GSU

GLOBAL جـامـعـة
STUDIES الـدراسـات
UNIVERSITY العالمية

# Global Studies University

## Student Catalog
## 2025-2026

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# Message from the President

As President of Global Studies University (GSU), I wish to warmly welcome our graduate students to 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 Sheikh Dr. 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.

**H. H. Sheikha Hoor Al Qasimi**
President, Global Studies University

# Message from the Chancellor

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 catalog, which we hope will help them navigate the intricacies of our graduate program at both the master's and PhD levels, and assist them in their day-to-day activities and life both 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 was established in 2018 and has since 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 GSU has marked the next significant step in our academic vision. Organized as a network of semi-independent but interconnected institutes, 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 future.

**Professor Salah M. Hassan**
Chancellor, Global Studies University
Dean, The Africa Institute

### 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 fully licensed and accredited by the Ministry of Education of the United Arab Emirates, through the Commission for Academic Accreditation (CAA), to award graduate degrees in higher education. 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 arts of the different regions of the world. The Africa Institute, which is a precursor of and now operates 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 signed a Memorandum of Understanding (MoU) with Rutgers University. Through our close academic collaboration we are able to work together on the quality assurance of our curriculum and degree programs, as well as strengthen research, teaching, curriculum development, student and staff exchange, and develop 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 as well as 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 US. 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, which 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 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 a letter confirming its intent to work with GSU and develop an agreement.

GSU is also in the process of extending its collaboration further across Africa through current 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 Muhammad Al Qasimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah. The Government of Sharjah has established GSU acknowledging both Sharjah's and the UAE's pasts, 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 globe, a pattern that continues today through migration, 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.

"Unabated ambition of becoming the region's cultural and educational hub"

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

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 a 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 2025-2026

## Spring 2025

| Date | Day | Event |
|---|---|---|
| January 2 | Thursday | Staff resume work on campus |
| January 13 | Monday | Faculty resume on campus |
| January 17-19 | Friday-Sunday | Arrival of international master's students |
| January 20-23 | Monday-Thursday | Student Orientation, advising, and registration for Spring 2025 |
| January 27 | Monday | First day of classes |
| January 27-30 | Monday-Thursday | Add/drop period |
| February 4 | Tuesday | Welcome Ceremony |
| February 13 | Thursday | Admission opens for PhD (Fall 2025) |
| February 28 | Friday | Holy month of Ramadan* (Days may vary) |
| March 21-30 | Friday-Sunday | Spring Break |
| March 31 | Monday | Classes resume |
| April 1 | Tuesday | Admission deadline for MA (Spring 2026) |
| April 1-3 | Tuesday-Thursday | Eid Al-Fitr holiday* |
| May 1 | Thursday | Admission deadline for PhD (Fall 2025) |
| May 22 | Thursday | Last day of classes |
| May 26-29 | Monday-Thursday | Exams |
| June 3 | Tuesday | Submission of grades |
| June 6 | Friday | Summer Break |
| June 9 | Monday | Release of final grades to students |

*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 2025 are released.

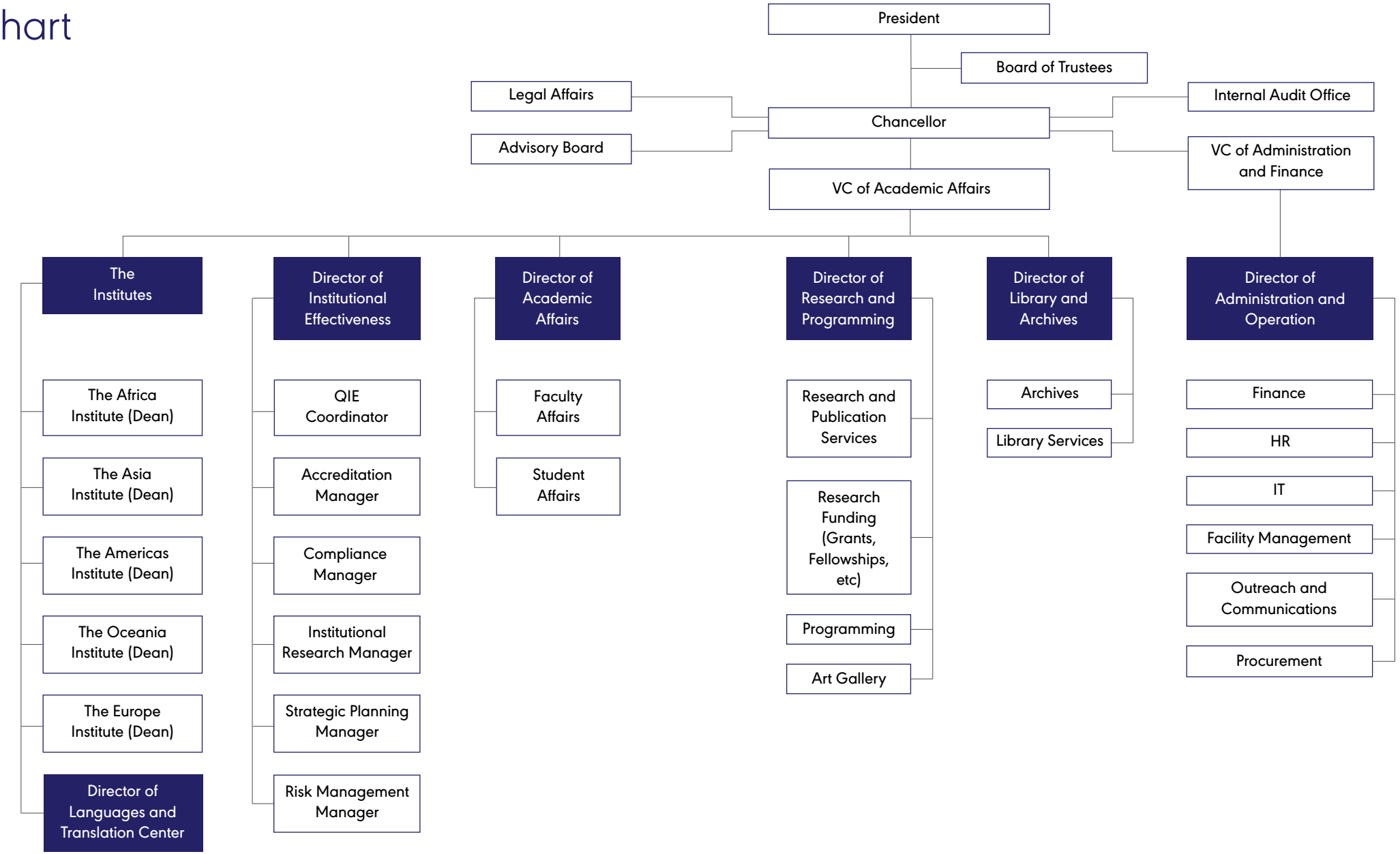
## Fall 2025

| Date | Day | Event |
|---|---|---|
| August 15-17 | Friday-Sunday | Arrival of international PhD students |
| August 18 | Monday | Faculty resume on campus |
| August 18-21 | Monday-Thursday | Student Orientation, advising, and registration for Fall 2025 |
| August 25 | Monday | First day of classes |
| August 25-28 | Monday-Thursday | Add/drop period |
| October 1 | Wednesday | Admissions open for PhD (Fall 2026) |
| October 10-19 | Friday-Sunday | Fall Break |
| October 20 | Monday | Classes resume |
| December 1-3 | Monday-Wednesday | Commemoration Day and UAE National Day holiday (GSU closed) |
| December 3 | Thursday | Admission deadline for PhD (Fall 2026) |
| December 4 | Thursday | Classes resume |
| December 11 | Thursday | Last day of classes |
| December 15-18 | Monday-Thursday | Exams |
| December 19-20 | Friday-Sunday | Submission of grades |
| December 21 | Monday | Winter Break |
| December 22 | Monday | Release of final grades to students |

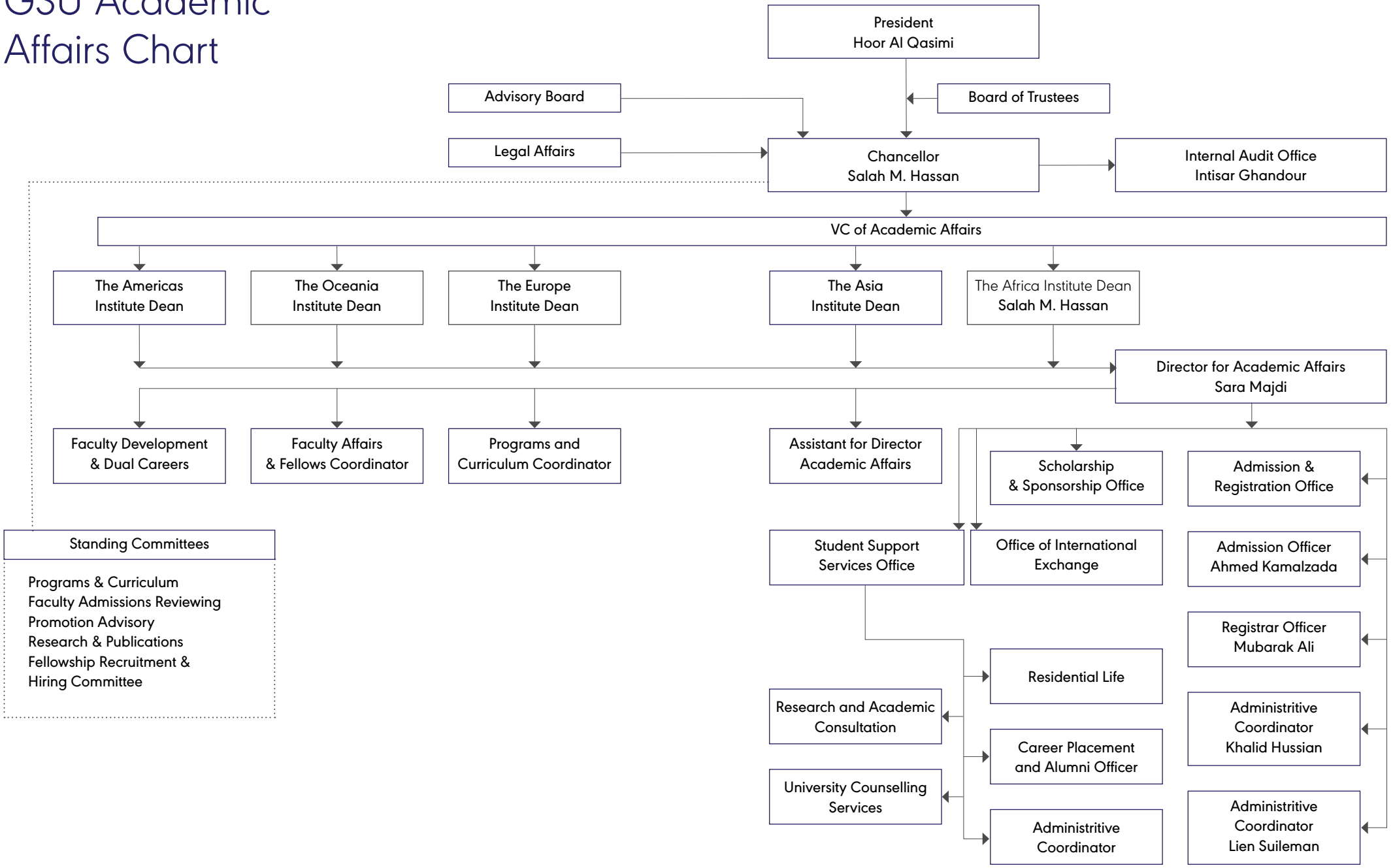
## Spring 2026

| Date | Day | Event |
|---|---|---|
| January 5 | Monday | Staff resumes work on campus |
| January 9-11 | Friday-Sunday | Arrival of international master's students |
| January 12 | Monday | Faculty resume on campus |
| January 12-15 | Monday-Thursday | Student Orientation, advising, and registration for Spring 2026 |
| January 19 | Monday | First day of classes |
| January 19-22 | Monday-Thursday | Add/drop period |
| February 18 | Wednesday | Holy month of Ramadan* (Days may vary) |
| March 19-21 | Thursday-Saturday | Eid Al-Fitr holiday* |
| March 23-29 | Monday-Sunday | Spring Break |
| March 30 | Monday | Classes resume |
| May 14 | Thursday | Last day of classes |
| May 18-21 | Monday-Thursday | Exams |
| May 25-28 | Monday-Thursday | Eid Al-Aldha Holiday* |
| June 1-3 | Monday-Wednesday | Submission of grades |
| June 5 | Friday | Summer Break |
| June 8 | Monday | Release of final grades to students |

# GSU Organisational Chart



# GSU Academic Affairs Chart



# University Leadership and Governance

## Board of Trustees

**Dr. Muhadditha Al Hashimi**, Chairperson, Sharjah Private Education Authority, Sharjah, UAE

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

**Dr. Fatima Al-Shamsi**, Senior Economist, Novus Consulting Group, UAE

**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 and Department of Art and Archaeology, Princeton University, New Jersey, USA

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

**Abiy Yeshitla**, CEO, Muleback Technologies, Aurora, Colorado

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

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

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

**Samallie Kiyingi**, Global General Counsel for Standard Chartered's Corporate and Investment Bank, Singapore

## Advisory Board

**Professor Ousseina D. Alidou**, Distinguished Professor of Humane Letters, School of Arts and Science, Rutgers University-New Brunswick, New Jersey, USA

**Professor Naminata Diabate**, Associate Professor of Comparative Literature, Cornell University, New York, USA

**Professor Mamadou Diouf**, Leitner Professor of African Studies, Columbia University, New York, USA

**Professor Pamela Maseko**, Executive Dean of the Faculty of Humanities, Nelson Mandela University, Gqeberha, South Africa

**Professor Eve M. Troutt Powell**, Christopher H. Browne Distinguished Professor of History, University of Pennsylvania, USA

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

# President

Hoor Al Qasimi has been spearheading the establishment of the Global Studies University and The Africa Institute into major international institutions, 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 GSU Chancellor, Dr. Salah M. Hassan, she continues to shape its programming and future endeavors. A practicing artist and curator, Al Qasimi is also the 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, UAE, both 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 ten-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 and Dean of The Africa Institute

Salah M. Hassan is both the dean of The Africa Institute and Chancellor of Global Studies University, Sharjah. In addition to his position at the institute, Hassan is also Distinguished Emeritus 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 cofounder 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. Hassan has authored, edited, and coedited 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 (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 and 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.

# Distinguished Professors and Honorary Titles

## Professor-at-Large

**Professor Barrymore Anthony Bogues**, Asa Messer Professor of Humanities and Africana Studies, Brown University, USA

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

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

**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, South Africa

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

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

**Professor Munther Younes**, Reis Senior Lecturer in Arabic Language and Linguistics and Director of the Arabic program in the Department of Near Eastern Studies, Cornell University, USA, and Academic Director of Akadimiyyat Arabiyyat Al-Naas, 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, University of Pittsburgh, USA

# University Senior Administrators

**Associate Dean**
Binyam Sisay Mendisu, Director of Graduate Studies, Professor of African Language and Linguistics

**Internal Audit**
Intisar Ghandour: Head of Internal Audit

**Institutional Effectiveness**
Moji E. Olaniyan: Director of Institutional Effectiveness

**Academic Affairs**
Sara Majdi: Director of Academic Affairs

**Administration and Operation**
Sataan Al-Hassan: Director of Administration and Operations

**Human Resources:**
Fatima Rashed: Human Resources Manager

**Finance**
Abdulrahman Salem: Finance and Accounting Manager

**Library**
Adel Labadi: Librarian

**Archives**
Ramadan Elkhouly: Researcher & Archivist

**Information Technology**
Sherif Nour: Head of IT and Academic Computing

**Communication and Marketing**
Ahmed Moustafa: Digital Marketing Manager
Megna Kalvani: Communication and Outreach Manager
Aisha Al Hammadi: Communication and Outreach Manager

| University Directory | | |
|---|---|---|
| Department | EXT. 06/5112 | Email |
| **Dean Office** | 403 | deanoffice@theafricainstitute.org |
| **Academic Affairs** | | |
| Admissions | 445 | admissions@gsu.ac.ae |
| Registrar | 439 | registrar@gsu.ac.ae |
| Student Affairs | 443 | studentaffairs@gsu.ac.ae |
| Career Placement | 458 | studentscareers@gsu.ac.ae |
| **Administration & Operations** | | |
| Student Medical Insurance | | |
| Visa and Equalization | 403 | hr@theafricainstitute.org |
| **Finance and Accounts** | 412 | accounts@theafricainstitute.org |
| **Library & Archives** | | |
| Librarian | 418 | library@gsu.ac.ae |
| Archive | 424 | archive@gsu.ac.ae |
| **Communication and Marketing** | 429 | comms@gsu.ac.ae |
| **Human Resources** | 444 | hr@theafricainstitute.org |
| **IT Support Service** | | it@gsu.ac.ae |
| **Security and Emergency** | | |
| Security – Morning Shift | 52 494 4867 | |
| KBMS Security – Night Shift | 56 395 4370 | |

# The Campus

The Global Studies University (GSU) is currently working on commissioning an architectural firm to design a new building to house The Africa Institute and all future institutes, which includes the Asia, Americas, European, and Oceanic listitutes. In the meantime, the university has been operating out of a temporary location at the Khalid bin Mohammed School (KBMS). The following sections detail 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 of welcoming it's first batch of postgraduate students in 2024, GSU is temporarily operating out of the 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 twenty-eight 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 the Khalid bin Mohammed School eventually closed. Recognizing the potential of this historical structure, the Sharjah Art Foundation acquired it from the Sharjah Government, with architect Mona El Mousfy leading 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

# 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**
The Africa Institute and Skira, one of the oldest and leading publishers in the field of art and visual culture, have a series of co-publications, which 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 diasporas. 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 publishing several translations, to name 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 miscellaneous services include bilingual website postings, preparation of bilingual booklets for the Country-Focused Season Program, 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 respected reputation within the academic and cultural spaces through consistent and powerful messaging (both internally and externally). In accordance with the university's vision, mission, and strategic objectives, the office is tasked with meeting both the short- and long-term marketing goals of GSU and its institutes. The office collaborates closely with the university's leadership to advance 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 ensure 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. In highlighting a specific African nation or region, the institute is able to offer 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 platforms 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 Programs

# Overview of Graduate Programs

The Africa Institute of the GSU offers a PhD in Global Studies and master's in Global African Studies, which allow students to craft a fully interdisciplinary plan of study or to concentrate in one program area. In the master's curriculum, we have chosen to utilize the term "Global Africa" because we are committed to the study of the history, politics, and cultures of African people and people of African descent across the globe.

PhD students at the institute, in consultation with their advisors and members of their PhD committee, chart a curricular path in global studies through one program focus area/track or an interdisciplinary path through two or more program focus areas/tracks depending upon their scholarly interests, their research questions, their thematic field interests, and their career goals. Within each program focus area/track, it is also possible to focus or concentrate further in order to replicate a more standard, discipline-defined PhD program, for example, one housed in an art history department at a research university. Each program has developed a document that details its areas of concentration, including those with the breadth and depth to be legible as more traditional disciplinary bounded degrees.

In addition to the PhD, the institute offers a master's program in Global African Studies that provides students with opportunities to specialize with professional degrees in museum and critical heritage studies, Afro-Arab relations, or international relations and diplomacy. This program is discussed in a separate document. We expect additional professional master's programs to be added, including an MA in communications, journalism, and media studies (in collaboration with the University of Sharjah), MA in translation studies, and an MFA in creative writing.

# An Overview of the PhD Program in Global Studies

Students who want to pursue the PhD degree can apply to the doctoral program with or without a master's degree. All doctoral coursework is generally completed within the first four semesters (two years) after matriculation. Doctoral degree candidates are granted an MA degree after successful completion of two years of coursework and after passing the Admission to Candidacy examination (The A Exam). PhD students who do not continue their program after the second year (by their own decision or because of unsatisfactory annual reviews of their progress) may be awarded an MA after the completion of a capstone project designed in consultation with and approved by their advisory committee. An example of a capstone project includes a 10,000-word article based on original research.

All PhD students are awarded five years of financial support, including full-tuition fellowships and stipends to cover living expenses. The GSU's goal is for students to complete the PhD program in five years, but one to two-year extensions are possible if circumstances warrant and an extension request is approved by the Director of Graduate Studies (DGS). In order to monitor progress through their program and to provide clear feedback on that progress, students receive an annual written progress report from the DGS, which is crafted after consultation with the student's advisor and with all instructors with whom the student has worked over the course of the academic year.

# The PhD Program Curriculum In Brief

The content of the GSU curriculum engages the most important, pressing questions in global studies across the breadth and depth of the humanities and social sciences. Because all disciplines are moving toward interdisciplinary methodologies, our PhD curriculum is clustered into two broad interdisciplinary focus areas/tracks that, in turn, encompass five interdisciplinary programs. The first track covers historical, political, and social studies, exploring the dynamics and structures shaping societies globally. The second track centers on cultural, visual, and literary studies, exploring the role of culture, art, and literature in the global experience.

The program also closely engages with seven cross-cutting thematic fields that have potential to redefine and reimagine global studies, moving away from closed continental thinking and area study models. Some of these major themes that the programs explore and interrogate includes intellectual thought, the Indian Ocean world, the Muslim world, gender studies, and diaspora. In addition, all PhD students are required to take three semesters of courses in a selected non-Western language. As the most urgent questions of the moment necessitate trans- or inter-disciplinary collaboration, we have assembled a faculty that has the requisite agility to work in, between, and across disciplines.

## Program Focus Areas/Tracks

The PhD program in Global Studies at GSU of The Africa Institute is organized into two broad interdisciplinary focus areas/tracks that, in turn, encompass five interdisciplinary programs

**Track 1: Cultural, Visual, and Literary Studies**

1. African Languages and Translation Studies
2. History of Art, Visual Studies, and Performance Studies
3. Literary and Cultural Studies

**Track 2: Historical, Political, and Social Studies**

4. Historical Studies
5. Social and Political Studies

# Program Learning Outcomes

The Program Learning Outcomes (PLOs) of the PhD in Global Studies are:

**1. Knowledge:**
**On successful completion of this program the graduate will be able to:**

- Synthesize and critically evaluate key historical debates and conceptual frameworks in global studies to develop a deep and comphrensive understanding of social, cultural and political issues of gobal relevance

- Develop and contribute original interdisciplinary research that significantly advances contemporary debates and theories in Global Studies, and

- Critically apply and advance interdisciplinary research principles, approaches, and methods that have potential to generate overarching insights and new knowledge to the field of Global Studies.

**2. Skills:**
**On successful completion of this program the graduate will be able to:**

- Exhibit leadership in critical thinking and interdisciplinary research by innovatively analyzing, synthesizing, and advancing knowledge on complex cultural, historical, and political issues of different regions of the world and their multifaceted connections

- Articulate and disseminate research findings with expertise and clarity, contributing to scholarly discourse and influencing both academic and public audiences through advanced spoken and written communication, using both face-to-face and digital platforms

**3. Competence:**
**On successful completion of this program the graduate will be able to:**

- Demonstrate leadership and innovation in autonomously designing, managing, and advancing interdisciplinary research projects, while mentoring others and contributing to the development of research methodologies

- Exhibit advanced self-evaluation and critical reflection skills, taking responsibility for rigorously assessing and refining their own research work and providing constructive feedback to enhance the work of others

- Lead and collaborate with interdisciplinary and cross-cultural teams, demonstrating advanced leadership, strategic decision-making, and effective communication in navigating and resolving challenges within complex and diverse settings

## Thematic Fields

In order to encourage interdisciplinary work across our two program tracks, most courses are also associated with one of seven thematic fields:

1. African-Arab Relations
2. Intellectual Thought in Global Studies
3. Diaspora
4. Gender Studies and Feminist Futures
5. Political Economy
6. The Indian Ocean World
7. The Muslim World

## Languages and Translation

In many global studies and/or African studies programs, non-Western languages are offered in extracurricular, supplementary, and mainly skill-based courses. At GSU, we believe languages are far more than mere instruments of communication. Languages are archives of social memory, history, culture, and lived experience. The university, therefore, not only offers training in language as part of its graduate curriculum but fully integrates broader visions, perspectives, and conceptualizations of translation into its offerings. The languages currently offered, with plans to include more languages in the near future, are:

1. Amharic
2. Arabic
3. Hausa
4. Kiswahili

## Capacities, Skills, and Output

In addition to a commitment to crossing disciplinary boundaries as a necessity of academic inquiry, The Africa Institute embraces new forms of graduate student pedagogy, which ensure that our graduate students leave our program knowing:

- How to work and lead collaboratively
- How to write for and speak to a range of different audiences (not just academics)
- How to do effective and impactful public-facing work
- How to manage complex projects
- How to work with "big data" and digital platforms

As a part of this same dedication to new forms of graduate pedagogy, GSU is committed to the development, evaluation, and dissemination of capstone doctoral work in formats not limited to the dissertation or "proto-monograph." Even if, the institute does not plan to implement it at this stage, we are actively engaged in global conversations across the humanities and humanistic social sciences aimed at expanding the definition of the capstone doctoral project and developing criteria for its evaluation and circulation. [1]

1 Examples of non-dissertation capstone projects include documentary films, curated exhibitions, curated selections of four to five peer-reviewed and published articles, and curated/annotated digital archives.

# The PhD Common Core

The Africa Institute has developed a set of foundational courses and common experiences. All doctoral students are required to take the following courses:

## Foundational/Core Courses

All PhD students take these common courses and share these foundational experiences.

◦ **GSSH 701: Globalization: History and the Rise of Capitalism** (4 credits)
The aim of this course is to introduce graduate students to the ideas, concepts, and theories underpinning the study of globalization and the rise of capitalism. Existing accounts of the intricate relationship between these two historical phenomena offer a shallow understanding of globalization as a complex phenomenon. Hence, unpacking globalization and its interconnectedness with capitalism, its structure, and its assumed benefits and failings worldwide is helpful in explaining the maze of global financial markets, the rise of transnational corporations, flows of goods, services, migration policies, and labor. The first part of the course focuses on unpacking the concept of globalization. Here globalization is discussed as a contested concept that has given rise to different definitions, analytical perspectives, and interpretations, and is, therefore, best studied in an interdisciplinary and transdisciplinary manner. Further, different parts of the world, or different "civilizations," have been at the center of shaping different waves of globalization. The second part of the course focuses on the role that globalization has played in the rise of capitalism and the contradictions thereof. Here we focus on the reflections of many Southern scholars on pre-capitalist formation and the rise of Eurocentrism as integral to capitalism, and on the analysis of the link between slavery, colonialism, and the rise of capitalism. This part of the course also includes debates on the world market economy by dependency theorists and world systems scholars as well as the historical analysis of underdevelopment. The course concludes with sessions on the current crises of capitalism such as climate change and unequal burdens between the North and South, in addition to extractivism and the reproduction of worldwide inequality.

◦ **GSSH 702: Colonization and Decolonization** (4 credits)
This course explores colonization and decolonization with respect to histories and theories of imperialism and globalization. It draws from studies of Western and non-Western peoples as imperial masters, agents, or subjects. Students will learn about the technologies and ideologies of not only nineteenth and twentieth-century colonial practices as embodied by modern European regimes, they also will study those by ancient and contemporary African, Arab, Central and South American, Asian, Indian, Persian, and Ottoman Empires. This course also considers the effects upon and experiences of both the colonizer and the colonized. The minds, hearts, bodies, and land represent domains of colonial and de-colonial struggle in this course.

◦ **GSSH 705: Theory and Method I** (4 credits)
This required 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, its orientation is global. Topics include interdisciplinary themes and approaches drawn from the humanities and the social sciences and will be taught by a rotating faculty who will share their unique disciplinary perspective and methodological approach to studying Africa. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. The course will therefore afford students a wide exposure to the work and research programs of different scholars working within the specified field and with scholars in critical theory of the social sciences and the humanities.

◦ **GSSH 706: Theory and Method II** (4 credits)
This course is a continuation of Theory and Method I. This required seminar is the second of a two-semester program that highlights the study of Africa, and its diaspora through diverse academic disciplines. The course builds on the material in the first semester course (Theory and Method I). In this second semester course, emphasis is placed on the role that methods play in developing, assessing, and deepening theory in the humanities and social sciences. Therefore, students' appreciation of the following methodological approaches will be deepened further: textual and visual analysis, ethnography, fieldwork, qualitative methods, quantitative methods, mixed methods, and causal analysis, among others. The course will continue to be taught by a rotating faculty across the humanities and social sciences who will share their unique disciplinary perspective and methodological approach to studying global Africa.

◦ **GSSH 708: African and African Diaspora Intellectual Tradition/Critical Imagination** (4 credits)
This seminar examines the immense contributions of African and African diaspora theorists, scholars, and activists to global humanistic and social science studies. The course focuses on primary texts such as those by Léopold Sédar Senghor, Kwame Nkrumah, Julius Nyerere, Frantz Fanon, Walter Rodney, Aimé Césaire, W. E. B. DuBois, Édouard Glissant, C. L. R. James, Amílcar Cabral, Stuart Hall, Cedric Robinson, and Angela Davis, among others, while also examining secondary texts and media productions. While the course offers the opportunity to understand the ways in which African and African diaspora lives and spaces have been researched and represented, it also highlights African and African diaspora intellectual thought to understand how hegemonic ideas and structures have historically been and are still confronted. Considering experiences of enslavement, colonialism, and migration leading to the dispersal of millions of African peoples across the globe, this seminar is also premised on the idea of Africa as a global presence beyond the concept of Africa as a geographic entity. The course explores African social and political thought in relation to colonialism, postcolonialism, and

decolonization, and how African intellectual thought has been shaped by movements such as Négritude, Pan-Africanism, and Marxism, among others. It also explores African and African diaspora contributions to issues related to feminism, gender, race, and sexuality studies. Organized around thematic issues, the course anchors conceptual questions with interdisciplinary and intersectional rigor. The seminar will be taught by faculty/visiting professors who are invited to teach for one week from a choice of books that they believe are intellectually inspiring in their fields.

◦ **GSSH 707: Methods in the Social Sciences and the Humanities: A Summer Research Laboratory (**2 credits)
The methods course will introduce students to the foundational methods of analysis, research, and knowing in the social sciences and the humanities. In this regard, students will be introduced to quantitative, qualitative, and mixed method approaches to research in the study of global Africa. In the quantitative subsection, students will be introduced to foundational concepts in statistics. Here, students will learn how to analyze quantitative data using parametric and non-parametric approaches and will be exposed to the most recent debates on causal inference and its limitations. That is, students will be able to appreciate the methods of establishing relationships of causality in complex social systems and their limitations. Additionally, the subsection will introduce students to the most recent debates on the ethics of conducting so-called Randomized Control Trials (RCTs) in the social sciences. At the end of this subsection, students should be able to critically read academic work that utilizes quantitative research methods in studying global Africa. More importantly, students should be able to conceptualize a well-thought-out quantitative research study as well as to appreciate the limitations of such a study.

Alongside the quantitative training, students will be introduced to various tools and processes for conducting qualitative research. This will particularly be focused to students in the humanities. Students will learn to design structured, and semi-structured interviews, ethnography, focus group discussions, photovoice, and desktop qualitative research. Given the place of the digital in contemporary society, students will be introduced to digital ethnography as an important contemporary tool of data collection. Particular attention will be paid to the various approaches to qualitative data analysis and what ethics in qualitative research will be. By the end of this section, students should be in a position to: formulate qualitative research questions, draw appropriate data collection tools, collect data and analyze it, and write up qualitative or mixed- method research. The course will be supervised by two instructors, one from social science and the other from the humanities.

◦ **GSSH 703 & 704: Bi-weekly Seminar: From Area Studies to Global Studies, I & II**
(2 credits (1 credit per semester))
This course is organized as a series of bi-weekly presentations by invited guest scholars, and runs over two semesters. It is designed to be led by leading specialists in the fields such as African and African diaspora studies, Asian studies, Middle Eastern studies, European studies, and Latin American studies, among others. The purpose of this series of seminars is to familiarize student with major debates in area studies from a critical perspective that takes into consideration the problematic origins of such fields, which are deeply imbedded in the geopolitical, and interests of Western countries and former colonial forces. The seminar will address issues of origins and evolution of areas studies at the nexus of power and knowledge production and their problematics in the postcolonial context. The ultimate goal is to explore the epistemological origins of area studies and the rise of global studies as a critique of the imperial origins of area studies. Hence, the rise of global studies is premised on comparison based on the interconnectedness of the world as diverse but related cultures, socities, and economies that are in constant transformation through factors such as migration, trade and networks.

## Non-Western Languages

In addition to these common courses, all doctoral students are required to take three semesters of non- Western language during their first two years at the institute. Currently, four languages, namely Arabic, Amharic, Hausa, and Kiswahili, are offered, with more languages and options being added over time. 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; Prof. Aldin Mutembei, expert in Kiswahili, Institute for Kiswahili Studies, University of Dar es Salaam; and Prof. Moges Yigezu, expert of Amharic, Addis Ababa University. The language courses we offer have been licensed by the Sharjah Private Education Authority (SPEA).

## Elective Courses and Specialization Tracks

Beyond the Common Core, PhD students take six or more elective courses. In order 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. If the student is pursuing a single program-focused curriculum, elective course slots are largely predetermined by the program's internal requirements for specialization. For students pursuing interdisciplinary PhD work, there is more flexibility in course choice, but there must be coherence and a clear plan to justify every course selected so that each curricular step builds toward an integrated whole.

# The PhD At-A-Glance

The PhD program in Global Studies is a five-year program that entails two years of coursework and three years of dissertation research and writing. The program is divided into two specialization tracks. The first track covers **historical, political, and social studies**, exploring the dynamics and structures shaping societies globally. The second track centers on **cultural, visual, and literary studies**, exploring the role of culture, art, and literature in the global experience. Graduate students have the flexibility to select elective courses from a broad range within the social sciences, humanities, and arts, allowing them to tailor their learning to their specific research interests.

**Year Three** focuses on: (1) reading widely in the general field of Global Studies and Global African Studies, and in-depth study of areas that will help prepare the student for their doctoral research and their future career; and (2) developing a proposal for doctoral research and dissertation. Reading is done in preparation for the Admission to Candidacy Examination (The A Exam), a written and oral examination taken by the end of the sixth semester. The exam consists of three fields, which are determined by the student in consultation with their three-member PhD committee, one of whom is the student's primary advisor. All three fields are examined on the same occasion. The passing of The A Exam indicates that the student is ready to conduct independent dissertation research. Before beginning to write the dissertation, the student must develop and submit a fifteen to twenty-page doctoral prospectus. The prospectus is defended before the special PhD committee. The prospectus should include a clear statement of the research question, an explanation of the broader context, a provisional outline of the project, an engagement with existing secondary literature, a discussion of theoretical underpinnings and methodology, a plan of research, a timeline for completion, and a bibliography.

The A Exam should be completed, and the doctoral research proposal successfully defended by May of the third year for Spring semester, and by November of the third year for the Fall semester.

**Years Four and Five** Students enroll in 3 credits of doctoral research each semester, which accounts for full-time work (research and writing) on the final PhD project. That capstone project must be formally defended (The B Exam, see below) before the final degree is awarded.

**Total Required Credits: 81 credits**

| Year One | | |
|---|---|---|
| **Semester One:** | Globalization: History and the Rise of Capitalism | 4 credits |
| | Colonization and Decolonization | 4 credits |
| | Language | 3 credits |
| | Seminar on Areal Studies and Global Studies I | 1 credit |
| **Semester Two:** | African and African Diaspora Intellectual Tradition | 4 credits |
| | Theory and Method I | 4 credits |
| | Language | 3 credits |
| | Seminar on Areal Studies and Global Studies II | 1 credit |
| **First-Year Summer Collaboratory (May–June)** | Methods in the Social Sciences and the Humanities | 2 credits |

| Year Two | | |
|---|---|---|
| **Semester Three:** | Theory and Method II | 4 credits |
| | Elective Course | 4 credits |
| | Elective Course | 4 credits |
| | Language | 3 credits |
| **Semester Four:** | Elective Course | 4 credits |
| | Elective Course | 4 credits |
| | Elective Course | 4 credits |
| | Elective Course | 4 credits |

| Year Three | | |
|---|---|---|
| **Semester Five:** | Readings (in preparation for The A Exam) | 3 credits |
| | Doctoral Research Proposal Workshop | 3 credits |
| **Semester Six:** | Readings (in preparation for The A Exam) | 3 credits |
| | Doctoral Research Proposal Workshop | 3 credits |

## Advising and Evaluation Structures for the Institute's PhD 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 a chair of their PhD Committee by the end of the second semester. By the end of the third semester, the chair of the committee, in consultation with the student, will invite two other faculty members to join the PhD committee.

The student consults with the PhD committee in the preparation of their fields of study and reading lists for The A Exam, and in the development of the doctoral capstone prospectus. The student is expected to work with this committee throughout years four and five as they complete their research and develop their final project. The PhD committee will review the project and determine whether or not it is ready for defense or for The B Exam. 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 members of the PhD committee in addition to two external reviewers.

The B exam is an oral examination focused on the final PhD capstone project. The public portion of the exam includes a presentation by the student of their research findings, and then questions by the general audience. The second part of the exam is private, or on camera. Here the Capstone Defense Committee, which generally includes the existing members of the student's PhD Committee, and at least two external participants, examine the candidate on their project. The exam results are: Pass, Pass with Some Revision, 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. Please see Rules and Guidelines for the Final Doctoral Project for further information.

## Description of PhD Program Tracks and Academic Program

The PhD program in Global Studies has two tracks. Students are expected to take a minimum of 6 elective courses of 24 credits under each track or within the two tracks depending on their intended area of specialization and dissertation research. Course selection will be done in close consultation with their supervisor and the DGS. The two tracks are:

**Track 1: Cultural, Visual, and Literary Studies**
**Track 2: Historical, Political, and Social Studies**

Under the first track, **Cultural, Visual, and Literary Studies**, the following major program areas are included.

◦ **African Languages and Translation Studies Program**
The African Languages and Translation Studies Program offers a unique opportunity to critically explore Africa's rich linguistic, literary, and social resources with all their historical and cultural complexities and connections. Languages are understood as a gateway to the social world, archives of

social memory, and as a laboratory of lived experiences, thereby opening possibilities to rethink the question of the human. Hence, this program equips students to engage language as a site of recondite intellection, thereby expanding their understanding of language beyond a mere means of communication and a system of grammatical rules and principles. The program area also pays particular attention to the questions of translation as a powerful means to make meaning, to facilitate the exchange of knowledge, and promote connections in multilingual and multicultural societies. Courses in this program, therefore, aim to provide students with broad knowledge of languages and their myriad uses in society and in knowledge production, and shed light on a broader vision of translation with its potential to serve as a point of intersection for so many genres and disciplines.

◦ History of Art, Visual Performance Studies

This program brings together three different interrelated fields that share the visual as central to their core. Though each of these programs have evolved separately, they are, in reality, moving toward an interdisciplinary conceptual mode in their practices and manifestations. Drawing on a range of approaches, theories, and visual, embodied, and textual archives, the program in the history of art, visual, and performance studies is designed to critically examine a broad range of art historical studies such as African and African diaspora art, contemporary art, Islamic art, and modern art. The program also engages with the vast knowledge in African and African diasporic performances and the theoretical and methodological terrains that shaped the emergence and developments of fields such as African and African diasporic cinema, radio, television, video arts, photography, sound, and the myriads of computational/Internet-based media. Studies in the history of art and visual studies also prepare students to examine issues such as visual structures and visual spaces on culture, communication technologies and politics, and theories and criticisms that center on the effects of capitalism on the domains of high art, in museum histories, in representations, and in mass and popular cultures. Performance studies explores issues such as orature, dance, music, drama, masquerade, puppetry, everyday role-playing, staged religious and political rituals, protests, choreographed spectacles, as well as recorded and restaged acts in order to locate the political in the performatives.

◦ Literary and Cultural Studies

Literary and cultural studies are powerful gateways to understanding the diversity and complexity of the African continent and its diasporas, and the inextricable ties among aesthetics, ideology, political economy, and history. Courses in comparative literary and cultural studies offer a critical intellectual space to study ways of knowing, knowledge production, re/presentation, ideology, identity, and subject formation, as well as the re/imagination of structural and everyday lived practices. Through its transnational and comparative approaches, the program engages the various traditions, genealogies, and genres of continental and African diaspora orature, literature, and contemporary culture with the attendant repertoire of literary and cultural theory, criticism, and interpretation. Through their inter-transdisciplinary and multi-genre approaches, comparative literary and cultural studies take fictional and non-fictional texts, embodied life forms, visual culture, cinematic images, lights, and sounds as modes of discourse and as material manifestations of systems of representation wherein power invents and performs with ideas, meanings, and values. In so doing, the program offers a chance to critically understand the workings of race, class, capital, gender, sexuality, masculinity, femininity, ethnicity, new and old empires, nationalism, modernity, urbanism, architecture and museums, technology and society, climate of history and climate change, intuition and spirituality, hegemony and subalternity, the structural and the everyday, and memory and imagination.

Under the second track, Historical, Political and Social Studies, the following major program areas are included.

◦ Historical Studies

The faculty in the historical studies program equips students in the utilization of archival, ethnographic, linguistic, literary, and visual sources to reconstruct and embody historical knowledge. Important to the program is the introduction of concepts—race, class, gender, ethnicity, nationality, and so forth—that enable the interrogation of sources and foster innovations in the writing of new narratives of the past. Students also develop critical thinking, research, and writing skills, as they endeavor to transform the ways in which we understand and operationalize history in service of Africa and its place in a dynamic world. This program offers a unique opportunity to explore understanding of the past and the production of historical knowledge by centering African ways of knowing. It draws inspiration from Sharjah's geographical and historical location in the Arabian Peninsula, where the monsoon winds have facilitated cyclical movements of people, ideas, goods, and material culture between Africa, the Gulf, and civilizations like India, Persia, China, and Europe, among others. The Africa Institute occupies a novel place to explore topics like slavery, capitalism, abolition, colonialism, nationalism, independence struggles, war, and trauma as they intersect with constructions of race, gender, sexuality, class, religion, culture, and language.

◦ Social and Political Studies

The social and political studies program offers a transdisciplinary curriculum that is grounded in theory, method, and praxis in the study of the global Africa landscape. Our goal is to provide students with a strong basis in the fields of sociology, political science, anthropology, archaeology, and critical heritage studies. This program is designed to equip students with foundational knowledge in the study of the state, society, culture, religion, economy, and the environment. Students in this program will learn a combination of quantitative, qualitative (archival, ethnography, oral histories/traditions, archaeology/material culture), as well as experimental approaches to research. The temporal and spatial reach on the one hand combined with disciplinary flexibility on the other will encourage student exploration in a variety of courses across many fields where these have relevance to the social, material, and ideational conditions of individuals and communities. Courses in this program focus on (dis)continuities and transformations (trade, conflict, conquest, pilgrimage, people, cultural remains, ideas, imaginaries), within, across, and beyond the continent.

## Thematic Fields

Leveraging our geographical setting, we aim to go beyond traditional area studies by pioneering new methods to examine and understand global studies. To this end, our interdisciplinary PhD program prioritizes the following thematic areas, which are also reflected in our courses.

**African and Arab Relations**
The thematic area provides an in-depth examination of the historical and sociocultural interactions between Africa and the Arab world. It intends to explore the rich and complex historical ties, focusing on shared narratives of unity and collaboration, including joint battles against colonial rule and the collective philosophies and movements toward liberation that bonded Africa and the Arab world together. Moving beyond traditional political science approaches, which often separate African studies—rooted in European colonial legacies—and Middle Eastern studies—emerging from European Orientalist perspectives—the area investigates the intricate connections between Africa and the Arab world. It does so through a historical overview that encompasses various themes. These include ideologies that transcend state boundaries, the intertwined nature of cultural exchanges, and significant international and regional shifts that occurred in the twentieth century, among other topics.

**Intellectual Thought in Global Africa**
This interdisciplinary field explores the ways in which intellectual debates have circulated, and continue to circulate, in Africa and the diasporas. The focus in this field is on sources that educate, mobilize, and renew the conversation about freedom, equality, democracy, development, society, culture, languages, as well as African and global solidarity. Courses look both at individuals and collectives, but also at institutions—universities, newspapers, journals, publishing houses, galleries, art festivals—which are examined as employers of intellectual personnel, channels of articulation and dissemination of intellectual debates. We will gain an understanding of the diversity and complexity of the ways in which the role and representation of intellectual debates are conceived throughout the continent and underline the importance of multi-genre articulations and practices of freedom in the making of African intellectual lives. Taking Sharjah as a generative occasion, it will also examine the ways in which Afro-Arab solidarity in particular and south-south relations in general have been expressed.

**Diaspora**
Much academic writing on the African diaspora is focused on the transatlantic slave trade and the making of the Black Atlantic World. It is high time to consider a critical lens on other older and newer African diasporas around the world while we continue to expand and complicate the transatlantic knowledge frontier. This field seeks to place dominant areas of inquiry into conversation with the multiple diasporas that are absolutely central to the study of global Africa, its past and its present, by bringing into the conversations: Africans in the Gulf and Middle East regions, and in South and Southeast Asia; movements of Asians to Africa; African diaspora in North and South America, Australia, New Zealand, and so on. Movements in and around these spaces are analyzed in conjunction with

region-formation or spatial reorganization, as both condition and product of intellectual traditions developed at the confluence of flow and fixity. The conceptual and spatial expansion of the many aspects of Africa's relations with, for example, Asia in general and the Gulf in particular signals an invitation to appreciate, revisit, and build on the transatlantic paradigm.

**Gender Studies and Feminist Futures**
This interdisciplinary field explores how gender is constructed, performed, inscribed, and reproduced across time and space. African feminists and feminists from the diaspora have long insisted on the historical and locational specificities of gender regimes, and on the importance of developing intersectional approaches to systems of domination, which foreground the entanglements of gender with race, class, age, ethnicity, and location in the struggle to imagine and to theorize new equitable, just, and sustainable futures. Some of the most globally impactful of their work has decisively challenged the very foundations of liberal feminism in the Global North: the gender/sex binary. This expansive field tackles a diversity of issues, from sexuality, gender identity, femininities, and masculinities to environment, work, family, migration, health and medicine, politics, and culture.

**The Indian Ocean World**
The Indian Ocean has long been an arena of exchange of people, goods, and ideas across Africa, the Middle East, and South and Southeast Asia. As a space of interaction long before Europeans arrived in the region, it offers another vantage to think through relationalities across space and the idea of Africa. Rather than approaching the study of Africa from the bounded, territorial conceptions of "continent," "nation," or

"state," this field seeks to approach Africa as a dynamic space shaped by its transregional connections across the Indian Ocean world. By drawing attention to Africa's entanglements in the Indian Ocean world, this field moves beyond traditional area studies, bounded notions of Africa, and Atlantic frameworks, as it opens up the possibilities of theorizing forms of racialization, memory, diaspora, slavery, freedom, migration, climate change, and relationalities that do not always use Western epistemologies as points of departure.

**The Muslim World**

Africa has played a key role in the historical and ongoing development of Islam. It is home to a quarter of the world's Muslims. As one of the world's fastest growing religions, Islam is increasingly playing a significant role in the lives of African individuals and communities. Despite Islam's arrival in Africa soon after its seventh-century inception, many (inside and outside of the continent) still view Islam in Africa as a "foreign" religion, particularly in Sub-Saharan Africa. The vast number and diversity of Muslim communities provide insight into the plurality of Islam, contrary to the notion of Islam as an Arab religion, complicating popular understandings of a universal or global Islam, and revealing a diverse set of African Islamic traditions and practices, including in regions where Muslims form a minority. This program explores the circulation of Islamic ideas and knowledge, through trade, conquest, and migration, including the Atlantic, Indian, and Oceanic worlds. Course offerings study Islam in Africa to learn about economic, political, social, cultural, and religious issues of importance to the continent, for example, Islam's encounter with "African traditional religion," Christianity, and European colonialism.

Specific attention focuses on education, literacy, religious teachings, poetry, rituals, philosophy, mystic practices, and healing, as well as the interactions between African and Arabic languages and scriptural traditions. This field also explores the relationship between Islam, race, slavery, gender, livelihood, and other markers of social differentiation. It examines Islamic thought and political formations, such as Sufi orders and brotherhoods, their scholarly heritage, and their traditions of transmission.

**Political Economy**

This field investigates a range of connections and tensions, and the many interrelationships among people individually and collectively, through institutions and policy. Course offerings reflect a multi- scalar approach to thinking about Africa, its diasporas, and their place in the world economy by emphasizing comparative histories of slavery, forms of racial capitalism, and debates and approaches to thinking about development theory and its discontents, underdevelopment, world-systems, modernization theory, and theorizing Africa in the neoliberal economic world order. These foundational debates are combined with social science approaches, which explore agrarian economies, globalization, the entanglement of war and trade, oil economies, migration, and labor movements, as well as shadow economies (formal/informal trade), in order to underline the importance of taking Africa as an object of study—from a multi-scalar, yet transregional perspective. In centering the laboring body, attention is also paid to histories of free and unfree labor, especially in agrarian contexts, in the Indian Ocean, the Atlantic, and the Mediterranean, as well as their hinterlands.

## Program Structure and Requirements

The normal length of the program is 81 credit hours. To be recommended for graduation with a PhD in Global Studies, students must satisfactorily complete formal courses in the specified categories as set out as follows: 24 credit hours of core required courses, 9 credit hours of language courses, and 24 credit hours of electives (to be selected in consultation with their advisor and DGS, and the courses can be chosen from one program path or track, or two or more). The curriculum also requires 6 credit hours of reading and preparation for The A Exam and 18 credit hours of thesis research or a similar capstone project. Students have to submit a written thesis, which is evaluated by the examination committee, as well as satisfactorily defend their thesis research or capstone project in a viva format.

**Overall Program Structure**

The major components of the PhD in Global Studies program are summarized in the table below:

| Program Component | Credit Hours |
|---|---|
| Foundation/Core Courses | 24 |
| Language Courses | 9 |
| Elective Courses | 24 |
| Readings for The A Exam | 6 |
| Doctoral Project | 18 |
| **Total** | **81** |

**Program Requirements**

Students seeking to earn a PhD in Global Studies must successfully complete a minimum 81 credit hours as specified in the program requirements detailed below, with a minimum Cumulative Grade Point Average (CGPA) of 3.0. Course selection should be made in consultation with the student's main advisor and Director of Graduate Studies (DGS).

- **Program Core (24 Credit Hours)**

Students must complete the following core courses:

- GSSH 701: Globalization: History and the Rise of Capitalism (4 credits)
- GSSH 702: Colonization and Decolonization (4 credits)
- GSSH 703: Seminar: From Area Studies to Global Studies I (1 credit)
- GSSH 704: Seminar: From Area Studies to Global Studies II (1 credit)
- GSSH 705: Theory and Method I (4 credits)
- GSSH 706: Theory and Method II (4 credits)
- GSSH 707: Methods in the Social Sciences and the Humanities: A Summer Research Laboratory (2 credits)
- GSSH 708: African and African Diaspora Intellectual Tradition (4 credits)

- **Language Courses (9 Credit Hours)**

Students must complete the following language courses in a chosen non-Western language:

- Amharic
  - AMH 100: Amharic Elementary (3 credits)
  - AMH 200: Amharic Intermediate (3 credits)
  - AMH 300: Amharic Advanced (3 credits)

or

◦ Arabic
- ARL 100: Arabic Elementary (3 credits)
- ARL 200: Arabic Intermediate (3 credits)
- ARL 300: Arabic Advanced (3 credits)
or
◦ Hausa
- HAU 100: Hausa Elementary (3 credits)
- HAU 200: Hausa Intermediate (3 credits)
- HAU 300: Hausa Advanced (3 credits)
or
◦ Kiswahili
- KSW 100: Kiswahili Elementary (3 credits)
- KSW 200: Kiswahili Intermediate (3 credits)
- KSW 300: Kiswahili Advanced (3 credits)

**Elective Courses (24 Credit Hours)**
Students must complete a total of six elective courses (24 credits). The courses are organized into the two specialization tracks/program focus areas, namely: Track 1 is Cultural, Visual, and Literary Studies; and Track 2 is Historical, Political, and Social Studies. In consultation with their advisor and the DGS, graduate students chart a curricular path in global studies through one program area or an interdisciplinary path through two or more program areas, depending upon their scholarly interests, their research questions, their thematic field interests, and their career goals.

Guided by the interdisciplinary approach and structured around the two outlined program tracks, the following courses are offered as electives covering a range of interdisciplinary topics and themes:

◦ GSSH 709: The Global '60s (4 credits)
◦ GSSH 711: Global Africa, World Literature, and the Oceanic Imagination (4 credits)
◦ GSSH 712: Translation Studies in/of Africa (4 credits)
◦ GSSH 721: The State in Africa: An In-Depth Exploration (4 credits)
◦ GSSH 722: The Body in African History (4 credits)
◦ GSSH 723: Africa: A Crucible for Global Conceptual Innovation (4 credits)
◦ GSSH 724: The Politics of Language and Education in Africa (4 credits)
◦ GSSH 731: Africa's International Relations (4 credits)
◦ GSSH 732: State, International Society, and Empire (4 credits)
◦ GSSH 733: Archaeology of Atlantic Africa and the African Diaspora (4 credits)
◦ GSSH 734: Who Owns the Past?: An Introduction to Heritage in Africa (4 credits)
◦ GSSH 741: Basics in Performance Studies, Theory, and Method (4 credits)
◦ GSSH 742: Performance Historiography (4 credits)
◦ GSSH 743: Special Topics in Global Studies (4 credits)

Subject to the approval of the main advisor and DGS, up to two electives (8 credits) of the six courses may be taken from outside the student's track/program focus area and chosen from the list above if these courses support the student's dissertation topic.

## Selected Course Descriptions

Course descriptions of foundational courses to be taken by all students of the program are provided above. In what follows, the course description of selected elective courses within specialization tracks are provided.

◦ **GSSH 709: The Global '60s** (4 credits)
This course investigates the transnational connections and shared influences of new social movements and diverse ideologies that emerged in the 1960s in Africa, Asia, Latin America, as well as in Europe and North America. Giving emphasis to the particularities of local and nationalist histories, such as the Vietnam War, the 1968 Paris youth movement, and the anti-apartheid movement in South Africa, which caused the dynamic political movements of the 1960s, the course also examines the varieties and complexities of the period's global entanglements. The inter- and transnational connection of the 1960s materialized from a variety of political persuasions and national origins, and yet it fostered an enduring impression in our imagination as being cohesive and solidaristic. Why have the global '60s captured our contemporary perception of solidarity, social movement, international political relations, revolution, and dissent? The course explores the concept of the global '60s, its historical perspectives of nonalignment, such as Bandung, national liberation movements against colonialism, and postcolonial development policies and their legacies in the contemporary moment.

◦ **GSSH 711: Global Africa, World Literature, and the Oceanic Imagination** (4 credits)
As theorizations of world literature have unsettled and complicated long-standing practices of dividing literary texts according to categories of nation-state and continental landmass, new critical vocabularies have continued to emerge for understanding literature's relation to the topographical forms and features of the earth as well as flows, circuits, and exchanges of culture across geographic boundaries. This has significant implications for the ways African and African diaspora literatures are read, studied, theorized, and understood. This seminar will explore the work of a host of thinkers, writers, and artists grappling with the ways that people, ideas, languages, cultures, and literary forms have been shaped by, moved across, met, and commingled upon the vast and interconnected waterways that constitute the majority of our planetary surface, with special attention to the oceans and seas that have always connected the African continent to the rest of the world. We will consider literature's "world-making" potential by honing in on new oceanic and archipelagic formulations that have grown out of and alongside the category of world literature as well as postcolonial and transnational approaches to literary and cultural analysis. When poet Dionne Brand writes that "the sea was its own country, its own sovereignty," she is referring to the all-consuming nature of the sea, its life-giving and life-taking force. Islands, coastlines, shores, banks, archipelagoes, and peninsulas, and even the ships, dhows, and pirogues that have made their way between and along them can be understood as generative sites of "world-making" for African and African diasporic authors, even as we remain cognizant of the death-worlds of slavery and the mass graves that lie at the bottom of these same seas. We will examine

theoretical, affective, and cultural formulations such as the Black Mediterranean, the Black Atlantic, the Black Aquatic, and the Indian Ocean world, moving between the realms of metaphor and materiality, working under the shadow of the reality that today, perilous migrations across the seas evoke the Middle Passage and reproduce precarity for Black and Brown people around the world.

◦ **GSSH 712: Translation Studies in/of Africa** (4 credits)
Who is a translator and what comprises a translation? What role has translation played historically in shaping African history, literature, and culture? How is translation being theorized in the burgeoning field of translation studies and what bearing do those theories and approaches have in African and African diaspora contexts? How can we read African literatures for and with translation in mind? And what do translators of African texts have to say about their creative practice? With attention both to the increasing importance of translation in international relations as globalization has transformed the world, and to the reality of translation's ubiquitous almost banal presence in the multilingual context of the African continent, this course looks closely at definitions of the translator and the translated, focusing on how translation has been practiced and theorized, as well as how these practices and theories have played a part in shaping colonial and postcolonial history, literature, and culture.

The course is divided into four overlapping and interconnected units. The first unit, "Theories," will focus on the referential nature of language, theoretical approaches to understanding the traverse across linguistic boundaries, and approaches to the study of translation in its multiplicity in the context of the discipline of comparative literature.

The second segment, "Histories" will explore the role of translation in shaping colonial dynamics of power, particularly in Africa, but also in other parts of the colonized world. We will consider the unique role of the translator in colonial contexts, including how that role has been narrativized in literature. We will also consider how these dynamics persisted and shifted in the wake of anticolonial liberation movements and Africa's literary boom of the 1960s and 1970s. Recognizing the ways in which languages are differentiated by power will lead us to the next segment, "Politics," in which we will seek to understand the political nature of translation, including how it has been and continues to be employed as a practice of cultural and political resistance.

The fourth and final segment, "Practices," will examine a sampling of approaches to the practice of translation, focusing on reflections from practicing translators of African texts. Apart from these readings on translation theory, history, politics and practice, this course also includes a practical component, through which you will have a chance to creatively explore your own approach to translation. For the final project, you will undertake a short translation of any work of fiction or non-fiction (or excerpt) by an African writer and develop a substantial theoretical reflection, drawing on the course readings and relating them to your own practice. In doing this, you will have the opportunity to work on your own with a language in which you have some background or that you're interested in learning. You may also to choose to work with a classmate or someone outside the class (e.g., a friend or family member) to produce a collaborative translation. You will present your project in the final week of class.

◦ **GSSH 721: The State in Africa: An In-Depth Exploration** (4 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.

◦ **GSSH 722: The Body in African History** (4 credits)
The body has been central to African history in numerous ways, ranging from the ways in which it has been perceived and treated to the role it has played in shaping social, political, and cultural dynamics. In a recent article in *African Studies Review*, Julie Livingstonargues that, as "the source of perception and the seat of animation, of life," the body "grounds experience of the world while also providing a rich set of symbols from which humans draw in political, social, and religious life to create and communicate meaning." To interrogate the body, she writes, is to address "not only…its dynamic biological character, but also…its representational heft and detail, its political and economic value, as well as its experiential and social properties" (2021: 129, 130). This intensive reading seminar examines the body as a site of power, knowledge, and meaning-making in African contexts. It explores the ways in which the body has been constructed, represented, and experienced in relation to broader political, social, and cultural contexts in Africa. Drawing on a range of theoretical perspectives, including postcolonialism, feminism, and critical race theory, the course aims to provide students with a nuanced understanding of the complex ways in which the body has been shaped and contested in African history and society.

◦ **GSSH 723: Africa: A Crucible for Global Conceptual Innovation** (4 credits)
This advanced doctoral seminar engages students in an intensive collective meditation on Africa as a crucial site for global conceptual development. Rather than treating Africa merely as a subject of study, this course repositions the continent as a primary location for philosophical and theoretical experimentation, where categories of power, violence, and subjectivity are confronted, reimagined, and redefined. Through deep engagement with both theoretical texts and concrete African realities, the seminar encourages a rethinking of central philosophical concerns—sovereignty, autonomy, liberation, and the human condition—using Africa's unique historical and conceptual dynamics as a starting point. Students will engage in radical reflection, confront traditional epistemologies, and generate new theoretical frameworks that have the potential to shift global philosophical debates.

◦ **GSSH 724: The Politics of Language and Education in Africa** (4 credits)
The course critically interrogates the complex and multifaceted relationships between language, education, and power in Africa. It examines how historical, political, and cultural forces have shaped language policies and educational systems across the continent. The course also addresses the legacies of "colonial" language imposition, postcolonial

language reforms, and ongoing debates over the roles of African languages and other languages of international stature in education. In this context, it explores the dynamics of multilingualism and deliberates on how formal education systems often limit or fail to accommodate the use of multiple languages. Students will engage with a broad range of case studies from various African countries to understand how language serves as a site of political contestation, identity formation, and social stratification. Through interdisciplinary readings and discussions, the course equips students with a nuanced understanding of how language and education intersect with issues of power, inequality, and decolonization in contemporary Africa.

◦ **GSSH 731: Africa's International Relations** (4 credits)
Conventional global political analysis consistently presents 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. The course also examines how the different International Relations (IR) theories have conceptualized Africa, and how their representations of Africa have informed and shaped development and institutional practices on and toward the continent. The course draws specifically from critical theory in its most engaging aspects for insights on the underlying ideas and philosophies that have defined Africa and its place in the making of the international order. Additionally, the course 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 IR 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.

◦ **GSSH 732: State, International Society, and Empire** (4 credits)
This seminar aims to introduce central concepts that inform and structure the history of global politics from a genealogical perspective. These range from statehood and sovereignty, empire and imperialism, the international community and international society, globalization, and multilateralism. The course draws from historical, philosophical, and literary approaches to examine the political, economic, and ideological rationalizations and enactments of empire 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 sought to 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 thus ponders the implications of a conception of world politics as a field where different entities were co-constituted through war and diplomacy, conflict and trade. In this context, the history of the making of the international order in its organizational, normative, and institutional instantiations is imagined as a space and a process that has shaped the conduct of states and empires in the contemporary world. In exploring the interactions of empire and local institutions for how they have shaped state and sovereignty in the Third World, the course thus lays emphasis on the ideological, technological, political, linguistic, and aesthetic conditions of the emergence and development of states and empires in Africa, Asia, and the Indian Ocean world.

◦ **GSSH 733: Archaeology of Atlantic Africa and the African Diasporas** (4 credits)
Too often "Western" historical narratives consider Africans and African diasporans as "People Without History." Such a notion also refers to people who possess few or no formally written histories. Employing historical archaeology, this course examines the material traces individuals and communities in the past left behind as important, alternative historical resources for interrogating the European colonial library, and rewriting the histories and legacies of the transatlantic slave trade and slavery. Excavating the "hidden histories" of Africans and African diasporans, both free and enslaved, our aim is to insert the voices of those marginalized, silenced, and erased. This course focuses on the major themes and questions in the historical archaeology of the Africana experience, on both sides of the Atlantic, in Africa and the diaspora. Throughout this course we will adopt an interpretive approach that draws upon the use of "words and things" (objects, texts, oral narratives, and ethnography), thereby exploring the (dis)connections and influences between Atlantic Africa and the diaspora. We will begin by examining archaeological evidence from West Africa, exploring the impact of the Atlantic economy on African daily social life. We will then focus on material culture from the African diasporas, exploring the ways enslaved Africans and their descendants interpreted their conditions in North America, Latin America, and the Caribbean, addressing topics such as social, racial, ethnic, religious, gendered, and class identities; power and inequality; conquest, resistance, rebellion and maroonage; and aesthetics. We will pay close attention to landscapes, settlement patterns, architecture, domestic space, political institutions, sociopolitical, cultural and religious practices, production and consumption. Above all, we will try to gain insight into African and African descendants' lives and worldviews—who they were, what they were forced to become and who they aspired to be. We will engage in discussions with archaeologists and heritage specialists working in Atlantic Africa and the African diasporas, as well as those working with African collections in Africa, the United Arab Emirates, the United States, and Europe.

◦ **GSSH 734: Who Owns the Past?: An Introduction to Heritage in Africa** (4 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

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.

◦ **GSSH 741: Basics in Performance Studies, Theory, and Method** (4 credits)
This course will introduce and rethink performance studies as an interdisciplinary field of study by critically examining the possibilities and limits of the Global North-centered knowledge production in view of the vast and manifold histories, material and spiritual conditions, performance practices, and thoughts in Africa and African diasporas. It also invites students to critically look into the notion of "Africa" in African performances by keeping the tension between particularities and global connections. The course entwines performance with theory and method through exploration of the notions of "theatricality," "performativity," and "performance ethnography" to see discursive (narrative-based) and embodied (with and on bodies) effects of knowledge and power as it tries to understand the everyday performative struggles of ordinary people. In so doing, the course enables students to see performance as a mode of thought, method, and object of study while they, at once, learn how to listen, read, see, write, and act/move due to their active engagement in and out of class by studying books, articles, performances, films, museums, and everyday lives.

◦ **GSSH 742: Performance Historiography** (4 credits)
This course engages with conceptual debates in historiography (the writing of history that is ideologically pricked) by drawing from critical and decolonization theories that help us understand how catastrophic postcolonial histories continue to violate marginalized bodies in the present in the name of and due to solidification of truth/the real. The course invites students to ask, "What is history?" to uncover the colonial thinking embedded in the formation of foundationalist history as a discipline and profession. Inserting performance theory into the historiographic debate, the course unsettles traditional archives by looking at memory, images, sounds, performances, ephemerality, embodied history, contradictions, and affirmations. As it troubles the Western-centered unidimensional, monocromatic, and univocal temporality, the course attempts not only to rethink modern/colonial lived time but also to reconsider questions of im/mobility of marginalized bodies in space—in the here and now. By questioning colonial ways of thinking that privilege text-based archives, evidence based "discovery of truth," and accurate representation of the past, students will explore the ways in which decolonization would, as a way of thinking and praxis, help us cocreate new times and new spaces in view of the question of the human and planetary issues. Along with these acts of making critical history through conversations (dialogic speech) in seminars, students learn how to read and write well thought out and composed essays.

◦ **GSSH 743: Special Topics in Global Studies** (4 credits)
This advanced interdisciplinary seminar engages contemporary and historical issues of global significance, featuring topics proposed annually by faculty, leading scholars in our network, and invited guest speakers. In an era marked by rapid technological innovation, geopolitical conflict, environmental crises, and profound cultural transformations, the seminar course provides students with critical insights into the most pressing global challenges of our time. The seminar's purpose is to expose students to emerging debates and evolving perspectives on globally relevant topics, encouraging an understanding of the interconnectedness of issues, which require nuanced insights, broad understanding, and long-term perspectives. Through a dynamic and evolving syllabus, students will explore topics such as the societal impact of technological advancements, global conflict and peacebuilding efforts, the consequences of climate change and natural disasters, and the cultural shifts reshaping identities and communities worldwide. By engaging with avant-guard and sometimes unconventional research, artistic works, events, and interdisciplinary case studies, students will develop the analytical skills necessary to navigate and critically assess the complexities of a rapidly changing global landscape. The seminar emphasizes collaborative discussions and critical thinking, preparing students to contribute thoughtfully and effectively to international debates on issues of global importance.

◦ **AMH 100: Amharic Elementary** (3 credits)
The African Languages and Translation Program at The Africa Institute offers an Amharic course for complete beginners that runs for 15 weeks. There are 30 lessons to be covered in this course enhancing the four key language skills: speaking, listening, reading, and writing. The lessons are consistently structured and attempt to build the four skills in an integrated way. Lessons 1-30 begin with the introduction of new vocabulary, presented interactively alongside example sentences. A communicative approach underpins the design of the lessons to be taught. The incorporated texts and dialogues predominantly reflect the language's spoken form as it is used in formal contexts, including the media. Efforts have been made to ensure cultural and contextual relevance.

◦ **AMH 200: Amharic Intermediate** (3 credits)
The African Languages and Translation Program at The Africa Institute offers an Amharic course for learners at the intermediate level that runs for 15 weeks. There are 30 lessons to be covered in this course that continue to develop the four key language skills: speaking, listening, reading, and writing, and grammar foundation through the extensive use of graded materials on a wide variety of topics. While more attention is given to developing communicative proficiency and grammatical accuracy than in Elementary Amharic, the course will be encouraging fluency and facility in understanding the language and communicating ideas in it. Once again, efforts have been made to ensure cultural and contextual relevance.

◦ **AMH 300: Amharic Advanced** (3 credits)
The African Languages and Translation

Program at The Africa Institute offers an Amharic course for learners at the advanced level that runs for 15 weeks. In this course learners will be introduced to authentic Amharic language materials ranging from short stories and poems, to newspaper articles dealing with social, political, and cultural issues. Emphasis will be on developing fluency in oral expression through discussions of issues presented in the reading and listening selections. There will be more focus on the development of pronunciation and accurate use of grammatical structures than in the previous courses. A primary objective of the course is the development of writing skills through free composition exercises on topics of interest to individual students.

◦ **ARL 100: Arabic Elementary** (3 credits)
The African Languages and Translation Program at The Africa Institute offers an Arabic course tailored for newcomers who have no background in the language field. The course introduces a method in teaching Arabic as a foreign language by blending colloquial Arabic with Modern Standard Arabic (MSA), reflecting how native speakers use the language. Students will improve their listening and speaking abilities as well as their reading and writing skills by engaging in various real-life situations that are meaningful and relevant to everyday life experiences, such as greetings and introductions in social settings or handling more advanced tasks like planning trips or renting accommodations in Arabic speaking countries.

◦ **ARL 200: Arabic Intermediate** (3 credits)
The African Languages and Translation Program at The Africa Institute offers an Arabic course for learners at the intermediate level. In this course students will enhance their skills in listening and speaking as well as reading and writing in Arabic while delving deeper into the intricacies of Arabic grammar rules. The course will feature a variety of materials across subjects to push students to excel and advance their language proficiency further. The course will prioritize enhancing both correctness and natural sounding pronunciation but will mainly concentrate on developing fluency and the capacity to articulate intricate concepts in Arabic effectively. Students will interact with texts and conversations in addition to taking part in classroom exchanges and completing writing assignments that mirror real life situations and cultural settings. Upon completion of the course students should be able to navigate passages confidently engage in more nuanced discussions and compose more sophisticated essays with enhanced grammatical precision.

◦ **ARL 300: Arabic Advanced** (3 credits)
The African Languages and Translation Program at The Africa Institute offers an Arabic course for learners at the advanced level. In this course students will be exposed to real-life Arabic texts: short stories, poetry, news articles, and all other forms of writings on social, political, and cultural issues. The course focuses on activities related to integrated communication, such as discussion and debating based on content covered through reading and listening/viewing activities. Particular focus is given to pronunciation and confident use of complex grammatical structures. This course refines the skills learned in Intermediate Arabic by continued practice with the basic language functions—listening, speaking, reading, and writing—in a variety of themes; some are completely new, while others have been dealt with before, but now with greater sophistication. Students will learn more sophisticated comprehension and expressive skills in Arabic. Emphasis is also placed on writing proficiency through assigned compositions on topics of personal interest, empowering students to express themselves in written Arabic in a coherent and articulate way.

◦ **HAU 100: Hausa Elementary** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Hausa course for beginners. This course introduces students to the fundamentals of the Hausa language, focusing on building a strong foundation in basic language skills. Students will learn essential vocabulary, basic grammar structures, and simple sentence construction, along with gaining cultural insights into Hausa people. The course includes a variety of topics related to daily activities. Exercises will focus on listening, speaking, reading, and writing, with short practical dialogues and interactive activities. Designed as a steppingstone, this course prepares students to progress to the Hausa intermediate class.

◦ **HAU 200: Hausa Intermediate** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Hausa course for learners at the intermediate level. This course builds upon the foundational knowledge of the Hausa language acquired at the elementary level, with a focus on enhancing communication skills and deepening cultural understanding. Students will expand their vocabulary, learn more complex grammar structures, and engage in longer conversations. The course will cover a variety of topics, discussed within the context of Hausa culture, including past and future events, and engaging in more nuanced social interactions. Exercises will focus on improving fluency in listening, speaking, reading, and writing through dialogue, role-playing, and written assignments. By the end of the course, students will have acquired all the necessary skills to be eligible for the Hausa advanced class.

◦ **HAU 300: Hausa Advanced** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Hausa course for learners at the advanced level. This advanced Hausa language course is tailored to enhance students' proficiency, building upon foundational knowledge to achieve a high level of fluency and sophistication. The course offers an in-depth exploration of complex grammar structures, advanced vocabulary, proverbs, idioms, and cultural nuances, along with insights into Hausa literature and history, enabling students to reach the pinnacle of language mastery. After completing this course, students will be well- equipped to continue learning Hausa independently and create their own path to further proficiency.

◦ **KSW 100: Kiswahili Elementary** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Kiswahili course for beginners. This course uses a functional approach to offer an introduction to the basics of standard Kiswahili language. Students will develop proficiency in listening, speaking, reading, and writing through meaningful, real-life contexts, with an emphasis on practical communication in a variety of settings from the first day of class. Grammar elements will be integrated into thematically organized lessons, allowing

students to gradually build complexity to their language skills in the context of meaningful communication. The course takes account of the plurality of spoken Kiswahili, while placing emphasis on the modern, standard form recognized throughout the Kiswahili-speaking areas of East and Central Africa. The course assumes no prior knowledge of Kiswahili.

◦ **KSW 200: Kiswahili Intermediate** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Kiswahili course for learners at the intermediate level. This course uses a functional approach to offer a continuation to the Elementary Kiswahili course's introduction to the basics of standard Kiswahili language, drawing on the grammatical scaffolding laid in the elementary class to enable students to handle more complex language constructions, offer more detail and specificity in their communication, and handle less predictable contexts. Students will develop their proficiency in all four skills -- listening, speaking, reading, and writing—through meaningful, real-life contexts. The course takes account of the plurality of spoken Kiswahili, while placing emphasis on the modern, standard form recognized throughout the Kiswahili-speaking areas of East and Central Africa.

◦ **KSW 300: Kiswahili Advanced** (3 credits)
The African Languages and Translation Program at The Africa Institute offers a Kiswahili course for learners at the advanced level. This course uses a functional approach to offer a continuation to the Elementary and Intermediate Kiswahili courses, preparing students to negotiate more challenging linguistic environments and unpredictable contexts; to encounter and extract meaning from more complex authentic written materials including news media (text, audio, and video) and literary texts; and to debate and analyze material in the source language. Students will continue to develop their proficiency in all four skills—listening, speaking, reading, and writing—through meaningful, real-life contexts and authentic materials. The course takes account of the plurality of spoken Kiswahili, preparing students to encounter non-standard dialects particularly in written form as well as increasing their capacity in all four modes of communication in the modern, standard form recognized throughout the Kiswahili-speaking areas of East and Central Africa.

## Funding

The PhD students are fully funded for the first five years of their program, provided they meet all deadlines and requirements. Funding typically includes a package of support consisting of a first-year fellowship, three years of teaching assistantships, and a final-year fellowship. Students also receive four years of summer support for research and living expenses.

## Flexibility in Coursework

The program offers flexibility in coursework, with minimal requirements for specific credits or coursework. During the first year, students are initially assigned to the Director of Graduate Studies (DGS) as advisees. By the end of the third semester, each student selects a chair relevant to their principal field of study and forms a special committee, consisting of two to three additional faculty members. The chair must be a member of the graduate field, and it is recommended that at least one additional member be drawn from the department faculty. Students work closely with their special committee, especially the chair, to design their individualized program of study. Interdisciplinary work is highly encouraged, and it is considered a hallmark of the humanities and social sciences study at The Africa Institute.

## Changing Advisors

If a student wishes to change their advisor, they can do so by filling out the Special Committee Selection and Change form. This information provides prospective students with insights into the program's duration, financial support, academic flexibility, and the process for forming and changing their special committee, which plays a crucial role in guiding their academic journey at the university.

## Languages

The language requirements for students in the graduate program at The Africa Institute are as follows: By the beginning of the third year of the program, students are required to demonstrate their proficiency in one African language, which is essential to their area of research.

**Options for Demonstration**
Students can fulfill this requirement in one of two ways:

1. Pass a language exam in the appropriate department that is relevant to their research area. The results of this exam should be submitted to the Registrar's Office within the Academic Affairs Division.
2. Demonstrate proficiency through coursework that is above the introductory level in the respective language.

It is recommended that students take either one language exam or advanced coursework in each of the first two years of their program. This can help ensure that they make steady progress toward meeting the language requirement.

**Languages with New Writing Systems**
For languages that involve learning a new writing system and where reading fluency has not been fully attained, the student's advisor is responsible for submitting a status report to the advisory and members of the special committee, in addition to the Registrar's Office. This report should also include a detailed plan outlining how the student will attain fluency in the language before beginning fieldwork.

**Advancement to Candidacy**
Meeting the language requirement is a critical milestone in the program. Students will not be permitted to advance to candidacy without having completed this requirement.

These language requirements are an important part of the graduate program at The Africa Institute, as they ensure that students have the necessary linguistic skills to conduct research and contribute to their respective fields of study effectively. Students should work closely with their advisors and the appropriate departments to fulfill these requirements.

## The A Exam

The A Exam is a critical step in the PhD program, as it serves as a formal admission to PhD candidacy. The ability to declare major and minor fields, present a dissertation proposal, and meet language proficiency requirements are key elements in this academic journey. Students should work closely with their special committee and the Graduate School to ensure successful completion of The A Exam.

The A Exam, which is a significant milestone in the PhD program at GSU, involves both written and oral components. Here's a breakdown of the key details regarding The A Exam:

◦ **The A Exam Components**
The A Exam consists of both a written and an oral component. The examination is designed by the student's special committee, which includes the major and minor fields.

◦ **Timing and Preparation**
The student must request a meeting with their Special Committee by no later than the fourth semester of the program in order to:

1. Declare their major and minor fields of study
2. Discuss the format and content of The A Exam
3. Provide the Special Committee with The A Exam essays at least two weeks before the oral examination

The oral exam includes questions and discussions based on the written section of the examination.

Additionally, a brief dissertation proposal may be included as part of The A Exam, further detailing the student's research plans.

◦ **Scheduling and Eligibility for Funding**
To be eligible for the third summer funding from the Graduate School, students are required to have attempted The A Exam before the end of their third year in the program or have scheduled the exam for the third summer.

◦ **Preconditions for Scheduling The A-Exam**
Before scheduling The A Exam, students must:
1. Complete all previous coursework
2. Demonstrate proficiency in two languages

## Dissertation Proposal

After being admitted to candidacy for the PhD, each student is required to write a brief dissertation proposal. The proposal should typically be between 15-20 pages in length and should clearly define the goals, methodology, and scope of the dissertation project. The proposal should also include a bibliography, listing the relevant sources and references. The student is expected to circulate the written proposal to their special committee for feedback and guidance.

**Research Workshop**
Following the circulation of the written proposal to the Special Committee, the student should schedule a Research Workshop. During the Research Workshop, the student presents the dissertation project formally to their committee. This presentation allows for discussion, feedback, and refinement of the project under the guidance of the committee.

## The B Exam

The B Exam is an oral defense of the dissertation and is conducted by all members of the student's special committee. PhD candidates are expected to consult with their special committee throughout the dissertation writing process. It is crucial for students to seek advice and guidance from the committee on individual chapters and sections of the dissertation before submitting the entire work. All recommended corrections and revisions by the special committee should be addressed by the student before The B Exam. Following the exam, additional corrections may be required based on the feedback and discussions during the defense.

## Dissertation Submission

After making all necessary revisions, the final version of the dissertation must be submitted to the Registrar's Office after being approved by the special committee.

## Accessibility and Evaluation

It's important to note that all the work done in preparation for the PhD is expected to be freely available for evaluation and inspection by any interested member of the Graduate Faculty. This transparency and accessibility ensure that academic work is subject to rigorous evaluation. The B Exam marks the culmination of the PhD program and signifies the successful completion of the dissertation. It is a significant event where students defend their research before their committee, and it serves as an opportunity for academic discussion and feedback.

# The Master's Program Curriculum In Brief

The content of The Africa 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 interdisciplinary collaboration, the institute has assembled a faculty that has the requisite agility to work in, between, and across disciplines to run the program.

## Programs Focus Areas/Tracks

The MA program in Global African Studies at The Africa Institute has three tracks. These are:

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

# Program Learning Outcomes

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

- 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

- 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 communication, using face-to-face or digital platforms

**3. Competence:**
On successful completion of this program the graduate will be able to:

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

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

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

# An Overview of the 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 fourth and final semester is 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, or a curated exhibition, etc.

# The MA Common Core

The Africa Institute 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 required 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, its orientation is global. Topics include interdisciplinary themes and approaches drawn from the humanities and the social sciences and will be taught by a rotating faculty who will share their unique disciplinary perspectives and methodological approaches to studying Africa. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. The course will therefore afford students a wide exposure to the work 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 course is a continuation of Theory and Method I.

This required seminar is the second of a two-semester program that highlights the study of Africa and its diasporas through diverse academic disciplines. The course builds on the material in the first semester course (Theory and Method I). In this second semester course, emphasis is placed on the role that methods play in developing, assesing, and deepening theory in the humanities and social sciences. Therefore, students' appreciation of the following methodological approaches will be deepened further: textual and visual analysis, ethnography, fieldwork, qualitative methods, quantitative methods, mixed methods, and causal analysis, among others. The course will continue to be taught by a rotating faculty across the humanities and social sciences who will share their unique disciplinary perspective and methodological approach to studying global Africa.

## 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 specialization core courses for each track listed 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 thriving cultural institutions in the UAE, the degree curriculum focuses on several areas in the history and theory of museums, histories and politics of exhibition practice, collection, museum management, and 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, organizations (UNESCO, World Bank, etc.), and governments.

**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 that grew out of 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.

**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.

**Elective courses**

Beyond the common and specialization core courses, MA students must 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 the DGS.

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.

## Non-Western Languages

Additionally, MA students of the program are encouraged to take three semesters of non-Western language during their first three semesters at The Africa Institute and earn 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 includ: Dr. Abdulrahaman Ado, expert in Hausa language, Umaru Musa Yar'adua University, Nigeria; Dr. Munther Younes, expert in Arabic language and linguistics, Cornell University; Prof. Aldin Mutembei, expert in Kiswahili, Institute for Kiswahili Studies, University of Dar es Salaam; and Prof. Moges Yigezu, expert of Amharic, Addis Ababa University. The language courses we offer have been licensed by the Sharjah Private Education Authority (SPEA).

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? Introduction to 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**

| 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**

| 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 |

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 |

# The MA At-A-Glance

## 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 successful completion of 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.

### 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**

## 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 is the project is ready for defense. Once 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 focuses 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 Structure and 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 Cumulative Grade Point Average (CGPA) of 3.0. Course selection should be made in consultation with the student's DGS and main advisor.

**Overall Program Structure**

The major components of the MA in Global African Studies 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** |

## Program Requirements

**Program Common Core (6 Credit Hours)**
Students must complete the following core courses:
- GAS 601: Theory and Method I (3 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?: Introduction to 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 chosen non-Western language:

- Amharic

AMH 100P: Amharic Elementary
AMH 200P: Amharic Intermediate
AMH 300P: Amharic Advanced
or
- Arabic

ARL 100P: Arabic Elementary
ARL 200P: Arabic Intermediate
ARL 300P: Arabic Advanced
or
- Hausa

HAU 100P: Hausa Elementary
HAU 200P: Hausa Intermediate
HAU 300P: Hausa Advanced
or
- Kiswahili

KSW 100P: Kiswahili Elementary
KSW 200P: Kiswahili Intermediate
KSW 300P: Kiswahili Advanced

**Internship (P/F)**
- GAS699I

**Thesis (Capstone Project) (6 Credit Hours)**
- GAS699P

## Course Descriptions

**GAS 601: Theory and Method I** (3 credits)
This required seminar is the first of a two-semester program that highlights the study of Africa and its diasporas 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, its orientation is global. Topics include interdisciplinary themes and approaches drawn from the humanities and the social sciences and will be taught by a rotating faculty who will share their unique disciplinary perspectives and methodological approaches to studying Africa. The course will explore the relationship between theory and methods in addition to introducing students to the mixed method approach to research. The course will therefore afford students a wide exposure to the work 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 required seminar is the second of a two-semester program that highlights the study of Africa and its diasporas through diverse academic disciplines. The course builds on the material in the first semester course (Theory and Method I). In this second semester course, emphasis is placed on the role that methods play in developing, assesing and deepening theory in the humanities and social sciences. Therefore, students' appreciation of the following methodological approaches will be deepened further: textual and visual analysis, ethnography, fieldwork, qualitative methods, quantitative methods, mixed methods, and causal analysis, among others. The course will continue to be taught by a rotating faculty across the humanities and social sciences who will share their unique disciplinary perspective and methodological approach to studying global Africa.

**GAS 611: Who Owns the Past?: Introduction to 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 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, which ultimately inform 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 of decolonizing 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, students will also demonstrate aan dvanced understanding of course content and skills through the 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 and 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 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 IR 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 coconstituted 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 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 policies. 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 orders 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 moves on to the structure of the state under colonialism and contestations over the direction of the state in postcolonial 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 & PhD Theses and Dissertations

Master's theses and PhD dissertations 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, professional projects, and PhD dissertations at GSU. The university follows a policy of archiving master's theses and PhD dissertations 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/heads 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 registering for their thesis. Students who fail to demonstrate substantial progress in their thesis work by the end of the tenth 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 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 corresponding ID numbers.

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

Maintaining continuous enrollment in the master's thesis/professional project for a summer term is at the discretion of the student. If they wish to continue their master's thesis/professional project work 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 corresponding 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, maintaining continuous enrollment is necessary until their project has been successfully defended. 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 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.

## PhD Dissertation

Students seeking to earn a PhD degree must meet the requirements of passing a qualifying examination and conducting a substantial research project in the form of a PhD dissertation.

### Qualifying Examination

In order to progress to candidacy for a PhD degree and gain eligibility for PhD dissertation registration, a doctoral student must successfully pass a qualifying examination. This examination typically consists of both a written and/or oral component, assessing the student's depth of knowledge, grasp of fundamental principles, and competence in conducting independent research within a specific domain.

Students must fulfill certain prerequisites to be eligible for the qualifying examination:

1. The student must be in good academic standing.

2. The student must have satisfactorily completed a minimum of sixty-five (65) credit hours of doctoral-level coursework.

3. Additional qualifying examination eligibility criteria may be stipulated by individual PhD degree programs. For specific requirements, please refer to the relevant program section in this catalog. It is recommended that students seek guidance from their program coordinator or head of department regarding qualifying examination prerequisites and deadlines.

Following the qualifying examination, students will receive either a Pass or Fail grade. The program coordinator or head of the department is responsible for notifying the Office of Research and Graduate Studies of the examination results within two weeks of the examination's conclusion. The official outcome will subsequently be conveyed to the student and the Office of the Registrar by the Office of Research and Graduate Studies. A doctoral student who does not pass the qualifying examination will be academically dismissed from the university. A student who faces academic dismissal due to failing the qualifying examination can request reinstatement and the opportunity to retake the examination by submitting a petition to their program coordinator or head of department. This petition should be filed at least one month before the start of the semester immediately following the academic dismissal.

The chair of the department will evaluate the petition and provide a written recommendation to the DGS. Decisions concerning reinstatement and the possibility of retaking the qualifying examination will be made by the chair of the department. Students who have previously failed the qualifying examination may be granted only one additional opportunity to retake it.

### Registration for Dissertation Credit Hours

To register for dissertation credit hours, PhD candidates should follow the outlined procedures. The PhD dissertation process involves several key stages, including the preparation of a research proposal, its presentation and defense, the actual dissertation write-up, and its subsequent presentation and defense. All PhD degree candidates must register for dissertation credit hours through the Office of the Registrar. Before registering for these credit hours, students must officially request the formation of their Dissertation Advisory Committee (DAC). The DAC can either comprise a DAC chair or, in other instances, the appointment of the DAC chair. The DAC is typically composed of three members at a minimum, which includes the DAC chair. Of these three members, at least two must hold full-time faculty positions at The Africa Institute. Furthermore, all DAC members are required to possess doctoral degrees and demonstrate a scholarly track record relevant to the dissertation topic. The DAC chair, in particular, should have prior supervisory experience at the graduate level.

For students enrolled in a dual PhD degree program, one of the DAC members should be a co-advisor from the partner institution. This co-advisor must also have a demonstrated record of scholarly activities related to the dissertation topic and prior supervisory experience at the graduate level. The DAC chair assumes the primary role as the dissertation advisor for the PhD degree candidate, offering guidance throughout the process of developing the dissertation research proposal and eventually completing the full dissertation. During the first semester dedicated to dissertation work, students usually enroll in six (6) dissertation credit hours, focusing on the dissertation research proposal. It is important to note that before the Add/Drop period concludes, the program coordinator or head of the department must furnish the Office of the Registrar with a comprehensive list of all doctoral students who intend to register for dissertation credit hours (e.g., XXX 799). This list should include details such as the student name and corresponding ID number, their dissertation titles, the names of their respective advisors, and the number of dissertation credit hours they plan to undertake.

### Dissertation Continuous Enrollment

PhD candidates who have completed a single semester of dissertation work are required to maintain continuous dissertation enrollment until they have successfully defended their dissertation. Upon successful completion of their defense, the student must continue enrollment until they have submitted the approved dissertation final report. It is crucial that students maintain this continuous dissertation enrollment. Failure to do so, without obtaining prior approval for dissertation registration discontinuation from their program coordinator or head of department, will result in the assignment of an "NP" grade, which, in turn, leads to automatic withdrawal of candidacy from the PhD degree program.

### Dissertation Proposal

PhD students are expected to successfully complete their dissertation proposal within a timeline of three semesters from their initial dissertation registration. Eligibility for defending the dissertation research proposal is contingent upon the successful completion of all required coursework. This defense involves a comprehensive assessment that encompasses all previously completed coursework.

Failure to adhere to the stipulated timeline for completing the dissertation proposal or the inability to demonstrate adequate progress following the proposal defense may lead to the assignment of an "NP" grade, ultimately resulting in the withdrawal of candidacy from the PhD degree program. The dissertation proposal report is to be submitted and presented orally to the dissertation review panel. This panel comprises the DAC along with two additional members who hold doctoral degrees and are actively engaged in the research field relevant to the proposal. Approval of the proposal, in written form, must be obtained from this review panel.

### Dissertation Continuous Enrollment in a Regular Semester

Continuous enrollment for the dissertation during a regular semester is managed by the Office of the Registrar. Candidates are automatically registered for three (3) incremental credit hours. Any modifications to the dissertation registration details, such as the dissertation title, advisor's name, registration credit hours, and billing hours, must be conveyed to the Office of the Registrar through email by the program coordinator or head of the department. This communication should take place prior to the conclusion of the Add/Drop period corresponding to the registration semester. Furthermore, the program coordinator or head of the department is responsible for submitting an email to the Office of the Registrar, including a list of names and ID numbers for students who have been granted approval to discontinue their continuous dissertation enrollment. This notification should be made before the conclusion of the Add/Drop period in the registration semester.

### Dissertation Time Extensions

For PhD candidates who have enrolled for the minimum required credit hours for the dissertation but have not yet defended it, the obligation to sustain continuous enrollment necessitates registering for and paying for three (3) incremental credit hours per semester or term until the dissertation defense is completed. Candidates who have successfully defended their dissertation must persist in their enrollment until the approved dissertation final report is submitted. This involves registering and paying for one (1) incremental credit hour per semester or term until the final dissertation report is submitted. Candidates are required to be formally registered in the semester or term during which they conduct their dissertation defense.

### Dissertation Defense and Evaluation

Before the dissertation defense, an In Progress (IP) grade is recorded by the Office of the Registrar for each registration semester or term. The dissertation defense must meet the approval of the Final Oral Defense Committee (FODC). The FODC consists of the DAC members and at least two additional members with a proven record of scholarly activities related to the dissertation topic. One of the additional members should be from an institution outside The Africa Institute. The FODC's composition is determined by the chair of the department, in consultation with the DAC chair, and approved by the DGS. The dissertation defense consists of two parts: an open public session and a closed session with the FODC. The outcome can be either a Pass or Fail, which translates to a grade of "P" or "NP," respectively. Students who pass the defense but fail to submit the final approved dissertation report in the same semester as the defense will continue to be assigned an "IP" grade. They must register for one (1) incremental credit hour of dissertation per semester or term until a final grade is assigned. Students with an "NP" grade can petition the DGS for permission to undergo a second final oral examination within one month of receiving the grade. If approved, the student must register for three (3) credit hours of dissertation. The second examination must be conducted with the same FODC, no sooner than four months after the first final oral examination. Failing the second examination will lead to an automatic withdrawal of candidacy from the PhD degree program.

# 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 is 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 of 38 credits for a master's degree program and 89 credits for a PhD degree program, and CGPA remaining at or above 3.0. 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 30 credit hours, while a PhD degree necessitates a minimum of 54 credit hours.

### Graduation Residency Requirements

Candidates preparing for graduation are expected to conclude their final semester at the university. To earn a master's degree, 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 university as students of that particular master's program. For the attainment of a PhD degree , doctoral students must fulfill a minimum of four (4) semesters in residence at the university. Master's degree candidates are eligible to transfer up to six (6) credit hours in master's-level courses. PhD candidates may transfer up to nine (9) credit hours in doctoral-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 two (2) years from the date of admission for master's degree students and within five (5) years from the date of admission PhD degree students, including any periods of approved leave.

### Academic Standing Requirement

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

# Graduate Admissions

# Admission Requirements for Master's Program

**Prospective students should apply for the graduate programs through the GSU website. The admission requirements for applicantions 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 three or 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:

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 (1,000-1,500 words). For those applying to the MA in Global Africa Studies, a statement of interest ranging from 1,000 to 1,500 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.
  - 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:** 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. An admission interview will be conducted in person or online via Zoom application for shortlisted students after standards for admission to the graduate program have been met. The interview will be conducted by the student recruitment committee, which is composed of faculty and academic affairs staff, taking into consideration faculty specialization in the areas related to the prospective student's academic interest.

14. Payment of application fee AED 365 (nonrefundable).

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 must demonstrate proficiency in English through one of the following 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:**

**1. Visit the Application:**

**2. Application Deadline:**

**3. Notification of Admission Status:**
Applicants are usually notified of their admission status no later than four months prior to the semester. Be 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 may 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, please contact the the Admissions Office at GSU for assistance during the application process. Good luck with your application!

# Admission Requirements for the PhD Program

**Prospective students should apply for the doctoral programs through the GSU website. The admission requirements for applications to a PhD degree program are specified with regard to academic qualifications, CGPA, and English language proficiency. Here are the key requirements:**

1. Applicants must hold a bachelor's or master's degree in relevant fields (humanities, social sciences, and the arts) from an accredited institution, with a minimum Cumulative Grade Point Average (CGPA) of 3.0 out of 4.0 or its equivalent. Degrees with a program duration of less than three years will not be considered equivalent to a bachelor's degree.

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 bachelor's or master'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 foreign 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:

4. Statement of Interest (1,000–2,000 words)
For those applying to the PhD program for Global Studies, a personal statement ranging from 1,000 to 2,000 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.
◦ 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:** Focuses on the applicant's research interests and reasons for choosing one of the two tracks 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

5. Research Statement (2,000 – 2,500 words)

6. Two (2) writing samples consisting of either a published journal article, a book chapter, or a dissertation chapter. The writing sample should be roughly equivalent in length to a standard academic journal article.

7. Recommendation letters from two referees.

8. An admission interview will be conducted in person or online via Zoom application for shortlisted students after standards for admission to the graduate program have been met. The interview will be conducted by the student recruitment committee, which is composed of faculty and academic affairs staff, taking into consideration faculty specialization in the areas related to the prospective student's academic interest.

9. Payment of application fee AED 365 (nonrefundable).

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 of the following 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 6.0, or a minimum TOEFL score of 79 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 PhD program to which they are applying, as they can vary by program. Ensuring that all documents and qualifications meet the university specifications is crucial for a successful application.

**Please follow the below steps to apply to the PhD program:**

**1. Visit the Application:**

**2. Application Deadline:**

**3. Notification of Admission Status:**
Applicants will typically receive notifications regarding their admission status by a date that will be announced soon. Please remember to regularly check your email and the application portal for any 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 may 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.

If you have any specific questions or need further clarification, please contact the Admissions Office at GSU for assistance during the application process. Good luck with your application!

## 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 and PhD 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 and PhD program under specific circumstances. In the event of conditional admission approval, applicants must attain a minimum iBT TOEFL score of 91, 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 is dependent upon 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. The following guidelines govern this process:

**1. Academic Standing:** To be considered for transfer admission, students must have a 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 graduate programs. It is 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 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 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 GSU 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, while PhD degree applicants may be eligible for up to nine (9) credit hours for doctoral-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 update 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's 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 iBT TOEFL (internet-based) test 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 is 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 CGPA of 3.0 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 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, students are required to complete the application form and provide several documents and materials to support their application. It is important to follow the application guidelines closely and make sure the application is complete. Here is a list of the necessary documents and materials that will need to be submitted:

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:

2. Score certificate for one of the following English language proficiency standardized test scores: valid English proficiency level of IELTS score of 6.5, or iBT TOEFL (internet-based test) score of 91.

3. 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.

4. 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.

5. Detailed resume/CV.

6. Statement of Purpose (1,000–1,500 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.

**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.
◦ 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:** 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.

7. Research Statement (PhD applicants only, 2,000–2,500words): If you are applying for a PhD program, you must submit a research statement that outlines your research interests, objectives, and how they relate to your chosen program. This statement helps the admissions committee understand your research potential and compatibility within the program.

8. Two (2) writing samples consisting of either a published journal article, a book chapter, or a dissertation chapter. The writing sample should be roughly equivalent in length to a standard academic journal article.

9. Recommendation letters from two referees.

10. Passport-style photograph on a white background.

11. Copy of valid passport: For UAE national applicants, it should include the union number page.

12. Copy of valid UAE visa: International applicants residing in the UAE should provide a copy of their valid UAE visa.

13. 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.

14. 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.

15. 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 is 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. Be 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**
Application deadline: Will be announced on the official website

**PhD Degree Programs**
Application deadline: Will be announced on the official website

# 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/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 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 earned in the bachelor's degree is 3.5 on the scale of 4.0

## Scholarship for PhD Research Teaching

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's rules and regulations

4. Flight assistance for overseas international students

5. Accommodation is available for the eligible student, as per the institution's rules and regulations

## GSU Discounted Program Offers

Non-Alumni students

**Master's:**

- 30% discount on the first-semester tuition fee
- To maintain the discount in subsequent semesters, a term GPA of 3.0 or higher is required

**PhD:**

- 30% discount on the first-semester tuition fee
- To maintain the discount in subsequent semesters, a term GPA of 3.0 or higher is required

Alumni Students

**Masters:**

- 50% discount on the first-semester tuition fee
- To maintain the discount in subsequent semesters, a term GPA of 3.0 or higher is required

**PhD:**

- 30% discount on the first-semester tuition fee
- To maintain the discount in subsequent semesters, a term GPA of 3.0 or higher is required

## Discount Procedures

- Applications for discount must be submitted to the Academic Affairs Office when applying as a new admission or at the beginning of each semester for current students.

- The Student Admission Committee will review the applications.

- Applicants applying for the master's program must have earned a minimum CGPA of 3.5 out of 4.0 in their bachelor's or master's degrees. For the subsequent semesters, the student will need to maintain a CGPA of 3.0 or higher.

- Applicants applying for the PhD program must have earned a minimum CGPA of 3.5 out of 4.0 in their bachelor's or master's degrees. For the subsequent semesters, the student will need to maintain a CGPA of 3.0 or higher.

- Students must be enrolled full-time and cannot receive scholarships from other organizations, unless a student opts for an outside scholarship that provides equivalent coverage offered by the GSU scholarship.

- The student shall be held responsible for the information they submit in relation to being a full-time student.

- Discount recipients are required to work 20 hours per semester in their respective departments as per the regulations of the graduate studies programs.

- 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 six to nine (6 to 12) credit hours, with the possibility of a one-hour adjustment with the dean's approval.

- The Academic Affairs Office will communicate the decision to the Finance Department and the relevant academic departments for implementation.

## Scholarship Procedures

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

- Applications for scholarships must be submitted to the Academic Affairs Office when applying as a new admission or at the beginning of each semester for current students.
- The 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 the Finance Department and the relevant academic departments for implementation.
- Applicants must have earned a minimum CGPA of 3.5 out of 4.0 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 that provides equivalent coverage offered by the GSU scholarship.
- The student shall be held responsible for the information they submit 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 graduate studies programs.
- 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 scholarship based on the department's recommendation.
- Scholarship students must take a study load of six to nine (6 to 12) 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.
- CGPA of at least 3.0 is required in regular semesters to maintain scholarship eligibility.
- If a student's GPA falls below 3.0, 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.
- All funding is conditional upon the student remaining in good academic standing. If a student fails to make satisfactory academic progress, you may be ineligible for continued financial support. 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 and receives a GSU scholarship, then the student must choose one of the program options and will not be permitted to change to another program during their entire course of study.
- In any semester where the minimum required CGPA is not met, or the student grades are F, FX, WA, or W, then the student's scholarship will be placed 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 remainder of their study at 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 is 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 and Fees

## 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 is 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 GSU, the tuition payment is governed by the specific terms outlined in the exchange agreement. Regarding the GSU 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 GSU retains the right to revise tuition fees with an 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 | Program Name | Required Credit Hours | | Fees per Credit Hour (AED) | | Application Fee (nonrefundable) |
|---|---|---|---|---|---|---|---|
| | | | Program | Dissertation | Program | Dissertation | |
| **Master's** | **2 Years** | Diplomacy and African International Relations | 30 | 6 | 5,918 | 5,918 | 365 AED |
| | | Afro-Arab Relations | 30 | 6 | 5,918 | 5,918 | 365 AED |
| | | Museum and Critical Heritage Studies | 30 | 6 | 5,918 | 5,918 | 365 AED |
| **PhD** | **5 Years** | Global Studies | 65 | 24 | 7,891 | 7,891 | 365 AED |

**Additional Fees:**

**1. Thesis/ Extension Fee:** AED 200
Registration deposit fee of AED 3,000 (nonrefundable)

**2. Health Insurance:**
Health insurance is a compulsory requirement for graduate students who receive sponsorship from The Africa Institute. 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 upcoming 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**
An application fee of AED 500 will be paid for first-time residential hall applicants. This fee is nonrefundable 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 process. If you require information on deferring tuition and fees, please refer to the "Deferment of Tuition 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/debit 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

# 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 hour 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 policies 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 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 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 nonrefundable registration deposit fee of AED 3,000, 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 GSU official website.

## Students with Registration Holds

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. For doctoral programs, PhD candidates must form a Dissertation Advisory Committee (DAC), with the committee chair serving as the principal dissertation advisor. This committee guides the candidate in developing the PhD proposal and dissertation.

## 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's or PhD 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. Similarly, some PhD degree students might be required to complete particular master's or undergraduate-level courses, and the credit hours earned in these courses are not included in the calculation of their course load for that semester or term.

## Class Timing

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

## Ramadan Class 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 to 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 the 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 vary, 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 and the associate dean for graduate studies at the respective department.

## 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 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 Office of the Registrar 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 Office of the Registrar.

Valid excuses, supported by evidence, must be submitted to the Office of the Registrar within five (5) 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 Office of the Registrar, or hajj 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 Office of the Registrar within 72 hours of the exam.

## Administrative Drops

The Office of the Registrar has the right to drop one or more of a student's courses (or withdraw all courses) if the below condition occurs:

a. Failure to meet specific preconditions, which may include:

o Not paying tuition and fees by the deadlines
o Class Cancelation
o Not fulfilling course prerequisites
o Failing to meet the academic requirements of their degree program
o 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 must complete and submit the "Withdrawal Form" (See Appendix) by no later than the end of the tenth week of regular classes (or the fourth week for a 6-week summer term).. The submission can be done either in person or through the student's university email account. 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 is 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 thirteenth 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 form by or before the end of the Add/Drop period, 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 nonrefundable 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 include:

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.

## PhD Candidate Withdrawal

PhD candidates who do not successfully defend their dissertation proposal or their final dissertation are required to withdraw their PhD candidacy. More information is available in the "Withdrawal of PhD Candidacy" section of this catalog.

## 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 do so to the Office of the Registrar. Students who are in the midst of a master's thesis, professional project, or dissertation work 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 or automatic withdrawal from the PhD degree program for PhD candidates. 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, professional project, or dissertation work 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 new application for admission to the Office of Admission. 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 while courses associated with PhD degree programs are identified using 700-level numbers.

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

**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.

| 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)<br>Lab hours per week (0)<br>Overall credit value (3) |

## Course Syllabi

Course syllabi can be obtained from either the department or the registrar 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, engaging 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 form should be submitted to the graduate

program coordinator or department head by the last day of the twelfth 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 tenth 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 are as follows:

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 procedures 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 previously outlined, 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, the DGS 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 Office of 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 university 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 the department for graduate studies of the relevant institute 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" 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 CGPA is carried out on a four-point scale. GSU follows the grading system and guidelines outlined in the table below:

| Description | Letter | Grade Point | Percentage |
|---|---|---|---|
| Excellent | A | 4.0 | 90-100 |
| Very Good | B+ | 3.5 | 85-89 |
| Good | B | 3.0 | 80-84 |
| Satisfactory | C+ | 2.5 | 75-79 |
| Poor | C | 2.0 | 70--74 |
| Fail | F | 0 | Below 70 |
| Failure due to academic dishonesty | XF | 0 | - |

* 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 are 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 GPA.

| 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 |
| Pass (denotes passing in a Pass/Fail course with credit) | P |
| Not Pass (denotes failing in a Pass/Fail course with credit) | NP |
| Satisfactory (denotes passing in a Pass/Fail course with zero credit) | S |
| Unsatisfactory (denotes failing in a Pass/Fail course with zero credit) | U |
| No Grade | N |
| Transfer (credit hours) | TR |
| Withdrawal (Administrative withdrawal or student would like to drop the course in between a semester) | W |
| Withdrawal due to absences | WA |
| 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 (see also the "Examinations" section 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 with in 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.

Similarly, PhD candidates who cease progress on their dissertation during a semester without prior approval from their program coordinator/head of the department will receive an "NP" grade, leading to the automatic withdrawal of their candidacy from the PhD 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 is asked to withdraw from PhD candidacy
The student withdraws from the university

## No Grade

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 CGPA 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 is important to note that no course may be attempted more than twice. Furthermore, students are not permitted to retake The Africa Institute 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 |

## Class Standing for PhD Degree Students

The class standing of PhD degree students in a particular semester/term is established upon the successful completion of the qualifying exam. PhD degree students who have passed the qualifying exam are categorized as PhD-Advanced to Candidacy. Those who have not yet passed the qualifying exam are categorized as PhD-Not Advanced to Candidacy.

## 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 CGPA. 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.

**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 CGPA falls below 3.0 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 3.0 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 (3) 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 3.0 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 3.0, 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. In addition, PhD degree-seeking students who do not pass the qualifying examination will face academic dismissal from the university. 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 in the 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.

## Withdrawal of PhD Candidacy

Doctoral students who do not successfully defend their dissertation proposal or their final dissertation will be asked to withdraw their PhD candidacy. Once a doctoral student is asked to withdraw their PhD candidacy, they will not be eligible for further enrollment at the university, nor can they apply for reinstatement or readmission.

# Student's Petition and Appeals

## Student Responsibility

Official university communications are primarily distributed through The Africa Institute-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 harbors concerns about a final course grade that they believe are legitimate, they should follow these steps:

1. Initiate 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:

o 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.
o The program coordinator or head of the department will conduct a review of the case and subsequently provide a written response to the student.
o 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 Form" 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.

# Students

# Student Support Services

The GSU, is committed to providing the best and most comprehensive student support services 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 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

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 liaisons 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, 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. Sharjah's diverse sectors, including cultural heritage, education, financial services, and government, provide rich resources for GSU to engage with. GSU will take advantage of Sharjah's strategic location by working with both public and private employers to establish mutually beneficial relationships.

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 prepare 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 partnerships 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, providing opportunities for experiential learning, like internships and career placements, that will allow students to 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 ensure 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 external organizations to guarantee that internship opportunities are not only

rewarding experiences but also complement GSU's multidisciplinary Global Studies program. Through one-on-one counseling, CV development workshops, and job placement assistance, the office will strive to support students in myriad ways. In order to steer students toward in-demand careers and skills, we will collaborate closely with employers to continuously assess labor market trends.

## Academic Counseling

At 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 journies. 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 planning your academic path, are considering a change in your major, or are 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 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.

Our aim is 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 program will complement the academic advising and learning support services in helping new students adjust to the academic environment, navigate campus life, and manage their postgraduate studies effectively, thereby enhancing the sense of community and ensuring 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 both academically and culturally.

## Commitment to Well-Being

The GSU 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 GSU aims to support a balanced and healthy lifestyle, ensuring all members have access to the resources needed for optimal well-being.

# Student Services

The GSU provides a wide range of learning resources, academic support services, publications, and laboratory facilities. Additionally information regarding these services can be found below:

**Student Affairs**
The Student Affairs Office is dedicated to enhancing the student experience by providing comprehensive support and resources to its students. 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.

The Student Affairs Office is located on the main building's ground floor (office: C4.1.GF). The Student Affairs team can be reached at 06-5112442.

**Admissions**
The Admissions 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.

The Admissions Office is located on the main building's ground floor (office: C4.1.GF). The admissions team can be reached at 06-5112445, or via email at admissions@gsu.ac.ae

**ID Cards**
The GSU's Admissions Office will handle the processing and issuance of all student ID cards, which during the orientation program.

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: 06-5112445; or Email: admissions@gsu.ac.ae

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

The Registration Department is located on the main building's ground floor (office: C4.1.GF). The registration team can be reached at 06 5112439, or via email at registrar@gsu.ac.ae

**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. The 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 or or visit the HR Office located on the ground floor of the main building (Office: B3.1.GF).

The Office of the Registrar 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@gsu.ac.ae

**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.

The Library is located on the main building's ground floor (A4.2.GF).

**Meroë Bookshop**
Meroë Bookshop is the major on-campus source for books and periodicals available for sale at a discounted price. At Meroë students can explore The Africa Institute 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' pasts, presents, and futures. 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 on the main building's ground floor (A3.2.GF).

**Prayer Rooms and Religious Spaces of Worship**
The GSU is committed to providing inclusive spaces that cater to the various 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 for 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. The following is a list of the different outdoor sport facilities that will be available on campus:
- Football field
- Basketball court
- Volleyball court
- Tennis court
- Jogging tracks

**Health Services**
The GSU clinic provides primary healthcare services to all GSU students, faculty, and staff, along with 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 transferring to a hospital, if necessary.

The clinic is located on the main building's ground floor.

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

The Student Service Center is located onn the main building's 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.

The Auditorium is 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 The 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, 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 three 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, in addition to providing security personnel 24/7 on university premises and during campus events.

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

**Wellness Service Providers**
The GSU 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% discount on all single and package mat classes
- Sharjah Ladies Club: 15% discount 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: 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 and top fitness sports venues, including a range of premium services at:

- 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—the GSU 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 arrangements, 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 GSU 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 UAE's local and federal 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 GSU are expected to:**

- Treat everyone with respect and dignity.
- Familiarize themselves with all policies and regulations set by the university.
- Adhere to the codes.
- Conduct themselves in a manner 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's rights of 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 building a safe community for 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 should not be discouraged or feel limited by this code, provided their actions will not interfere with, obstruct, disrupt the rights of fellow university members and community.

**Dress Code**

Both males and females are prohibited from dressing inappropriately. 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

**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, graphic, or severe intimidation, either 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, which may compromise or disrupt the university activities or cause potential harm to others, Including the false activation of fire alarms

- Engaging in coercion or blackmailing

- Assault or physical injury to any person inside the university premises or events

- Attempts to enter any of the university's 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's authorized officials or security instructions

- Failure to identify yourself when requested by the university's authorized officials or security at the time of performing their duties

- Sale, distribution, possession, or use of 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

**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.

**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 is strictly prohibited.

# Residential

# Student Housing

The Africa Institute 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 premium, purpose-built student housing campus based in the heart of Sharjah's most exciting 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, including swimming pools, gyms, and other sports facilities. With award-winning security and safety systems that have been reviewed and recognized by Sharjah Police, NEST provides students with world-class 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 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, 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 permitted. 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.

### Substances
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 toward 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 a.m. to 11 p.m. 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 verbal, physical or sexual harassment directed toward 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 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 cafés
- Basement parking for residents
- Outdoor seating areas
- Professionally fitted rooms

# Library

# Library
# Code of Conduct

The Africa Institute is conceived as a research-based, think-tank, and a postgraduate studies institution (offering both master's and PhD 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 expectations while inside the library:

## Library Code of Conduct

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 three 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 Office and the IT Department on this matter.

◦ Master's and PhD 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.

## Renewal And Return Policies

• Guidelines

◦ Faculty members, students, 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 GSU 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.

### Loan Period

| Items | Faculty Members | PhD students and 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, graduate, and PhD programs.

### Loan Limit Circulating Policies

| Patron Group | Numbers of items | Renewal |
|---|---|---|
| Faculty Members | 60 | 3 |
| Fellows | 30 | 2 |
| PhD Students | 25 | 2 |
| Master students | 20 | 2 |
| Staff | 15 | 2 |
| Alumni | 10 | 1 |
| Visitors | 5 | 1 |

## 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 three days.

◦ If the item is not returned within three 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 GSU 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 thirty 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 thirty 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, PhD 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.

## 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

**Interlibrary Request Form**
User Information

Name:

Email:

Affiliation: [Faculty/PhD Student/master/Staff/Fellow]

Requested Material:

Title of the Book/Journal:

Author:

ISBN/ISSN:

Title of Journal/Book Chapter:

Vol:

Issue:

DOI:

Year of Publication:

## 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:

| Patron Group | Numbers of Requests |
|---|---|
| Faculty Members | 60 |
| Fellows | 40 |
| PhD students | 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 Finance 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.

## 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 a 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.

• Access Procedures

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 or on the PDF.

◦ 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.

# Institutional Affiliation and Scholarly Representation Policy

*(Applicable to all fully-funded postgraduate students at The Africa Institute of Global Studies University, Sharjah, UAE)*

**Purpose**
This policy outlines the requirements and expectations for institutional acknowledgment by students receiving a scholarship at the Global Studies University, Sharjah, UAE. It ensures the university's contributions are properly recognized in scholarly and professional work, enhance institutional visibility, and support academic integrity.

**Affiliation Requirement**
All students under funded scholarships must clearly acknowledge their affiliation with Global Studies University in any academic setting.

This includes, but is not limited to:

- Journal articles, book chapters, essays, or reviews
- Theses, dissertations, or capstone projects
- Conference presentations or seminar talks
- Exhibition texts or curatorial statements and works
- Fellowship applications or bios for public speaking engagements
- Media interviews or public scholarship (e.g. podcasts, op-eds)

**Approved Format Example:**
"[Your Name] is a postgraduate MA student in Global African Studies / PhD in Global Studies, at The Africa Institute of Global Studies University, Sharjah, UAE, supported through a fully funded institutional scholarship."

## ORCID Registration

All scholarship recipients are required to:

- Register for an ORCID iD (a free, persistent digital identifier used by researchers globally)
- Add their institutional affiliation and funding information to their ORCID profile
- Use their ORCID iD in publications, submissions, and professional profiles

**Note:** ORCID helps ensure that your work is correctly attributed to you, even if your name or institutional affiliation changes over time. It is widely used by all universities.

## Institutional Repository Submission

To preserve and promote your scholarly contributions, you are required to:

- Submit a final version of all published work, major presentations, or curatorial documentation to the university's digital repository
- Include institutional affiliation and an ORCID iD in all deposited materials
- Coordinate with the Academic Affairs Office to ensure compliance

## Non-Compliance

We expect all scholarship recipients to fulfill the outlined requirements as part of their commitment to the university. In cases where obligations are not met, a formal written reminder with a request to address the matter will be issued.

## Support and Implementation

Academic Affairs will:

- Provide an ORCID registration guide during orientation
- Offer templates for correct affiliation acknowledgment
- Review compliance annually as part of student progress evaluations

## ORCID Setup Guide for Students

*Connect your research. Claim your identity.*

**What is ORCID?**
ORCID (Open Researcher and Contributor ID) is a free, unique digital identifier that distinguishes you from other researchers. It helps link your work articles, talks, curatorial projects, and fellowships to you, even if your name or institution changes.

**Step-by-Step: Creating Your ORCID iD**
1. Go to https://orcid.org/register
2. Fill in your full name and institutional email
3. Choose visibility settings (recommended: "Everyone")
4. Create a password and accept the terms
5. Click "Register" – done! You now have your ORCID iD.

**Next: Add Your Affiliation and Info**
1. Login to ORCID
2. Go to "Employment" or "Education"
3. Add:
   - Institution Name: The Africa Institute of Global Studies University, Sharjah, UAE
   - Role/Program: e.g., MA student, PhD candidate
   - Start Date: Your program start date
4. Add sections like "Funding" (scholarship) and "Works" (publications, talks)

**Share Your iD**
Your ORCID iD looks like this: https://orcid.org/0000-0001-2345-6789
Use it in:
- Email signatures
- Conference bios
- Submission portals
- Your CV or thesis

**Need Help?**
Email: [Insert your office contact]
Visit: https://support.orcid.org

# Integrity

# Code of Academic Integrity

**Overview**

Students of GSU 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**

The principle of academic integrity should not be violated.

◦ Students are not allowed to mispresent their work.

◦ Students may not under any 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 misrepresentation 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 university officials or offices

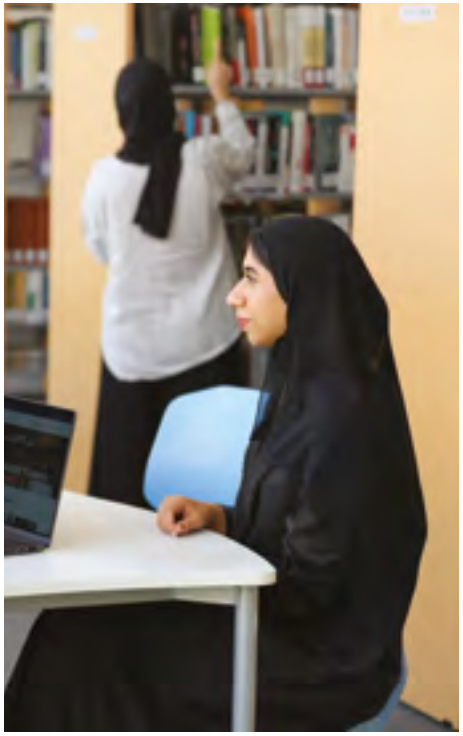
◦ Posting or storing electronic or physical pornographic and offensive materials that demonstrate violation of relevant local and federal UAE laws

◦ 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 must 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 GSU, 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 DGS. Students found guilty of violating the university's AIP 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 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 to 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 AIP by maintaining vigilance and engagement.

◦ If direct evidence of a violation is observed (e.g., unauthorized materials), follow these steps:

– Approach the student(s).
– Collect the relevant 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.

◦ 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 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; and 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 Artificial Intelligence (GAI) Tools and Academic Integrity at GSU

Generative artificial intelligence (AI) tools have brought both challenges and opportunities to academic environments. This policy is designed to guide the use of AI in academic work at GSU, 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 tools in the classroom.

**Course Instructors**
1. Keep up with any changes to the international best practices for using AI tools in accordance with the type and level of courses that they are teaching.

2. Create tests that let students use AI resources openly and in ways that advance learning goals.

3. At the conclusion of each semester, assess the use of AI 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 AI 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 understanding 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. Making use of institutional learning resources on AI 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 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. The syllabus should outline the instructor's 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**
◦ Regularly educate instructors and students about the advantages and disadvantages of AI tools through seminars and workshops.

◦ Continue to update rules and procedures in accordance with new and worldwide best practices for the use of AI 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 is 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 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 DGS and chair of the Department and Director of Academic Affairs 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 and 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 the Academic Affairs and Finance departments of the university. Student must submit graduation clearance request online, which includes a 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 & PhD degrees will be awarded to candidates who successfully complete a program sanctioned by the 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 GSU 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.

PhD students must also complete all graduation requirements, including receiving a passing grade on their dissertation, to attend the spring commencement. Those who have not met these requirements by the end of the semester cannot participate in the ceremony and will need to wait until they are fully eligible.

Students who do not wish to attend the spring commencement must notify the Office of the Registrar by the specified deadlines.

**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