by accessing their records through the university student information system. Students who register after the specified date will incur a late registration fee of AED 500.

Registration Deadline

The Office of the Registrar is the authoritative source for the most current information related to the enrollment policies issued by the university. Specific details about the registration period and other significant dates can be accessed in the Academic Calendar, available for download from the Global Studies University official website.

Students with Registration Hold

Students shall not be able to complete the registration process if there is a "hold" on their academic record. These holds could be associated with various factors such as academic standing (probation or dismissal), non-academic offenses (disciplinary issues), incomplete admission requirements (missing documents), unresolved financial or scholarship concerns, or failure to submit necessary immigration documentation for non-UAE citizens. To resolve a hold, the student is required to reach out to the office that imposed the hold to determine the specific actions needed to fulfill the obligations associated with it.

Academic Advising

Academic advising plays a crucial role in the educational process at GSU. Regular advisor-student meetings are mandatory, with at least one meeting required per semester/term. Students facing academic probation or other academic challenges might need more frequent meetings with their advisors. However, it is ultimately the student's responsibility to choose their courses, meet course prerequisites, and adhere to the most up-to-date university policies and procedures. The program coordinator or department head is available to assist students in understanding and interpreting the university policies and procedures. Students are also expected to consult with their program coordinator or department head regarding degree requirements. In some programs, students are required to establish a Graduate Advisory Committee, each with specific responsibilities defined by the graduate program and aligned with university policies.

Guiding Principles for Academic Advising

To complete their registration each semester, students are required to engage in academic advising with a faculty advisor. This advising process encompasses discussions on academic advancement, course selections, and the acquisition of registration approval. The aim is to ensure that students are aligned with their degree program's graduation prerequisites. Academic advising stands as a vital component of academic progress and hinges on shared responsibility between the student and their advisor.

Initially, all newly admitted graduate students in their first semester of study will have the Department Chair (or a designated representative) as their academic advisor. For full-time students, they will have the opportunity to nominate their preferred research project and research advisor by the end of their first semester. Part-time students usually accomplish this by the conclusion of their second semester of study.

Academic advising is based on the following guiding principles:

1. Effective academic advising plays a crucial role in student development.
2. Personal interactions between advisors and students should be characterized by mutual respect and shared responsibility.
3. Both students and advisors have the responsibility to prepare for, actively engage in, and follow up on advising sessions.
4. Information provided during academic advising should be accurate, easily accessible, and delivered promptly.
5. Academic advising should inspire students to explore diverse possibilities and enrich their educational journey.
6. Academic advising should foster a positive attitude toward lifelong learning.
7. Academic advising should leverage all available resources and methods to offer tailored guidance that addresses individual student needs.
8. Academic advisors should maintain records of advising sessions with each student.

Course Load

A graduate student's course load is determined by the total number of credit hours for master courses they enroll in during a semester or term. In certain cases, master's degree students may need to take specific undergraduate-level courses. However, the credit hours from these courses are not factored into the calculation of the student's semester or term course load.

Class Timing

All classes will be held during standard working hours, specifically in the morning and afternoon. No evening classes will be scheduled.

Ramadan Classes Schedule

To accommodate teaching and learning requirements during the holy month of Ramadan, all classes will conclude by 5 p.m. Faculty are encouraged to schedule their classes as early as possible during the day for that month specifically. If the proposed schedule proves inconvenient, we may consider holding classes over the weekend as an alternative.

Course Frequency

Our plan is to admit students annually, with course offerings scheduled accordingly each academic year. Although there may be initial adjustments due to the timing of the first cohort, our goal is to follow the established curriculum schedule as closely as possible.

Classroom and Class Size

Classrooms are designed to provide an optimal learning environment, with class sizes accommodating between 20 -30 students to ensure personalized attention and active participation. This approach fosters deeper engagement, allowing students to benefit from closer interactions with faculty and peers. The university also has an auditorium and Africa Hall.

Full-Time Students

Full-time students are required to take a minimum of nine (9) credit hours per semester, with a maximum limit of twelve (12) credit hours per semester.

For Students in Good Academic Standing

Graduate students in good academic standing can register for a maximum of nine (9) credit hours per semester. In some cases, with approval from the program coordinator or department head, they may be allowed to take up to twelve (12) credit hours per semester.

For Students on Academic Probation

Graduate students on academic probation are limited to a maximum course load of six (6) credit hours per semester.

Changing Courses

Students have the opportunity to make changes to their course schedules at the start of each semester or term. The Add/Drop period commences on the first day of classes. The specific duration of this period may differ, and the exact dates can be found in the registration guide for the relevant semester or term. Courses that are dropped during the Add/Drop period will not be documented on a student's transcript. Tuition fees for the semester or term are recalculated accordingly, without incurring any additional charges. If students wish to add or drop courses, they should follow the guidelines provided in the registration guide.

Faculty Office Hours

Faculty members are assigned specific office hours to facilitate student consultation. To enhance accessibility, faculty are obligated to display their office hours on their office doors. It is highly recommended that students take advantage of these designated times to engage with faculty regarding their ongoing coursework.

Study Plan

The study plan delineates the minimum academic criteria essential for a student to become eligible for graduation within their degree program. As study plans evolve over time, students are obligated to adhere to the initially approved plan and degree prerequisites applicable at the time of their program admission. However, students have the option to request changes to their prescribed study plan by seeking approval from the (DGS). Minor modifications may be sanctioned by the Department Chair, while substantial alterations necessitate approval from the (DGS), the Associate Dean for Graduate Studies at the respective department, and the Dean of Graduate Studies.

Auditing Course

A student who desires to attend a course without the intention of taking examinations, earning a final grade, or acquiring credit hours for the course has the option to register as an auditor. The instructor may establish specific standards related to class participation and attendance that must be met by auditing students. The process for registering to audit a course is managed through the Office of the Registrar. In cases where a course has enrollment limitations, priority is given to students registering for credit. Any changes between audit status and credit status must be made before the conclusion of the Add/Drop period. An audited course will be reflected on a student's transcript as "Audited." Tuition and fees for audit students are equivalent to those for students registering for credit hours.

Auditing a Graduate Course

With the consent of the instructor and the student's program coordinator or head of department, a graduate student may choose to audit a graduate-level course. The credit hours associated with an audited course are considered when calculating the student's maximum course load for the semester or term.

Attendance, Course Withdrawal, and Study Interruption

Regular attendance and active participation in all classes and workshops are fundamental components of the educational process at the university. Engaging in lectures and discussions with both instructors and peers is instrumental in a student's learning journey. As a result, students are anticipated to maintain regular attendance in their classes. Lateness or prolonged absence can impede an individual's academic progress and impact the overall progress of the class, thereby affecting the student's academic performance. Students are obligated to take responsibility for formally dropping or withdrawing from any courses they are no longer attending. In instances where absence arises from a medical emergency or

national duty, students may miss certain course assessments, such as quizzes, midterms, studio reviews, or assignment deadlines. For detailed guidance, please consult the relevant policies outlined in the Grades section later in this catalog.

Student Attendance Policy

If a student's absences in a course reach or exceed 30%, they will be automatically withdrawn from the course. No exceptions will be made for absences. Attendance will be recorded from the first day of classes until the last day of the semester. Notifications will be posted on the GSU Student account at 10% and 20% absence levels. Upon reaching 30% absence, a withdrawal due to absence (WA) notice will be issued on the portal.

The Registrar's Office will only accept excuses for missing exams or major assignments due to absence. Students may be allowed to take a makeup exam if it constitutes at least 10% of the course grade, upon submission of a valid excuse approved by the Registrar's Office.

Valid excuses, supported by evidence, must be submitted to the Registrar's Office within two (2) days from date of absence These include hospitalization, contagious disease, death of an immediate family member (parent, grandparent, sibling, spouse, child), car accident, special assignments (for working students) with prior written approval from the Registrar's Office, or Al Haj pilgrimage. Al Umra pilgrimage is not considered a valid excuse for absence. If a final exam is missed due to an excused absence, the student must apply for an Incomplete (I) grade at the Registrar's Office within 48 hours of the exam.

Administrative Drops

The office of registrar has the right to drop one or more courses (or withdrawal from all courses) if the below condition occurs :

a. Failure to meet specific preconditions, which may include:
    - Not paying tuition and fees by the deadlines
    - Class cancellations
    - Not fulfilling course prerequisites
    - Failing to meet the academic requirements of their degree program
    - Failing comprehensive or preliminary exams

b. Academic suspension due to not achieving or maintaining a required GPA of 3.0 after being placed on Academic Probation.
c. Disciplinary suspension for violating the Student Code of Conduct.
d. Disruptive behavior identified by a faculty member, College Dean, or Registrar (and possibly a disciplinary committee) if deemed harmful to the course's progress and other students' education.
e. Exceeding the maximum allowable absences from a course in a semester.

f. Exceeding the allowed number of credit courses according to the course load policy.

Students will be notified if they have violated any of the above conditions by relevant departments responsible for these conditions and policies under the university. It is the student's responsibility to maintain these conditions and policies.

Course Withdrawal

Students have the option to withdraw from courses without incurring a grade penalty. To initiate the withdrawal process, students should complete and submit the Withdrawal Form (See Appendix). The submission can be done either in person or through the student's university email account. Course withdrawals must be completed no later than the end of the 10th week of regular classes (or the fourth week for a 6-week summer term). In cases of withdrawal, a "W" grade is recorded on the student's transcript. Importantly, this "W" grade does not affect the student's CGPA, and tuition remains unchanged following the withdrawal. In instances where a student has a documented medical condition, such as surgery, hospitalization, or serious illness, that necessitates withdrawal from a course beyond the established deadline, the student may submit a Student Petition Form, accompanied by the relevant original medical records, to the Office of the Registrar. The Office of the Registrar will assess the situation, verify the medical documents, and grant approval for withdrawal, with a corresponding "W" grade for the course. It's important to note that students are individually responsible for ensuring they withdraw from courses they are no longer attending. Additionally, students are prohibited from withdrawing from courses in which academic integrity offenses have occurred until the case has been reviewed and the adjudication process is finalized.

Withdraw from Global Studies University

Students who wish to withdraw from GSU should complete and submit the Complete Withdrawal Form. Students can submit the form either in person or through their university email account. If the complete withdrawal is requested during the Add/Drop period, the courses are dropped from the student's record and will not appear on the transcript. However, if the withdrawal occurs before the end of the 13th week of regular classes, a "W" grade is assigned to the student for the courses registered in that semester or term. It is the sole responsibility of students to drop or withdraw from courses they are not attending before proceeding with withdrawal from GSU. Failure to complete the withdrawal process before withdrawing from the university renders them ineligible for any potential tuition refund or adjustment that may have otherwise applied.

Refund Policy

Students who wish to withdraw from GSU should complete and submit the Complete Withdrawal Form. If a student submits their Withdrawal Form by or before the end of the Add/Drop week, the student shall receive a full refund of the tuition deposit amount, and any other amounts paid to the university. If the student is fully funded by GSU, this refund policy is not applicable.

In case of a complete withdrawal request from the university after the Add/Drop week, the following refund policy shall apply:

- **Prior to the conclusion of the first week of classes**
  100% refund excluding non-refundable deposits
- **During the second week of classes**
  50% refund of tuition
- **During the third week of classes**
  25% refund of tuition
- **After the third week of classes**
  0% refund

In the case of a student being refused a student visa, a full refund of the tuition deposit will be granted if evidence of the refusal has been provided.

Other conditions related to tuition deposit and fees:

- In the case of deferment to the following academic year, tuition deposit and fees will be held by the university until the following year.
- Tuition deposits are non-transferable and cannot be refunded to others. Refunds are strictly made to the individual or entity that made the original payment.
- Refunds will be made in AED.
- Bank charges will be borne by the recipient of the refund.
- Refunds will not be made if the student has been found to have applied with fraudulent information.

Interrupted Studies and Reactivation of Student Record

Students enrolled in graduate programs are expected to maintain continuous enrollment throughout the fall and spring semesters until they successfully complete their program. There are specific conditions for master's-level students on conditional admission and those registered in bridging (remedial) courses. Generally, they are not permitted to interrupt their studies unless approved by either their program coordinator or head of department.

Students Away for up to Two Semesters

Graduate students have the option to take up to two semesters off from their graduate studies. However, it is essential for them to provide written notice of their intention to the Office of the Registrar. Students who are in the midst of a master's thesis, or professional project need to obtain approval from their department head and Office of Graduate Studies before taking this leave. Failure to secure this approval will result in a grade of NP (No Pass), leading to academic dismissal from the master's degree program for master's students. For the purpose of this policy, a semester during which students completely withdraw

from their courses is considered a semester of leave. Graduate students who were on probation before interrupting their studies and those who had ongoing master's thesis, or professional project when they interrupted their studies must submit a petition for resuming their studies. They can do this by filling out the Reactivation Request Form and submitting it to the Office of the Registrar one month before their intended registration. Reactivation of their academic record requires approval from their program coordinator or head of department.

Students Away for Longer than Two Semesters

When graduate students need to take a leave of more than two consecutive semesters, which includes semesters of complete course withdrawal, they are required to go through the admission process anew. This means that they must submit a fresh application for admission to the Office of Admission/Graduate Admissions. Please note that courses taken at another institution during this extended leave period from the university will not be transferred as credit hours upon their return.

Mandatory and Optional Courses Defined

To fulfill the requirements for their degree programs and graduate successfully, students are expected to complete a combination of mandatory and optional courses. Mandatory courses are those courses that are specifically prescribed by the degree program. Students are required to successfully complete all the mandatory courses designated by their degree program. In some cases, students may have the flexibility to choose between specific mandatory courses, as long as they fulfill the minimum credit hours in required courses.

Optional courses, on the other hand, are courses chosen by the students based on their own preferences and in consultation with their academic advisor. These elective courses are typically selected from a list of options provided by the degree program. In certain instances, degree programs may grant students the opportunity, subject to approval from their advisor and the program coordinator or head of the department, to take a limited number of elective courses from outside the predefined list of elective courses.

Course Information

Course Identification

Course Code, Title, Credit Value, and Description
Each course offered by the university is uniquely identified by an alphanumeric code, accompanied by a title, and a specified credit value. The course code is composed of four letters, which represent the course's discipline or field of study, followed by a three-digit number indicating its level. The course title provides a brief overview of the course's subject matter. The course's credit value is expressed through a set of three numbers: the first signifies the weekly lecture hours, the second designates the weekly laboratory or problem-solving hours, and the third specifies the total credit hours assigned to the course. For master's degree programs, courses are typically designated with 600-level numbers.

The following example serves to elucidate the course code and credit value system.

GAS	601	Theory and Method I	(3-0-3)
Letter part of the code	Numeric part of the code	Course title	Lecture hours per week (3) Lab hours per week (0) Overall credit value (3)

Definition of Course Credit Hours

All courses at the university are assigned credit hours. Typically, each credit hour corresponds to 50 minutes of class instruction per week for one semester. For some courses, this may translate to two or three 50-minute recitation sessions per week.

To clarify the credit hour allocation for each course, the numbers in parentheses following the course title indicate the weekly contact hours and credit hours. The first digit in parentheses signifies the weekly class contact hours, the second digit represents the weekly laboratory or practice hours, and the third digit corresponds to the credit hours awarded upon successful course completion. It's essential to understand that credit hours earned in bridging (or remedial) courses do not count toward the fulfillment of graduation requirements for a graduate degree program.

Course Syllabi

Course syllabi can be obtained from either the department or the graduate program's office. These syllabi contain essential information, including the course title and code, prerequisites and co-requisites (if applicable), instructor details, including contact information and office hours, a course description, learning objectives, class schedules, assignment deadlines, evaluation methods along with their respective weights, and the required reading materials and course texts.

Course Prerequisite

Some courses have specific prerequisites, which are listed in the individual course descriptions. These prerequisites may include certain courses that the student must have successfully completed prior to enrolling in the course for which the prerequisite is required. However, equivalent courses successfully finished at other institutions might also fulfill the prerequisite requirements through transfer credit hours.

Course Offering and Schedule

Course availability and scheduling are determined by the individual programs. For information regarding course offerings and schedules, students should contact their respective graduate programs. For specific course schedules, students can consult the online course offerings for the semester/term or reach out to the graduate program responsible for the course.

Mode of Course Delivery

Most graduate programs primarily employ in-person classroom instruction, where students attend classes on campus at specified times with their instructors. Nonetheless, certain programs utilize a blended course delivery approach to complement and enrich the in-person format, fostering greater flexibility in learning. Both synchronous and asynchronous delivery methods are employed, allowing students to either participate in real-time, engage with the class, or access course materials at their own pace. The programs guarantee an equivalent learning experience and successful attainment of program learning objectives, regardless of the mode of delivery chosen. In cases of blended learning, the online component constitutes less than 50 percent of the total degree requirements, ensuring that the diploma awarded is recognized by the UAE Ministry of Education as a face-to-face degree.

Concentrations and Themes

In certain degree programs, students have the option to choose an area of concentration or a specific theme. This choice allows students to delve deeper into a particular aspect of their major, gaining more comprehensive knowledge. Please refer to the respective program section for details on concentration and theme requirements. When the concentration or theme is mandatory, students should declare their choice during the program application process. For programs where the concentration or theme is optional, students can indicate their preference by completing the appropriate section of the Change of Major Form (See Appendix).The Change of Major Form should be submitted to the graduate program coordinator or department head

by the last day of the 12th week of classes in the fall or spring semester. These approved forms will be forwarded to the Office of the Registrar. To be effective in the following semester or term, the forms must be received by the Office of the Registrar by the conclusion of the Add/Drop period. Forms submitted after this period will take effect in the subsequent semester or term. However, students who plan to graduate must submit their declaration forms to the Office of the Registrar no later than the end of the 10th week of classes in the semester preceding their graduation semester or term. Students who receive approval to declare a concentration that is not originally listed in their degree program, as specified in their catalog of record, but is included in the same degree program according to the most recent academic catalog, will have their catalog of record updated to the earliest academic catalog where the approved concentration was introduced.

GRADING

Assessments

The course instructor organizes the course assessments, including quizzes, midterms, and assignments, and are typically outlined in the course syllabus. For courses offered in a blended learning format, significant course assessment activities will be administered on-campus, adhering to traditional control measures as per university policies. Alternatively, other assessment methods like quizzes, presentations, essays, etc., may be evaluated online with the appropriate academic integrity safeguards in place. In the event of missing a course assessment due to a medical emergency or national duty, please refer to the corresponding university policies. In the case of missing a course assessment due to a medical emergency or severe illness, it is the student's responsibility to promptly contact their head of department. They should report the medical issue and submit certified documentation from the identified list of certified hospitals. The head of department from the student's respective department will then coordinate with course instructors to ensure they are informed of the situation. Course instructors will subsequently offer the student an opportunity to make up the missed assessment or provide an alternative arrangement to account for the missed work. Students called to fulfill their UAE National Duty are required to inform their head of department about their military service and submit official documentation as proof. The head of department will ensure that course instructors are informed of the situation. Course instructors will then offer options for making up the missed assessments or provide suitable alternatives to accommodate the missed work.

Examinations

Examination Rules

1. Final examinations for all students will take place according to the schedule outlined in the Academic Calendar.
2. Access to final examination rooms is restricted to students officially enrolled in the specific course. Students who have exceeded the 30% absence limit, have not settled their tuition or fees, or who have been suspended or expelled from the University will be prohibited from sitting for their final exams.

3. Faculty may assess students through written exams, practical or oral tests, continuous assessment, or any combination of these methods.
4. Students wishing to contest their examination results must adhere to the grade appeal procedure at the Office of the Registrar.
5. The week preceding the final exams will be dedicated to providing feedback, allowing students to review and reflect on their learning throughout the semester.
6. If a student misses an exam for reasons other than medical ones as previously stated, they may request to retake the exam under exceptional circumstances. The appeal must detail the reasons for missing the exam and include supporting documentation when applicable. Appeals should be submitted to both the relevant faculty member, DSG and Office of the Registrar for evaluation and approval.

Regulations for Final Exams

1.Faculty may only hold final examinations during the scheduled final exam period. The Registrar will post the final examination times, which will occur immediately after the fourteenth week of the Fall and Spring semesters.
2.Students are not required to take more than two final examinations in one day during the scheduled exam period. If more than two are scheduled, the Office of the Registrar will allow a postponement, enabling students to take one of the exams on a later date.
3.Exams that are postponed due to scheduling conflicts or because more than two exams are scheduled on the same day can be rescheduled during the final exam period at a mutually agreed time between the faculty member and the student.
4.Lab and oral exams that are part of a final examination may be conducted in the week preceding the scheduled final exam period. However, all required written final examinations must occur during the designated final exam period.
5.Faculty may not change the time, date, or location of a final exam without the Registrar's permission.
6.Faculty members are not allowed to extend the time for a final exam beyond the scheduled two hours without approval from the respective Dean and the Registrar.

Retention of Final Examinations

Faculty are encouraged to provide students with their graded final exams or papers at the end of the semester. The College will keep a copy of each student's graded final exam or paper, along with examples representing the full spectrum of student performance, from the last two offerings of the course. These materials will be used to assess the effectiveness of the program.

Failure to Attend a Final Examination

Should a student miss a final examination, they will not be granted permission for a makeup examination, unless there is a valid reason or documented extenuating circumstance. If the Head of Department for Graduate Studies of the relevant school/college deems that exceptional circumstances are present and justifies the need for a makeup examination. The Head of Department will assess whether it is feasible to conduct a makeup examination or if an “I” grade should be assigned, with the makeup examination scheduled for the beginning of the subsequent semester or summer term. Additional information can be found in the section on Incomplete Grades later in this catalog. In the event of illness before or during final examinations, students are responsible for adhering to the published examination schedule. Should severe illness prevent a student from taking a final exam, they must inform their graduate program coordinator or head of the department and provide comprehensive medical documentation to the graduate program coordinator before the scheduled examination. If a student has already commenced a final exam and experiences a sudden, debilitating illness necessitating immediate medical attention, they must promptly contact University Health Services. University Health Services will evaluate the seriousness of the medical condition. Based on their recommendation, the associate dean for graduate studies in the relevant college will decide whether a makeup exam can be arranged or if an 'I' grade should be assigned, with the makeup exam scheduled for the beginning of the following semester or summer term. Additional information can be found in the section on Incomplete Courses later in this catalog. Please note that an opportunity for a makeup examination will not be granted if compelling medical evidence suggests that taking or completing the exam was a viable option. The student will not receive any extra time beyond the originally allotted examination period even if the instructor permits a student to take a final examination despite their tardiness.

Grading System

Grades play a crucial role in assessing the learning process. Every course should receive a grade both midway and at the end of the semester in which it is conducted. The course instructor is responsible for informing students at the start of the semester about the course's evaluation methods and corresponding grades. Additionally, each course instructor should include a grading scale in the course syllabus. Letter grades are used to evaluate courses, and the calculation of the grade point average (CGPA) is carried out on a four-point scale. GSU follows the grading system and guidelines outlined in the table below.

GPA standing
3.85 – 4.0 Distinction with Honor 3.6 – 3.84 Distinction 3.3 – 3.59 Very Good 3.0 – 3.29 Good

Description	Letter	Grade Point	Percentage
Excellent	A	4.00	90-100
Very Good	B+	3.50	85-89
Good	B	3.00	80-84
Satisfactory	C+	2.50	75-79
Poor	C	2.00	70-74
Fail	F	0	Below 70
Failure Due to Academic Dishonesty	XF	0	-
Incomplete	I	N/A	
In progress	IP	N/A	
Transfer	TR	N/A	
Withdrawal from course	W	N/A	
Withdrawal from course due to on Absent limit	WA	N/A	
Satisfactory (denotes passing in a Pass/Fail course)	S	N/A	
Unsatisfactory (denotes failing in a Pass/Fail course)	U	N/A	
No Grade	N	N/A	

*XF: Denotes Failure Due to Academic Dishonesty (this grade can only be assigned following an academic dishonesty hearing; students may request a petition to change this grade to F).

There is additional letter grades utilized for unique circumstances. These letter grades have no associated grade points and, as such, are not considered in the computation of a student's grade point average.

Description	Letter
Audit	AUD
Student Exempt from a Course (no credit given)	EX
Incomplete	I
In Progress (may be assigned prior to a final grade in a multi-course sequence)	IP
No Grade Submitted	N
Satisfactory (denotes passing in a Pass/Fail course)	S
Transfer (credit hours)	TR
Unsatisfactory (denotes failing in a Pass/Fail course)	U
Withdrawal (Administrative withdrawal or student would like to drop the course in between a semester)	W
Withdrawal due to absences	WA
Withdrew Passing after the deadline for course withdrawal through the last day of classes (must be approved by the Dean or designee)	WP
Waive “No Credit Hours”	WV

Incomplete Courses

All course requirements must be fulfilled by the end of the final examination period of the respective registration semester/term. In cases of unexcused incomplete work, a grade of "F" is assigned for the outstanding work, and the final course grade is calculated accordingly. Exceptions, such as compelling medical or other emergencies, must be certified in writing by a qualified medical or professional authority to warrant an incomplete (I) grade for a specific course. In such cases, the student must have maintained attendance until the end of the withdrawal period of the semester/term (also see the Examinations section earlier in this catalog). The course instructor will initiate the process by completing an Incomplete Grade Form, available from the Associate Dean's Office, and submit it for final approval and implementation to the Office of the Registrar. The Incomplete Grade Form should be submitted no later than the last day of the examination period of the corresponding semester/term.

An "I" grade that remains unresolved beyond the fourth week of classes in the subsequent regular semester will automatically convert to the alternative grade specified by the instructor on the Incomplete

Grade Form. In the absence of an alternative grade on the form, the "I" grade will convert to an "F" grade. It is the student's responsibility to ascertain the specific deadlines for completing the requirements from the course instructor. Students on academic probation approved for an "I" grade in a particular semester/term are ineligible for early registration for upcoming semesters/terms. Prospective candidates for graduation with incomplete grades will be conferred their degrees in the semester/term when the remaining course requirements are successfully fulfilled.

In Progress Grades

For a master's thesis, professional project, or dissertation, the timeframe for completion often exceeds a single semester/term. During this period, an In Progress (IP) grade is assigned until the master's thesis, professional project, or dissertation is finished. Upon successful completion, the student's associate dean will notify both the Office of Research and Graduate Studies and the Office of the Registrar of the final grade. Prospective graduates within Progress grades will have their degrees conferred during the semester/term in which they complete the remaining requirements.

Master's students who discontinue work on their master's thesis or professional project during a semester without prior approval from their program coordinator/head of department will receive an "NP" grade, resulting in academic dismissal from the master's degree program.

An "IP" grade will be changed to an "N" grade in the following scenarios:

- The student is permitted to discontinue thesis work to pursue a final project (or vice versa)
- The student fails to meet the graduation requirements of the degree program within the prescribed residency time limit and is denied an extension
- The student withdraws from the university.

No Grade Entries

An “N” grade is given to a course when there is an ongoing academic integrity violation report, and the adjudication process cannot be completed before the course grade submission deadline for the semester/term. In such situations, the “N” grade is temporary, and the final course grade will be recorded once the adjudication process is finalized. If a breach of the Student Academic Integrity Code or the Student Code of Conduct results in suspension or dismissal effective for the semester/term in which the violation occurred, an “N” grade will be assigned for all courses, except for those receiving an “XF” grade penalty. If suspension or dismissal occurs at the end of a regular semester or summer term, and a letter grade has already been assigned for a course, the letter grade will be changed to an “N” grade. Subsequently, the Semester GPA and the Cumulative GPA will be recalculated, and a Suspended or Dismissed Academic Standing will be designated for that semester/term.

Repeating Courses

Graduate courses are generally not eligible for repetition. However, under specific circumstances, and with the endorsement of the program coordinator/head of department and the consent of the relevant dean (or an appointed representative), a graduate student may request to retake a maximum of two graduate courses within their degree program. Both the original grade and the new grade will be recorded on the transcript, but only the new grade will contribute to the CGPA calculation. It's important to note that no course may be attempted more than twice. Furthermore, students are not permitted to retake The Africa

Institute/ GSU courses at another institution with the intention of transferring the credit hours. Please consider that graduate students who receive an "F" grade in a graduate course will generally not be allowed to continue their enrollment at the university.

Class Standing for Master's Degree Students

The class standing of master's degree students for a given semester/term is established based on the total credit hours they have successfully completed up to and not including that specific semester/term. The subsequent table outlines the earned credit hours and their corresponding class standing equivalents:

Credited Hours Earned	Standing Classes
0–15	Master's Year 1
16 and above	Master's Year 2

Grade Point Average

The GSU employs two grade point averages (GPAs): the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA).

1. **Quality Points**
   Quality points for each course are determined by multiplying the grade point value of the letter grade by the number of credit hours assigned to the course.
2. **Semester Grade Point Average (SGPA)**
   The SGPA represents the average of the grades achieved in a specific semester. It is calculated by dividing the total quality points earned in that semester by the total credit hours for the courses taken.

   SGPA = Σ (quality points of courses taken in semester/term X) / Σ (credit hours of courses taken in semester/term X)

3. **Cumulative Grade Point Average (CGPA)**
   The CGPA reflects the overall average of all grades earned by a student throughout their academic history at the university. It is computed by dividing the total quality points obtained in all completed courses by the total credit hours for those courses. The GPA is computed by multiplying the grade point value associated with the letter grade by the credit hours for the course. This calculation yields the quality points earned for that specific course. The total quality points accumulated across all courses are divided by the total credit hours completed, resulting in the GPA. Grades that do not have an assigned value, such as AUD, EX, I, IP, N, S, TR, U, W, WA, and WP, are excluded from the cumulative grade point average calculation. A sample GPA calculation is illustrated in the table below.

SAMPLE GPA CALCULATION					
Semester	**Course**	**Credit Hours**	**Grade**	**Grade Value**	**Quality Points**
Fall	X	3	B	3.00	9.00
	Y	3	A	4.00	12.00
	z	3	B+	3.30	9.90
Fall Semester Total		9			30.90
Spring	X	3	B	3.00	9.00
	Y	3	A	4.00	12.00
	z	3	A-	3.70	11.10
Spring Semester Total		9			32.10
Semester GPA: 32.1 ÷ 9 = 3.57					
Cumulative Total		18			63.00
Cumulative GPA: 63 ÷ 18 = 3.50					

Academic Standing

Academic standing for students is primarily determined by their CGPA (Cumulative Grade Point Average).

Good Academic Standing

To maintain good academic standing, graduate students must uphold a CGPA of at least 3.00 out of 4.00. This criterion must be met to remain eligible for graduation.

Academic Probation

In cases where a graduate student's cumulative CGPA falls below 3.00 by the conclusion of a semester, they are placed on academic probation. If a student on academic probation cannot raise their CGPA to the required 3.00 by the end of the subsequent summer term, they will continue in their probationary status.

During the probationary period, the following regulations are enforced:

- A graduate student on academic probation can register for a maximum of six (6) credit hours in a semester. Furthermore, the program coordinator/head of the department can restrict the summer course load for such students to three credit hours.
- A student on academic probation is not eligible for first-time registration in a thesis, or final project.
- Academic probation status is revoked once the student attains a CGPA of 3.00 by the end of any semester/term.

Academic Dismissal

A graduate student who remains on academic probation and fails to attain good academic standing by the end of the regular semester after the one in which their cumulative GPA dropped below 3.00, with probationary status continuing into the subsequent interim summer term, will face academic dismissal from their degree program. Moreover, graduate students who receive an “F” grade in a graduate course will also be academically dismissed from their degree program. Students who have been academically dismissed can submit a petition for reinstatement to their program coordinator/head of department. This petition should be filed at least one month prior to the registration of the semester immediately following the academic dismissal.

Petitioning for Reinstatement

The Student Petition Form can be found at (See Appendix). Petitions will be assessed by the DGS, who will provide a written recommendation to the appropriate Chair of the Department. Subsequently, the Chair of the Department will offer their recommendation to the DGS. Decisions pertaining to program continuation are contingent on the assessment by the Chair of the Department in consultation with the respective director. It is essential to note that reinstatement after academic dismissal is an exceptional circumstance.

Changing Study Path After Academic Dismissal

Students who have been academically dismissed and are considering changing their academic direction may seek admission to an alternative graduate degree program. To do so, they must meet the admission prerequisites of the new program. The courses completed in the previous degree program cannot be used to satisfy the requirements of the new graduate degree program.

Readmission After Academic Dismissal

Academically dismissed students who have been away for more than two consecutive semesters are typically not eligible for readmission. Readmission after academic dismissal is only granted in extraordinary cases.

STUDENT'S PETITION AND APPEALS

Student Responsibility

Official university communications are primarily distributed through The Africa Institute (GSU)-issued email addresses. These communications are deemed official notifications. It is the responsibility of the students to regularly check their university email accounts and respond to, or act upon, the received messages accordingly.

Furthermore, students should maintain their personal records of all interactions and transactions with the university, including registration schedules, forms, grade reports, payment records, and other related documents. It is advisable to retain copies of all academic materials, such as tests, digital files, papers, and any submissions as part of course requirements. Additionally, keeping copies of all course syllabi is recommended.

Petitions

Students have the option to submit petitions requesting exceptions to the university academic policies. These petitions are to be processed through the Office of the Registrar, and the Student Petition Form. For petitions related to registration, students must direct their submissions to the program coordinator or head of the department as follows:

For Fall Semester Registration
No later than the Monday two weeks prior to the start of the fall semester.

For Spring Semester Registration
By Thursday of the second week following the end of the final examination week of the preceding fall semester.

The Office of the Associate Dean for Graduate Studies will ensure that approved petitions are forwarded to the Office of the Registrar in accordance with the established deadlines.

Academic-Related Issues Appeal Process

Should a student wish to address concerns related to a course, instructor, or other academic matters, they should initially reach out to the respective faculty member involved. In the event that the concern remains unresolved, the student is encouraged to contact the program coordinator or head of the department, as well as the dean (or their designated representative) of the respective college or school.

If the designated representative of the university or department determines that the grievance is of significant gravity, or its resolution has broader implications for the well-being of students or the university's professional responsibilities, they will establish an appropriate procedure in line with the university mission. Alternatively, they may choose to refer the matter to the Graduate Appeals Review Committee, coordinated by the Office of department head. Academic appeals must be submitted no later than one week before the commencement of the subsequent semester. This ensures timely consideration and resolution of academic-related issues.

Grade Appeal Procedure

At GSU, students are assured a fair and just evaluation process as well as equitable treatment in their academic interactions with faculty members. These principles are rigorously upheld by our faculty as an integral part of their professional responsibilities. If a student harbor concerns about a final course grade that they believe are legitimate, they should follow these steps:

1. Initiate a written communication with the course professor to express their concerns.
2. Engage in a discussion with the professor in an attempt to resolve the issue.
3. Should the matter remain unresolved, the student has the option to:
    - Submit a formal, written grade appeal to the program coordinator or head of the respective department, ensuring it is done no later than seven working days following the makeup examination day.
    - The program coordinator or head of the department will conduct a review of the case and subsequently provide a written response to the student.
    - In instances where resolution is not achieved at the department level, a committee from the respective college or school, appointed by the dean (or their designee), will conduct a thorough review of the grade appeal.

The Appeal of an XF Grade

When a failing grade of “XF” has been given to a course due to academic misconduct, a student has the option to file a petition. This petition can be submitted during the semester/term of graduation or when the student is completing their withdrawal from the university. The purpose of this petition is to request a change of the “XF” grade to an “F” on the academic transcript. The student should include this petition along with the Application for Graduation or the Complete Withdrawal Form and send it to the Office of the Registrar. The final decision regarding this change will be made by the Chair of Department. It is important to note that if the student reactivates their record at the university, the “F” grade that resulted from the “XF” grade will revert back to an “XF” grade.

STUDENT SUPPORT SERVICES

The Global Studies University (GSU), is committed to providing the best student support services. The comprehensive student support services are designed to ensure that every student thrives both academically and personally. These services include academic advising, counseling, career guidance, and access to a wide range of resources to ensure students have the necessary tools to thrive in their studies and beyond. The university's well-being services prioritize mental and physical health, providing resources and programs to maintain a balanced and healthy lifestyle. The university provides a detailed orientation program to assist new students to seamlessly transition into the university life and the larger UAE community. The university facilities are designed to provide a conducive environment for learning, research, and personal growth. They aim to foster a supportive community where every student feels empowered to succeed in their educational life and their future careers.

Student Participation in Institutional Governance

Global Studies University (GSU) is committed to fostering an inclusive environment where students are actively involved in the governance of the institution. To facilitate this, GSU will support the formation of a student body. Students will have the opportunity to elect their own representative(s) who will serve as a liaison between the student body and the university's leadership. This ensures that students have a voice in matters that concern them. The university leadership will also regularly consult with the student body to seek advice on important issues that affect the student community. This collaboration is a key aspect of GSU's commitment to ensuring that students play a significant role in shaping the policies and practices that impact their academic and social experiences.

Strategic Partnerships

As a recently established university, Global Studies University (GSU) is aware of how critical it is to establish long-lasting partnerships with businesses in order to offer internships, real-world experience, and career counseling to students. These partnerships will be essential to our students' professional growth since they will give them practical experience and prepare them for the workforce.

GSU is actively laying the groundwork for formal employer relationships in a number of industries. Our strategy is to progressively establish a network of industry partners as we expand. As we grow, our approach is to gradually build a network of industry partners. Sharjah's diverse sectors including cultural heritage, education, financial services, and government—provide a rich resource for GSU to engage with. GSU will take advantage of Sharjah's strategic location by working with both public and private employers to establish win-win alliances.

Apart from offering top-notch academic guidance and mentoring, our goal is to ensure that students receive real-world career assistance. We acknowledge that, as a new institution, establishing lasting relationships will require time, even as we cultivate employer partnerships and take part in local and regional career fairs. A key part of our long-term strategy, especially as we graduate our first cohort, will be to cultivate a robust alumni network. Alumni in various sectors will mentor students and create pathways for future internships and job opportunities.

GSU is still dedicated to building and maintaining strong ties with employers both domestically and internationally in order to give our students access to real-world learning opportunities, tools for career development, and clearly defined career paths.

Career Placement, Internship, and Alumni Services

As a vital component of GSU's student service unit, the Career Placement, Internship, and Alumni Office will help students get ready for their future career paths in line with the university's mission to develop critical thinkers and address global complexities. Despite being a recently established university, GSU is dedicated to forging significant alliances with businesses, sectors and associations in order to provide students with real-world experiences. The office's goal is to build connections with national and international organizations in fields related to GSU's humanities and social science programs. Our goal is to give students opportunities for experiential learning, like internships and career placements, that will help them apply their academic knowledge in the real world and give them the tools they need to succeed in the workforce. The office will provide career counseling, workshops, and seminars aimed at improving students' professional competencies as part of GSU's commitment to producing graduates prepared to handle complex global challenges. As the demands of the global labor market change, we will actively seek to match our academic programs to make sure GSU students are competitive and ready for leadership positions across a range of industries.

As a means of allowing students to apply classroom concepts in practical settings, internship programs will play a crucial role in the educational process. The office will work closely with academic divisions and outside organizations to guarantee that internship opportunities complement GSU's multidisciplinary global studies program while also being rewarding. Through one-on-one counseling, CV development workshops, and job placement assistance, the office will set up various ways to support students. In order to steer students toward in-demand careers and skills, we will closely collaborate with employers to continuously assess labor market trends.

Academic Counseling

At Global Studies University (GSU), we prioritize the academic success and personal development of our students. To support this, GSU offers comprehensive academic counselling services designed to guide students throughout their academic journey. Academic counselors are available to assist students in selecting courses, understanding degree requirements, and developing effective study strategies. They also provide personalized advice on balancing academic workloads with extracurricular activities and managing any academic challenges that may arise. Whether you need help in planning your academic path, considering a change in your major, or seeking support for academic difficulties, GSU’s academic counselling team is here to help. Our goal is to empower students to make informed decisions about their education and to achieve their full academic potential.

Student Learning Support Center

The Global Studies University (GSU) offers a comprehensive Student Learning Support Center for its postgraduate students, designed to enhance their academic experience. In addition to educational support, GSU will further leverage its facilities, such as the auditorium and Africa Hall, which are ideal for hosting seminars, lectures, and collaborative discussions. The African Language Program is also available to students looking to strengthen their language skills, a critical tool in their research and engagement with African studies. The university plans to organize workshops dedicated to dissertation writing and academic advising, helping students refine their research and writing capabilities under expert guidance.

As part of GSU's student learning support centers, we aim to incorporate future senior students into our learning support initiatives. Once our first cohort progresses, senior students will be encouraged to play a pivotal role in assisting new students through peer mentoring. This mentorship will complement the academic advising and learning support services, helping new students adjust to the academic environment, navigate campus life, and manage their postgraduate studies effectively. This peer involvement will enhance the sense of community and ensure a smoother transition for incoming students. Students are also encouraged to participate in activities and programs at the Sharjah Art Foundation, which offers opportunities for creative expression, intellectual engagement, and interdisciplinary collaboration. These facilities and programs together create a robust environment for postgraduate students to thrive academically and culturally.

Commitment to Well-Being at (GSU)

The university is deeply committed to extending well-being to every member of our community, including students, faculty, and staff. The university is committed to providing medical services on campus and through its healthcare network provider (health insurance). Furthermore, recognizing that well-being encompasses physical, mental, and emotional dimensions, the University has established strategic partnerships with premier wellness and fitness service providers both in Sharjah and across the UAE. These collaborations provide a comprehensive range of programs tailored to the diverse needs of our community. In addition to existing partnerships, the University is actively working to secure exclusive memberships and discounts, to further enhances the wellness benefits available. Through these initiatives, the University aims to support a balanced and healthy lifestyle, ensuring all members have access to the resources needed for optimal well-being.

Student Services

The university provides a wide range of learning resources, academic support services, publications and laboratory facilities.

- **Student affairs**

  The Student Affairs office is dedicated to enhancing the student experience by providing comprehensive support and resources. The office focuses on fostering personal growth, academic success, and a vibrant campus life through a range of services, including academic success, extracurricular activities, and student engagement initiatives. The goal is to create a supportive and enriching environment where every student can thrive and achieve their full potential.

  Located on the main building ground floor (office: C2.1-2.GF), the student affairs team can be reached at 06-5112442 (

- **Admission**

  The admission office is dedicated to guiding prospective students through the admission process. It provides comprehensive information on programs, application requirements, and available scholarships to assist students in making informed academic decisions. The office's responsibilities include evaluating applications, determining eligibility, and making admission decisions. It also maintains accurate student academic records and transcripts.

  Located in the main building's ground floor (office: B2.1.GF), admission team can be reached at 06-5112445 or email admissions@theafricainstitute.org

- **Registration**

  The Registration Department is responsible for managing the academic records of students, course enrolment, and scheduling. It assists students in selecting courses, resolving registration issues, and ensuring accurate academic documentation.

  Located on the main building's ground floor (office: B2.1.GF), the registration team can be reached at 06 5112439 or email registrar@theafricainstitute.org

- **ID Cards**

  The ID card will be issued after the add/drop period for each semester. The GSU's Registration Office will handle the processing and issuance of all student ID cards. Students will be informed when their ID cards are ready for collection.

All students must always carry their ID cards. These cards should be presented for verification when entering the campus, during exams, and in the university library.

If a student loses their ID card, they must pay a fee of 150 AED and apply for a replacement. During the replacement process, students can use their Emirates ID card to access the campus and the university library.

For questions related to ID card issuance, please contact: 06-5112439 or Email: registrar@theafricainstitute.org

- **Student Clubs and Associations:**

The Student Affairs office offers opportunities for students to exercise and develop their skills through practical learning experiences outside the classroom. GSU Student clubs are vibrant communities that enrich the campus experience. They offer opportunities for students to connect with like-minded peers, explore their passions, develop leadership skills, and gain valuable practical experience. Whether the student is interested in academics, hobbies, cultural activities, or social causes, there's a club to suit their interests. Joining a student club can help the students build lasting friendships, enhance their resumes, and contribute positively to the university community.

- **Visa and Equalization Services (VES)**

GSU offers professional support for managing and processing official government documents related to visa, residency, and Emirates ID applications. If the student fails to arrive on time, the visa will be canceled.

For questions related to Visa and Emirates ID card issuance, please contact: HR@theafricainstitute.org

The Registrar office provides support with the equalization and attestation processes to ensure compliance with UAE Ministry of Education regulations. Please note that the university does not cover the associated fees; students are responsible for these costs.

For inquiries regarding equalization and attestation, please contact: 06-5112439 or Email: registrar@theafricainstitute.org

- **Library**

The GSU Library is a dedicated space for learning. The library is designed to foster a productive and engaging learning environment. It offers an extensive collection of physical and digital materials and study spaces to accommodate individual and collaborative needs.

Located in the main building ground floor (A4.2.GF).

- **Meroë Bookshop**

  Meroe Bookshop is the major on-campus source for books and periodical available for sale at a discounted price. At Meroë students can explore The Africa Institute (GSU) publications that cover a wide range of topics related to humanities and social sciences, providing readers with a comprehensive understanding of Africa and its diasporas' past, present, and future. The publications introduce African cultures in their diverse genres in humanities and social sciences ranging from literature, visual culture, theater, music, song, and literary criticism, among other forms of creative expression.

  The Bookshop is located in the main building ground floor (A3.2.GF)

- **Prayer Rooms and Religious Spaces of Worship**

  The GSU is committed to providing inclusive spaces that cater to the diverse needs of its diverse communities. Prayer rooms are conveniently located on the ground floor of the Main Building and are accessible to all members of the GSU community. Additionally, a mosque is available on campus, offering separate facilities for both male and female students. In addition, the GSU's Guide to Sharjah publication offer information on churches and spaces of worship different denominations in Sharjah. The guide to such resources and spaces are designed to ensure that everyone has a peaceful and respectful environment to practice their faith.

- **Dining Services**

  The GSU on-campus café offers a diverse menu of snacks and beverages. The university café is located at the university main building ground floor.

- **Sport Facilities**

  The GSU sports facilities are designed for recreational as well as competition programs that foster discipline, sportsmanship, integrity, leadership, and teamwork through sports participation. Whether the student is an experienced athlete or just new to the game, there is something for everyone: from soccer, basketball, cricket, volleyball, and other team sports to fitness goals in a world-class setting.

  - Sport Facilities:
  - Football field: A large outdoor area for playing football.
  - Basketball court: An outdoor court for basketball games and practice.
  - Volleyball court: An outdoor court for volleyball matches.
  - Tennis court: An outdoor court for tennis matches.
  - Jogging tracks: Designated paths for running and jogging.

- **Health Services**

  GSU clinic provides primary healthcare services to all GSU students, faculty, staff members, and their dependents. For serious illnesses, patients may be referred to a hospital for specialized treatment. Our clinic is equipped with an isolation room for short-term monitoring of patients before transfer to a hospital if necessary.

  Located in the main building ground floor

- **Student Service Center:**

  The student Service Center serves as a vibrant hub where students can connect, interact, and enjoy a variety of entertaining activities. The student center features a vending machine for your convenience, offering a selection of snacks and beverages.

  Located in the main building ground floor

- **Auditorium**

  The GSU Auditorium is a versatile space that serves as a hub for a variety of academic and cultural activities. This venue provides a dynamic platform for conferences, symposia, guest lectures, film and video screening, and other important events.

  Located on the main building's ground floor (A1.2.GF).

- **The Africa Hall**

  The Africa Hall, originally established in 1976 in Sharjah, UAE, has been a cornerstone of cultural and intellectual life in the region. Over the years, it has hosted numerous events, including lectures, symposia, and cultural activities that have brought together scholars, artists, and thinkers from across the globe. In 2018, Africa Hall was rebuilt to modern standards, ensuring that its historical significance is preserved while offering state-of-the-art facilities. Today, the Africa Hall serves as a versatile venue for conferences, symposia, lectures, musical concerts, and film screenings, and stage plays. It provides a comfortable and inspiring environment for students, faculty, staff, and the broader community of Sharjah and the UAE to engage in thought-provoking discussions and presentations. As an integral part of the GSU, the Africa Hall continues to be a central meeting place, fostering a vibrant academic and cultural atmosphere.

- **Lost and Found**

  The Lost and Found can be retrieved at the reception desk, where misplaced items are carefully stored. Items are securely kept for a period of 3 months. Once this period has passed, any unclaimed items will be handled according to the established disposal procedures.

  For questions related to Lost and Found, please contact: 06-5112435 or Email: almulla@theafricainstitute.org

- **Security**

  The Security office monitors and ensures safety across the entire campus, including halls and all university-owned buildings. The office oversees the campus traffic and parking system, providing security personnel 24/7 on university premises and during campus events.

  For inquiries, please contact the Security Office of at 06/524944867 – 06/563954379

- **Wellness Service Providers**

  Global Studies University has forged key partnerships with a variety of esteemed wellness and fitness providers, in Sharjah including:

  - Gymnation, AED 99 for the first month and AED 149 for the following months
  - Barakah Studio, 20% on all single and packages mat classes
  - Sharjah Ladies Club, 15% on all fitness facilities and salon and spa services
  - Fitness 180 Center,15% discount on memberships
  - Club 21 Spa, The Act Hotel, 30% discount on published rates
  - Nest Campus: Strategically located right by University City, Nest at Aljada is a premium purpose-built student housing campus based in the heart of Sharjah's most exciting lifestyle community.

    With award-winning security and safety systems that have been reviewed and recognized by Sharjah Police, **Nest** provides students with an ideal environment in which to live, study and play, with world-class facilities that have been carefully designed to allow learning to flourish and even assist with entry into employment. This campus offers swimming pools, gyms, and other sports facilities. Students residing at Nest are entitled to 20% discounts at various fitness centers in Al Jada.

  - Adv+:

    This lifestyle membership offers access, benefits and discounts at a comprehensive range of facilities in the UAE. The portfolio includes leisure pools, chique hotels, beautiful beach spots, co-working spaces, family recreation areas & top fitness sports venues. Includes a range of premium services such as:

    - Sheraton Sharjah Beach Resort: Private beach, swimming pool, fitness center, kids' clubs.
    - Sharjah Shooting Club: Mixed gym, ladies-only gym, group fitness classes, pool, tennis courts.
    - Seventy Fitness & Spa Lounge: Fitness and wellness center, exercise studio, pool, jacuzzi, squash court, lounge, chess, sauna, steam room.
    - Olympia Gym Sharjah
    - Toronto Body Gym

- **Wellness Programs and Workshops**

  In partnership with Barakah Studio - a wellness hub specializing in yoga, Pilates, and barre classes - Global Studies University offers a diverse array of wellness programs and workshops each semester. These initiatives are designed to address various aspects of well-being, including physical fitness, mindfulness, and stress management. The collaboration with Barakah Studio ensures that the offerings are inclusive and cater to the unique needs of the university community. Additionally, the University plans to organize wellness trips across the UAE, providing opportunities for exploration and holistic health improvement.

- **Expanded Discounts Program**

  To further enhance the well-being of its community, students may benefit from the below expanded discounts program that includes exclusive benefits across multiple sectors

  - Emirates Airline
  - SAMSUNG
  - H&M
  - Louvre Abu Dhabi
  - iSTYLE
  - Sharjah Ladies Club
  - APPLE
  - SPOTIFY
  - 404 ERROR Trading

The University is also actively working to establish additional memberships and discounts. These partnerships and discount programs are strategically designed to enhance students' quality of life, supporting both their educational and personal development.

- **Tournaments**

  The commitment to wellness extends beyond individual activities to encompass community-building. The university seeks to offer a range of sports and wellness tournaments throughout the year, including friendly football matches, yoga challenges, and competitive tennis events. These tournaments aim to foster team spirit, encourage healthy competition, and highlight the significance of physical activity and social connection. The University is dedicated to creating a vibrant and inclusive environment where all members can thrive, feel valued, and experience a strong sense of community.

- **International Students**

  The Student Affairs department takes proactive steps to support students from the moment they are admitted, ensuring a smooth transition into university. This includes providing essential information on course registration, accommodation options, visa and travel arrangement, and the vibrant experiences that await them in Sharjah. The department is committed to guiding students through every aspect of their academic journey and beyond, fostering a sense of belonging and community. Through personalized assistance and comprehensive resources, the Student Affairs team helps students navigate their academic and social lives, ensuring they are well-prepared and supported throughout their time at the university. Arrival of International Students.

STUDENT GUIDELINES

Introduction and Orientation

The student orientation program at Global Studies University is designed to offer a warm and informative welcome to new students, setting the stage for their academic journey. The program introduces the diverse academic opportunities available at the university and acquaints students with the vibrant city of Sharjah, which is celebrated for its unique blend of modernity and tradition. A key focus of the orientation is building a sense of community by connecting students with faculty, staff, and peers, ensuring they are well-prepared and supported throughout their academic experience. This holistic approach aims to smooth the transition into university life

Students Responsibilities & Rights

GSU believes in providing equal learning opportunities to all its students without any discrimination regarding ethnicity, color, age, religion, gender, or nationality. Accordingly, students have the right to access all programs and facilities under the university. At GSU, students are encouraged to voice their opinions, make their own decisions, and take full responsibility for their actions and the consequences of their actions. In this section, we will shed light on the student's roles and responsibilities, to preserve the rights and property of all members of the university, and to deliver a robust learning community. It is expected that students will adhere to the United Arab Emirate's federal and local laws.

Students who indicated violating or misconducting the university codes have the following rights:

- Heard without bias
- Treated with respect
- Reports alleged violation of the code of conduct policy
- Appeal for review of penalty

Students at the GSU are expected to:

- Treat everyone with respect and dignity.
- To be familiarized with all the policies and regulations set by the university.
- To adhere to the codes
- Conducting behaviors that are in consistent with the university values on campus and in public.

The violation of any code is considered an unacceptable offense, and ignorance of policies and regulations.

Freedom of Assembly

The university realizes the student rights in pursuing knowledge, forming opinions, debating ideas and freely expressing their views while respecting the rights of freedoms of others.

- **Freedom of Expression**

  The communication office will be responsible for approving any flyers, posters, advertisements, and announcements prior to being posted. All unauthorized materials will be removed. A student will be subject to disciplinary action if any unauthorized materials were posted and found to be offensive and disrespectful to a group or individual or violate any UAE laws.

Student Code of Conduct

The Student Code of Conduct serves as a clear outline of the expected behaviors for students, as well as the consequences for any attempts to breach these expectations. It ensures that students will be subjected to a fair adjudication process in the event of alleged violations, ensuring that they receive a just assessment. The student conduct proceedings are designed to determine whether there has been a breach of the university established standards of conduct. The Student Code of Conduct is considered an educational model to help understand the responsibilities and privileges available within the university community. These codes were made for the protection of others' rights while considering building a safe community for the university members. It is the student's sole responsibility to ensure they do not violate the university policies, regulations, and code, as well as the local laws of Sharjah and federal laws of the UAE.

- **The Code**

  Students must adhere to the university policies, regulations, and code, as well as the local laws of Sharjah and federal laws of the UAE. Students who seek knowledge or participate in group activities should not be discouraged or feel limited by this code, provided their actions will not interfere and cause any obstacles or disrupt the rights of the university members and community.

- **Dress Code**

  It is prohibited to dress inappropriately by both males and females. This may include but is not limited to, indecently exposed back, waist, shoulders, or cleavage, tight or transparent clothing, and clothing above the knees. Students must avoid any clothing with offensive language, pictures, or slogans.

- **Alcohol and Drugs**

  The following are violations of the code and Sharjah /UAE laws as they relate to alcohol and drugs:
  - Possession, use, sale/distribution of alcohol

- Entering the university and/or being found to be intoxicated or using/dealing with alcoholic beverages in any location within the university.
- Possession, use, sale/distribution of controlled substances/drugs

- **Smoking**

GSU is committed to providing a healthy and safe environment for all community members. To support this commitment, we have implemented a smoke-free policy across the entire campus. This policy is in line with international health standards and UAE regulations, which mandate the creation of smoke-free environments to safeguard public health. Smoking is a leading cause of serious health issues, including heart disease, lung cancer, and respiratory problems, not only for smokers but also for those exposed to secondhand smoke. As such, smoking is strictly prohibited in all GSU facilities, in accordance with local Sharjah laws and federal UAE regulations. To protect the GSU community, violations of this smoke-free policy will result in disciplinary action.

- **Endangering the Safety of Others and Self**

The following are prohibited as they relate to the safety of others and of oneself:

- Endanger or threaten the safety and health of any person on the university premises or events.
- Deliberately conduct or be involved in any form of physical, verbal, written, or even graphic and severe intimidation, pervasive or persistent, that may prevent a person from performing their daily activities, job, or studies.
- Involvement in gang activities and overt display of gang affiliation.
- The misuse of any of the firefighting tools/systems and electrical equipment may compromise or disrupt the university activities or cause potential harm to others. False activation of fire alarms.
- Engaging in coercion and blackmailing.
- Assault or physical injury to any person inside the university premises or events
- Attempts to enter any of the university unauthorized buildings, facilities, or offices without permission from its lawful authority to remain therein or refusing to leave when asked by authorized personnel.
- Trespassing or entering the university premises, facilities, or offices by force without authorization during or after official working hours.
- Not complying with any of the university authorized officials or security instructions
- Failure to identify yourself when requested by the university authorized officials and security at the time of performing their duties.
- It is prohibited by law to sell, distribute, possess, or use fireworks, firearms, weapons, explosives, or relevant materials and substances.
- At an incident where a student tries to harm themselves or threatens people, the security office will intervene immediately, and the individual could face immediate suspension from the university.

- **Defamation**

  Disseminating rumors and the disclosure of a person's personal information or the attempt to invade their privacy with the intention to deliberately cause embarrassment are strictly prohibited.

- **Harassment**

  Disrespect or harassment of another person based on gender, race, color, nationality, religion, or disability.

Students Housing/Residential

The Africa Institute, GSU, has made plans to provide its students with housing at the Nest campus.

Nest at Aljada, strategically positioned adjacent to University City, stands as a high-end student housing campus at the center of Sharjah's vibrant lifestyle community. Nest provides students with an opportunity to reside, study, and engage in recreational activities, all within a secure environment featuring world-class amenities. These facilities have been meticulously crafted to not only promote a conducive learning environment but also aid in career preparation and advancement.

NEST Residential Code of Conduct

Student are required to abide by NEST Residential Code of Conduct listed below and by any updates on rules, policies and procedures provided by NEST. The original document of NEST code of conduct was provided by NEST Campus.

Adherence to the guidelines set forth in this Code of Conduct is an essential requirement for residing in NEST. NEST retains the right to terminate the tenancy agreement of any tenant discovered to be in violation of this Code of Conduct, initiate eviction procedures, and potentially pursue legal action. Failure to abide by the rules and regulations set herein may also result in fines and penalties imposed. NEST is committed to fostering a safe and harmonious living environment for all residents, and the Residential Code of Conduct has been instituted to uphold these principles.

Sustainability
Residents are expected to adhere to responsible usage of resources such as water, electricity, air conditioning, and heating systems. Additionally, residents are required to maintain a sanitary living environment within their homes. This includes practicing good hygiene and cleanliness.

Respectful Behaviors
By adhering to the Code of Conduct, we can cultivate a sense of inclusivity and warmth within the Nest community, enabling everyone to fully enjoy the shared facilities and have a positive living experience.

Smoking & Tobacco Products
Smoking on NEST premises is strictly prohibited, except within designated smoking areas. Residential rooms, outdoor areas, parking lots, balconies, and swimming pool areas are examples of areas where smoking is not allowed. This rule applies to all forms of tobacco products, including cigarettes, cigars, hookahs, e-cigarettes (vapes), shishas, and vaporizers.

Alcohol
Possessing, consuming, distributing, or being in the presence of alcohol or alcoholic beverages violates both Sharjah law and the residential Code of Conduct and is strictly prohibited.The possession of any quantities of alcohol, alcohol in non-standard containers, alcohol production, and the use or possession of devices or games designed to facilitate rapid alcohol consumption are all considered illegal.

Substance
The possession, production, sale, distribution, use, or exposure to illegal drugs or marijuana, including medical marijuana, is prohibited by UAE law. This also includes the possession of any paraphernalia that has been used with illegal drugs or has been contaminated by them. Prescription medications should only be used by the intended patient for the prescribed
purpose. Over-the-counter medications must be strictly administered following manufacturer instructions.

Noise Disturbance
During designated “silent hours,” which are from 10 p.m. to 8 a.m. on weekdays and weekends, it is strictly forbidden to create any excessive noise that disturbs the tranquility of neighboring residential rooms and buildings. Without exception, any noise that unreasonably interferes with residents’ daily activities, sleep, or productivity is considered unacceptable.

Entry Restriction Based on Gender
Male tenants, as well as visitors from outside the building, are strictly prohibited from entering female-only areas. Female tenants, as well as visitors from outside the building, are strictly prohibited from entering male-only areas.

Abuse of Language
Engaging in behavior that incites fear, nuisance, coercion, or poses a threat to another individual or their property is against Sharjah law. This encompasses all forms of electronic communication, including photos, social media platforms, and instant messaging. It is strictly forbidden to engage in bullying, harassment, coercion, or threats towards other resident or any staff member or their belongings, whether through verbal or written means.

Littering
The act of littering is strictly prohibited. No one may throw, drop, or project any object or material from or into the premises. Individuals are required to place all unwanted items and waste into appropriate, designated areas for proper disposal. Under no circumstances may residents leave garbage in corridors outside of rooms and must make proper use of the garbage chutes available on every floor.

Theft & Authorized Use
Unauthorized acquisition, usage, or retention of Nest or another's personal property, equipment, or resources constitutes a violation of the law. This includes actions such as sleeping on shared furniture or equipment and bringing personal belongings into communal areas without proper authorization. Engaging in any for-profit activities that utilize Nest resources, including common spaces and The Nest logo, is strictly prohibited.

Weapons
The possession of firearms, including those with or without a permit, tasers, hazardous instruments, or any other weapons that are deemed illegal is strictly prohibited. This prohibition also extends to the possession and usage of potentially hazardous recreational equipment.

Property Damage & Vandalism
Unauthorized taking or alteration of NEST or another's property is strictly prohibited. This includes damaging property, and vandalizing surfaces (such as walls or other furniture surfaces).
Residents will be held responsible for any damage caused to household items, and NEST will charge them for repair or replacement services. The final bill may include fees for disposal, shipping, administration, and other costs directly associated with repairing the damage. These charges are based on commercial rates.

Room upkeep and Decoration
Only approved adhesive products may be used for hanging decorations. If residents use an adhesive that leaves marks, they will be held responsible for the entire cost of repainting the wall. The usage of nails and screws on walls or structural elements of the building is strictly prohibited. Common areas, including corridors, aisles, stairwells, and restrooms, should not be decorated. Modifying the appearance of light bulbs in any way is strictly forbidden. Please refrain from making any structural or ornamental changes to the room. It is important not to introduce anything into pipes or drains that could be harmful, unhygienic, or cause blockages.

Prohibited action of tampering
Unauthorized alteration or removal of door or window restrictors is strictly prohibited. Any tampering with doors, including the latch, hinge, or closing mechanism, is considered a criminal offense, and is strictly forbidden. Tampering includes activities such as removing button plates, forcefully manipulating doors, tampering with wiring or lights, engaging in disruptive behavior inside the unit, or triggering the fire alarm signal.

Preventing Arson
Misusing or tampering with fire safety devices, including detectors, extinguishers, sprinklers, door closers, safety lights, and directional arrows, is strictly prohibited and considered a criminal offense. In the event of an accidentally activated fire alarm that leads to the dispatch of fire crews, or building evacuation, NEST reserves the right to reasonable reimbursement from the responsible party to cover all expenses incurred by emergency services.

Fire Risk
The possession or utilization of explosive materials, flammable substances, or fire starters is strictly prohibited by Sharjah law. Grilling or barbecuing is strictly prohibited at NEST unless explicitly approved by the NEST management team. Residents are responsible for the correct use of electrical outlets and must avoid overloading them.

Visitors
Overnight guests in resident rooms are strictly prohibited without Nest management approval. Visitor timing to be 8 AM to 11 PM. Visitors need to present original and valid ID to security each time. Visitors should not be left unattended at any time. Residents will be held responsible for the behavior of their visitors. Visitors are subject to the same rules and regulations in the Code of Conduct. All visitors must register and sign in and out at security upon arrival and departure. Violations will result in appropriate consequences.

Dress code
To access Nest and Nest facilities, it is necessary to be dressed appropriately. Offensive images or phrases printed on clothing, as well as clothing that is transparent or excessively revealing, are not permitted. Wearing loose-fitting attire that covers the shoulders, arms, and legs will ensure a more comfortable environment for both genders. Sunbathing without clothing is strictly prohibited, and swimwear should only be worn in designated swimming areas.

Trespassing
Unauthorized entry or trespassing in private rooms, buildings, or common areas is strictly prohibited. Accessing restricted areas that are clearly marked or known to be off-limits is against the law. Avoid any location that has been designated as off-limits by a member of NEST. This includes roof access doors, roofs, ledges, seismic bracing, fire escapes, construction areas, and other structures. Entering or exiting a building through a window or designated emergency exit in the absence of an actual emergency is considered illegal.

Access Keys
You may not use, copy, or lend NEST issued keys or key cards without proper authorization. Unauthorized duplication or sharing of keys is forbidden. In the case of lost keys, please notify security. Replacement of lost keys will be subject to additional cost.

Health & Safety
Engaging in any activities or behaviors that pose a risk to the health and safety of yourself or others is strictly prohibited.

Zero Discrimination
Engaging in discriminatory behavior based on someone's sexual orientation or gender identity is strictly prohibited. Any form of physical or sexual harassment directed towards another resident or individual based on their race, religion, disability, or other protected characteristics is strictly forbidden. This includes acts of assault, threats, or any actions that result in physical, sexual, or emotional harm. Harassing any NEST employee physically or sexually is illegal. This includes obstructing a team member's ability to

fully engage in the residential community or perform their duties, as well as engaging in acts of assault, making threats, or causing physical or emotional harm.

Indecent & Disorderly Conduct
Activities such as urinating or defecating in inappropriate areas, invading personal space, hanging from balconies or buildings, or publicly exposing private body parts are considered serious acts of indecency. It is against the law to record someone's voice or video without their knowledge or consent. The use of cameras, mobile phones, or any other video recording devices is prohibited in all private areas of NEST, including restrooms. Respecting the privacy, dignity, and personal boundaries of others is essential to a safe and respectful environment. Violations of these guidelines may result in severe consequences.

Transmission of False Information
You must not present false or misleading information.

Gambling
Gambling of any kind is prohibited in the Emirate of Sharjah.

Animal & Pet Care Guidelines
Pets and other animals are strictly prohibited in any building unit or common area.

Prohibited Storing
Storing personal belongings in common areas, balconies, or restrooms is strictly prohibited without proper authorization. This rule also applies to bicycles, which are not allowed to be stored in these areas.

The Right to Access
Nest management retains the right to reasonable access to rooms for maintenance, emergencies, non-responsive tenants, eviction and or any other reason they may deem fit.

The Community Features:

- Dedicated common areas for males and females only
- 24/7 Safety and security
- High-speed internet in public spaces
- Community events
- Free transportation to and from universities and colleges in the area, as well as the city's best hotspots (beaches, malls, attractions, etc.)
- 24/7 Laundry service
- Restaurants and café's
- Basement parking for residents
- Outdoor seating areas
- Professionally fitted rooms.

Library Code of Conduct

The university is conceived as a research-based think-tank, and a postgraduate studies institution (offering masters programs), which aims to train a new generation of critical thinkers in African and African diaspora studies. Providing a productive learning environment for students is one of the university's missions and to continue supporting our students, we expect them to adhere to the following:

1. No Talking
2. Interacting with everyone inside the library with respect
3. Any disrespectful or inappropriate behavior will require the student to exit the library
4. Mobiles must be set to silent mode
5. Working and studying groups are limited to a maximum of 3 students
6. Lost or missing items are not the responsibility of the library or the university
7. Students' items are not to be left unattended
8. Food and drinks are not allowed inside the library
9. Smoking is prohibited inside the library
10. Staff working in the library have the right to request students to show their university ID
11. The university aims to engage with the community and create a learning environment. Accordingly, the same rules apply to them. Additionally, children under the age of 14 years old must be accompanied by an adult.
12. Students or users violating the above library code of conduct will be suspended from library privileges and removed. They shall also receive a written warning notification
13. Students must present their original ID to borrow books or research materials and must return any borrowed items by the due date
14. Students must return borrowed items before the end of the term otherwise they will be charged the cost of these items and will not receive their grades until they resolve this issue with the library

Loan Policy

General Rules

- Borrowers at the GSU will be required to use their user cards when checking out materials.
- The library administration shall collaborate with Academic Affairs and the IT department on this matter.
- Master's students can use their student IDs, issued by Academic Affairs, as their library cards.
- Off-campus borrowers will be required to present photo identification when checking out materials.
- All borrowers must agree to follow the library's rules, including accepting responsibility for overdue penalties, replacement costs, and, if applicable, collection account fees.

Loan Period

Items	Faculty members	Fellows	Master's Students	Staff	Alumni	Visitors
Books	90 days	40 days	30 days	60 days	20 days	1 week
Periodicals	7 days	3 days	1 day	1 day	1 day	2 hours consulting in situ
Newspapers	Do not circulate	Do not circulate	Do not circulate	Do not circulate	Do not circulate	Do not circulate
Microfilms (non-renewable)	90 days	40 days	30 days	Consulting in situ	Consulting in situ	Consulting in situ
Microfiche	7 days	3 days	1 day	Consulting in situ	Consulting in situ	Consulting in situ
Reserve (non-renewable)	Designated by the course instructor	Designated by the course instructor	Designated by the course instructor	Designated by the course instructor	Designated by the course instructor	Designated by the course instructor
Reference	Library use only	Library use only	Library use only	Library use only	Library use only	Library use only
Special collections	Special request and Library use only	Special request and Library use only	Special request and Library use only	Special request and Library use only	Special request and Library use only	Special request and Library use only

N.B.: The library shall collaborate with faculty to establish a loan period for textbooks and reference materials that support general education courses, and graduate program.

Loan Limit Circulating Policies

Patron group	Numbers of items	Renewal
Faculty members	60	3
Fellows	30	2
Master students	20	2
Staff	15	2
Alumni	10	1
Visitors	5	1

Renewal And Return Policies

Guidelines

- Faculty members, student and staff should bring items and their ID cards to the checkout desk to proceed with the checkout.
- Borrowers will be provided with a date due receipt, if not clipped directly to the material itself, as a reminder to avoid late fees.
- All patrons are permitted to renew most items unless there are reserves on them. Special items such as music CDs and seasonally themed books cannot be renewed.
- Borrowers who will not be returning to the Global Studies University library should make arrangements to mail items back to the library by the specified due date or earlier
- Renewal is not permitted if the item is on hold.

Library Holds

Borrowers at the GSU may place a hold on circulating items within the library system, including items available on the shelf at another location or checked-out items.

Recalls

Books checked-out may be recalled for another user at any time. Below are the guidelines for such instances:

- Borrowers, such as faculty, students, staff, alumni, and off-campus borrowers, will be notified to return the book by the revised recall due date.
- Any borrowed items may be recalled.
- The GSU library users will be notified via email and are required to return the recalled items within 3 days.
- If the item is not returned within 3 days, a fine of AED 1 per day will be applied until it is returned.
- Users with overdue recalls will be unable to borrow new items until they have returned the recalled item.
- If the borrower is unable to return the materials on time due to unavoidable circumstances, the individual should send an email to library@gsu.ac.ae to make alternative arrangements to avoid fines.

Use Of Library Materials

- Patrons are responsible for the library materials they handle, whether they borrow the item or use it in the library.
- Users are not allowed to remove anything from the library unless they have followed the correct loan procedures.
- All patrons must respect copyright and licensing restrictions.
- Users must not damage or markup materials.
- Users are not permitted to purposefully misplace items in the library.

Overdue Library Materials

General Policies

- Materials are considered overdue if they are not returned or renewed by the due date.
- The library has the right to send courteous reminders for overdue items. However, prompt material return is still the borrower's responsibility.
- Items overdue for more than 30 days will be considered lost, and a replacement fee will be charged. If the item is returned after this period, the patron will still be responsible for paying the applicable overdue fines (AED 1 per day) plus a processing fee of AED 50 per item.
- Until the item is returned or the debt is settled, the borrower will not be permitted to borrow any additional materials.
- Students who have unpaid fines at the end of a semester will not receive their grades and will not be allowed to register for classes the following semester. Students who have graduated or transferred will not be able to receive transcripts until any outstanding library fines have been paid.
- The library shall collaborate with Acdemic Affairs regarding the overdue library materials and unpaid fines.
- Users can access information about their circulation status through their library accounts or by contacting library staff.
- Users of the GSU Library are urged to use these resources wisely and to be responsible borrowers to prevent being charged fees for late, lost, or damaged goods.

Fines

- All overdue materials are fined AED 1 per day per item.
- The library has the authority to impose fines on items that are overdue when returned (AED 1 per day).
- Any lost, damaged, or non-returned material labeled as missing after being overdue for more than 30 days will incur late fees, replacement costs, and a processing fee of AED 50.
- These accounts will be turned over to the Accounts Department, and the borrower will be responsible for paying any interest that accrues on unpaid accounts.

Replacement fees

- The library has the authority to impose replacement fees for all lost, non-returned, or damaged materials.
- Replacement fees include the current cost of the item plus a AED 50 processing fee.
- Processing fees may be more for multi-volume sets or rare materials.

Disclaimer

- The Library Circulation Policy is subject to change; therefore, patrons should consult the library's website or ask a librarian for the most up-to-date information.
- The library shall inform faculty, Academic Affairs, the IT Department, and the Communication and Marketing Department of any updates to the policies and procedures.

Interlibrary Loan Policy

The interlibrary loan is a library service that enables our users to borrow materials that are not available at the GSU Library from another library. Interlibrary loan is available for the GSU faculty, and master's students, research fellows, and staff.

Interlibrary Loan Request

Patrons can submit interlibrary loan requests through the online request form available on the GSU Library's website. Requests may also be made via email or in-person at the circulation desk. After submitting the form, Patrons will be notified about the status of their requests and the availability of materials.

Interlibrary Loan Request Form

User Information:
Name:
Email:
Affiliation: [Faculty/master/Staff/Fellow]
Requested Material:
Title of the book/journal:
Author:
ISBN/ISSN:
Title of Journal/Book Chapter:
Vol:
Issue:
DOI:
Year of Publication:

Eligible Materials

The following materials may be requested through interlibrary loan:

- Books
- Journal articles
- Book chapters
- Theses and dissertations
- Other scholarly materials not available in the GSU collection

Limits

Please note that priority may be given to requests for materials directly related to an academic course or research.
Patrons are limited to certain numbers of interlibrary loan requests per year. Please see the table below:

Patrons	**No. of Requests**
Faculty members	60
Fellow	40
Master students	30
Staff	10

Period

The period of interlibrary loan is prescribed by the lending library. In general, the period varies from 10 to 15 days.

Notification

Patrons will be notified by email when a book or journal article is received. Patrons must pick up materials at the circulation desk in the GSU Library. PDF articles or book chapters will be sent to the patrons by email.

Interlibrary Loan and Code of Ethics

Patrons are expected to adhere to ethical conduct in interlibrary loan transactions, including respecting due dates, honoring lending library policies, and handling borrowed materials with care.

Lost and Damaged Materials

- Patrons are responsible for returning interlibrary loan materials by the specified due date. Lost or damaged materials must be reported immediately to avoid fines or replacement fees.
- A default replacement fee of AED 150 will be charged. The replacement fee may be adjusted based on the actual cost of the item billed by the lending library.

Overdue Fees

- For interlibrary loan items that are not returned by the due date, an overdue fee of AED 5 per day (starting on the due date) will be charged, with a maximum overdue fee of AED 100.
- These accounts will be turned over to the Accounts Department, and the borrower will be responsible for paying any interest that accrues on unpaid accounts.

Policy Review

- This interlibrary loan policy is subject to periodic review and updates by the Library Administration to ensure compliance with relevant regulations and best practices in resource sharing.
- The library shall inform faculty, Academic Affairs, the IT Department, and the Communication and Marketing Department of any updates to the policies and procedures.

Electronic Resources Usage Policy

Purpose

The purpose of the Electronic Resources Usage Policy is to promote the rules for fair use and prohibited use of electronic resources available at the GSU Library.

Scope

The policy applies to the GSU community, including faculty members, students, fellows, and staff, and serves as a guide for the fair use of electronic resources, outlining its philosophy, principles, and practices. This policy covers electronic resource subscriptions, one-time purchases of databases, individual e-journal titles and e-journal packages, individual e-book titles and collections, and electronic reference works (e.g., encyclopedias, dictionaries, directories, and handbooks).

Responsible Party

Policy Statement

Electronic resources made available by the GSU Library to authorized users (students, faculty, fellows, staff, and alumni of GSU holding a valid account) are for activities that support the GSU's mission. The use of each online service is governed by copyright law and by the terms of the license between the GSU and the respective publisher.

Policy

Fair Use of Electronic Resources

Permitted Uses

- An authorized user is allowed to search, view, download, copy, print, and save the licensed content under the terms and conditions of agreements between the GSU and publishers.
- An authorized user is allowed to send copy of the licensed content to another authorized user.
- An authorized user is allowed to use the licensed content for scientific and academic purposes only.
- An authorized user can access the electronic resources both on-campus and off-campus.

Prohibited Uses

- Any commercial use of electronic resources is not permitted (i.e., reselling or republishing the licensed content)
- Any systematic or substantial reproduction of the information provided in the licensed content or creation of derivative works
- Any alteration, modification, or repackaging of the information contents in the licensed content including creating a searchable archive
- Any distribution of the information contents of the online service, or material downloaded from the online service, in any form
- Any use of robots or intelligent agents to download any licensed content
- Transmitting, publishing or sending the licensed content to unauthorized users

Access To Electronic Resources

- Electronic resources are available on-campus from any computer terminals.
- Electronic resources are also available off-campus for students with Student ID numbers as well as individuals with email addresses pertaining to GSU.

Selection

- The library purchases electronic resources to support the teaching and research needs of the GSU.
- The selection of electronic resources is a collaborative process between the Library Committee and the faculty.
- The librarian may suggest subscribing to an electronic resource based on the needs of the faculty.
- Faculty members can also propose an electronic resource if it aligns with the curriculum needs.
- Before purchasing a database, a free trial period should be coordinated by the librarian.
- Database content should be relevant to the subject areas of the GSU.
- Site-wide licenses are preferred, with no restrictions on the number of concurrent users.
- The GSU Library expects the vendor to provide standard usage statistics upon request.

Procedures Access

On-campus access to electronic resources

- From the GSU homepage or through Canvas, the learning management system of the GSU, click on the library icon or visit the library website directly.
- From the library homepage, use the main search box or Discovery to search the library's electronic resources from a single search box, or browse the list of library databases if you are searching for a specific database.
- Type any keyword into the main search box, Discovery, or any other database you choose. It will list all the eBooks and eJournals that contain that keyword.
- To access an article, click on the "Full Text Online" link in the citation or on the PDF.
- Once you access the article, you can read it, print it, email it, or save it.
- If the PDF or full text is unavailable, use the interlibrary loan form to request the article or book-chapter.

Off-campus access to electronic resources

- Electronic resources are available both on-campus and off-campus.
- From the GSU homepage, click on the library icon or visit the library website directly.
- From the library homepage, use the main search box or Discovery to search the library's electronic resources from a single search box, or browse the list of library databases if you are searching for a specific database.
- Type any keyword into the main search box, Discovery, or any other database you choose. It will list all the eBooks and eJournals that contain that keyword.
- To access an article, click on the "Full Text" link in the citation.
- The proxy server will prompt you for authentication; enter your username and password.
- Once you access the article, you can read it, print it, email it, or save it.
- If the PDF or full text is unavailable, use the interlibrary loan form to request the article or book-chapter.

Disclaimer

- The Electronic Resources Usage Policy is subject to change; therefore, patrons should consult the library's website or ask a librarian for the most up-to-date information.
- The library shall inform faculty, Academic Affairs, the IT Department, and the Communication and Marketing Department of any updates to the policies and procedures.

For all questions related to access or acceptable use of electronic resources, please contact library@gsu.ac.ae.

CODE OF ACADEMIC INTEGRITY

Overview

Students in Global Studies University are expected to perform with integrity in all their academic undertakings. Students must adhere to academic integrity as a firm set of values that are grounded in the concept of respect for the intellectual work and efforts of oneself and others. Demonstrating academic integrity does not only apply to formal coursework but is rather expected to be performed in all university interactions linked to the educational process and its relationships. The university assumes that the academic work submitted by the students is the student's own work. If students sought external assistance, then this must be declared. Students should also expect academic integrity from their peers.

Guidelines

- **General guidelines**
  The principle of academic integrity should not be violated.
    - Students are not allowed to mispresent their work.
    - Students may not under no circumstances unfairly or fraudulently advance their academic stature.
    - To maintain academic integrity, a student must not be involved or take part in any student's failure.
- **Violations**
  In this section are some examples of behaviors that violate the Code of Academic Integrity subject its violator to the proceedings under the code:

    - Representing the work of others as own
    - Obtaining, using, or providing assistance without authorization on any research papers, examinations, or academic work
    - Intentionally modifying any data for supporting academic work
    - The attempt to forge any signature for certifying the completion of an assignment, course work, or any letter
    - The misrepresenting of academic achievements.
    - Lying or furnishing inaccurate and false information in verbal or written statements or the representation of false facts intentionally and knowingly to any of the university officials or offices
    - Posting or storing electronic or physical pornographic and offensive materials that demonstrates violation of relevant local and federal UAE Laws
    - Breaching any of the disciplinary sanction terms imposed in accordance with the code
    - Violating the terms of any disciplinary sanction imposed in accordance with the code.

Penalties and Procedures

Students who violate the Academic Integrity Policy (AIP) may face a range of sanctions. Repeated violations result in increasingly severe consequences, with the third violation leading to dismissal from the university. Sanctions are applied only after due process, which includes thorough evidence review and the completion of the adjudication and appeal processes. Students who are dismissed will receive a failing grade (FX) in the course where the violation occurred and administrative Withdrawals (W) in all other courses for that semester. No refunds will be issued for tuition and fees to students dismissed due to AIP violations

Plagiarism

Plagiarism occurs when a student presents another person's work as their own without proper acknowledgment. It is a form of academic dishonesty, as it involves submitting work for grading that was not personally written by the student. This makes it impossible to determine whether the student has learned the material or simply copied it. While students may cite direct quotations and passages, these should serve to support original ideas. Even with correct citations, excessive copying is not acceptable because students demonstrate understanding through their own words and thoughts.

All borrowed content, whether quoted directly or paraphrased, must be properly credited to its original source. Examples of materials requiring citation include text, images, graphs, and other content from external sources like the internet, books, journals, and similar mediums.

Forms of plagiarism include:

1. Using another student's work or outline, in part or whole.
2. Submitting the same assignment for multiple classes.
3. Presenting the same paper in different courses as original work.
4. Rewriting sections of text by replacing a few words with synonyms or similar expressions.

At Global Studies University, faculty use Turnitin software to verify the originality of student submissions. Turnitin is designed to detect various forms of plagiarism, including cases where students replace individual words with synonyms. If a document is suspected of plagiarism, it will be referred to the Director of Graduate studies. Students found guilty of violating the University's Academic Integrity Policy may face serious consequences, including possible suspension and or dismissal.

Examination Guidelines

Types of Examinations

At GSU, exams may be "closed book" or "open book." In a "closed book" exam, all course materials are prohibited, while in an "open book" exam, students can use any materials unless specifically restricted by the instructor. In the absence of specific instructions, exams should be treated as "closed book."

Students' Responsibilities

1. **Before the Examination**

    - Turn off all mobile phones and electronic devices and place them in the designated area outside the examination room.
    - Store all personal materials, such as books and notes, outside the examination room.
    - Choose a seat at random and avoid sitting near friends, family, or acquaintances.
    - Bring only the type of calculator approved by the instructor.

2. **During the Examination**

    - Read and sign the "Warning Section" on the Exam Cover Sheet.
    - Sign the exam's "Attendance Sign-Up Sheet."
    - Do not look at another student's exam paper.
    - Avoid any form of communication, including talking or whispering, with other students.
    - Refrain from actions that might be perceived as suspicious.
    - Do not argue with the instructor or proctor.
    - Use only the provided answer sheets for writing responses.
    - Use the back of answer sheets for calculations if needed.

3. After the Examination

- Stop writing when instructed and finish the exam on time.
- Exit the room quietly.
- Collect your belongings.
- Report any issues or concerns to the Deanship of Graduate Studies (DGS) staff.

Procedural Guidelines for Examinations and Proctoring

Faculty members set the details of examinations and share them with proctors and relevant staff, including IT personnel. The Director of Graduate Studies(DGS) is responsible for maintaining the integrity of examination processes. Colleges and academic units are responsible for assigning proctors, though the DGS may provide additional proctors as needed.

Proctors should have:

- A strong reputation.
- The ability to effectively supervise exams.
- No conflict of interest, either real or perceived.

Type of Examination

To reduce the risk of academic integrity violations, faculty are encouraged to prepare multiple versions of exams by altering question arrangements or changing numbers. All exams should include a standard Exam Cover Sheet. Exams at GSU may be "closed book" or "open book." In a "closed book" exam, access to all course materials is prohibited, except for materials provided by the instructor (e.g., formula sheets). In an "open book" exam, students may use all materials unless otherwise restricted by the instructor. If no specific instructions are given, exams should be treated as "closed book."

Types of Proctors

- **Proctor**: Monitors exam-taking activities to ensure adherence to rules.
- **Roving Proctor**: Oversees all examinations during a given time slot and supervises the activities of other proctors.

Assigning Proctors The Office of the Registrar schedules final exams, while the DGS, in collaboration with colleges, assigns proctors.

Proctoring Duties

1. **Before the Examination**

    - Arrive in the exam room 20 minutes early and arrange chairs to ensure adequate space between students.
    - Review the examination information sheet for any special instructions from the instructor.
    - Allow students to enter the examination room 10 minutes before the exam begins.
    - Ensure students are seated randomly.
    - Ask students to show valid Student IDs or other acceptable photo identification.
    - Instruct students to place unauthorized materials, including mobile phones and electronic devices, in the designated area outside the room.
    - Remind students of key cheating behaviors (e.g., talking, exchanging information, using unauthorized materials).
    - Verify that each student receives the correct version of the exam.
    - Distribute exam papers face-down, one at a time.
    - Announce the start time of the exam, note the duration on the whiteboard, and adjust finishing times if necessary.
    - Begin the exam.

2. During the Examination

- Prevent and detect violations of the Academic Integrity Policy (AIP) by maintaining vigilance and engagement.
- If direct evidence of a violation is observed (e.g., unauthorized materials), follow these steps:
    - Approach the student.
    - Collect the Student ID and exam papers.
    - Secure any evidence (e.g., notes, electronic devices).
    - Inform the course instructor or roving proctor.
    - Complete and submit the Exam Violation Documentation Form with the evidence.
    - Report non-cooperating students to the roving proctor or DGS representative.
- If only suspected violations occur without direct evidence, allow the student to finish the exam, but mark the paper as "suspected cheating," notify the instructor, complete the Exam Violation Documentation Form, and refer the case to the DGS.

In addition to the general guidelines mentioned above, proctors are required to adhere to the following specific rules during examinations:

- Ensure that unauthorized electronic devices are kept away from students.
- Inform students that any breaches of the Academic Integrity Policy (AIP) will lead to their removal from the examination room.
- Distribute the exam's "Attendance Sign-Up Sheet" to gather students' signatures.
- Prevent students from entering the examination room more than 30 minutes after the exam has started. For such cases, complete and submit the Non-Admitted Late Comers Notification Form to the DGS.
- Do not allow students to leave the examination room before 40 minutes have passed since the exam began.
- Prohibit the use of unauthorized materials or resources, except those specifically permitted by instructors.
- Monitor students to ensure they remain focused on their exam.
- Maintain a constant physical presence by walking around and closely observing students' behavior and conduct.
- Supervise students' behavior during emergency breaks, such as restroom visits.
- Enforce the following exam rules: a. No talking among students. b. No answering of questions by students or proctors. c. No exchanging of materials between students. d. No changing of seats unless for a valid reason and with the proctor's approval.

After the Examination:

- Conclude the exam on time and in an orderly fashion.
- Secure the completed exam papers.
- Deliver the completed exams to the college representative or roving proctor.
- Ensure students stay seated until you have collected all examination papers.
- Collect the exam papers from students individually.
- Verify the total number of exam copies by counting the completed papers and matching this number with the attendance sheet and head count.

- Confirm that the total number of exam copies (including taken and excess copies) matches the number originally received.
- Contact IT staff to secure the lab if the exam was conducted in a lab setting.
- Remind students to retrieve their personal belongings.
- Hand over any items left behind by students to the Security Officer.

Assignments Submission

Replication and resubmission of an assignment/work that receives a grade is forbidden unless approved in advance by the faculty. If part of the same work is submitted simultaneously in more than one course for the purpose of grading, then all involved faculty must approve this submission.

- Although students may discuss their course content amongst each other, they can't get help in the actual production of the assignment.
- Students will be accused of plagiarism and violation of the code if they represent the work of others as their own. Citation of works and sources must be clearly stated.

Use of Generative AI Tools and Academic Integrity at GSU

Generative artificial intelligence (AI) tools has brought both challenges and opportunities to academic environments. This policy is designed to guide the use of AI in academic work at Global Studies University, fostering responsible innovation while maintaining the highest standards of academic integrity within our community. Generative AI can be a valuable resource for supporting your education, such as by helping you explore ideas, create study guides, or clarify difficult concepts. However, misuse of AI undermines GSU's mission to develop the unique talents and intellectual capabilities of its students. Using AI as a shortcut to avoid genuine engagement with coursework contradicts the essence of education. It's important to distinguish between using AI to enhance your learning and using it as a replacement.

This policy aims not to be overly punitive, but to encourage deep, authentic engagement with course material in today's technology-rich environment. While AI is transforming the world, and will likely play a role in your future career, GSU is committed to ensuring that you gain the knowledge and skills your assignments are intended to develop. This preparation is crucial for your success in an increasingly complex and evolving world. Presenting work that you did not create including work generated or significantly modified by AI—as your own is a violation of academic integrity. Using generative AI in ways not explicitly permitted by your instructor will be considered a breach of the Honor Code. GSU is dedicated to supporting your learning journey, equipping you to navigate not only current technological changes but also those to come.

Definition of AI in Academic Context

AI in academia refers to the use of artificial intelligence tools, which include but are not limited to Large Language Models (e.g., ChatGPT, Claude), Image generation tools (e.g., DALL-E, Midjourney), Code generation tools (e.g., GitHub Copilot), and other AI-powered tools that can generate, manipulate, or analyze content.

Permissible Use of AI Tools

AI can be used for brainstorming, outlining, or generating ideas, provided there is proper acknowledgment. AI tools can also serve as learning aids to understand complex concepts, assist with data analysis or coding, and support accessibility needs like text-to-speech or language translation, with full disclosure and critical evaluation of the output.

Prohibited Use of AI Tools

The use of AI tools is strictly prohibited in the following instances:
• Submitting AI-generated content as one's own work without proper attribution
• Using AI to complete assignments without explicit permission and guidelines
• Employing AI to bypass the learning process or gain unfair advantages
• Inputting confidential or sensitive information into public AI tools
• Generating content with AI that violates academic integrity policies

Responsibilities of Course Instructors for Using Generative AI
When utilizing Generative Artifical Intelligence (GAI) tools in the classroom, the following guidelines must be adhered to by the instructors

Course Instructors:

1. **Syllabus Requirements**
   Instructors are required to include the following details in their course syllabus:

   - **Generative AI Tool(s)**: Specify the name(s) of the AI tool(s) being used. The instructor must also update the list of tools on the course's iLearn website whenever changes occur.
   - **Purpose of Use**: Provide a clear rationale for the use of the tool(s) within the course.
   - **Usage Guidelines**: Outline the tasks, assignments, or activities where the tool(s) can be applied.
   - **Clarifying Generative AI Usage for Students**
     Instructors should clearly communicate to students the permitted and prohibited uses of AI tools in the classroom. Even if an instructor believes that AI use is not relevant to their course, it is essential to address its potential use, as students may still engage with these tools.

Student Introduction to GAI Tools
Instructors should ensure students receive comprehensive guidance on both the cognitive and ethical aspects of using generative AI in their coursework.

Recommended Principles
To promote responsible and educational use of AI tools, it is recommended that the faculty adhere to the following principles for student AI use:

- Students must disclose when they have used AI tools in any submitted work.
- Students are fully responsible for the content and accuracy of the work they submit, regardless of how it was created.
- Encourage students to understand that their learning is dependent on their own productive effort. Overreliance or misuse of AI tools can undermine the learning process and their educational development**.**

Instructors are recommended to take the following steps to help students learn how to use AI tools appropriately:

- Include a description of their AI policy in the syllabus and devote some class time to going over the rationale behind these rules.
- Give precise illustrations of what is and is not appropriate. For example, "Do not utilize AI for anything beyond proposing topics or sources," or "Do acknowledge and specify any use of AI."
- Assist students in realizing the drawbacks of generative AI technologies, including errors, a deficiency in critical thinking, and a lack of inventiveness.
- Emphasize that students genuinely want to learn, and explain what valuable skills or knowledge they can gain by doing the work themselves. Shift the focus from potential penalties for misuse to the importance of personal academic growth through hands-on effort.

Guidelines for the Use of Generative AI (GAI) Tools by the Course Instructor and Students

Course instructors and students should follow these recommendations if using Generative AI (GAI) tools in the classroom.

Course Instructors
1. Keep up with any changes to the international best practices for using GAI tools in accordance with the type and level of courses that they are teaching.
2. Create tests that let students use GAI resources openly and in ways that advance learning goals.
3. At the conclusion of each semester, assess the use of GAI tools on a continuing basis and record your findings in the Course Assessment Report (CAR) or Course Evaluation (CE).

4. Utilize institutional learning resources on GAI tools, such as workshops and training offered by the CITL and other college or school-specific programs.

Students are responsible for:

1. Thoroughly reading and understand the course syllabus, as well as the most recent university policies on academic integrity and acceptable IT use, raising any questions with the course instructor as needed.

2. Make use of institutional learning resources on GAI tools, such as workshops provided by the Library, Academic Support.

Guidelines on Using AI Tools by Faculty

The "human-in-the-loop" principle should be adhered to by faculty members when using AI tools in their work. This implies that before being used, any output produced by an AI system needs to be examined by a human. This applies to both the materials faculty create and the work students produce. if instructors utilize AI to help create course materials, they should be open and honest with their students about how these technologies were employed.

It is imperative that instructors carefully verify any AI-generated feedback before forwarding it to students. ChatGPT and other generative AI techniques frequently generate responses that look plausible but could be inaccurate. Faculty should verify any AI output before utilizing it and should make students aware of the potential for errors when they are permitted to use AI in class assignments.

Guidelines for Faculty on How to Communicate Using AI

- Instructors needs to be clear on their expectations of the use of Generative AI (GAI) tools, as students may not have default assumptions about AI in the classroom. Providing guidance on whether and how AI tools can be utilized helps directing students towards appropriate, academic use.
- Instructors shoud be clear in their communication, they should also clarify how students should acknowledge their use of AI tools in their assignments. These expectations should be included the course syllabus and ideally discussed early in the semester to avoid confusion.
- Any correspondence you send out should also explain to students how they should credit the usage of AI in their work. Syllabus should outline the faculty expectations of AI usage, and ideally should be discussed with the students early on in the lesson.

Disclosure and Attribution

Students must disclose any use of AI tools in their academic work. This includes clearly stating which parts of the work were generated or assisted by AI, providing details on the specific AI tool used, and explaining how the AI-generated content was verified, edited, or incorporated into the final work. A statement of AI use should be included in the bibliography or references section.

- **Academic Integrity Statement**: Include the following statement: "It is considered an academic integrity violation to submit the output of a generative AI tool as your own work." In addition, include any course-specific rules regarding the use of these tools.

The University Obligations

1. Regularly educate instructors and students about the advantages and disadvantages of GAI tools through seminars and workshops.
2. Continue to update rules and procedures in accordance with new and worldwide best practices for the use of GAI tools in higher education.

Data Protection and Privacy

To protect confidential data and maintain privacy, students and faculty should avoid entering data classified as confidential into publicly-available AI tools. Only AI tools that have been assessed and approved by the university's Information Security and Data Privacy office should be used for handling sensitive information. It's important to recognize that information shared with AI tools using default settings is not private, and ethical considerations should be made when using personal or sensitive data in AI systems.

Academic Integrity and Assessment

Maintaining academic integrity requires that instructors adapt assessment methods to account for AI capabilities. Students are expected to demonstrate their own understanding and skills, regardless of AI use. The university may employ AI detection tools to identify potential misuse, and assessments may be designed to test higher-order thinking skills that AI tools cannot replicate.

Steps for Instructors When Suspecting a Violation of Academic Integrity

If a Faculty member suspects a student has violated academic integrity, particularly through the use of unacknowledged generative AI tools, consider the following steps:

1. Collect Evidence
   Provide concrete examples that support your suspicion. Potential signs include:
   - Internal Indicators: Perfect grammar throughout, a consistent but monotonous style, abrupt shifts in tone or writing quality, vague or unsupported claims, incorrect or fabricated references, or a list-based structure masquerading as idea development.
   - External Indicators: Writing that differs significantly from the student’s previous work (especially work produced in class), no rough drafts or evidence of revisions, footnotes or references unrelated to the text, or references to non-existent sources.

2. Confront the Student with Your Evidence:
   Ask the student directly if they used generative AI inappropriately or without proper acknowledgment, based on the evidence you've identified. If the student admits to using AI (and if aligned with GSU policies), you might consider allowing them to redo the assignment and submit evidence of the revision process.

3. Escalate the Case if Necessary:
   If the student denies using AI tools but you remain convinced otherwise, escalate the matter by involving the Director of Graduate Studies (DGS) or the appropriate academic authority.

4. Caution Regarding AI Detection Tools:
   Be aware that tools claiming to detect AI-generated content often have high error rates, especially for students for whom English is not a first language. GSU does not endorse or license the use of any such detection tools. Always prioritize evidence-based and fair evaluation processes.
   By following these guidelines, a faculty can handle potential academic integrity issues with fairness, transparency, and respect for the university policies.

Consequences of Misuse

Misuse of AI tools in academic work may result in grade penalties, failure of the assignment or course, disciplinary actions including suspension or expulsion, revocation of degrees or academic credits, and additional educational requirements on academic integrity.

It is significantly more dependent on the fauclty assessment of the student's aptitude to intervene when they suspect AI misuse than it is on the availability of the source material on the internet or in a database.

Promoting Responsible AI Use

The university is committed to providing resources and training on ethical AI use in academia, encouraging critical thinking and evaluation of AI-generated content, fostering discussions on the implications of AI in various disciplines, and regularly updating policies to reflect the evolving AI landscape. Additionally, the university supports research on the impact of AI in education and society.

Reporting and Support

Students and faculty are encouraged to report suspected misuse of AI tools to the DGS. Guidance from instructors on appropriate AI use is available, and participation in workshops and seminars on responsible AI integration in academia is encouraged.

Additional Guidelines

GSU emphasizes that AI tools should enhance learning, not replace the student's own work. Proper citation and acknowledgment of AI assistance are mandatory. At the university AI tools can be used for formative assessments and learning activities, but students are expected to demonstrate their personal understanding and contribution.

Guidelines for Computer Usage and System Network

Ethical behavior is expected from all students during the usage of the university computers and system networks. Students are responsible for their actions and the manner in which they use the computers and the system networks at all times. Students can check the IT policy for further details.

Examples of Violations

- Attempts (successful or otherwise) to hack the university network system, classified files, or any unauthorized information to use for threatening and intimidating university members (faculty, staff, and students) and causing security hazards
- Deliberate acts of interfering with the university network or IT system
- Using the university network or devices with the intention of spreading viruses and/or malware to damage its systems or disrupt operations and events
- Acquiring access to any unauthorized device, computer, records, emails, course systems, finance systems, or any other operating system that functions under GSU network
- Unauthorized usage or manipulation of the GSU IT systems or processes with the intention to change or obstruct its operation for monetary or personal gain. This can be in form of selling, buying, or reserving seats, taking advantage of reserved seats in courses during the registration process

Disruptive Behavior and Classroom Misconduct

- A grade penalty for any misconduct may be imposed by a faculty member. It is strictly forbidden by students to reproduce, copy, replicate, or even transmit any course materials or lectures for general distribution or sale without the written consent of the faculty member or academic staff of the origin source.
- If the faculty member decides to give a grade penalty for classroom misconduct, they should promptly notify the student of the degree to which their grade will be affected.
- Students charged with a classroom misconduct penalty can seek review by the Academic Integrity Hearing Board because classroom misconduct is not considered a violation of academic integrity.
- For clarification, this section doesn’t limit a faculty member’s prerogative, under appropriate conditions, from removing a disruptive student.

Forbidden Disruptive Actions

- Disturbing or intentional obstruction of teachers while teaching, disciplinary proceedings, or functions on the university premises by using insulting and/or threatening written or verbal comments, intimidating an individual, or collective actions that prevent the university members from practicing their activities.
- Involvement in activities causing excessive noise that may disrupt the university functions or activities.
- Public cursing, using insulting and offensive language or signs such as, but not limited to, inappropriate slang, name-calling, speech or vulgarity, or speech violating local and federal UAE laws.
- Continuous determinate actions of disobedience that disrupt the university functions and actions.

Students Disputes & Resolution

In instances of code violations, the GSU has assigned an authorized committee with the responsibility to investigate and resolve such violations through listening, collecting, and presenting evidence, and determining the appropriate consequences for violators. A written or emailed report must be submitted to the authorized committee, and the following procedures will be followed:

1. The committee will acknowledge the receipt of the filed report.
2. A meeting will be conducted with the student accused of the violation, the complainant, and the respondents.
3. The committee will meet to determine whether the violation did or did not occur, determine the appropriate consequences, inform the violators of the consequences, and issue the penalty/punishment at a primary level. The committee will further issue undertakings, reprimands, and warnings in the form of first, second, and third (final) verbal warnings.
4. If the decision was to charge the violator with a penalty, the committee will consult with the Director of Graduate Studies and Chair of the Department and Academic Affairs Director for approval.
5. If the student is found responsible, the committee may impose the following consequences:
    - Suspension for a stipulated period of time (one or more semesters)
    - Dismissal from campus and any of the university privileges and levying fines
    - Dismissal from the university

Disciplinary Files and Records Case

A disciplinary file may be produced under the name of the respondent. If it turns out that the student has not violated the code, the file will be void and will not be stored/filed among the active disciplinary records as will not be constituted as a disciplinary record. Any void file will be destroyed after five years. The files of students who have been found to have committed a violation(s) will remain open and active for five years from the day the student received a letter with sanction for violating the code. All materials that are considered as evidence used against the student, such as video or audio recordings, text messages, written proof, or any material in the form of physical or electronic format, will be archived in the student file.

GRADUATION

Graduation Requirements

Graduate students must successfully complete all course requirements in their specialized study plan. They need to maintain a CGPA of at least 3.0 out of 4.0. To be eligible for graduation at the end of the semester, students must submit the Application for Graduation Form online.

Applying for Graduation

Graduate students at GSU must officially apply for graduation at the start of the semester in which they intend to graduate.

Note: Students must fulfill all degree requirements during the semester they plan to graduate; otherwise, their application will be denied. Those who wish to graduate this semester and were previously denied must reapply.

Students can submit their graduation application request through the university online system.

Graduation Clearance

Graduating students must obtain clearance from academic affairs department, and finance department of the university. Student must submit graduation clearance request online which include valid emirates ID, passport copy, and resume.

Awarding Degrees

1. GSU will confer graduate degrees based on the recommendations of the Academic Council and University Council for students who meet the requirements of an approved program.
2. Master’s Degrees will be awarded to candidates who successfully complete a program sanctioned by their university.
3. Certificates for academic awards will be issued in English. These documents will include the recipient's full name, the title of the award, and the specific study program.
4. The certificate will feature the official seal of GSU, along with the signatures of the President and the Chancellor.
5. GSU may withhold the awarding of a degree if a student has outstanding payments, unreturned library materials, or any other unmet obligations to the university.

Graduation Procedures and Diploma Information

Participation in the Commencement Ceremony

The holds one commencement ceremony per year, which takes place in the spring semester. Students must complete all required credit hours and fulfill all graduation requirements to be eligible to attend the ceremony. Those graduating in the fall, and spring terms can only participate in the following spring's commencement ceremony.
Master's degree students must complete all graduation requirements, including any coursework or master's thesis/professional project work, to attend the spring commencement. If they have not fulfilled these requirements, they are not eligible to participate in the ceremony.

Conferral of Degrees

Degrees are conferred at the conclusion of the semester or term in which students have successfully fulfilled all degree requirements, including those related to master's theses or dissertations, along with any necessary corrections and the final submission of approved reports to GSU Archives. The date of graduation is recorded on the academic transcript of the graduate

Names on Diplomas

The names printed on GSU diplomas will match the English transliteration of the names as they appear on the candidate's passport. If the name on the passport is not in English, the diploma will reflect the student's preferred English name.

Degree Information on Diplomas

Diplomas will display the complete name of the awarded degree program, along with any applicable concentrations. Graduates who have completed a double major will have both majors listed on their diplomas.

Attestation of Diplomas and Transcripts

The Office of the Registrar offers guidance on diploma and transcript attestation with the UAE Ministry of Education's Higher Education Affairs Division.

APPENDIX

Bank Information

Account name: The Africa Institute

Account number: 0012067649001

Swift code: NBSHAEAS

IBAN No.: AE210410000012067649001

Bank name: Sharjah Islamic Bank

Bank address: AL BORJ AVENUE - Al Taawun Street - Al Taawun

Area: Sharjah

Branch: Sharjah

Country: United Arab Emirates