

**A REPORT ON AN EXTRAORDINARY
UNDERGRADUATE LEARNING EXPERIENCE;
SOME OBSERVATIONS AND SUGGESTIONS**

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ST. LAWRENCE UNIVERSITY

KENYA SEMESTER PROGRAM

A REPORT ON AN EXTRAORDINARY UNDERGRADUATE LEARNING EXPERIENCE: SOME OBSERVATIONS AND SUGGESTIONS

Introductory Remarks: St. Lawrence University's engagement with African studies, like a few other undergraduate liberal arts institutions in the United States, dates back to the 1970's, particularly with the establishment of a semester abroad program in Kenya, East Africa in the mid-1970's. The program was initiated as a winter term by a few faculty from the government and geography departments, but proved so successful that it was soon offered on a regular basis as a semester abroad program that was attracting approximately thirty students a semester by the late 1970's. By this time the program had grown to such an extent, and encountered some organizational and administrative difficulties, that the University decided to look for a full-time director who was very cognizant of the Kenyan context, as well as someone broadly trained in the increasingly specialized field of African studies. The hiring of such a person, Dr. Paul Robinson, as the Kenya Semester Program Director happened in 1979. Paul Robinson was given a mandate to revitalize and restructure the Kenya Semester Program. The demands of this program grew to such an extent that by the early 1980's the University subsequently hired Dr. Howard Brown as Assistant Director to assist in this restructuring. Both Paul and Howard were important professional additions to the University's efforts in building African studies. These efforts were then bolstered by the opportunity in the early 1980's for some Kenyan scholars working as adjunct staff within our program, specifically Drs. Micere Mugo and Njuguna Ng'ethe, to teach for a brief period at St. Lawrence University as Fulbright exchange scholars. Subsequently, in the mid-1980's two new Africanists, Drs. Ahmed Samatar and David Lloyd, with specific training in the areas of the political science and history respectively, were added to the faculty of St. Lawrence.

By the late 1980's a new interdisciplinary minor in African studies had been approved and an African Studies Advisory Board created to oversee the further growth and development of African studies. This Board moved immediately to solidify relationships with the Kenya Semester Selection Committee, to attract other St. Lawrence-based faculty who were interested in developing some expertise in African studies, to begin to build linkages with other non-western programs and faculty on campus, to help define future directions in international education, and to look for

external financial support to back an ambitious proposal to further develop African studies within the institution. With regards to the latter initiative, a grant proposal, written collaboratively by the campus-based and Kenya-based staff, resulted in the award of a major grant from The Ford Foundation for a three year period, starting in the Spring of 1990 and continuing through the Spring of 1993. The grant was subsequently extended through the end of the 1993/94 academic year. This grant enabled St. Lawrence to further strengthen the linkages between the campus-based and abroad-based components in several ways, primarily by; 1) funding a six week conference in Kenya among all of our faculty, and by 2) funding the participation of all our Kenyan staff in a national conference hosted by St. Lawrence on "African Studies and the Undergraduate Curriculum" in the Fall of 1992. The proceedings of this conference were compiled and edited by St. Lawrence African studies faculty throughout 1993, and the resultant publication, *African Studies and the Undergraduate Curriculum*, will be available by mid-1994 through Lynne Reinner publishers. The Ford grant also enabled us to add to our faculty at St. Lawrence another Africanist, Dr. Celia Nyamweru, previously for many years at Kenyatta University, Kenya, as a department member and later chair in Geography, and Dean of the Faculty of Arts, as well as an adjunct faculty with our Kenta Semester Program, to develop several new courses in the field of environment and resource use both within Africa and broadly comparative within the wider international community.

These various efforts were then followed most recently by an unprecedented faculty exchange during the 1993/94 academic year. Howard Brown, the Associate Director, has spent the 1993/94 academic year at St. Lawrence teaching African History courses and conducting some independent research, while David Lloyd was able to participate in the entire Spring '94 Kenya Semester Program and beyond for five months from mid-January until mid-June. The primary intention behind this exchange was to explore further linkages and engender more cohesion between the African studies program and staff at St. Lawrence in New York with the Kenya Semester Program and staff in Kenya. Howard Brown had the opportunity to interact intensively with both students and faculty engaged in African studies, including direct involvement on the Kenya Selection Committee and the African Studies Advisory Board. I have had the opportunity to see the abroad program from the students' perspective by participation in all components with them, have talked and consulted with various adjunct faculty providing professional services to the program, and have exchanged many ideas with the Program Director, Paul Robinson, and key administrative support staff, Andrea Mshila and Sam Harrell.

This report is designed as a distillation of the essence of my experiences in this extraordinary cross-cultural educational program presented as a series of observations and suggestions. In point of fact, most

of the ideas expressed in this report are the composite of numerous insights gleaned from faculty, staff and students through a multiplicity of conversations and sources made available by this exchange opportunity. In brief, the ideas contained in this report are very much the result of both a direct and indirect collaborative effort of many people. The anticipation is that Paul Robinson, Howard Brown and I will continue the process of sharing our ideas and insights through joint discussions among ourselves, with members of the African Studies Advisory Board, and with the Director of International Education on the campus at St. Lawrence in the latter part of June 1994. This will be a multi-faceted process of taking stock of what we have accomplished, where we are now, and where we would like to go in the future; and, as much as possible, put these into the broader context of where St. Lawrence University is heading in the area of international education.

Finally, included in this report are a number of appendices comprising: 1) several in-depth observations and suggestions on the various courses offered in the program which formed part of the basis for discussions between myself and various adjunct staff at the end of the Spring '94 semester; 2) a paper elaborating in more depth the structure, goals, philosophy and value of the Kenya Semester Program written by the Director, Paul Robinson, and the Associate Director, Howard Brown, and presented at the Fall '92 national conference at St. Lawrence University on "African Studies and the Undergraduate Curriculum;" 3) a brief advisory statement given to students at the end of the program on how to build on their Kenyan educational experience and how to further their engagement with Africa and its peoples; 4) a report on a recently completed alumnae/i survey; and 5) a listing of some of the most recent publications dealing with international education and abroad programs at the undergraduate level in the United States.

A. ADMINISTRATIVE STAFF: As presently constituted, the administrative staff of the Kenya Semester Program is made up of a number of key people based in Kenya supported by various staff in the University administration, particularly the Dean's Office and the Office of International Education, and the African Studies Advisory Board, including the Kenya Selection Committee. The following comments will focus on the Kenya-based administrative staff which, at present, is composed of the Director, Paul Robinson, the Associate Director, Howard Brown, two Program Coordinators, Andrea Mshila and Sam Harrell, all of whom are assisted by a number of African employees engaged in various maintenance and support services.

1. Paul Robinson, Director: Paul Robinson has been the linchpin in the Kenya Semester Program since the late 1970's when he took over a faltering program experiencing some unprecedented strains. His skill in reviving this program, and building it into one of the most impressive

abroad programs of St. Lawrence University, has been nothing short of astounding. He has established invaluable professional relations with a number of governmental officials which has resulted in this abroad program being the only one granted the distinction of a permanent standing in Kenya. He has also built strong collaborative arrangements between the program and a number of highly accomplished Kenyan academics who serve as adjunct faculty. And last but not least, students have consistently indicated in their end of program evaluations over the years that he is the consummate administrator, educator, adviser, and friend in times of need all wrapped into one. Most students have never met anyone quite like him in their educational experiences, and they are justifiably impressed with the deftness with which he handles a multiplicity of roles. Paul also brings to his work deep personal and professional convictions, an expansive humility, and a sense of humor that often revives many students when times get particularly tough, as they inevitably do every semester. In addition to his various administrative roles, Paul has also taught a number of history courses over the years within the program, including one of the major field courses focused on development issues among the pastoral peoples of northern Kenya.

In brief, it is difficult to find fault with his leadership of this program over the years as evidenced in the experiences of almost all students, faculty and staff who have worked with him. This is not to say that he is without faults. Paul would be the first to list a number of personal faults, as well as interactions with others over the years that proved less than satisfactory. There have been some difficult times, and strained relations with various people both in Kenya and in the United States over the years, but if one is trying to take the measure of his overall contribution, then St. Lawrence University has been well-served indeed by Paul Robinson. There are probably few professionals anywhere who could have done for this program what he has accomplished.

One last observation, for the next two years Paul will be taking a two year leave of absence from his position to take up a new opportunity to look at the complexities of African concepts of well-being and the impact of western medicine and theories on those perceptions. He will be working with an international NGO, MAP International, and though based in Nairobi his mandate will include the whole of the eastern and southern Africa region. This is an important initiative on his part to challenge himself to develop in some new directions. In terms of the Kenya Semester Program, Paul plans to return after two years to resume his work as the Director. While he does not know exactly how his experiences will fit into the program, he is very adamant about his intention to find ways to use his new insights to make the program even stronger and his leadership even more effective. Those who know Paul best have little doubt that this time away from the program will

only enhance his capabilities in manifold ways, and the value of this for future generations of students who will participate in this program, while unknown, can scarcely be doubted.

- 2. Howard Brown, Associate Director:** Howard Brown has been with the program since the early 1980's when he was hired to assist Paul Robinson in the further restructuring of the program. Over the years he has worked extremely closely with the Director, various staff and the students who have participated in the program. In addition to his various administrative duties, Howard has also taught several courses, particularly his field course concentrating on the Swahili peoples and culture along the Indian Ocean coast of Kenya. Like Paul, Howard has an immense array of skills and personal attributes which have made him an invaluable part of the leadership of this program. Student evaluations of him and his work have been invariably positive throughout the years. Many have commented especially on his wit, humor and willingness to work to meet students' needs in extraordinary ways. Unfortunately, I did not have the opportunity to see him in action, or share many of my daily impressions with him, this semester since he is at St. Lawrence University as an Assistant Professor in the History Department as part of the exchange with me. I look forward, however, to speaking with him about both his and my experiences sometime in the later part of June when I return to St. Lawrence.

It is particularly noteworthy to also note that Howard will be returning to the Kenya Semester Program in late July to assume the role of Director for two years during Paul Robinson's leave of absence. Given the strength of his leadership in the past years as Associate Director, I have no doubt that he will ensure continuity in the quality of this program. In fact, based on his recent experiences at St. Lawrence and closer collaboration with those in African studies there, and his enagement with Paul, myself and many of the ideas in this report, I anticipate that these next few years will be very productive.

One last comment, in anticipation of Howard's departure for the 1993/94 academic year, Paul Robinson took the opportunity to restructure the administration of the program by upgrading the position of Andrea Mshila to the position of Program Coordinator for Administration, and by hiring an additional staff member, Sam Harrell, as the Program Coordinator for Operations and Logistics. Both of these persons and their responsibilities are detailed below. These changes were initiated to enable Paul to allocate more time to addressing a number of fundamental academic and philosophical issues integral to the program, both in terms of its present form and future direction.

3. **Andrea Mshila:** Andrea has been with the program for a few years now, and has recently been promoted from administrative assistant working on a part-time basis to one of the full-time positions as the Program Coordinator for Administration. Her primary responsibilities include; maintaining business accounts, arranging urban homestays, facilitating international travel, handling government regulations and visa requirements, and helping to ensure as much as possible that students have a positive cross-cultural experience. Her skills in meeting all of these responsibilities are quite evident to anyone who interacts with her for even a short period of time. While these professional skills alone would make her an invaluable member of the administration in Kenya, she also brings to the job a number of personal traits that enhance her overall contributions immensely. She has an extremely affable and outgoing personality that makes her very approachable and attractive to students. Their primary contact with her involves problem-solving, and she handles student problems with an ease and composure that amazes most students.

She also occasionally meets with students at her home on the compound, and some students have indicated in their evaluations that her concern and advice has enabled them to overcome difficulties that otherwise might have seriously diminished their educational experiences in the program. While advising is not her primary role, I think Andrea has recognized an aptitude within herself that she now believes worth pursuing through some additional formal training. Such efforts would make her an even more valuable person in the program, and it would afford her some intriguing avenues of personal growth and development. Many students have undoubtedly already encouraged her to move in this direction, and the University should find ways to reinforce and support such efforts.

4. **Sam Harrell:** Sam Harrell is the most recent addition to the administrative staff of the program having been employed, initially for one year, because of the movement of the Associate Director to St. Lawrence for the 1993/94 academic year. As Program Coordinator for Operations and Logistics. Sam has primary responsibility for; arranging and administering rural homestays, setting up internships, field trips and free travel, taking supervisory responsibility for all center maintenance and operations, including personnel, and helping to ensure as much as possible that students have a positive cross-cultural experience. I met Sam for the first time during this the second semester of his work for the Kenya Semester program in these various capacities. Despite the short amount of time that he has handled these responsibilities, it is quite evident that he already has had a significant and positive impact on the program. Paul has spoken quite highly of this impact, and obviously sees Sam's skills as a very significant asset to improving the overall efficiency of many parts of the program.

Student evaluations, albeit only for two semesters, have been on balance quite positive. Most students appreciate the need for someone who will keep a large, disparate group of students on tight schedules, but some students will always see such an individual as an overly demanding and authoritarian figure. Without that kind of organizing skill, however, situations will often get chaotic, resulting most often in more dissension among the group. Sam has a commanding personality, and he is more than willing to take some criticism in order to make the program run as efficiently as possible. His personality has other compensating dimensions which make him quite attractive to most students. He has an enormous capacity for work and for giving of himself, and students quickly learn that he is willing to help them often to the point of considerable personal sacrifice. However, he has an intuitive sense of when to draw the line and insist on students taking care of their own needs. Overall, Sam has many interactive and professional skills that make him a very valuable asset to the program.

One additional observation, Sam has very interesting credentials in the area of comparative religions. Quite a few students throughout the semesters have evinced a strong interest in African religions and the impact of other religions, particularly Islam and Christianity on African cultures. While Sam at this time does not feel capable of organizing and offering such a course on his own, he does have a number of contacts with educators and scholars in Kenya whom he would be able to coordinate to offer such a course. This is an opportunity that merits more consideration, and evidently both the International Education Office and the Department of Religious Studies at St. Lawrence have been approached on a preliminary level about the possibility of collaborating in the development of such a course.

8. ORIENTATION: The orientation processes both in the States and in Kenya are critical to the overall success of the program. Impressions created in the minds of students before they come, and during the first few days in-country, often set both the tone and temper of much of their experience. Below are a few suggestions designed to enhance orientation processes both in the States and in Kenya.

1. Students from other universities often feel that St. Lawrence University students have more insight into the program given the larger mass of returnee students who share information with prospective or new entrants. Could we begin to more broadly share some of this specific information by providing lists of former St. Lawrence alumnae/i still on campus, their respective major areas of concentration, addresses and telephone numbers to non-St. Lawrence students and encourage them to make contact? In addition, could we get these former St. Lawrence

returnees on campus to volunteer to call and talk to at least two or three of the non-St. Lawrence students accepted on the program each semester. While several of the St. Lawrence returnees work within the selection process, including helping to interview prospective participants, there would be value in trying to get more of them involved as these kinds of contact. Particularly significant benefits would also accrue from St. Lawrence students on an upcoming program making contact with students from other universities who will be on the same program. This should help facilitate group dynamics in Kenya by establishing some prior lines of communication before arrival there. Some of these contacts would most likely develop into friendships and help cut across some of the tendencies to form small groups within particular institutions, particularly, but not exclusively, among St. Lawrence students who invariably constitute the single largest bloc within each semester.

2. In order to build even more rapport among students, as well as to help create a strong academic ambience from the very outset during the orientation period in Kenya, would it be possible to ask all the students to read in common at least three or four articles/chapters on some of the most critical issues that will form the intellectual core of the program before they arrive? These core readings should be provided to all the students as part of the orientation materials which they are sent with a clear indication that these readings will be the focus of one of the orientation sessions in Kenya within the first few days. The ensuing discussions could help to build familiarity among students, staff and faculty, as well as help to reinforce the serious intellectual tone of the program. Ideally, all the adjunct faculty would read these articles and participate in this orientation session; however, they need to allow students the opportunity to express their own ideas before joining in to widen or add more depth to the discussions. Perhaps one student and one faculty member could moderate the session creating a stronger sense of collaboration. This would also help set the pattern of faculty seriously listening to student viewpoints which should augur well for the subsequent classroom atmosphere. The conclusion of the session could end with the assertion that the respective courses and much of the rest of the program are designed to provide more insight into these issues. While the readings would have to change over time, below are a few suggestions:

a. Githu Muigai, "Kenya's Opposition and the Crisis of Governance," **Issue: A Journal of Opinion**, vol. XXI/1-2 (1993), 26-34. (A brief but good overview of the recent processes of democratization in Kenya).

b. Raymond Bonner, "Listening to Africa," **At the Hand of Man: Peril and Hope for Africa's Wildlife** (London: Simmon and Shuster, 1993),

pp. 11-37. (A good introduction to wildlife conservation issues and their impact on human populations in Africa).

c. Irene Dankelman and Joan Davidson, "Land: Women at the Centre of the Food Crisis," and "Working Together for the Future," in **Women and the Environment in the Third World: Alliance for the Future** (London: Earthscan Publications, 1988), pp. 7-22 and 171-80.

(A good introduction to some of the critical issues of women's roles in production and reproduction in the Third World).

d. John Reader, "Nomads" **Man on Earth** (London: Collins, 1988), pp. 89-100. (An excellent introduction into the strategies and challenges of nomadic pastoralism in East Africa with the added bonus of drawing attention to the research by two educators whom the students will interact with during the program.)

e. Eddy Harris, "Into Africa through the Back Door," **Native Stranger: A Black American's Journey into the Heart of Africa** (New York: Vintage Books, 1992), pp. 13-33. (A rare opportunity to look at Africa through the eyes and experiences of a Black American trying to reformulate his own identity through a fascinating engagement with a diversity of African peoples and African issues.)

3. One of the other critical issues that would appear to need more attention during the orientation period is group dynamics, particularly as it changes throughout the entire length of the program. At first the only thing that unites most students is their decision to participate in this program. While they may know something about the major elements of the program, and this varies from student to student, they really know very little about each other or the staff they will be working with for the next four months. It is these latter aspects which can virtually bedevil student interactions, as well as interactions between students and staff, and diminish their semester experience in some significant ways. While we have devised a few important techniques to stimulate the building of healthy group rapport, particularly the "passing of the rock," we need to devise some additional strategies. For example, if the students wrote a maximum two page biographical sketch, and a maximum two page statement of their general and research interests, and brought these with them to Kenya, then we could either xerox these for distribution or bind and place them on reserve in the library. Students could consult these throughout orientation and learn much more about each other quickly and hopefully help stimulate deeper conversations and rapport. Perhaps we can utilize an approach that has worked well in many other contexts, i.e. have one student introduce another student by interviewing them or reading their personal statements before the session. These student statements also could be provided to various faculty and staff which would facilitate their interaction with students and would give them

some initial information on which to advise them on potential research topics in their courses. Similarly, biographical sketches should be provided by all faculty and staff, as well as perhaps a fuller statement of their respective courses, their goals, requirements and methodologies. These could be xeroxed for distribution or placed on reserve in the library. Both of these would assist students in familiarizing themselves faster with faculty and help them to make better decisions on the most appropriate courses for themselves.

4. Other issues with regards to group dynamics that would seem to need more emphasis during orientation involve the fine line between freedom and structure, between individual space and time and group time, between time alone and time with the group, and the very composition of the groups. Some students seem to feel oppressed by "constantly" living with 20+ other students while many others find the experience both exhilarating as well as essential to their own education. We need to draw students' attention to this dialectic more forcefully than we do both in the States and in Kenya. As the program is presently structured, there is ample time for more independently-minded students to explore new relationships with Kenyans and other Africans performing in different capacities. The opportunities, in fact, only seem limited by the students' own initiatives. However, there are many times when participation with and within the group is essential. There is a need to stress how important these opportunities are for sharing knowledge and comparing impressions. During both the application and interview processes, students must be made aware of, and accept, that the program by necessity is largely a group experience. It is also a program where the number of "minority" students has fluctuated over time, but has always been a small percentage of the group, and there has been a fairly consistent imbalance of more female than male students. These latter two factors alone invariably lead to some discussions, as well as tensions, about race and gender at various points throughout the program. The key here seems to be to get as many students as possible to come into this as open-minded and flexible as possible to some challenging, and sometimes highly stressful, group dynamics. Such mental preparation might also help them shed more of their "frivolous cultural baggage and banter" which is often an attempt to revert back to the security of their own culture when tensions seem to mount to a disquieting level.

In sum, we need to encourage students to do more in-depth cultural comparisons as a basis for their own interactions and with Africans. A major division seems to appear between those that are more successful in doing this from those that are not. This is not meant to encourage them to be hastily judgmental either about each other, or their own or African societies. Instead the intent is to stimulate them to open themselves wider than they may have ever done so before to exploring

new dimensions in the various African cultures, themselves and each other, that they will encounter over the next four months of the program. Perhaps reading some select passages from students' final evaluations of the program that relate to these issues would be a good technique during orientation. Some of these passages should also exhibit the changing nature of group dynamics over time.

5. Many students seem to be drawing a false dichotomy between what are termed the "academic and non-academic" aspects, between the Nairobi-based courses and the wider experiential components, particularly the field components, of the program. While some see a vital linkage and inter-relationship between them, some students seem to believe that the Nairobi-based courses are at best secondary, a necessary concession to their universities to sustain "academic integrity", and a few have even concluded that these courses are a distraction from the "real" learning processes and recommended their elimination and replacement with more experiential aspects. There is no doubt that there is a tension in the minds of many students between these so-called academic and non-academic components. We need to rephrase our language and use the orientation period to emphasize the inextricable linkage and interdependence between what happens in the classroom in Nairobi and what happens in the field components. Dropping the words academic and non-academic, with all their unwarranted connotations, and the substitution instead of an emphasis on a more holistic learning process, would seem to be a vital first step,

Maybe we need to switch our nomenclature to classroom study and field study and drop the word "courses" altogether. Compounding the issue, however, is the fact that at the end of the program students have the choice between internships and field courses. These latter field courses do differ in some important ways from the other field study components. On the other hand, we want to promote the idea that classroom study and field study together really constitute the courses that carry university credit. Throughout the rest of this report I will be using the words classroom study and field study and field courses with this latter sense in mind. The word courses should be dropped when referring to the Taita, Tanzania and Samburu elements of the program. Instead, I would recommend that we use the term field study components, particularly to distinguish them from the field courses offered near the end of the program.

Structuring more tangible connections between the Nairobi-based classroom study and the field-based study is another vital step in this effort. I have tried to make some specific suggestions along these lines in the respective course observations and suggestions appended to the end of this report. None of this is to deny that what happens in the classroom exceeds in many respects what happens in the field and vice versa, i.e.

that each adds singular contributions to the students' overall learning experience. Nor is this to deny that the diversity of learning experiences outside the classroom are what attract, and perhaps have the greatest impact on, most students, and are among the most unique dimensions of this program. However, there would appear to be an unhealthy discounting of the Nairobi-based classes by too many students that does not augur well for the overall learning that can emerge from a recognition of their essential complementarity. This latter perception needs to be deeply ingrained during the orientation period for the benefit of both the students and the faculty.

6. During orientation there is a need to be very clear about certain policies essential for the harmony and efficiency of the program. All of the policies need to be in written form within the program handbook, and many of them explicitly stated in each course syllabus, in order to forestall any students from claiming that they were never told about them. In addition, some of the policies, given their gravity, warrant special attention during orientation. Particular emphasis needs to be placed on issues of: deadlines in courses for submission of papers with appropriate penalties attached for lateness; academic dishonesty, such as submitting the same paper for two courses; the need to enforce an absolute quiet zone in the seminar and library rooms to enhance reading, research, reflection and writing; the restrictions on students using center facilities after the conclusion of the program; and student responsibilities in arranging their own travel within Kenya or East Africa if they stay on longer at the end of the semester.

7. There is a need to emphasize, even more than is presently done, the unique demands involved in the Nairobi-based classroom study being compressed into six weeks, albeit interspersed with several field components. None of the students would likely have had a similar experience before, and most will be used to the system of taking four or five courses within a fourteen to fifteen week semester. Built into that system is an expectation that students will spend at least two to three hours of outside work for every hour inside the classroom. When students are taking on average three classes every day in our Kenya program, from early in the morning until early or late afternoon, there will be exceptional constraints on finding enough time for adequate preparation on a daily basis.

This competition for time often gets compounded by urban homestay opportunities or pressures to socialize during evenings and weekends. Some students find these competing demands so overwhelming that they ultimately diminish their academic work, go to classes unprepared and accept the consequences of minimal engagement. In one sense students are making choices, but many seem to rationalize that the social aspects are not only equally educational but more worthwhile given they

won't be replicated ever again in their lifetimes. The risk is that some students will lose so much time that when final papers or exams inevitably come due they find their life becoming so hectic that they are under unprecedented physical and intellectual strain, particularly during the last two weeks of their classroom study. Such circumstances rarely ever produce the most conducive conditions for even satisfactory work. Some students wind up putting unreasonable pressure on their instructors for extensions, or just unilaterally opt to turn in assignments when they can hoping for the best. There needs to be stronger admonitions during orientation for students to discipline themselves and organize their time well, and to forewarn them about the "crush" at the end based on past experience with other students. Perhaps the reading of a few select passages from previous semester evaluations about this issue would help have the desired effect.

8. There also would seem to be some value in letting students know about some of the major limitations of the program at the outset. The intention here is to help modify some student expectations and establish what may be more realistic expectations. While many will find their fondest expectations realized, or even surpassed by the program, some overwhelmingly so as indicated in some student evaluations, several others often harbor unrealistic expectations unaware of the density of the overall program in terms of demands on time, or some of the major constraints of contemporary Kenya and the state of African studies. For example, there are many issues and aspects of life that the program will only be able to introduce on a very superficial level which will frustrate some students. Insight into contemporary political conflicts and contending agendas will not be an essay topics to probe, and admonitions not to talk openly in public about sensitive political issues will disgruntle some students. Information on the roles of women, as well as substantial research materials by and about African women, are more limited than many students know. The willingness of governmental and non-governmental agencies to provide in-depth information on their work and specific projects may vary dramatically for a host of reasons, not the least of which is their perception of the very transient nature of student interests. The emphasis perhaps should be on students identifying these limitations as they proceed through the program, and sharing their insights, and perhaps suggestions on how to deal with these limitations, with other students and staff. In addition, the opportunity to meet and interact with Kenyan university level students will depend largely on their own initiatives. Some may be placed in urban homestays with such young people, but most students are apt to meet Kenyan students at various libraries in Nairobi, particularly the University of Nairobi.

Finally, although there is some free time built into the program, several students in their final evaluations have evinced a desire to have more.

They feel that the program demands are incessant, and they get insufficient time for reflection before they are expected to deal with another challenge. The only really free time they argue is after the final exams and before their departure on their internship or field course. Some assert this is too little and too late. Many have suggested either expanding the program to allow for more free time, or consolidating a bloc of time about halfway through the program, something akin to a "Spring break" for a week. This seems to be one of those insoluble tensions, and perhaps the best that can be done is to alert students at the beginning about the scarcity of such free time and to use it judiciously. It most likely is also the reason why a large percentage of students decide to stay on for some time after the conclusion of the program. Perhaps this "tradition" of staying on needs to be emphasized more with the caveat that students will need to plan well ahead.

9. Lastly, is it possible to build more activities into the orientation period to provide more diversity and perhaps even diversion? The day trip to Mt. Longonot was one such useful activity, but given the extent of mountain climbing available in this program perhaps some other activities would be more useful. Starting with the simplest, perhaps some sports competition such as a volleyball game at the center, perhaps at least one staff versus students. What about a day or half day in Nairobi exposing students to important organizations or facilities, such as the various libraries and museums where they will be able to find valuable information, the headquarters of various prominent NGOs, or the United Nations complex, the Kenya Agricultural Research Institute (KARI), the International Laboratory for Research on Animal Diseases, the African Center for Technology Studies, the Forum for African Women Educationists, or the Public Law Institute? Perhaps a talk organized during one evening at the Karen center on U.S./Kenyan relations or a roundtable discussion by our adjunct faculty on the crisis in higher education in Kenya. A very topical issue this semester could have been the Kenya Wildlife Service and the debate over Richard Leakey, or the current drought and food problems in parts of Kenya coupled with the appeal by Kenya's president for food aid from the international donor community. Any of these could help set the foundation for more coverage in some of the courses, or stimulate some students to begin to do some independent research. The overall objective would be to demonstrate that Nairobi has much more to offer than most students realize as a base for investigation of a number of critical issues involving not just Kenya or Africa but many other parts of the world community. Although time is a crucial factor in the orientation process, just a few of such activities would also help set the serious intellectual tone of the semester and give the students more to talk about than their recent experiences or adventures in the United States. Perhaps we might even consider expanding the orientation period by another day or two to

accommodate some of these possibilities, or perhaps reduce the amount of information, such as course descriptions, given at orientation time.

C. NAIROBI-BASED CLASSROOM STUDY/COURSES: A series of observations and suggestions on each of the Nairobi-based components are included as appendices at the end of this report. These should be consulted to obtain more in-depth information on the various courses along with several specific suggestions. What follows here is an attempt to look at some of the issues which cut across all of them, and hopefully, therefore, presents a more integrative overview. It is also important to note that these observations and suggestions were given to the respective faculty, and they formed part of extended discussions between myself and them. Many good ideas emerged in these exchanges with faculty often taking the initiative to express some of their own suggestions on enhancing their own courses. Some of their own comments have been built into the following observations and suggestions.

1. On average there are six courses offered each semester out of which students must take three for course credit. The fourth credit unit is obtained through participation in either an internship or an extensive field course either focused on the pastoral peoples of northern Kenya or the Swahili peoples along the Indian Ocean coast. There are usually a number of internships available, and the field courses usually alternate each semester. Both internships and field courses are offered during the last month of the program. The only mandatory course is Kiswahili offered either at the introductory 101/102 level or as an independent, directed study at the advanced level. All of the courses are conducted by very competent staff most of whom are faculty attached to one of the major universities in Kenya. All have at least an M.A. degree, and many have a Ph.D. with several years of teaching experience. There is a good spread across gender and cultural/national lines within this adjunct faculty, and several of them have worked with our program for many years. Student exposure to a diversity of African and Africanist scholars is one of the major strengths of the program. There is a reasonable diversity of courses offered representing at present the fields of history, government, socio-economics, and women's and environmental studies.
2. While the students participating in this program come from many different institutions, most have a liberal arts background with major concentrations in the broad areas of the social sciences and the arts/humanities. The number of students with a concentration in the natural sciences has fluctuated over time, but they have always constituted a minority. Before participation students are only required to have had one course in African studies, broadly defined as the study

of African peoples within the African continent or outside in the diaspora, and most of them appear to have chosen a general, introductory level course in either the social sciences or arts/humanities areas. Therefore, most students who participate in the program indicate a strong satisfaction with the diversity of courses offered which generally enable them to build on their previous work and gain some in-depth knowledge about critical issues pertinent to Kenyan/East African peoples.

3. Although there is a general satisfaction with the number and diversity of courses offered, some students indicate during their final program evaluations a desire to have one or more other courses offered. A few students feel there is a preponderant concentration on government, history and contemporary socio-economic issues in the program. The most common suggestions are additional courses in; African literature, cultural anthropology/human origins, comparative religions, African art, and geology. The program has offered courses in biology and African literature in the past and intends to offer another literature course in the near future. It is also important to note that many of the present courses do touch on some of these other suggested areas to varying degrees, but none of them is designed to provide the kind of in-depth enagement that some students believe would be most useful to them. Part of the problem here is the economics and logistics of offering several other courses, as well as finding competent faculty and arranging an expanded curricula in the face of space and time constraints. Part of the problem also is that most students do not have the requisite background or skills to take some of these courses, particularly in the natural sciences area. While some courses have, and will undoubtedly continue to be, substituted for others over time, the best course of action would appear to be the restructuring of existing courses, and the incorporation of more reading materials into the field study components, to meet some of these student concerns. See the appendix materials for more specific suggestions along these lines, as well as comments below under the various field components.
4. As indicated previously in this report, the program is structured around a limited number of Nairobi-based courses which are interspersed with field studies in roughly two week intervals. After a brief orientation the students start with the Taita field component, then begin the first two weeks of classes, complete the Tanzania field component, then continue with two more weeks of classes, complete the Samburu field component, and then finish the last two weeks of classes in Nairobi. There are many valid reasons for this fragmented structuring, primarily the attempt to produce a strong cohesion between the various forms of classroom and field learning. Many of the students and most of the faculty seem to appreciate the value of

this scheduling and the intended goals; however, there is a dynamic involved that does produce a number of strains. Perhaps the most obvious strain is the compacting of the Nairobi-based courses into a six week period. Most classes meet for approximately an hour and twenty minutes every day while others meet alternately two or three times a week for approximately two hours and twenty minutes each session.

As stated earlier, the critical issue is that students are not used to taking so many courses within such a compacted yet dispersed time framework. Some feel the courses are "crammed," and their own levels of performance must necessarily suffer. There even appears to be some confusion about the comparability of standards with courses in the United States, and a better effort needs to be made to inform the students that these Nairobi-based courses carry the same standards and rigor as United States-based courses. While the dynamic is considerably different, the levels of expectation of the faculty should not vary to any appreciable degree from the expectations of faculty in the States. In any event, the central issue is allocating sufficient time to work outside the classroom, and the self-discipline to adhere to a tight schedule with a high degree of consistent engagement. Faculty need to play a stronger, more encouraging role to help students meet these demands. Some specific suggestions were made with regards to this also in the appendix materials and the orientation section of this report.

5. While the levels of expectation in this program in Nairobi-based course work are and must remain comparable to those in the States, many students, though not most, have felt that the courses, although this varies by semester and course, are weaker in overall rigor in comparison to courses taken in the States. Most feel they are comparable, and a few think they are better or even superior. Thus, while the program seems to be doing a good job of maintaining comparable standards, the perception by many students of weaker standards is a concern. I would attribute these perceptions to two factors already alluded to in the orientation section. Some students come with the expectation that the best learning will be in the field components with a hands on approach, and the "crammed" nature of the Nairobi-based courses just confirms these impressions. In fact, some feel the courses are far too demanding in trying to maintain comparable standards and should reduce their expectations in view of all the other, more valuable, ways to learn offered in this program. Some students even appear to be "running away" from the kind of academic, book-focused, chalk and talk kind of learning they have experienced in the States looking for "real" learning through direct engagement with Africa, its peoples and their environment. Surely, part of the reason why they perceive these courses as weaker is because

there is less involvement and lack of effort on their part in doing the work expected. In short, this is somewhat of a self-fulfilling outcome.

While this program must cater to a diversity of students who come with many different expectations, as long as we retain the present structure of Nairobi-based courses taught by Kenyan faculty, we will need to ensure a fairly even and consistent level of student appreciation of the value of these courses. If we do not, then the unevenness of student engagement with these courses will continue to reduce their overall effectiveness, and keep most students from evaluating them as better or even superior to those they take in the United States. I would contend that given the localized context, the abilities of the faculty with deep-rooted experiences and in-depth knowledge of their subject matter, and the relevance of many of the issues studied to everyday life, that these courses should be rated much higher than they are by most students.

6. Given the present scheduling arrangements the Nairobi-based classes meet anywhere from approximately thirty to forty hours a semester. Some slight adjustments should be made to equalize the contact time among all of the courses. One of the steps that could help achieve this is to start the classes at 8:30 a.m. instead of 9:00 a.m. and end at 5:00 p.m. This additional time would allow for sufficient restructuring to equalize contact time to forty plus hours, inclusive of final exams. This would bring them in line with standards at St. Lawrence University. Getting students to the YMCA should only be a slight problem given early morning traffic conditions during the first and last week of classes when they are based at the SLU center. The other weeks they are in urban homestays in and around Nairobi, and the slightly earlier starting time should constitute no major problem. One caveat to this suggestion, however, is the need to appreciate that if one adds the exposure to issues presented in the classroom courses in the subsequent field courses, then the amount of contact time is even greater than in the United States.
7. One of the major constraints noted by many students is the lack of access to faculty members for consultation or advice. Most of the adjunct faculty come from some distance, fit their teaching responsibilities in our program into a fairly demanding schedule of other activities, teach their respective courses, and then depart. Most try to squeeze some consultation time in immediately before or after their classes, but this amounts to a minimal encounter with each student. Most students seem to feel a high degree of frustration with this arrangement and several invariably "give up" on trying to get any extended time with their faculty members outside of class. Some of the faculty try to provide most of this time for consultation on research topics and for consultation near the end of the course when both

research papers and final exams are imminent. Some students have suggested, and I concur, that we need to facilitate more faculty/student contact throughout the course. One feasible suggestion would seem to be to require faculty, as part of their contractual obligations, to stay or come one hour after or before their respective classes at least once, but preferably twice, a week. Hopefully, faculty would be willing to do this and the major problem would be finding the space at the YMCA in downtown Nairobi, where the classes are conducted, for faculty and students to meet. Possibly the large conference room could be used if it is vacant, or perhaps there is a small office that could be rented on a semester basis. One other suggestion might be to facilitate faculty meeting at least twice with students at the Karen/SLU center in the evening hours during the last week of classes, perhaps two weeks if the schedule is altered as suggested later. This kind of scheduling of specific time into their syllabi would encourage students to interact more intensively with faculty. The quality of work and mutual satisfaction would undoubtedly increase, perhaps immensely in some cases.

8. Another issue that many students have mentioned often in their final program evaluations is the need for more discussion opportunities in the classroom. Many students realize the need for lectures, but too many lectures with insufficient time for discussion alienates many students and diminishes their involvement. In fact, many American students now expect, particularly at the third and fourth year levels, that courses will place more responsibility on them in various ways. Leading discussions around a common reading, doing a brief research report, taking part in a debate, engaging in a roundtable discussion around a film or novel, are just some of the ways students are playing a more active role in their courses. They are bringing these expectations with them to abroad programs, and are often disappointed when courses turn out to be too dominated by instructors dispensing knowledge instead of engaging students in frequent dialogue. Students often characterize this as faculty talking to instead of with students. This latter process helps build student confidence, particularly through the development of their analytical and articulation skills. While some faculty may disagree, I would contend that most students want and need to feel that they are involved in a collaborative educational effort. Given the opportunity, those students are an invaluable asset in helping instructors reach the highest levels of achievement in their courses.
9. While the policy seems to have been altered over time, at present faculty are not given verbatim copies of student evaluations of either their courses or themselves. Instead they receive an abbreviated form that condenses these evaluations along with a letter from the Director that highlights significant issues extracted from them. The intention

in part in this approach has been to insulate some faculty from some injudicious, and at times, very harsh comments. While it may be necessary for the Director to make a decision to withhold such harsh comments at times, I would suggest that we resume the earlier approach of giving faculty verbatim copies of student evaluations. This is the procedure at St. Lawrence University, and I would assume at most other universities in the United States, although it is important to recognize that such student assessments are not part of the Kenyan educational system. This is an area of cross-cultural sensitivity. In any event, most of the comments are positive while most others are a good faith effort on the part of students to give faculty some constructive criticism. Many of their ideas provide invaluable insight into some of the nitty gritty aspects of teaching style, course content, and methodology which faculty need to hear and assess. Even if there are a few injudicious comments, faculty need to reflect on the factors that might have provoked such comments. In other words, even these responses can be part of a valuable learning process. In the final analysis there is a vital element of authenticity in hearing directly from the students, and most faculty are professional and mature enough to approach these comments in all their diversity as positive, important contributions to their own teaching skills development.

10. Lastly, another issue that may seem insignificant on the surface, but really has more serious implications, is that of mail delivery to students at the YMCA during classes. While students are at the SLU center they only receive their mail after they return from classes, so there is not a problem. However, the mail is usually delivered at the YMCA during lunch time, and my own personal experience this semester was that this often proved disruptive to classes. The inevitable desire by some students to read their mail immediately meant late arrival to class or some difficulties getting the class to settle down and focus on work. The class most hard hit was the introductory level Kiswahili class, one that can ill-afford to lose much time. I do not know if there is any way to solve this problem, but it is a problem which probably varies from semester to semester. Bringing the mail late in the afternoon, i.e. about 4 p.m., would ensure that students would not be able to disrupt any classes. Of course, not all students have an afternoon class every day, so some would probably not get their mail until the next day. That may not be much of a problem, except that another student would have to keep their mail and give it to them the following day. Perhaps we could include mail slots in their lockers which would enable them to get their mail late or the next morning. In that event, however, all we might do is spread the disruptions into the early morning classes. Perhaps the only way to deal with this issue ultimately is for all staff and faculty to be adamant that students do not read mail in class. Faculty also need to start class

on time every day to help remedy this situation. Undoubtedly, we need to cultivate a more conscientious attitude among the students about this issue.

D. FIELD STUDY COMPONENTS: Among the unique, and most highly-rated, aspects of this abroad program by students are the field study components: i.e. the rural, homestay among the agricultural Taita peoples of southeastern Kenya; the conservation, animal behavior and environmental component, involving the Maasai peoples, in northeastern Tanzania; and the rural, nomadic pastoral component among the Samburu peoples of northern Kenya. As stipulated before, these field study components are intertwined with the Nairobi-based courses, and they constitute about five weeks out of a total seventeen week program. While all of them provide for some intensive interaction with African peoples, the Taita and Samburu field experiences do this most extensively, including homestays with various African families, three days with the Samburu and a full week with the Taita. While these already are very strong elements of the overall program, below are some observations and suggestions designed to explore ways of further strengthening their contributions to this program.

D1: Taita Homestay/Field Study: One of the understandings with the Office of the President is that the location of the rural, agricultural-based field study will be changed every two to three years. For many years the focus was among various peoples in the highly productive agricultural areas of western Kenya, but this component has focused over the past year, and will continue to focus for at least the next year or two, on the Taita peoples in southern Kenya. Paul Robinson has indicated that he would like to develop relationships with agricultural communities in at least four different sites in Kenya, then rotate the field study component among them on a semester basis.

The present Taita field component is administered by David Kitavi and his family who are themselves Taita with longstanding relationships with the Taita area. This is the first field experience in the program which occurs very early, i.e. at the end of the first week after students arrive in Kenya. Students are given a few hours of Swahili and some Taita language instruction, and David Kitavi does a brief presentation on the Taita peoples and their culture. While students are inevitably, and in many respects intentionally, minimally prepared for this cross-cultural experience, most see it as a very stimulating and challenging introduction to Africa and African peoples, their first in-depth exposure to a culture distinctly different than their own. The intent has been to encourage them to begin to acquire numerous sensitivities and methodological skills that they

will then refine and develop more extensively as they proceed through the program. While I have strong appreciation for these goals, I think there are several other considerations, as well as means to perhaps achieve the same goals, by switching the Tanzania and Taita field components. The arguments for this are laid out in the discussion of the Tanzanian component later in this report.

1. It would seem that this field study component, as well as all of the others, could be strengthened with the addition of a handbook comprising a few readings that would help students place many of their experiences into a broader and clearer context. The intention here is not to overwhelm students with readings or research materials, but instead to give them a reasonable amount of assistance in making better sense of what they are experiencing without necessarily predisposing or conditioning their impressions.

Also, despite this initial introduction to an agriculturally-based society, the overall program does a much better job of acquainting students with pastoral life and its many challenges. Given the fact that approximately eighty percent of Kenya's population is dependent on an agricultural mode of existence, that such dependence will exist as far into the future as anyone can see, and that agriculture remains Kenya's single largest industry and a major foreign exchange earner, students need to gain a better perspective on the complexities and challenges of African agriculture -- both at basic needs and market-oriented levels.

One step in achieving a better balance would be to provide students with a few stimulating readings both on Taita culture and agricultural practices. Given the dearth of specific writings on Taita agricultural practices, more general writings that deal with some of the broad characteristics of African agriculture would be more feasible. Some of these could be the focus of some discussions before students actually go on the field course, but most would probably be read by students during the field course and included in the discussions during the assessment period allocated at the end of the experience. This assessment process is only a beginning process, and several of these readings could also become part of some the wider discussions in the Nairobi-based courses, thus helping to produce some more of the kind of cohesion discussed about earlier in this report. Below are a few suggested readings that could be included in this proposed handbook:

- a. Grace Gredys Harris, "Introduction," **Casting Out Anger: Religion among the Taita of Kenya** (Illinois; Waveland Press, 1978).

b. A. and G. Harris, "Some Aspects of Taita Agriculture," in B. Spooner (ed.), **Population Growth: Anthropological Implications** (Cambridge, Mass.: M.I.T. Press, 1972).

c. Della McMillan and Art Hansen (eds.), "Overview: Food in Sub-Saharan Africa," **Food in Sub-Saharan Africa** (Boulder, Colorado: Lynne Reinner, 1986), pp. 1-10.

d. Michael Lofchie, "Africa's Agrarian Crisis: An Overview," in Stehen Commins et. al. (eds.), **Africa's Agrarian Crisis** (Boulder, Colorado: Lynne Reinner, 1986), pp. 3-18.

e. R. Hunt Davis, "Agriculture, Food and the Colonial Period," in Art Hansen and Della McMillan (eds.), **Food in Sub-Saharan Africa** (Boulder, Colorado: Lynne Reinner, 1986), pp. 156-68.

f. Naomi Chazan and Timothy Shaw, "The Political Economy of Food in Africa," **Coping with Africa's Food Crisis** (Lynne Reinner Publishers, 1988), pp. 1-37

g. Michael Lofchie, "Tanzania's Agricultural Decline," in Naomi Chazan and Timothy Shaw (eds.), **Coping with Africa's Food Crisis** (Boulder, Colorado: Lynne Reinner, 1988), pp. 144-68.

h. Robert Bates, "Introduction," **Beyond the Miracle of the Market: The Political Economy of Agrarian Development in Kenya** (Cambridge: Cambridge University Press, 1989), pp. 1-10.

i. Robert Chambers, "Integrated Rural Poverty," **Rural Development: Putting the Last First** (London: Longmans, 1983), pp. 103-39.

2. Initial welcome to the Taita area occurs with a number of speeches by local officials conducted at a local secondary school in the presence of the secondary students, our students and their respective homestay families. Then, about half way through the homestay, our students join the students of that same secondary school in a community-based project, this time a joint effort to plant some trees, clean the school compound and paint the new science classroom. This brief experience in community development concluded with the secondary school students putting on a skit. While the community development efforts are worthwhile and should be continued, perhaps some other activities could be structured into this field experience. For example, what about an open forum at the school where our students ask a number of questions about Taita culture, the value of education, etc. of Taita secondary school students, and vice versa Taita secondary school

students ask a number of questions about American culture and education? What about a meeting in one of the local churches where students could exchange some impressions with the wider local Taita community beyond their own homestay families. They could ask more questions about Taita life, culture, history, etc., and perhaps Taita people could also ask more questions of our students. I suspect very few American students, or Africans in rural communities, have such an opportunity for cross-cultural interaction. If mutually stimulating and satisfying, this could become a pattern in all future rural homestay communities.

3. Perhaps this field component, as well as the others, could expand to include more exposure to issues of urbanization and the importance of towns to African agricultural and pastoral communities. Students in the program get considerable exposure to aspects of Nairobi through their classroom courses and urban homestays, but most Africans live in or interact with smaller towns. The program touches a number of these smaller towns, such as Arusha, Maralal and Wundanyi, but not much effort is made to get students involved in understanding their dynamics, i.e. how do they provide basic services such as housing, health, water, etc? What marketing services do they provide to surrounding rural-based populations? In the Taita area, the town of Wundanyi appears also to be a center of many governmental services. Would it be possible to include a reading or two on processes of urbanization in Africa, and then begin to have our students engage some of those processes in a few of these towns? In the case of Wundanyi, students could probably walk there and investigate this town on their own at some time during their homestay, and then query their homestay families on their impressions. Issues of urbanization could then become part of the wider assessment discussions at the end of each of the field study components, as well as integral parts of some the Nairobi-based instruction.
4. Between Voi and Taita we passed a sisal plantation which looked as though it was still functioning. Given the importance of commercial cash cropping to Kenya would it be possible to arrange some kind of a visit to this sisal plantation and learn something about its productive structures, history, interaction with local peoples? Many of the Taita appeared to be growing coffee as one of their cash earning crops. Would it be possible to learn more about the history of coffee production in this area from local people, visit a local coffee factory, talk to some local coffee buying officials about the dynamics of coffee production from their perspective? We should try to build on these possibilities by structuring visits into the program to other coffee, tea, pyrethrum, etc. facilities. A day trip outside Nairobi could get us to some of the major tea or coffee plantations/farms. As suggested later, such an experience could even be included in the Tanzanian field study component.

5. The informal closure at Taita was excellent, and perhaps could not be improved upon. All of the students and homestay families collected at the home of David Kitavi early on the morning of departure. Given time constraints, three students were asked to volunteer to make spontaneous speeches highlighting their experience and thanking their homestay families, and three Taita families/individuals were asked to say something about their experiences with our students. Despite some hesitancy at first three students and three Taita individuals did speak, and their thoughts were both warm and emotionally moving. The meeting produced very positive feelings all around, and it definitely helped to solidify our relationship with the Taita homestay families involved.

6. The final assessment process at the Ziwani tented camp proved to be unsatisfactory for everyone involved, both staff and students. While students had been broken into groups during the orientation period and chose a particular topic to investigate during their homestay, they did not have an opportunity to really meet to discuss their impressions on their topic until the afternoon at Ziwani. This left only the evening hours for presentations, and at least half of the groups did not get a chance to make their presentation. The attempt to devise some reasonable division of labor, to create a context in which students could build more rapport by learning from each other, did not work as well as hoped. While the approach is excellent, and it has worked evidently in the past, in this particular case the time factor was far too short given that students had so much they wanted to contribute. Some students suggested that we either start this process earlier in the day, which would necessitate travelling a shorter time period to a campsite, postpone the discussion until we returned to the SLU center in Nairobi, or open the discussions to a freer exchange not tied to formal presentations. I would suggest that the original idea be retained, but sufficient time found to allow each group to make its presentation. Paul Robinson has indicated that the group next semester will travel to a closer camp site on a Friday, and they will use the whole of the following Saturday to begin this assessment process. The goals of this approach are sound and need to be established early in the program, as well as reinforced in other contexts, such as used to happen in the Samburu field component. Students also should be advised to view this exchange of information and impressions as only an initial effort in an evaluative process that would continue throughout the program since several of the issues resurface in other contexts.

D2 : Tanzania Field Study: This is a relatively new field component in the program which is administered by Dave and Thad Peterson, Dorobo Tours, Arusha, Tanzania. It is designed to introduce students to a diversity of issues, particularly human evolution, the geology and

geography of northeastern Tanzania especially the Rift Valley, animal behavior, wildlife conservation, eco-tourism and Maasai pastoral ecology. Students find this both a stunning aesthetic experience, introducing them to some of the unsurpassed beauty of Africa, as well as a stimulating emotional and intellectual field experience. The staff administering the component are very personable and maintain a strong rapport with students throughout the two week period, even at times of considerable stress, such as the challenging climb up Mt. Ol Doinyo Lengai near Lake Natron in the Rift Valley near the end. While this is a very strong component of the Kenya Semester Program, and students consistently rate it very highly, its full educational potential has yet to be realized. While efforts are already underway by the Director, in consultation with Dorobo Tours, to better achieve this potential, below are a few suggestions that might help in this effort.

1. This field component, as the others, needs a more expansive handbook which includes a few readings (and maps) to help students place their experiences in a broader and clearer context. Once again the intention is not to overwhelm students with reading materials. Below are a few suggested readings that could help achieve this goal:

a. A.B. Mountjoy and D. Hilling, "Climatology" and "Vegetation and Soils," **Africa: Geography and Development** (1989), pp. 23-38.

b. Robert M. Maxon, "The Geography of East Africa," **East Africa: An Introductory History** (Kenya: Heinemann, 1989), pp. 1-9.

c. Celia Nyamweru, "The Eastern African Rift System and the Theory of Plate Tectonics," **Rifts and Volcanoes: A Study of the East African Rift System** (London: Thomas Nelson, 1980), pp. 91-102.

d. Thomas Spear, "Introduction," in Thomas Spear and Richard Waller (eds.), **Being Maasai: Ethnicity and Identity in East Africa** (London: John Currey, 1993), pp. 1-18.

e. Thomas Spear, "Being 'Maasai', but Not 'People of Cattle': Arusha Agricultural Maasai in the Nineteenth Century," in Thomas Spear and Richard Waller (eds.), **Being Maasai: Ethnicity and Identity in East Africa** (London: John Currey, 1993), pp. 120-36.

f. K.M. Homewood and W.A. Rogers, "Maasai Ecology: Development, Demography and Subsistence," and "Wildlife Conservation and Pastoralist Development," **Maasailand Ecology: Pastoralist Development and Wildlife Conservation in Ngorongoro, Tanzania** (Cambridge: Cambridge University Press, 1991), pp. 205-48.

- g. Raymond Bonner, "Whose Heritage Is It?" **At the Hand of Man: Peril and Hope for Africa's Wildlife** (London: Simon and Shuster, 1993), pp. 161-203.
2. One area of particular concern to students is the relationship of recent Tanzanian governmental policies towards pastoralism and the division of land into group or individual titles. These are issues that also come to the fore in later studies in Kenya. While some information is available concerning the Ngorongoro Conservation Area, as reflected in some of the readings listed above, much more effort is needed to identify more specific and relevant materials. Some of this may only be available in accounts in the local Tanzanian press or periodicals. Perhaps Dorobo could begin to identify and collect some of those sources which could be selectively included in the proposed handbook. If published materials are difficult to obtain, perhaps Dorobo could at least try to collect some additional information from other sources and make these some of the issues they address at some point. These were important issues that some students tried to engage the Maasai elders about, but there may have been some major constraints as to why the elders were reluctant to talk in any depth about them. Finding some published source material to put into students hands may help meet this concern, and it may even stimulate a more fruitful dialogue with the Maasai elders in future semesters.
 3. Every effort should be made to allow senior Tanzanian members of Dorobo staff, such as Palonjo, to play a more central role in the administration of this field component, especially in the presentation of some of the core ideas/issues. Students sense that African staff are often not playing the kinds of roles that they think them capable of in various parts of the program. For example, several students in their evaluations said that Palonjo was a very affable and approachable person, but one whose wealth of information and insight into many issues was not fully utilized. There are many ways this could be accomplished, and while Dorobo should make any final decisions, perhaps the following suggestions could be useful. What if Palonjo was given the responsibility at the very outset to lead the first introductory orientation session? This would not only bolster his self-confidence, but it would also convince students that he was a central player. If some core readings are adopted as suggested above, perhaps he could lead one or two discussion sessions around these readings. Given Palonjo's background in wildlife and conservation issues, the readings on those issues might be the best for him to lead discussions around. Or perhaps he could also lead one of the more open-ended discussions that often involve solidifying group dynamics? He seems to have superb skills in building rapport that could be more effectively employed to help our students in this area within our program.

4. If our program does begin to place more emphasis on both urbanization processes and agricultural issues, then the Tanzania field component could play a significant role in helping to support these directions. Dorobo Tours is based in Arusha, and it would seem that Arusha would be an ideal town to utilize in the investigation of some of these urbanization processes indicated earlier in this report. In addition, just outside the Dorobo center on the main road into Arusha is a very large coffee plantation. Would it be possible for our students to get some exposure to the history and present administration of this coffee plantation? Also, on the way to Mt. Meru we drove through the very intriguing and rich agricultural fields of the Warusha peoples on the slopes of Mt. Meru. Thomas Spear's article listed above is a fascinating background to these people and their agricultural development over time, but it is not inclusive of the very contemporary time period. Since these are Maasai, Maa-speaking peoples, students would get some invaluable insight into the inadequacy of thinking that pastoral peoples exclusively, or always, depended on livestock. Could some arrangements be made to get our students more directly engaged with the agricultural Warusha? Spending some time exposing our students to these issues would necessitate some restructuring of the field component, but my impressions are that it would be enriched by these kinds of experiences and not adversely diminished.

5. Following up on the last point, I suggest that the Tanzanian and Taita field study components be switched in the scheduling of the program. The Tanzanian experience is the ideal introduction to a great many of the issues that really permeate this whole educational program. Since so many issues are covered in Tanzania, especially if the above suggestions on urbanization and agriculture are included, there cannot be much in-depth coverage. However, it seems to me that that is exactly how we should try to start this program, i.e. a substantial but not overly in-depth exposure to many of the issues central to this program. In addition, such a field component also would build very directly on the orientation session where students initiated discussions on a diversity of issues based on some common readings. This would also allow Dorobo to do what they do best, but also to play a more influential role in helping to get this program off on a very stimulating foundation. In brief, they could help immensely in creating the kind of enthusiasm and desire to learn much more about so many of these issues which would be a major contribution to the further development of this program. I think that is the kind of role they would gain the most satisfaction out of playing in our program, and it ought to help sustain their own enthusiasm and innovativeness over the years ahead.

The major drawback to switching, as expressed by some students when it was raised as a suggestion to a group of twelve of them in the latter part of the program, was that they felt the Taita experience helped bond them

immediately to Africa and Africans. It was near total immersion within a culture that was significantly different from their own, and, despite their inadequate language skills to communicate effectively and scarcely adequate background introduction to Taita culture and life, they were forced to quickly focus and confront several of the realities of being in Africa. Obviously this argument has immense appeal and provides a powerful argument for maintaining the program scheduling in its present form. However, I would argue the Tanzanian experience could provide such bonding, if not to the same degree because of the lack of intensive interaction with specific African families, at least through a closer interaction with Africans such as Palonjo and perhaps a one-night homestay in a Maasai manyatta. While the identification with Africans may not be as intense, the wider exposure to a diversity of both the physical and human realities in Africa would be a major compensation. In addition, I think that students would find their subsequent Taita homestay even richer with more time to develop language skills and a deeper appreciation of agricultural issues. This extended rural Taita homestay would be put into closer juxtaposition with their urban homestay with the potential to discern many of the contrasts more clearly. Even if bonding is the crucial goal, this more intensive interaction with Africans about one third of the way through the program might even achieve more thorough bonding for many more students. Surely their adjustment to various rigors and demands in terms of the development of inter-personal skills would augur well for their subsequent involvement and growth in the rest of the program. In the final analysis, perhaps we would not really be able to assess the relative value of the positioning of these field components unless we experimented over the next few semesters. I think it would be well worth the experimentation.

6. Several of the student evaluations have expressed a desire that they play a more active role in the logistics of this field component, particularly in the preparation of food. Part of the motivation here is to feel less like a catered tourist, and the desire to play a different kind of role than most Wazungu/Europeans who come to Africa on safaris. Virtually all the students want to interact more intensively with Africans in a diversity of capacities, and to take more responsibility for meeting their own basic needs. Would it be possible, as some students have suggested, for them to be organized into small, ad hoc groups and scheduled to prepare at least one evening meal for the whole group? They would not want to jeopardize any African staff positions, instead they would like to work alongside of such cooking staff in a more congenial and collaborative effort. The logistics of this might be a little more complicated, but the payoff in terms of group dynamics might be well worth the effort. Such an opportunity might also help ease the students into the more extensively organized student group cooking arrangements in the Samburu field component later in the program.

7. Finally, a few students have raised the issue of the safety of doing the Ol Doinyo Lengai climb at the end of the Tanzanian field experience. While there has only been one serious fall recently, that fortunately did not end in any major injuries, the episode did scare enough students to suggest that the climb was not meant for everyone, particularly those lacking much previous experience or enthusiasm for mountain climbing. While most students seem to complete the climb every semester, and it almost invariably produces a feeling of exceptional accomplishment and helps solidify group dynamics, there seems to be some evidence in the student evaluations that there are negative feelings also generated by this experience. For example, some students think that the peer pressure to participate is overwhelming despite the admonition that the climb is very rigorous and not mandatory. Some felt as though they were virtually "coerced into doing this." Given the emotional high this produces for many students, and the subsequent sharing of that among the group, those who went into it more reluctantly do not feel there is any appropriate time to express some of their own misgivings, which ultimately wind up getting suppressed. What some students have suggested is the establishment of two options, one to climb Lengai and the other to visit Lake Natron and environs. This is a difficult call since I do not have the direct experience of the physical and emotional challenge of Lengai, but the fact that some students have concerns either about safety or the physical stress means that we should take them seriously. Perhaps this is another area for experimentation. Could an alternative component that exposed students to various ecological issues of the Lake Natron area be devised by Dorobo? Is the area rich enough, and intriguing enough, to develop such an alternative? Looking out over the valley and Lake Natron and then coming down off the plateau, it certainly was one of the most spectacular sights in East Africa to me. If it is possible, then I would suggest that such an alternative be offered to see how students react to the diverse possibilities. Perhaps this is a specific area where Palonjo could innovate and play another leadership role. These alternatives might also help group dynamics by not making everyone feel that they have to participate as a whole group at such times, that there is real choice of equivalent alternatives. Based on such experiences, perhaps a better decision could be made at some point in the future on the relative value of such alternatives. Perhaps Dorobo could even come up with a better suggestion along these lines given the wealth of their experiences in Tanzania.

D3: Samburu Field Study: This is the oldest and longest running field study component which has been offered continuously by Explore Mara Ltd. Overall it is designed to expose students to the complex physical, biotic and social environments of a pastoral peoples living in one of the semi-arid regions of northern Kenya. This is a superb component of the Kenya Semester Program in many respects, several of which are indicated in

the longer observations and suggestions appended to the end of this report. Among its unique attributes are: 1) the division of students into small groups which are assigned two Samburu elders whom they interact with quite intensively throughout the entire field learning experience; 2) the opportunity for female and male students to meet with Samburu women and men separately to engage them in an extended dialogue about their perceptions of their lives; and 3) the privilege of residing and working alongside Samburu families in a three night, four day homestay. Like all of the other components in the program, however, insights into its numerous strengths could only be appreciated by the consultation of many other sources.

As indicated before, this report is trying to focus on select issues and make some broad suggestions for innovation that may or may not ultimately prove feasible. Several of these suggestions correlate with suggestions made about the other field components, therefore, what follows will be an attempt to avoid repetition as much as possible. Instead the following comments will highlight some other aspects, particularly some involving the educational psychology of learning. What is said on this latter issue, in particular, is not just relevant to the Samburu field component but to many other areas of the program. While none of us involved in this abroad program is formally trained in this area, all of us have been dealing with many of these aspects for years given the nature of our work. What we have are a multitude of attitudes and approaches derived from years, and sometimes decades, of interaction with a broad spectrum of students. What we need to do is open our ears as Maa-speakers say, and exchange more of our ideas with each other. The following comments are offered in that spirit.

1. In many respects the Samburu field component benefits and suffers from its positioning in the latter part of the program. It benefits because students have been exposed to a number of pertinent issues through Nairobi-based coursework and other field components, and many students by this time have greater confidence in their ability to communicate in Swahili. While this latter skill varies widely, this field component often presents the fullest opportunity, although some of the internships provide an even greater opportunity, for many students to use and further develop their language skills. However, this aspect also means that some students will find out how weak their language, and even interpersonal, skills are. In such a situation many of them will be straining in many ways to "catch up" to enable them to interact with Samburu much more effectively. In essence, they will be competing with other students, and even with some idealized goals they have scarcely reached within themselves. This presents a very delicate situation since any signs of discouragement will get magnified, most likely out of all justifiable proportions, by some of these students, and a little discouragement goes a long way.

As reflected in student evaluations, this field experience reaps the largest number of comments about student dissatisfaction, as well as the greatest number of accolades in some semesters.

Fortunately, Explore Mara, especially the Samburu elders, who work with the small groups of students appear to have immense patience and willingness to help students in their efforts, and many students attribute their success in improving their language skills to them. Some of the students, however, are still struggling very hard with their language skills. Perhaps it would be useful to have Peter Ndeleva, one of our Kiswahili instructors, join this field study component, as he does in the Tanzanian one. The objective, however, should be very different. During the Tanzanian experience, Peter worked with all of the students. However, the Samburu experience comes much later, and he should only try to work with those students still having significant difficulties. In this sense he would not overlap, or compete with the Samburu elders, but really supplement their efforts by concentrating on the linguistically weaker students. Given Peter's ability to focus his time and effort on just a few students, the advantages of this for everyone could be quite high. While a few of the weaker students might not like being singled out, I think that the largest percentage of them would welcome the assistance.

In addition, the other staff of Explore Mara who are not directly involved on a continuous basis in language assistance should be more sensitive to these needs and processes and refrain from "insisting" that students use their Swahili. The weakest students, in particular, are most apt not to see this as encouragement, although the latter would be the motivation behind the staff's comments. The situation gets compounded if several, or even only a few, of the students interpret any other comments by Explore Mara staff as destructive, instead of constructive, criticism. For better or worse many students by the time they reach this field component have been subjected to immense personal challenges both in the areas of skills and values. Many of them feel very vulnerable and are struggling to grapple with a sense of inadequacy that approaches being overwhelming at times. In brief, what I am arguing is for more sensitivity, not pampering, with regards to where some of these students may be by the time they start this field course, as they go through it, and the uniqueness of the challenges facing them that go far beyond just exposing students to the complexities of Samburu life.

2. The other side of this issue is obviously that some students in every group are much more advanced by this time in almost all skill areas, including language skills, and are eager to be challenged in many ways during this time in the field. And this field opportunity does offer numerous challenges, often resulting in a number of student

evaluations identifying their Samburu experience as the highlight of their whole African educational program. However, Explore Mara is dealing with a greater degree of diversity than any of the other field components given uneven growth experiences which begin to manifest themselves later, instead of earlier, in the program. By this point some students also are "tired" of group dynamics, or at least they have placed them into a different, less consuming context, and do not feel guilty about striking out on their own and distancing themselves from the group. Explore Mara has to grapple with these changed and changing dynamics within individuals and the group. In this kind of situation, any focusing on those high growth potential students in very exclusionary ways, at least as perceived by some students, only seems to compound levels of disengagement and dissatisfaction with the field experience, as well as to promote divisiveness among students.

3. Perhaps Explore Mara could reassess its structuring of this field component in order to deal more effectively with some of these concerns. Some very specific suggestions along these lines are contained in the appendix on the Samburu field experience at the end of this report. In addition to those comments, however, could the grouping of students and Samburu elders into cooking groups be done in what appears to be a more random method by students, assuming giving them the option to choose their own groupings would produce unnecessary tension. Would putting all their names into an African container, separated by gender, and then choosing names alternately invoke an element of randomness and equity into this process? This is done in other parts of the program, and it seems to work well. If this approach is not done then some explanations should be given to the students on the criteria used to arrange them into various groups. If selection is not done randomly, then someone is making the choices based on rationale. Perhaps the rationale could be part of the original orientation to the field component. Some students have even suggested in their evaluations that at the halfway point, there be a reorganization of the group arrangements. Hopefully, either of the previous approaches would alleviate enough of the "mystery" that this would not be necessary.

Would it be possible also to give students more choice in whether to be paired during the homestay, but also to make that pairing through another more random process? Composing the homestays of one elder in a cook group with one student from that cook group, but the second student from another cook group, is an excellent approach; however, asking students to give in names of students they would not want to be paired with, as is done now, on balance seems to introduce an unnecessary element of divisiveness. On one level allowing some students the choice of doing a homestay alone also appears divisive,

and while it might be, I think most students would accept this element of individuality given the goal of some trying to intensify their experience. Of course this would probably be coupled in their mind with the expectation that some of that experience would be shared at a later time. Most other students would probably continue to appreciate pairing as a way of dealing with some of their own apprehensions.

Finally, could more opportunities be structured for the group to come together for open discussions and the sharing of impressions as a counterweight to the smaller groupings. The smaller groupings are an excellent technique, but they seem to cause some friction as a constant structure throughout the whole field component. This could be done by allowing more discussion time at the end of formal presentations by Explore Mara staff, or arranging for more student led, or open discussions, around common readings. More particularly, the move to a few group meals, perhaps at strategic intervals when students are particularly exhausted, both physically and mentally, such as after the climb down Mt. Nyiru or after homestays, could help bring students and the Explore Mara staff together better. Shared meals can be very important venues for rejuvenation and sharing insights. To ensure this though some kind of expectations should be built into these group encounters, otherwise they could easily revert back to the kind of "cultural banter" talked about elsewhere in this report.

4. Lastly, the separation of female and male students to talk to separate groups of Samburu women and men is an excellent opportunity and appropriate given Samburu cultural considerations. This approach has enabled female students, especially, to get greater contact with Samburu women, as well as insight into their lives, since most of the field component is structured around interaction with Samburu male elders. The only question in the minds of many of our students is whether there ought to be the opportunity for them to share that information across gender lines. This is a question that needs to be addressed carefully. Most female students feel that male students need to be more sensitized to gender issues generally, and Samburu ones specifically. A significant percentage of the male students would seem to agree, although there is some difference of opinion here, and many males would like to share some of their own thoughts about gender issues. In general, the Kenya Semester Program wants to facilitate open communication across all issues and not create the impression that some issues are taboo, or better left out. A few students in their evaluations always express the opinion that gender issues, in particular, are not adequately dealt within the Kenya Semester Program. In all fairness, this is also charge often levelled at many institutions of higher learning in many parts of the world. Surely there is need for more open communication all around.

In brief, while respecting Samburu culture and the Samburu peoples is critical, is there a countervailing need to find some way to meet student interests in an evolving cultural dynamic among which gender, race and ethnic issues are increasingly taking on more and more importance. All of these issues permeate most societies, albeit to varying degrees. The issue would seem to be more one of how best to share information about gender issues, and how appropriate that sharing is at the time of this field component. Obviously, nothing precludes individual students from talking to each other, and this obviously happens. For many others the question is whether there ought to be a more formal forum for discussion and sharing of impressions. Reading somewhat between the lines of student evaluations, some think that sharing should happen in the presence of Samburu elders and Explore Mara staff, where they would be able to play an important role in sorting out some confusion, or at least clarifying their own ideas. This might, however, inhibit Samburu women from being very open in future meetings. Some others think this should happen after the Samburu field course, as presently happens to a degree in one of the Nairobi-based courses, "Women, Environment and Development in Kenya," where various examples are drawn from many societies occurs.

My own sense on this one is that the program staff needs to talk about this issue more seriously than it has done so far to find some kind of workable consensus. One caveat is that we need to keep in mind that the program engages a number of critical issues, and no single issue should become overwhelmingly central. At the same time we need to recognize that gender issues still get far less attention than they deserve. For American students, in particular, these issues will undoubtedly loom ever more important in their education, thus a serious issue for this program. This would seem to be one of the areas for some of the most stimulating cross-cultural exchanges, the very *raison d'etre* of this program, to take place.

E. INTERNSHIPS / FIELD COURSES: Over the years there have been many different and very challenging internships available to students who participate in the Kenya Semester Program. In the past few years two field courses have been added, particularly to meet the needs of some students, and as the dynamics of organizing internships has become more problematic. The two field courses available have been developed by Paul Robinson and Howard Brown around cultures and issues that constituted areas of primary research for their Ph.Ds, as well as subsequent professional scholarship.

E1. Internships: Throughout the history of the program students have been involved in at least a couple of hundred different internships. These have been available either in Nairobi or in many other areas of

Kenya, and they have ranged across a broad spectrum of public or private organizations, and locally-based or internationally-based NGOs. As just a few examples: 1) students have worked with the Kenya Family Planning Association developing materials to better inform the public on various family planning strategies; 2) they have worked on various projects at the Kenya Medical Research Institute either based in one or more of the various affiliated research centers; or, 3) they have worked at the Gallmann Memorial Foundation on a diversity of environmental, wildlife conservation, or educational projects. In most instances students have pursued these internships alone, but in some cases two or more students have worked together on the same internship. In all cases they are assigned to a local supervisor, are expected to work for at least forty hours a week for four weeks, keep a daily journal on impressions about their project, and submit a final internship paper of between 15-20 pages in length assessing their project and their own contributions.

A great deal of effort has gone into structuring and sustaining these internships, as well as providing enough information to enable students to make their best choice. This report will not discuss the former processes, instead the following focus will be on the efforts to link students to particular internships. In the introductory letter sent by the Director soon after they have been accepted, the students are provided with information on various issues, including a brief description of expectations in the internships. In the handbook sent to students by the Office of International Education, there is a listing and more detailed description of some of the internships. A complete master listing of all current internships, which has the most detailed information, is made available to all students when they arrive in Kenya. Students consult this listing and then have a number of discussions with the Director in an effort to establish a choice that correlates as closely as possible with the interests of both the student and the host organization. The final choice may take several meetings and a few weeks to complete. Throughout these deliberations there is the admonition that arranging internships is a complicated process and that students' flexibility and adaptability are essential.

This is one of the most important components of the program, the time when many students are able to employ most effectively many of their skills, as well as make some contribution to the host country. Students usually approach this final challenge with a very high degree of enthusiasm which in most instances is sustained throughout the internship. Over the years, however, some students have found their internships disillusioning since they never quite seem to fit in well or find the way to make the kind of contribution they expected. Over time, program staff have tried to eliminate some of the least satisfactory internships, based either on comments made by students

or local internship supervisors, and replace them with others. Both students and supervisors do evaluations which include, in part, some thought about specific changes which could help improve the internships, as well as some indication of other kinds of internships within the organization which might be feasible. In brief, there is an ongoing effort to strengthen this component of the program from the perspective both of the program and students and the host organizations.

There have been increasing problems also in securing internships, as many of these organizations have relocated or restructured, reducing their needs or interest in temporary, unspecialized volunteer involvement. These changing dynamics, as well as student interests and institutional requirements, have resulted in the initiation of two distinctly different field courses to provide alternatives to the internships. More specifically, a few of the institutions that send us students, such as Amherst, will only grant credit for the field course options and not the internships, and some students have evinced a very strong interest in developing a much deeper understanding of some issues introduced in earlier parts of the program, such as pastoralism in semi-arid regions, and governmental or international development strategies being implemented in those areas.

In terms of suggestions, there are only two in particular that might help strengthen this aspect of the program. First, would it be valuable to have students do a one page abstract of their internship indicating their specific project responsibilities and their overall assessment of the strengths and weaknesses which could be filed for future students to consult? This would be a reference aid to help students survey a number of potential internships before pinpointing a few. Once that was accomplished then students could read the fuller project reports to gain a clearer appreciation for the dynamics of those few internships. The abstract should help facilitate the whole process of defining areas of interest, discussions with the Director, and final choices.

Second, with regards to the problem of some institutions being unwilling to give academic credit for the internships, I would suggest that we restructure our crediting arrangements in an effort to convince them that sufficient rigor and substance exists in the new arrangement to warrant a unit of credit. The specific suggestion is that we combine the three field components, i.e. Taita, Tanzania and Samburu, with a student's internship or field course component to constitute one unit of credit. Such a proposed arrangement would have the added advantage of bringing more coherence into the program, and tie these various field components together even better.

At present, one unit of credit is given for each of the three Nairobi-based courses, and one unit of credit is given for Interdisciplinary

Studies 337 which is either an internship or a field course, or Interdisciplinary Studies 339 which is an independent study. While we may want to rethink these titles, St. Lawrence University gives credit for them as non-departmental on student transcripts.

This should happen also as a result of the kind of grading that could go along with this arrangement. During each of the three field components, as well as the internships or internships, students are expected to keep daily, double entry journals. These journals are one of the important techniques to keep the students constantly thinking beyond a superficial level about their daily experiences, as well as providing a record for even deeper reflection. These journals are already evaluated as part of the field courses, and I am proposing that the other field journals now also be evaluated. Students should be recognized for the quality of effort they put into these journals, and this kind of evaluation should help stimulate even higher levels of performance, particularly for those few students every semester who do not seem to sustain the degree of effort that the program expects. I would not recommend that the field staff evaluate these journals, instead the Director, who has a broader perspective, as well as access to all three of these journals for comparative purposes, would be the appropriate person to do the evaluation. Given that the field components are each approximately two weeks in length, and the internships or field courses four weeks in length, twenty percent of the final grade could be given for each of the field components and forty percent of the grade for the internship or field course. Considering that the field courses and internships also include exams, seminar discussions or research papers, perhaps the grading could be computed to give even more weight to them. The essential point, however, is that we establish the combined field components and the internship or field course into a combined unit for both more coherence and academic credit. Perhaps part of the challenge assigned in the internship paper would be to try to draw correlations between their previous field and course work into their project evaluation.

- E2. Paul Robinson's Field Course:** This course is entitled History 478: Case Studies in African Development. This is a field seminar course that involves not only a large number of challenging readings, but it also enables students to actually visit a number of development projects and engage a diversity of peoples in direct dialogue. The course has varied over time to meet certain constraints or changing conditions, but has focused primarily on several dryland areas of northern Kenya, i.e. the West Pokot and Turkana Districts, the Baringo District and the Marsabit District.

This particular semester, the course focused on the Marsabit District, and the strategies pastoral peoples has employed over time to not only survive but cope with recurrent challenges, particularly drought and

famine. The approach is historically grounded-- in other words it investigates the evidence of these coping strategies during the pre-colonial, the colonial, and independence periods. The course also looks at a number of interventions during the independence period of various governmental, bilateral aid and NGO organizations and their efforts to assist in the development of these pastoral peoples. A central issue becomes development, what does it mean, from whose perspective, for whose benefit, etc?

The course also usually enables the students to carry out some primary research for an NGO involved in integrated development work, or update some other research involving water, education, agriculture or urbanization processes. This semester students were able to update some previous research into agro-pastoralism in the Hurri Hills area, urbanization processes in the town of Kalacha on the edge of the Chalbi Desert, and the effects of agricultural and agro-pastoral transformations on Mt. Marsabit.

The course this semester required students; 1) to maintain a field journal in which they recorded their observations and assessments on a daily basis, 2) to read extensive readings provided in a two volume handbook and participate in various ways in seminar discussions, and 3) to take a final written examination at the completion of the course. Each of these components were evaluated as one third of their final course grade.

I participated in the first two-thirds of this course this semester, and found it to be one of the most stimulating and challenging courses in the whole program. While student performances varied over time, it was evident that they realized that they were involved in one of the most demanding educational experiences of their life. The main difficulty of the course revolved around most students' inability to really comprehend at first the expectations of a senior-level seminar. Most merely tried to summarize particular readings they were assigned to present to the group instead of identifying and analyzing the strengths and weaknesses of the critical ideas in the readings to the best of their ability. Paul quickly emphasized their "failure" to meet the intent of the seminar approach and pointed out specific examples of what was really expected, with the result that many of the students began to demonstrate more skill in both analyzing and presenting ideas from the material as well as their own ideas. By the end of the course, most students recognized that they had grown in many ways and their understanding of nomadic pastoral life had been pushed to a fairly sophisticated level. While the course may not have been able to answer all their questions, it certainly went some distance to making them both more empathetic and knowledgeable about many complex issues that initially appeared much simpler. Overall the course was a

superb example of how both written source materials and direct experience can be integrated to achieve deeper levels of understanding. In brief, this was an excellent example of what this program does at its best.

- 2. Howard Brown's Field Course:** This field course involves a study of the Swahili peoples of coastal East Africa and their culture at different time periods and at interconnected levels. The historical framework spans more than a thousand years and examines a multitude of forces forging Swahili culture, particularly Indian Ocean trade, Islam, urbanization and linguistic amalgamation. In brief, a complex process of internal and external dynamics played itself out on coastal East Africa giving rise to one of the most intriguing cultures of all of Africa whose influence has spread much more widely, and helped to produce one of the major lingua francas of Africa, Kiswahili.

In terms of methodology, students spend time in three coastal communities, Mombasa, Lamu and Pate Island. Each place represents a different stage in the development of Swahili society. In each of these communities students confront numerous historical and cultural themes that are examined through various formats, i.e. guided tours (such as Old Town and Fort Jesus), evening lectures by local scholars (such as Dr. George Abungu, coastal archaeologist and Dr. A.I. Salim, Swahili historian at the University of Nairobi), library readings, seminar discussions, and homestays with Swahili families. Students are expected to maintain daily field journals and do comparative studies of the three communities. In terms of evaluation, students are required to complete a minimum twenty page research paper on a specific aspect of Swahili history or culture. Their final course grade is a composite of their journal work, their participation in seminar discussions, and their final reserach paper.

While I was not able to participate directly in this field course since Howard Brown was in residence at St. Lawrence University this semester, I have read several of the student evaluations of this course. Almost invariably students rate this is as one of the best courses in their undergraduate experience. The course is characterized as well-organized, very stimulating both visually and intellectually, and handled by very competent instructors. The one fairly consistent criticism is that the course needs more open discussions sessions. Howard's own performance is consistently evaluated as strong to excellent, and students obviously like his wit and composure under sometimes highly stressful situations. Overall, this is a highly successful field course, and given its quality will most likely remain very popular among students.

F. SLU/KAREN AND YMCA FACILITIES: Our program facilities are at located in Karen, one the better endowed suburbs of Nairobi. The center has grown in various ways over the years, primarily with the addition of office, seminar, and library components. This is a superb facility in many respects, and most students find it a very attractive base for administering the program. This is one aspect of the program where it is exceptionally hard to find ways to suggest any improvements, but below are a few suggestions that might facilitate even more efficient use of this center. The YMCA center is located in downtown Nairobi, conveniently located for faculty and student access to various other facilities in the town.

1. Perhaps the principal suggestion for improving the SLU/Karen center involves creating a stricter quiet area for student study, research, reflection and writing. At present the seminar room and adjoining library are used as this quiet area, but some additional policies could be instituted to ensure that students and others do not undermine this intent. As a first step, the student mailbox should be moved from the seminar room up to the main dorm and dining hall. Many students have a tendency to sit in the seminar room to open and read their mail resulting sometimes in quite loud exchanges of information with other students. The staff mailbox could be moved into the main part of the offices. While it would be better also to move the student telephone booth out of the seminar room and up to the main dorm building, this may be impractical. If so, then the telephone booth needs to be more adequately soundproofed. Could its own outside door be constructed which would avoid the necessity of students entering the seminar room to gain access to the telephone? There is already one telephone booth up at the dorm, and it looks like another could be easily positioned next to it, particularly if both were better soundproofed. Some students have said that they found the need to answer phone calls down in the seminar room "a little insane at times." In addition, traffic through the access door from the seminar room to the main offices, as well as between the two outer doors of the seminar room, should be heavily restricted. Perhaps the door between the offices and the seminar room can be even better soundproofed also. Both student and staff traffic should be redirected through the side door entrance to the offices which should operate as the main entrance.

The overall intention here would be to ensure that the seminar room and adjoining library are areas disrupted as little as possible. It must become firmly fixed in the students' minds from the very outset that these are the critical areas for serious work, and both students and staff must respect that goal. Small groups of students must not get the impression that the seminar room, in particular, is a good place to get away from the noise in the dorm area only to

recreate additional noise in this area of the compound. One final policy to enhance this goal would be to keep the quad area outside the seminar room as free of noise as possible. While the students are on the compound this would mean making the various children play on the grassy areas across from the quad or up across from the main dorm.

2. One of the other major strengths of our program is the library study room and the library resources which have been amassed over the years. This facility, despite its modest size and holdings, appears to be the principal source of primary and secondary materials used in students' preparation of classroom presentations and research papers. While some students do use some of the other research and library facilities in the Nairobi area, particularly the University of Nairobi library, students indicate in their evaluations that our library is critical to meeting their needs. Getting access to materials in many of Nairobi institutions has become increasingly difficult, convincing our program directors and staff of the need to try and keep abreast at least of the major publications in the principal areas covered by our various courses, particularly those materials published in and about East Africa.

The library seems well-balanced, given these goals, except for two areas. The first area involves the need to collect more materials, particularly contemporary materials on Tanzania given that country's important comparative focus in several of our courses. Would it be possible to subscribe to, or obtain through indirect sources, some Tanzanian published newspapers or periodicals, comparable to those we obtain on Kenya? The second area involves periodicals more broadly. At present beyond some important Kenya published periodicals, we only seem to subscribe to a few international periodicals, such as **Time** and **Resources**. At present, the library also receives two important international newspapers, **The International Herald Tribune** and **The Economist**. While there may be financial constraints, I think it would be very useful to make a handful of other major publications on African issues available for our students. I would recommend in particular the following four; 1) **Africa Report**, 2) **Africa Today**, 3) **The Journal of Modern African Studies**, and 4) **African Studies Review**. All of these are well within the intellectual grasp of undergraduate students, and they are an invaluable source of some of the most contemporary assessments of a wide diversity of African issues. They would widen immensely our students' and staff's access to an array of ideas that they would be able to draw on in many ways for their work.

As stipulated earlier, I would also recommend that students be given the option to spend the last two weeks of their Nairobi-based

classes at the SLU center. Part of the rationale for this would be to facilitate more extended access to our library facilities to them. Most students have a difficult time utilizing these resources while at their urban homestays, so many find themselves trying to use these resources at a rather frantic pace during the last week of classes. Extending the period of access should reduce this pressure and enable many more students to reach higher levels of quality in their research papers.

3. Some students have suggested in their final evaluations that a few small, outdoor tables scattered throughout the compound would be very conducive for study or other such use by students. The center compound is fairly large, and one outdoor table already exists that students use for various purposes, including studying and writing. While some students do carry chairs around to various parts of the compound, or even sit on the grass, a few small tables would seem to be useful, particularly for writing.
4. Some students have suggested that a door be placed between the main dining area and the lounge/study area in the main dorm building. This would help create some sound insulation between the two areas which some students feel would help facilitate more constructive use of that space. Others have suggested that the lounge area be designated a quiet zone, i.e. no T.V. or loud conversations during certain hours of the night. If the telephone booth was better soundproofed this would also help to achieve this objective.
5. One of the growing concerns in the student evaluations is the lack of sufficient attention in the food services for vegetarians. For many Africans, including homestay families, this is neither an option or preferred. While students are advised to be very flexible when they come into the program about food, growing numbers of students appear to be opting for this lifestyle, and many think that the center staff, as well as the other field course staff, have not adjusted adequately to meet their needs. There are also serious questions about how far we should go to meeting their needs as opposed to their wants or desires. Many complain that the vegetarian dishes are often only a side thought with meat and fish dishes being almost standard fare every night. Perhaps we need to get more input in terms of suggested meals, perhaps organize a cookbook of recipes, from the students. Could they be encouraged to bring some recipes with them from the States, and cooking staff at the SLU center encouraged to reconfigure their daily/weekly menus? Also some students have suggested that they would like more "traditional" African foods or dishes for more variety. Some argue that this cultural aspect is vastly overlooked by the program.

6. While almost all the students rated the YMCA facility as adequate, many thought the classroom arrangement was not very conducive for serious educational work, particularly when student numbers were large or classes were held in the hot, stifling afternoons for two and a half hours. Even some of the adjunct faculty have lamented the cramped nature of this classroom. I also agree that this is a far from ideal learning environment, including the heavily congested veranda area near the swimming pool and dining room which is used by many students as a study area between classes. It would appear that this is an impossible problem to correct although, based on my experience, I often found the large classroom/meeting room empty during the last semester. I do not know the comparative costs, or even if it would be possible to arrange to use that room when no other meetings are taking place, and only use the smaller when there was a scheduled event in the larger conference room. The only other alternative would be to find another facility in Nairobi that would be more conducive to our needs. This also may be prohibitively expensive or impractical. Overall the nature of this classroom situation at the YMCA would appear to help decrease, although to what degree is hard to determine, student enthusiasm for the Nairobi-based courses, something we can ill-afford to do.

G. URBAN HOMESTAYS: All of the students are placed in urban homestays for four weeks while they are attending the Nairobi-based classes. These homestays begin during the second week of classes and continue through the fifth week of classes. The students return to the SLU center for the sixth week of classes. Most students evaluate their urban homestays very highly, and many of the families have been providing this contact for several years now. While these homestays are one of the most enjoyable and productive experiences in terms of cross-cultural learning, many students have made several suggestions on improving them.

1. While many students find their homestays to be wonderful, warm environments, some feel not enough effort goes into finding the best fit between themselves and the respective families. Some students suggested some kind of a brief questionnaire at the beginning of the program to find out about certain student preferences; i.e. dislike/love of small children, desire/no desire to be placed with students of similar age, allergy to domestic animals, vegetarian food needs, concern about travelling long distance on public transport, preference on being/not being paired with another student, etc. While the object of the program is to challenge students, and expect them to be open and flexible, there does seem to be some justification for

looking at potential health problems, in particular, such as allergies to domestic animals and food needs. While we cannot, nor should we, possibly cater to all of their wants, some good faith effort to try to accomodate a few major concerns would seem to be within the bounds of reason. It could also help sustain morale, but knowing where to draw the line will be difficult.

2. While several students did not find any problem in getting enough time to study at night while staying with their urban homestays, some students did have extensive difficulties. Some said so much was going on all the time that they really felt that participating socially ultimately was more important than keeping up with their course assignments/responsibilities. A few others indicated that finding enough time was a problem that they couldn't resolve despite their attempts to do so. Once again this is a serious enough problem given many students tendency to discount their classwork that some effort needs to be made to bring this more forcefully to the attention of both the students and the urban homestay families. Homestay families must become allies with the program to help ensure that a reasonable amount of time and space is provided for students to keep up with their responsibilities.

3. Some students suggested that they be given the option to spend more time with their homestay families during the last week when students normally are expected to return to the center. Some have argued that they find their homestay environments to be more conducive to doing the kind of work necessary to complete their course requirements than the center. Interestingly, some other students have argued that they really would like to shorten their homestays to three weeks and have the last two weeks at the SLU center. Their main argument is that they really need the time to pull together a number of thoughts, catch up on readings, and utilize the library facilities to complete their research papers. My own sense from one semester's experience is that most students could benefit from having the last two weeks on the compound, particularly to more effectively access our library resources. Looking at the amount of time they actually spend in other library facilities in Nairobi, coupled with the fact that they can only use those resources during open hours inside most of those libraries, then many students really need more time to do a better job with their research papers. Without this kind of access many will not only turn in relatively mediocre work, but some would probably be tempted to hand in one paper, albeit marginally altered, to two different classes. Assuming the success of turning the library and seminar room into a strictly quiet zone, then the value of completing the last two weeks on

the compound would be enhanced. While I would suggest altering the schedule to allow for this, I would also make it optional for the students. Some of them may have kept up with their work sufficiently so that staying longer with their homestay families would not be an impediment.

4. Lastly, many students liked the closing B-B-Que event at the SLU center. It was low pressure, very informal and allowed for students to take the initiative in introducing their homestay parents to their friends. Other students felt the event was a weak ending with not much interaction or sharing of experiences, and not enough public acknowledgement of all the families have done. Several of these students suggested that a few more speeches, at least by students, become a tradition at this event. Perhaps a few informal speeches would enhance the event, similar to what happened at the end of the Taita homestay. Some students in every group find this part of the program the major highlight for them. Why not give them the chance to say a few words? Perhaps to make this manageable there should be a limit of three or four students speaking, as was done in Taita. Maybe this could even be arranged beforehand by identifying those students who would want to speak. This might remove some of the spontaneity, but it might also ensure that things flowed at this point in the event. Possibly even one or two of the families might want to speak which would add to the event. Finally, maybe the Director might want to read a few select comments from previous semester final evaluations. I suspect that homestay parents never really get to hear some of those students comments which can be quite moving at times.

H. ADDITIONAL COMMENTS: Before turning to some concluding remarks, there are a two additional issues that do not readily fit into any of the above categories. These are: 1) the closure of the program each semester; and 2) linkages between the program in Kenya and the program in African studies at St. Lawrence. While several ideas about the second issue have been mentioned already in various parts of this report, I believe there is some value to pulling those ideas together, as well as expanding on them a little more. The issue of linkages in particular is one of the central points in this report and need emphasizing once more.

H1. Program Closure: The closure of this program normally happens at the very end after students have completed their final evaluations, but before they either depart for the United States or travel to various parts of Africa. There is always a farewell dinner at a local restaurant, but also a final gathering at the SLU center.

The meeting at the center is the most significant event since there is an attempt to allow students the opportunity to speak broadly on their impressions of the program and its significance for them. Usually, only a few of the students speak, but their comments often capture some of the critical thoughts and feelings of many others. The Director of the program also makes a few remarks, and then he opens the discussion for any final student questions on any of their remaining needs or concerns. This is a very good approach to closure, which often evokes some of the most insightful comments and most powerful sensitivities. While it would be difficult to improve on this format, I would like to make a few more suggestions.

a. Many students end this program wondering "what next?" While some information has been exchanged during closure, we need to provide students with some more detailed indications of how they can continue to educate themselves on many of the issues they have encountered, perhaps even via advanced graduate training, as well as to develop other connections to Africa and African peoples. This is an issue we have been grappling with at St. Lawrence for the past few years. At this particular closure, students were given a several page advisory statement that listed a number of very specific sources which we have recently compiled. This statement is appended to the end of this report. This should be continued as a tradition in the program, although the information will need to be changed, or updated, periodically.

b. Some students raised the very important issue of what they should expect in terms of re-entry back on their campuses. It is quite evident from past experience that most students will be striving to understand the full impact of this experience on their lives for some time, in some cases for many years. Often students return to their campuses highly motivated, wanting to share new knowledge, but they find most people do not have more than a transitory or cursory interest in their insights or experiences. Many students, in fact, seem to enter a stage of disquiet, some claim even "depression," sensing some major disjunctures between themselves and others. Our program needs to do a better job, both in Kenya and in the States, on advising students about this re-entry process. While we try to engage as many students as possible at St. Lawrence as members in the African Studies Advisory Committee, or the Kenya Selection Committee, and as teaching assistants in some African studies courses, there is no easy way of knowing what happens to many students from other institutions when they return to their campuses. I would suggest that we could use the

Kenya program closure session, in part, to begin to get students involved in building and sharing information on this issue. Could we not encourage students to write back to us at some point about their readjustment experiences, so we could use this information to better inform students in future semesters? This would be one way to continue some linkages with students and tap their experiences for the benefit of many others. Perhaps this would be presented as one of the tangible ways they can contribute back to the program.

3. In the beginning of the program, during orientation, we use the technique of "passing the rock." Would it also be a good technique to employ at the end to try and stimulate more students to share their overall impressions of the value of this program? Maybe we could ask students to just focus on one, maybe the most powerful or provocative, impression garnered during this program. While students do this in various ways during their final written evaluations, other students do not really have access to these evaluations. It would seem valuable to get the group to share one last time some of their best thoughts. Perhaps the Director could start this process, or maybe even end it, by reading just a few of these kinds of statements by students from previous semesters. Many students have their own inimitable way of expressing some very significant insights by this time in the program. We should access this better than we do.

d. Finally, Paul Robinson suggested at one point during our many conversations that we should probably do something more for the students than just acknowledge their participation in this program by recording four grades and course titles on their permanent university transcript. What he suggested was that we present them at the closure session with a certificate which details more information on the diverse courses, field study components, and field courses or internship that they completed. I think this is an idea worth pursuing, primarily as a way to reinforce for the students the uniqueness of their accomplishment, but such a certificate might also be of value as some students go on to pursue careers or employment in international or African studies. .

H2. SLU/Kenya Program Faculty: Undoubtedly, the strongest asset to our collective efforts to build African studies is the faculty; however, we need to build more cooperation and a stronger sense of community among them. While there are extensive contacts among St. Lawrence faculty through the Advisory Board, and strong bilateral contacts between the Kenya

program faculty and the program Director, I think we need to cultivate a more collaborative spirit by bringing all of them closer together. I would suggest that Kenya program faculty be brought together at least once each year, perhaps the best time being the end of the Spring semester. This meeting should be structured as an open forum; however, I would suggest that they discuss at least three broad issues: 1) what have been their respective reactions to the previous semesters in terms of both strengths and weaknesses; 2) what additional suggestions would they make to defining the future direction of the program; and 3) what specific ideas would they propose to strengthen linkages between the Kenya Semester Program and African studies at St. Lawrence University. A report should be compiled each time indicating their major ideas or suggestions and forwarded to the African Studies Advisory Board at St. Lawrence University. The Board should deliberate on these suggestions, and then send back reactions. The African Studies Advisory Board should also compile an end of year report on significant developments or initiatives in African studies and send that to the Director of International Education and our faculty in Kenya. I think that this would be one of the most effective ways to continue to build the linkages that are critical to the future development of our program. Once this kind of structure was in place I think it would rapidly coalesce into a collaboration that would occur on a more frequent basis than once a year, particularly as the Director of the Kenya Semester Program and the Coordinator of the African Studies Advisory Board began to interact more extensively as persons funneling issues back and forth between both communities.

One final comment, while the work of our adjunct faculty for our program in Kenya is ancillary to their primary commitments and overall responsibilities, they do take pride in their commitment and relationship to our program. I sense that they would be willing to play an even more active role in many ways from discussions with them, particularly along the lines I have indicated. I believe that we need to structure more intellectual engagement with our adjunct faculty, and the initiative must come from us. Our relationship, and the value of that to students in particular, as well as to each other, needs to be pushed to a more profound level. I think that I speak for Paul Robinson also when I say that there is untapped potential in this kind of collaboration that we need to seriously explore.

Concluding Remarks: Comprehending the significance of the Kenya Semester program necessitates gaining perspective on three different levels; 1)

what have been the central internal dynamics of that program; 2) how does that program configure in St. Lawrence's broader vision of international education, and 3) how does St. Lawrence's endeavors in international education correlate with broader national and international developments? The relationship of these three factors may be difficult to delineate, but any attempt to try to do less, I contend, would not achieve the level of awareness essential to appreciating what we have accomplished, let alone clarifying where we are, or should be, going. While it might seem appropriate to look at each of these separately, the approach will be more integrative since that is a closer approximation to both the complexities and realities.

Some recent publications on international studies in higher education in the United States, particularly those by Barbara Burns and Sarah Pickert and Barbara Turlington listed in one of the appendices to this report, indicate that by the late 1980's only approximately two percent of undergraduates included a study abroad experience in their educational training. Most of those students decided to concentrate their experience in Europe, which should come as no surprise since the major growth in study abroad programs throughout the 1950's and 1960's in American institutions focused in that area. Many of them started as language immersion programs attached to departments of modern languages, but eventually they were transformed into cross-cultural programs with much wider ambitions and curricular implications. In one sense students then had very little choice, particularly undergraduate students. However, over the past two decades there have been various efforts to restructure and widen the scope of undergraduate education to encompass what many scholars call international or global issues, particularly as reflected in, and from the perspective of, despite the inadequacy of these terms, "non-western or third world" areas.

The engagement of those issues and areas rested on a multiple motivational foundation, not the least of which was the effort to expand and solidify American power in many areas of the world in the face of a number of perceived "threats." Ignorance of that larger world, in the aftermath of WW II and its massive socio-economic disruptions, seemed a luxury Americans, at least in the most powerful positions, could ill-afford. Outside of particular focal points within government and business, most of these efforts concentrated initially within a small group of major graduate institutions. However, there was an eventual, but fairly rapid, "democratization" of that concern and knowledge, with often heated disputes about appropriate motivations and goals among educators, into institutions of higher learning, especially undergraduate ones. This was, and still remains, a complex and scarcely well-understood phenomenon. Robert McCaughey's research, indicated in one of the appendices to this report, probably comes closest to

identifying, and exploring the implications of, many of the forces at work in this process. Martin Stanisland's writings, particularly "Who Needs African Studies?" in a mid-1980's issue of the **African Studies Review**, analyses in some depth the disputes and developments within the enlarging field of African studies in the United States during the same time period. Much of what these scholars related is still relevant today although a number of new variables have been added. A good overview of these, and their relationship to African studies at the undergraduate level, can be found in the 1994 publication entitled, **African Studies and the Undergraduate Curriculum**, edited by Patricia Alden, David Lloyd and Ahmed Samatar.

In terms of the impact of these developments on undergraduate education, by the 1980's most all undergraduate institutions, such as St. Lawrence, offered a small array of courses in African, Asian, and Latin American studies, and many now, including St. Lawrence, mandate that their students take at least one course in one of these areas as a graduation requirement. The rationale behind these institutional changes, and the intensity of debates they often evoked, can most clearly be discerned in the debates among faculty within many universities, such as the debates at Harvard University in the late 1970's and early 1980's and portrayed in the publication by one its past presidents, Derek Bok, entitled, **Beyond the Ivory Tower**. Even where this graduation requirement still does not yet exist, there is mounting evidence of increasing student demand for these kinds of courses. One of America's foremost educational scholars, Ernest Boyer, provides ample testimony to this assertion in his recent publication, **College: The Undergraduate Experience**.

Undergraduate educators and administrators, particularly from their attendance at various scholarly meetings, also have become aware that there is a burgeoning effort to expose many more faculty, not specifically trained in these areas, to some of the critical issues in "non-western and third world" areas, with the expectation that some of them will then begin to incorporate more comparative materials into their courses. Some undergraduate institutions have moved along these lines much faster than others, and St. Lawrence's efforts within the Cultural Encounters project and the Ford Foundation grant most likely places it into that category. Moreover, many educators have become aware of another initiative which is gaining momentum, i.e. efforts to expand the opportunities for undergraduates to study abroad in one of these areas, sometimes coupled with curricular opportunities to minor or major in international or various area studies. Some educators are expecting the doubling, at least, of the numbers of undergraduates studying abroad within the next two decades. Significant efforts have already be made in Europe towards even more ambitious goals through the ERASMUS program. The impact on, and relative benefit to Africa,

its peoples and their institutions of higher learning, of these kinds of prospects has scarcely even been thought about, and there are growing concerns among some Africanists that the benefits of this process will accrue once again primarily to those from the outside the continent. Institutions like St. Lawrence must continue to be very sensitive to this issue. Even in the midst of relatively stagnant enrollment figures in American universities, primarily due to demographic trends, this could mean a significant increase in demand for abroad opportunities. Of course there are many variables which will affect any given institution's movement in this direction, not the least of which are internal leadership and economic considerations. All of this has important implications for St. Lawrence, especially given its relatively well-established, and expanding, engagement with abroad study in certain "non-western and third world" areas.

With regards to St. Lawrence's own experiences, after the ad hoc growth for almost four decades of a number of abroad programs, largely departmentally administered by a handful of faculty and administrators, the University finally moved to consolidate its efforts in international studies with the creation of an Office of International Education in the late 1980's. The first international education advisory committee was established at the same time, which immediately began to debate its mandate and clarify a vision for the University, eventually producing the first "White Paper" on international education in 1989. Although the faculty moved fairly quickly to endorse, in principle, many of the broad recommendations of that study, there appears to have been, at best, marginal progress during the intervening few years in either defining them more concretely, or implementing, any of those recommendations. It is important to note that declining enrollments and increasingly constricting financial factors moved the University into a more cautionary mode, which undoubtedly played some role in minimizing momentum. Unfortunately, after some initially strong efforts, the first two directors of that Office seem to have either been overwhelmed by, or made conscious decisions to accept their role in, the micro-management of existing abroad programs, abandoning the larger visionary responsibilities to other sectors of the University community. If there were other variables involved, the larger community is not aware of them since no annual or bi-annual reports were ever compiled by the directors. While there have been some initiatives among various sectors, particularly in area studies and the Cultural Encounters project previously mentioned, there has not emerged the kind of coordination and collaboration, revolving around a more expansive vision informed by an awareness of the larger forces indicated above, that many faculty think is essential. In brief, since none of the various directors of that Office have issued "state of international education" statements to help inform the University community, it has been difficult to discern where we are really going. The most recent resignation of the third director,

and the first one with solid credentials in international education, in June of 1994, after only a year in office, raises some very serious questions. We need to have a candid discussion about what went wrong in this last year as a means to better understand how to restructure our efforts. Throughout this year there were serious deliberations going under the leadership of the Director on some new curricular initiatives. What is the state of those initiatives, and will these be adversely affected with another transition in leadership?

The bottom line is that we seem still to be very fragmented and unstable, particularly in the area of finding or retaining leadership in the Office of International Education, at a time when some very momentous changes are occurring all around us. Despite some of the positive gains indicated previously, we, in fact, could be losing some very important ground. Hopefully, our already established abroad programs are not increasingly at risk, or the recently added area studies initiatives, during this period of instability. Given our early engagement with study abroad, our distinctive track record, and substantial gains in terms of diversifying educational opportunities, the prospect of such losses should be extremely troubling, if not intolerable, to most of the faculty and administration, particularly since St. Lawrence has made some extensive efforts lately to reach a broader potential students market, in part, by claiming these abroad programs as one of the distinctive aspects of our institution. Any move to a position of consolidating course offerings and expertise on campus, and the eventual downsizing or dismemberment of some or many of these abroad programs, especially those in the "non-western or third world" areas, particularly given their very late addition to our curricula, and the growing significance of the issues they engage in an increasingly inter-dependent world, should be done both openly, based on a broad consensus and with substantial justification.

What should also inform our decision-making processes in international education is a more acute awareness of a number of disturbing national and international trends. Within the former context there is evidence of growing intolerance and racial strife on campuses, and a stifling reaction to multi-cultural efforts more broadly within the society. Within the latter context the resurgence of cultural ethnocentrism, and the far too frequent corollary of "ethnic cleansing," are identifying forces the world community can ill-afford to return to, as we move into the twenty first-century, especially given the disastrous record of human abuse in the twentieth century. Surely one of the front lines in resisting that eventuality resides in our institutions of education, particularly our undergraduate institutions given the very large percentage of our population upon which they presently impact. Any appreciable weakening there would undoubtedly send "shock waves" reverberating throughout the society at large. Replication along

these lines in various other parts of the world would have unknown, but scarcely positive, implications.

In conclusion, what kind of a role does one, single abroad program, like ours in Kenya, play in this larger scheme of things. Why should it be seen as indispensable, a critical factor in our own front line efforts? There are so many issues to consider, but impossible to cover in these final remarks. Some of the best places to begin, however, are by reading the paper written by our Director and Associate Director two years ago, and the survey conducted two years ago of all alumni who have participated in this program, which are appended to this report. What these two sources demonstrate is that the Kenya program has emerged as, and bears the distinction of being, one of the few undergraduate programs available in the United States for study in Africa. The very fact that so many students, more than half of the one thousand plus who have participated in this program so far, have come from an array of other colleges and universities, attests to both its uniqueness and renown. Most of us involved with the Kenya program would contend that this inclusion of a diversity of students has been a major asset to the program. The program is one of the few fora in which students from a number of universities can interact intensively with each other at the same time they are interacting cross-culturally with a host of other African peoples, and contending with a number of highly complex issues. Not only does this break down institutional insularity, but it stimulates students to widen the base of their sources of knowledge. For St. Lawrence students the program also reinforces the quality of a St. Lawrence education as they interact, and perform very favorably, with students from some first class institutions. In a very real sense many faculty and staff at St. Lawrence do not sufficiently appreciate the importance of both of those processes wherever they happen in any of our abroad programs. In terms of the first process, widening institutional linkages, sharing of services and resources, and mutual contributions to changing educational norms, are just a few of the national trends, and abroad programs are one of the essential means to realizing the benefits of, as well as reinforcing, those innovations.

The value of a program abroad like the Kenya semester, however, extends even further in the linkages that are being established between Africans and Americans, students and academic staff, on both deep personal and broad professional levels. The program endeavors to cultivate depths of communication, between individuals and within groups, on some of the most perplexing problems, that can rarely be duplicated within the confines of most campuses. Interacting and sharing ideas with people whose daily life revolves around meeting these challenges out of necessity, is only possible through such abroad programs. Students gain invaluable perspective, either as they listen to, and dialogue with, educators in the classroom; or else as they live,

albeit very briefly, with African farmers or pastoralists in the throes of ensuring their own, and their family's, survival. This is not meant to imply that all of life in Africa is a constant struggle on the margin of existence. African peoples have produced some of the most vibrant cultures anywhere in the world through which people find abiding satisfaction and happiness much of the time. Even a cursory reading of the historical record also shows that Africa and its peoples have contributed much to the international community. A preoccupation on just the contemporary problems and challenges facing Africans, without the corrective help of history, only produces vast distortions that are not a valid reflection of the past, present or even the future. In large measure, Africa is a crucible where joy and gloom, hope and despair, poverty and wealth intermingle in exhilarating and disconcerting ways.

Africa is a continent in the midst of experimentation on many different levels of life, and there are many scholars both inside and outside the continent who are convinced that Africa and its peoples have much to contribute in the future, as in the past, to building a more just and humane world. Students can get some of this perspective in classrooms in the United States, but much of the deeper understanding can only come through more direct encounters, particularly those students who are motivated to develop careers in the fields of either international or African studies. However, as our survey of our alumnae/i in 1992 demonstrated, students who participate in this program have found it useful in many diverse ways whatever their final career directions. The program provides one of the most powerful ways available to confront both the self and the other, and get some sense of the essential inter-connectedness of both in a rapidly shrinking global community. As an African-American, Eddy Harris, travelling throughout Africa in the late 1980's trying to understand so much about himself, Africa and African peoples, and capturing so much of that odyssey in a fascinating book entitled **Native Stranger**, put it, "Africa always seems to have two outstretched hands, one giving and the other begging." Or to quote just one of our recent program participants, "My experience was contingent to the degree that I allowed Africa to touch me. I was touched in such a way as to never allow me to see the world in quite the same way ever again." Understanding the full significance of those statement is much of what our students grapple with in this extraordinary, cross-cultural educational program.

ST. LAWRENCE UNIVERSITY
KENYA SEMESTER PROGRAM

To: Karim Janmohamed
From: David Lloyd
Date: May 11, 1994
Re: Observations and Suggestions for History 337 - "Introduction to the History of Kenya and Tanzania -1890 to the Present "

General Comments: This is one of the longest-standing courses in the Kenya Semester Program which has been offered continuously by Dr. Karim Janmohamed. The course has multiple goals: primarily to introduce students to the diverse ethnic, political and economic structures of East Africa prior to European intrusion; to look at the reasons behind, African reaction to, and impact of the imposition of European imperial power over these diverse societies; to analyze the various forces involved in the struggle to regain independence; and finally to assess the legacy of colonialism in terms of the critical debates about current development strategies.

The syllabus of the course is fairly clear in terms of goals and requirements, and the structure of combining particular topics with specific readings is excellent, although some further correlation between specific readings and particular dates should reduce any potential confusion and help ensure student preparation for and involvement in classroom discussions.

The provision of a list of supplementary readings beyond the required readings for each of the topics is also an excellent effort to stimulate more in-depth reading. It also provides some information on additional source material in case students would like to pursue a certain topic for their research paper requirement. In this sense the list assists the advising process and allows for differential interests and involvement by students, a particularly important issue given the often diverse levels of students.

One of the other strengths which pervades the course is the enthusiasm and teaching style of the instructor. A strong rapport is

created with the students from the very beginning and sustained well throughout the course which invariably makes this one of the courses within the program with the highest degree of sustained student engagement. All in all this is a very strong course.

Below are a few observations and suggestions which may help to strengthen this course even more. Some of these ideas may not be practical or feasible for various reasons, but they may stimulate other ideas that would prove more useful.

Observations and Suggestions:

1. Would it be useful to clarify even more some of the following aspects in the syllabus:
 - a. There is a mid-term exam, a final exam, and a research paper requirement in the course, but there is no designation of what percentage each of these carries in the overall grading assessment in the syllabus. Would not such clarification in the syllabus be a useful addition for both students and the instructor?
 - b. Would not a specific due date for the research paper be helpful. This would notify students in writing from the very outset of the course of the due date which should help reduce any unwarranted manipulation by students claiming confusion over the exact date. In addition, would it not be advisable to notify students that research papers will be accepted late but a reasonable grade reduction penalty attached. Students who meet the course requirements expect that students who are given additional time would have some penalty attached. Many course instructors in the United States attach a quarter to half grade deduction for each day any paper is late. If students know this well in advance, there will rarely be any problems with late submissions. In the case of extraordinary circumstances, e.g. a prolonged illness, this can be verified with the Program Director and some suitable extension without penalty arranged among the instructor, the student and the Program Director.
 - c. Would it be useful to include some more material in the syllabus on the expectations in the research paper requirement? Besides a broad statement on the instructor's expectations in terms of style, length, citations, etc. would not some inclusion of the expectation that students should endeavor to incorporate some knowledge gained from their field experiences into their papers be useful? Putting these expectations down in written form in the syllabus should help avoid any later confusion on the part of the students.

2. This course encourages and even periodically assigns students to do oral presentations in the classroom which is an excellent approach. For example, the specific technique of having students do research and brief oral reports on particular resistance movements was very effective. The attempt later to have an open class discussion on the Boahen chapter assessing the impact of colonialism was also excellent, although in this case there was not enough time to do this adequately. Unfortunately, this final attempt at student participation got caught up in the compression of material at the end of the course. Most upper division undergraduate level courses in the United States are placing more and more responsibility on the shoulders of students for their own education by providing multiple opportunities for student input and participation. There has been a decisive move away from treating students largely as passive recipients of lecture-based knowledge imparted from the instructor down to the students. While lectures still retain their value, more and more course instructors are allowing at least one-third of classroom time after lectures for open discussions, and many others are incorporating seminar style formats to various degrees into their courses. There are many variations on the seminar format but the goal is to get students to make oral presentations on common readings which stimulate extensive student discussion among themselves and with the course instructor.

- a. Sustained student engagement with course concepts/themes usually reaches a higher level through such an approach. However, this approach warrants that students be assessed for their oral work, necessitating a restructuring of the grading. While many United States based course instructors are giving equal weight for all three aspects, i.e. 1/3 of the grade for exams, written work, and oral participation many instructors vary the exact proportions. The intent, however, remains to stimulate more analytical and articulation skills with some appropriate rewards attached to those efforts.
- b. In this course some more ways could be devised to provide students the opportunity to increase their input. One or two students could be asked to do a ten minute analytical presentation on a required course reading. The other students in the class, who also were expected to complete the reading, would then be asked to critique or engage those students in a dialogue. Perhaps a debate could be set up around for example various readings/interpretations of the "Mau Mau" movement. Perhaps a debate could also be set up around an assessment of the legacy of colonialism, focussing on the Boahen article but expecting students to do some additional research. Perhaps a film or two could be included in the course, such as segments from either Basil Davidson's series called **Africa**, or Ali Mazrui's series called the **Africans.**, and particular students assigned to lead a discussion around these films in terms of how well they cover critical issues and correlate with ideas/interpretations in the course readings. Given the extent of valuable material covered in this course this would probably be most

practical if these films were correlated with times the students were at the Karen/SLU center. The films then could be viewed in the evenings thus allowing the full class time the next period for discussion. This oral work by various students could also be factored into the oral component of grading.

- c. More emphasis on oral participation also helps hold students accountable for required readings, and reduces the tendency on the part of many students to let other students or the instructor carry the bulk of the responsibility for the learning that goes on in the course. This is particularly important when students bring in relatively weak backgrounds in the subject matter. Their disciplined reading of all required materials is crucial, and the course needs to be structured to ensure the highest degree of sustained involvement. A more interactive classroom environment also usually means a higher degree of satisfaction for everyone involved. Ensuring proportional involvement is always a challenge but the serious inducement of multiple opportunities for oral participation, coupled with its assessment in the final grading, is usually sufficient to keep most students actively engaged. Small periodic notes given to students on their oral participation is also a valuable way of giving them feedback and helping them to identify areas of strength and weakness. Given the severe constraint of official office hours and opportunities for consultation outside the classroom, more written communication would seem to be useful. This ought to allow for more optimal use of direct face to face communication.
- 3.. The technique of encouraging students to read the local press and note particular issues that are relevant to the course is excellent. The goal of trying to demonstrate to students that a fuller understanding of contemporary events and issues necessitates some awareness of historical antecedents is one of the strongest aspects of this course. The intention of the course instructor to counteract many student's impressions that history is a "dead" subject with no real relevance to contemporary life is well-served through this approach.
 - a. Would it be possible to strengthen this technique even more by ensuring a higher degree of student led discussion of local press coverage. This could be accomplished in many ways. One way would be for the course instructor to identify a number of current issues that are particularly relevant to historical analysis (e.g. ethnic clashes, issues of racism, corruption, unequal distribution of land or resources, debates about /or changes in cultural practices, etc.) A list of these could be compiled by the instructor and then particular students asked to volunteer to take responsibility for monitoring the press for coverage on their particular issue. Opportunities for students to then report on these issues periodically (maybe two or three times throughout the semester) would stimulate student self-confidence and

respect for the possibility of students learning from other students. The instructor could always play the role of helping to clarify particular issues or bring others to the attention of students not included in the original listing. This oral participation by students might even be factored into the grading of oral work, and some of the topics might even evolve into more extensive research topics for their papers.

4. With regards to the research paper requirement would it not be advisable to expect students to define their topics no later than the end of the second week of the course., i.e. 1/3 rd of the way through the course. Students who take more than half or more of the course time to finally decide on their research topics almost invariably find themselves with insufficient time to do a very good job, particularly harried during the last two weeks of the course, and often pressuring the course instructor for extensions. Course instructors need to play a stronger role in helping students to define topics earlier and to impress upon the kinds of constraints that they face based on past experience with previous groups of students. Many students underestimate both time and resource constraints, and their experiences back in the United States may be quite misleading in this context.
 - a. The expectation that students will incorporate some knowledge from their field experiences into their research papers should be a further stimulus to defining their topics early. At the end of the first two weeks of course work students begin the second of three of their field experiences. Going into these last two field experiences with a fairly clear idea of their research topics should help ensure that the quality of their research and the depth of incorporation of field-based knowledge into their papers reaches more optimal levels.
 - b. One of the ways to reinforce this relationship might be to allow students the first class period after they return from their field experiences to do some kind of brief, "preliminary" report on their research topic. This would enhance student learning from each other again, as well as help solidify the seriousness with which the course instructor views the inter-relationship between the course and the field components. These oral presentations could also be factored into the grading assessment, but even if they were not they ought to give the course instructor more insight into student progress/thinking about their research topics at strategic points in the course and provide a further basis for advisement either in oral or written form.
 - c. While some students may choose topics that do not seem to lend themselves to any obvious relationship with their field experiences, every effort should be made to get them to think about possible connections. One of the overall goals of the program is to enable students to see some relevant connections between what happens in the classroom and in the field. While this will vary from topic to topic,

students should be encouraged to pursue some degree of inter-relatedness. The instructor may need to play a stronger advisory role in some cases to help particular students to identify potential connections. This will probably even necessitate that course instructors and field instructors collaborate more to help identify these connections for particular students.

5. Would it be possible to stimulate more classroom interaction among the various faculty teaching courses by encouraging them to have each other as some of their occasional guest lecturers. While the approach of having outside guest lecturers is important and should be sustained, there would appear to be some value in stimulating more collaboration among program faculty. For example, Dr. N'gethe could be invited into this history course to do a brief presentation, or lead a discussion, around the issue of present day ethnic clashes and the government response or involvement. Dr. Kibwana could be asked to do something similar around the current debates on multi-party democracy and/or efforts to rewrite the Kenyan constitution. These instructors could reciprocate by having Dr. Janmohamed do a presentation on the establishment of colonial control and African reaction in their courses. These are only a few suggestions, and perhaps not even the best. Given the incentive faculty could undoubtedly come up with many better ideas.

6. While most of the objectives of the course were realized well, the course appeared to get highly compressed at the end so that the topic of Tanzania since independence was not able to be covered and the topic of Kenya since independence was given very brief treatment. The Islamic Idd holiday did produce some loss of time, but the course instructor did a good job of compensating through a number of double sessions. Despite these efforts though topics that were scheduled for March 8-11 were not actually covered until April 4-5th. I do not assume that in previous semesters this disjuncture within the schedule has happened as much, but if it has then there seems to be some need to rethink the scheduling and topic coverage in the course. Allowing sufficient time to try to bring some issues together in the post-independence period would seem to be essential for the closure of this course. It was obvious that the instructor was not happy about this compression at the end, and offered to come to the Karen/SLU center at the students' invitation to discuss some more of the most contemporary events. Time to complete research papers and prepare for final exams made this difficult although at least one additional meeting with some students did occur.
 - a. While a number of contemporary issues had been covered throughout the course concerning Kenya through the technique of incorporating newspaper coverage on some critical issues, this did not happen with Tanzania. The loss of coverage on Tanzania since independence therefore seemed the more acute. Would it be possible to get any

newspapers or monthly periodicals from Tanzania that would supplement the same efforts on Kenya? This would help bring more of a balance into the course given the intention of assessing historical developments in both Tanzania and Kenya. If any of the local libraries in Nairobi carry contemporary coverage of Tanzania, perhaps two or three students in the course could be given particular responsibility for perusing these sources and making periodic reports to the class. Perhaps the Karen/SLU center could subscribe to a few Tanzanian published contemporary source materials.

7. Finally, many of these ideas, if incorporated in some form, would probably necessitate some rethinking of the topics and/or readings in this course. Some compression of topics or reduction of readings that are repetitive or perhaps too detailed, or their replacement with others that are more diverse, up-to-date and thought-provoking, is a process that all faculty are constantly engaged in and are choices ultimately best left to the respective course instructors. However, this does not preclude the contention that the faculty and staff involved in this program both in Kenya and in the States should be willing to collaborate more on helping to identify appropriate materials/resources for their respective courses. Locally produced materials/resources are often not easily identified or accessed by faculty abroad, and vice versa many international published materials/resources are not easily identified or accessed by local faculty. In brief, we need to strategize on some more effective ways to assist each other within the goal of further strengthening this program.
 - a. With regards to this specific history course, and those other history courses taught both in Kenya and in the States, there should be greater collaboration between the various course instructors. Some means of periodic consultation on syllabi and teaching methodologies needs to be jointly constructed, as well as more extended thought on the relationship between the historical learning that obtains in the States prior to student arrival in Kenya, the learning that occurs here in Kenya through the program, and the subsequent learning that occurs back in the States after students return. This is a principle that could be more broadly extended throughout the program.

ST. LAWRENCE UNIVERSITY
KENYA SEMESTER PROGRAM

To: Njuguna Ng'ethe
From: David Lloyd
Date: April 21, 1994
Re: Observations and Suggestions on Government 337

General Comments: This is one of the most thought-provoking and long-standing academic courses in the Kenya Semester Program taught by a very talented and skillful educator, Professor Ng'ethe. Over the years students seem consistently impressed by his command of material and cogency of thought demonstrated throughout the course. This is an academic course that looks comparatively at the governmental structures and developmental policies of two of the most important countries of East Africa, from colonial times through the contemporary period which is particularly relevant in terms of what students often encounter on a daily basis as they pursue understanding of some of the most perplexing issues in their immediate environment in East Africa. Below are some observations and suggestions that are intended to facilitate some thought and discussions that may further strengthen this course. Some of the following may not be feasible or practical, but they may stimulate other ideas that might prove more useful.

A. Observations and Suggestions:

1. The course description is concise yet comprehensive enough, laying out the major topics and goals of the course, however, could the structure of topics and readings be combined in a number of ways suggested below that might enhance student comprehension and engagement.

2. Would student engagement of the reading material be assured better if the syllabus was structured to indicate specific days with specific readings as opposed to the week by week structuring that is employed? While the latter obviously gives more flexibility, reassigning material and dates if it became necessary would not seem a difficult problem. The instructor would then be in a better position on the basis of daily assignments to assess student engagement and comprehension

through occasional but strategically placed questions during any particular class whether lecture or discussion based.

3. The goals of providing a forum that stimulates; 1) discussion by the class and 2) stimulates student participation on controversial issues are laudable, but are enough opportunities created to achieve these goals? Student observations during the evaluation often cite the lack of enough opportunities to participate in discussion in this class. Could not more specific opportunities be structured into the syllabus to help create the desired forum for more student participation? This would not only enhance student involvement, it would also stimulate more accountability and responsibility for their own education. These kinds of assignments, if structured into the syllabus with specific dates could be assigned well in advance. Below are two possible suggestions:
 - a. Comparative assessment of Tanzania's "Arusha Declaration" and Kenya's "Sessional Paper No. 10." Student led discussion (perhaps one or two students analyzing critical points/issues, differences/similarities of each of these documents.) Course instructor could run the session in a seminar format raising points not clarified or left out entirely during student discussions.
 - b. Debate on the role of SAP's in the development objectives of both Tanzania and Kenya. Perhaps two students could research and present the World Bank/IMF position (generally and with specific reference to Tanzania and Kenya) and two students could research and report on criticisms (generally and with specific reference to Tanzania and Kenya). Once again the instructor could run the session on a seminar format.
4. The policy of having required and recommended readings is an excellent approach, but would this be enhanced if periodically students were asked to read and give a brief analysis of some of these required or recommended readings? This would ensure some of the kind of in-depth engagement that the course instructor would like to stimulate, especially by putting additional recommended readings into the syllabus. Without such a technique students might be apt to read material after, or not at all, particularly if they thought the instructor's lecture/comments were both clear and comprehensive, as well as sufficient for exam purposes.
5. Another suggestion is predicated on the fact that the course already designates that one of the papers be on an African novel. This is an excellent approach, but would the course be strengthened if another African novel were actually assigned for reading and discussion in the course? This would not only stimulate more student involvement in discussion, and provide more opportunity for continuous assessment, but it would also give the instructor an opportunity to demonstrate his

expectations in the paper. African novels are underutilized in many African studies courses outside of literature courses, and students almost consistently respond to them in very favorable ways. Novels can be assigned well in advance in a course with often only one day necessary to discuss them in class, however, their significance often gets reinforced in many subsequent parts of the course. They often help students see the human dimensions of otherwise often very abstract issues.

6. Would it be possible to get students to define their research topics within the first two weeks of the course? Delays in defining topics well into the second half of the course would appear to be very problematic given all the other constraints in pursuing serious research, reflection and writing in a condensed program of academic work. Ideally students would choose to pursue topics that will be covered in part in the course, and then be able to do some preliminary reporting (ten minutes or so?) on some of their research at the time that their topic came up in the course. This requirement or opportunity ought to help ensure that students do not wait until the very last week or part of the course to do any meaningful research. Some student and faculty feedback at their time of presentation could prove to be very significant both in terms of ideas and encouragement to the student.

7. Some of the reading assigned in the course would seem to lend themselves to particularly high levels of student enthusiasm and interest, and perhaps they could be the focus of roundtable discussions reinforced with information gained through a diversity of direct experiences in Kenya. For example, the reading by David Court, "Education Systems as a Response to Inequality," in Barkan, Politics and Public Policy in Kenya and Tanzania. Specific issues of the educational policies of Kenya, and the problems facing higher education both in Africa and the United States, ought to provoke a high level of student discussion.
 - a. Related to this suggestion is the whole issue of cultivating more direct linkages between all the courses and the various field components. This course devoted some specific class time to both Tanzania and Kenya, in terms of some of the issues that students will probably encounter in the Tanzanian and Samburu field components. While immensely useful, some effort needs to be made to get students to talk in some depth about at least a few of those issues immediately when they return. Could the first class period on their return be devoted to an open discussion of some of the students' observations, reactions, etc. This would also give the course instructor more insight into some of the most important issues that are encountered in the field component and might need to be covered in more depth in the course.

- b. Alternatively, could some students take this class period to do some preliminary reporting on their research and how the field component impacted on their efforts and/or ideas?
8. Would it be possible to incorporate more contemporary reading material on the the last topic covered, i.e "The state of the debate?" The course instructor's assessment, based on some contemporary readings not enumerated in the syllabus, is strong; but student ability to engage some of that material directly, or even participate in identifying that material and bringing it into the context of the course and contributing to the syllabus, would seem to have an even higher potential pay-off as a closure for this course.
- a. Related to this question is the issue of possibly including a few more readings to look at global issues of the international economy/political economy that deal with concepts of indexing and new democratic international economic order (N.D.I.E.O.), institutions such as G.A.T.T. (with the most recently concluded Uruguay Round) and the movement to the World Trade Organization (W.T.O.), regional economic organizations and their potential (like E.U., N.A.F.T.A., E.C.O.W.A.S., P.T.A. , S.A.D.C.C,) for Africa and East Africa.
9. Would these suggestions on enhancing more student involvement only be supported and reinforced by adding a component of continuous assessment into the grading structure of the course? One suggestion would be that the two written assignments count for 40%, the final exam for 40% and continuous assessment for 20%. Many undergraduate instructors in the United States are now giving equal weight to these three components in assessment, particularly at the higher levels (i.e. third and fourth year) of undergraduate studies.
10. Lastly, would there be any value to trying to get more interaction among the various faculty directly involved in offering courses as supplementary to the aspect of bringing in outside guest speakers? Would it be possible to have course instructors brought in to discuss some specific issue(s) particularly within their areas of expertise. In this course, for example, bringing in Dr. Janmohamed to talk about the impact of colonialism, and vice versa Dr. Ng'ethe reciprocating by talking about contemporary political developments in the History course would seem to be one way to build some more linkages between courses and staff. Alternatively, this could be an opportunity to do some brief team teaching, giving students the chance to hear converging or diverging perspectives.

ST. LAWRENCE UNIVERSITY
KENYA SEMESTER PROGRAM

To: Winnie Kivutha
Peter Ndeleva

From: David T. Lloyd

Date: April 21, 1994

Re: Observations and Suggestions on Kiswahili 101 and 102

General Comments: Both of the Kiswahili classes are very well received by the students which undoubtedly is due to the professional skills and personal strengths of both Winnie Kivutha and Peter Ndeleva. They establish very strong rapport with the students that enhances the effectiveness of these courses. Overall these are excellent courses in the hands of very competent teachers. Below are some questions and suggestions that are intended to facilitate some thought and discussions that may even further strengthen these courses. Some of the following may not be feasible or practical, but they may stimulate other ideas that might be more useful.

A. Kiswahili 101:

1. Syllabus should be more specifically correlated with individual lessons in the Kiswahili Textbook?
 - a. Would be easier for students to follow daily lessons?
 - b. Should students do more preparation on next lesson before class? Would need to modify expectation of written homework after class to allow sufficient time for preparation of next class? Possibly set aside last 10 minutes of class to start written homework.
2. Would oral tapes made by Winnie and Peter that coincide with specific lessons be a useful addition to course materials?
 - a. Would this give students more time to hear spoken Kiswahili in the voices of the instructors which could enhance students learning and retention abilities in the classroom? One way to facilitate more confidence on part of students in using the language ?

- b. Would this also help facilitate their use of the language outside the classroom and during the field components of both this course (i.e. restaurant and market components) and other field components (i.e. Tanzania, Taita and Samburu)?
 - c. Many students seem to bring walkman cassette systems that would make the use of tapes practical. Alternatively, the program could purchase some small portable cassette players to sign out to individual students.
3. Would greater clarification in the syllabus on more precise written, continuous assessment, oral and written examinations (i.e. expectations, dates, late penalties, etc.) be useful?

B. Kiswahili 102

1. Would a detailed syllabus for this course be useful for the students based on specific lessons in Thomas J. Hinnebusch and Sarah Mizra, Kiswahili....?
2. Would some oral tapes (either those provided by the author or some prepared by Winnie and Peter) be useful for the same reasons listed above in Kiswahili 101.
3. Would some more detailed information on written requirements, continuous assessment, oral and written exams (dates, penalties etc.) be useful?

C. Additional Questions on Enhancing Oral Competency Goals of the Courses:

1. Would it be feasible to break students into smaller groups, particularly in 101, to get smaller group dynamic in oral exchanges more often in course. Could the instructors find another room occasionally, and circulate among these small groups to listen to conversations.
2. Possible to get students living together in urban homestays to present small oral exchanges in class ? Would this facilitate more confidence as well as prepare them better for oral examination at end of course? Could these oral presentations take on more importance in overall grading/ continuous assessments?
3. Is it possible to get more one on one with the course instructors throughout the semester? Could some time be set aside in the afternoons at the YMCA center for individual help?
4. Would shifting more responsibility to students to prepare lessons the day before not help allow for more time to do oral work in the course? Isn't the primary goal of this course to develop their oral skills more than their written skills?

5. Is oral skill development in the field components (i.e. restaurants and markets) working the way instructors want? How can they ensure that students will avoid using English primarily, if not exclusively, during these sessions? One way might be to take no more than 5 students at one time. This might mean fewer times (perhaps only once) for each student, but the quality of that experience might be worth the reduction. Also more oral work in the classroom, oral tapes, and more one on one opportunities, as suggested above, might more than compensate for any field reductions.
6. If the urban homestays were reduced by one week, giving the students two weeks at the end at the SLU center, would this give the course instructors more opportunity to meet during some of the evening hours to work with students having more difficulty than others?

D. Other Suggestions

1. Should there be equal time for both 101 and 102 in the timetable? As it now stands 101 gets 40 hours of contact time while 102 only gets 30 hours of contact time (25% less time). This is not normally done within institutions like St. Lawrence or other universities. To get an additional 20 minutes a day in each 102 class does not seem to present insurmountable timetabling problems.
 - a. Alternatively, should some ways be devised to ensure that students in 102 are putting in sufficient time outside the classroom to compensate for this difference in class time?
2. Would there be any advantage to having 102 students come into 101 class at times when they are being broken into smaller groups to help act as tutors. This would seem to be one way to help deal with the dynamics of smaller groups, as well as getting more advanced students to help other students. Such peer dynamics might also help to facilitate more Kiswahili interaction outside the classroom, including during the field components (i.e. Tanzania, Taita, Samburu).
3. Could students (no more than 2 together) be expected to present orally some information about their experiences in Tanzania, Taita, Samburu to the class when they get back in the very next class? Given time constraints, perhaps students would only be expected to do this once in the semester. Other students in the class could add clarification or perhaps raise questions. Presently, students only hand in one written paper on one experience. Would this not help solidify connection between language and the field components even more?
4. Having an additional week at the SLU center at the end should also help ensure that students do not miss classes the last week. At present it appears that some students miss several classes during the last week as they try to find time to finish their research papers.

5. Would final oral exams in 101 be enhanced by having two students together (perhaps those together in homestays) do an oral exam with the course instructors alone? A time period of twenty minutes each would allow 8 students in a period. Oral exams are already set for two periods so that would be 16 students. Given the importance of these exams perhaps another period or two at maximum could be scheduled at the SLU center. Would students have a better chance of demonstrating their skills in this kind of structure than in a prepared skit of 15-20 minutes with several other students given the dynamics this often produces?

ST. LAWRENCE UNIVERSITY
KENYA SEMESTER PROGRAM

To: Njeri Marekia

From: David Lloyd

Date: April 24, 1994

Re: Observations and Suggestions on Environmental Studies 318

General Comments: This is a course entitled, "Women, Environment and Development," taught by Ms. E. Njeri Marekia, Chairperson of the Environmental Science Department at Kenyatta University. The course involves some lecturing, particularly through a number of guest speakers who often leave some time for student questions and contributions, but is organized primarily around extensive student led discussions and presentations either as individuals or in groups. Both of these latter approaches add considerable strength to the course, and student reactions appear to be very positive to this methodology. Below are a number of observations and suggestions which are intended to stimulate thought and discussion, and hopefully add to the instructor's efforts to make this an even stronger course in the program. Many, or even most, of these suggestions may not be feasible or practical, but they may stimulate other thoughts or ideas that would be more useful.

A. Observations and Suggestions:

1. Would the syllabus have greater coherence and clarity, and ensure student engagement on a more consistent basis, if the readings listed at the end were actually integrated as specific assignments into the various topics/sessions?
 - a. To reflect the methodology of the course better would it be advisable to change lecture designation to themes/topics, and indicate specific days in the syllabus?
 - b. Would it be advisable to try and equalize better the amount of readings in each topic/theme (e.g. given that the readings can vary from 7 pages to 60 pages

- c. Would it also strengthen the course if the syllabus contained under each topic a series of required readings and another series of supplementary/recommended readings? This would add more breadth to the course in terms of indicating more material than would be expected of any student, but it would also be a stimulus to students who would want to read in more depth about some of the topics, or pursue one of the topics for their research paper. This would help meet the needs of diverse students and student capabilities/backgrounds in the course.
2. Should the syllabus be more explicit about all the respective dates when papers will be due (as well as exams which is already done), along with some indication of penalties that will be attached if the students opt for late submission. Clear expectations about these requirements at the beginning of the course if presented orally by the instructor should be reinforced by explicit information in the syllabus. This will help ensure that there is a commonality of understanding and keep students from manipulating deadlines or requirements since they are explicitly indicated in the syllabus.
3. A very large part of the strength of this course resides in the amount of student participation and presentation in this course. Would some detailed information in the syllabus, or as an additional handout, on the expectations of the instructor with regards to both the student presentations (i.e. market visits, NGO's, and comparative presentations) as well as written assignments (i.e. Samburu essay and research paper), help to strengthen this aspect of the course? Oral instructions/comments are often not extensive enough or not retained well by students, and allows some of them to manipulate expectations by often saying things like, "I misunderstood what you wanted." This is an attempt often to deflect responsibility back on to the instructor. Given the large amount of preparation and continuous engagement outside the classroom expected in these requirements, reducing the potential for confusion or misunderstanding should be a high priority for both students and instructor.
4. Should the NGO requirement, in particular, entail more extensive effort on the part of students in this course? Would it be advisable to give this requirement (i.e. lists of organizations and a handout on expectations) out at the very beginning of the course, emphasizing the amount of time before presentation, and make explicit the limitation of not more than two students together, and at least two interview sessions. Many students will get only a superficial overview of an NGO in one interview, and perhaps some literature on various projects, goals, etc. An opportunity to reflect on this material would more than likely put students in a position of being able to raise the most significant questions and get some of their best insights during a second interview, possibly with the same person, but

that would not be absolutely necessary. A second interview would also indicate to the NGO personnel the level of seriousness of the students' interest and engagement (which might even lead then to a student's research topic and further assistance in the form of more materials or direct project observation?).

- a. Would any change in this requirement necessitate a rethinking on the percentage grading in the course?
5. This course offers several opportunities to establish linkages between the field components and the course, primarily through the written essay requirement on women's issues in Samburu. Below are some suggestions on how these linkages might be furthered even more.
- a. Would it be useful to have some discussions between the course instructor and Judy Rainy who plays a major role in that dimension of the Samburu experience? Could better insight be gained mutually on how to maximize the student's understanding and ability to contribute back in the classroom? Would it be useful to have the students actually engage in a full class discussion on various women's issues based on their Samburu experiences, in addition to the essay that they hand in at the same time.
 - b. Would it be possible to work in some kind of classroom discussion about women based on the Taita and Tanzanian experiences, or expect those to be incorporated into the Samburu discussion on a comparative basis? Could some specific readings on Taita, Maasai and Samburu women be identified and worked into the required or recommended readings of the course(e.g. interview of a Maasai woman in the book entitled, Being Maasai),
6. Would it be possible to utilize the resources and staff at St. Lawrence University to help identify some additional materials on women and the environment, including audio-visual materials. This course uses some audio-visual material but there is some which we have in our St. Lawrence collection that might be useful in this course (e.g. Asante Market Women and Mama Benz). Could we work together to identify and purchase some more of this kind of material?
- a. Particularly useful here might be some contact with Celia Nyamweru at St. Lawrence. She has developed a couple of new courses, and one on women and land in Africa, which could be particularly useful. Such a relationship should not be just one way. In fact, it could be one way to develop more professional contact between staff here and there that is mutually beneficial.

ST. LAWRENCE UNIVERSITY
KENYA SEMESTER PROGRAM

To: Kivutha Kibwana and Okech-Owiti,
Faculty of Law, University of Nairobi

From: David Lloyd

Date: May 11, 1994

Re: **Observations and Suggestions on Sociology 326:**
"Critical Issues in Socio-Economic Development in Kenya"

General Comments: This is one of the newer courses offered in the Kenya Semester Program which is taught jointly by two members of the Faculty of Law, University of Nairobi. The objective of the course is to familiarize students with Kenya's contemporary socio-economic formation through a focus on some of the critical issues in the country's political, economic and social development. The course has experienced some recent changes in an effort to find a formula more conducive to the primary goals of the course. Overall, the course generates a high degree of student interest since it deals with a number of contemporary issues that they begin to encounter in their daily life and interaction with Kenyan peoples. This course has immense potential given its focus and subject matter, and while the course has considerable strengths given its present structure and methodology, below are some observations and suggestions that may help the instructors to even further strengthen the course. Some, or even most, of these ideas may not prove feasible or practical, but they may help stimulate some other ideas by the instructors that might prove more useful.

Observations and Suggestions:

1. The course is structured around four major topics: the concept of development, politics and development, economic organization and development, and the socio-legal framework of development. Each of these topics is further divided into a number of critical issues. While this structuring is strong, the sections would appear to suffer to some degree from a lack of specificity in readings. For example the concept of politics and development lasted from February 18th through April 4th and covered seven major issues. However, eleven readings were serially listed without any specific correlation with any of the major issues. Would not a more detailed syllabus that correlated specific readings with specific issues on particular days enhance student engagement of course materials and accountability?

- a. Students would appear to work best in a context where they have a clear idea of the specific readings that they are responsible for in any given class period. While instructors could make clear at the end of every class period the readings for the next, it would seem more practical, particularly if students miss any classes, to have this clarity in the course syllabus. Some reorganization would be necessary, and perhaps the need to find a few more relevant readings on particular issues, but the potential improvement of student engagement ought to be worth the effort.
- b. Having a clearer syllabus in terms of specific issues tied to select readings and particular dates would also allow the instructors to hold the students more accountable. Working on the assumption of no confusion as to specific readings, course instructors could periodically call on students to express their own reactions to specific ideas in the readings.
- c. Another way to hold students accountable would be to ask particular students to do a brief presentation on their analysis of a particular reading. This could be done extemporaneously at the time of the class, or perhaps preferably with at least one class period's notice in advance. The intention would be to ensure student engagement, as well as to see how students react to another student's analysis. It could be a very productive technique to stimulate classroom discussion, as well as reinforce students' awareness that they are primarily responsible for their own education. In the United States most students in advanced undergraduate courses want and expect to take a larger role in their own education. While they expect and can benefit from occasional lectures, they do not want to remain primarily passive recipients of knowledge.
- d. In a course like this there should be much more opportunity built into its structure for students to engage each other or the course instructors in open dialogue around a core of ideas or common readings, i.e. a more seminar style approach at selected times. Even if outside guest lecturers are used, and obviously this is a major asset of courses like this one, students should be assigned some readings that are relevant around which to evaluate the quality and depth of ideas of the speaker. Also, at least one-third of the time should be set aside for open discussion. Any guest lecturer who takes the full time period, or only leaves a few minutes at the end, has done himself/herself and the students a disservice by not allowing for serious discussion. Often times the best growth context is one where students can raise issues that concern them most, ask for clarification, or even at times raise substantive objections to some of the analysis on the part of the guest lecturer or course instructors. However, students have to believe and see tangible evidence that this opportunity is not perfunctory, which happens invariably when so little time is set aside, but a genuine

concern of the instructor(s). Course instructors have to be willing set "rigid parameters" for any guest lecturers so as not to violate this trust that has been generated in the course, as well as to abide by the same kinds of conditions for themselves. Any goodwill built in the early part of the course could be seriously eroded over time by a sequence of violations in methodology.

- e. Lastly, some more readings on the complexities of the concept of development for the first section would help widen and deepen the parameters of the debate. For example, "Sessional Paper No. 10- African Socialism and Its Application to Planning in Kenya, 1965," and the chapters by Samir Amin, "Ideology and Development in Sub-Saharan Africa," and Dani Nabudere, *Africa's Development Experience under the Lome Conventions: Results and Prospects*, in the recently edited volume by the Kenyan scholar Peter Anyang 'Nyong'o, Thirty Years of Independence in Africa: The Lost Decades? (Nairobi, Kenya: Academy Science Publishers, 1992) might be the kinds of material that would be useful.
2. The intention expressed by the course instructors to use the first five to ten minutes of all/most class periods for students or instructors to raise issues reported in the local newspapers is excellent, but did it really happen? Perhaps the instructors could take more initiative in this approach by being the primary source of information at the beginning. Students would quickly appreciate that this was an important element of the course and begin to engage the local press more seriously. Perhaps it would be useful for the course instructors to identify, even assign to students, particularly relevant topics (e.g. the Goldenberg affair, ethnic clashes, constitutional conference debates, etc.). Students then could be given the opportunity to talk about these during the first part of each class. The assumption here is that specific students might only report 2-3 times in the course.
 - a. Perhaps this could even carry some grading weight in the course, but the major goal would be to cultivate a serious engagement with the nature of the Kenyan press, its strengths and weaknesses, as sources of information available to the public about critical issues in contemporary socio-economic development. Civic education, and how a society creates or a government manipulates public opinion, is one of the major interests of this course.
 - b. In terms of grading is there far too much weight attached to the final examination, i.e. 60%. If more opportunities were incorporated for students to do oral presentations or engage in discussion then some grading restructuring would be appropriate. In the United States many upper division undergraduate level courses are moving towards giving almost equal weight to oral participation, written assignments, examinations, i.e. 1/3rd for each in the final assessment. This increased emphasis on oral work is designed to facilitate

the development of articulation skills, which often remain the weakest, as well as a technique to ensure some of the highest levels of student involvement in the courses.

- c. Student interests in these respective areas might even be the stimulus to define their research topics in the course.
3. Students need to define their research topics early in the course. Most of them seemed to wait until almost the end of the course, several not until they were ready to depart for the Samburu field course, which left insufficient time for them to do enough research. While the course requirements stipulate that students are expected to include material from both their field experiences as well as from written empirical sources, most of them need to define their topics within the first 2-3 weeks of the course.
 - a. Allowing students too much time to define their topics invariably runs the risk that they will do a hurried, hectic effort at the end, often pushing the instructors for more time arguing constraints that they did not anticipate. The course instructors need to help students anticipate these constraints by being adamant about early identification of topics, and holding to clearly specified deadlines in the course syllabus. Students who, except for extraordinary factors of ill-health that are verifiable by the instructors, take additional time should expect to be penalized in the grading. A system of deducting a quarter or even half a grade for every day of late submission would be appropriate, as well as fair to those students who complied with the course requirements. The key here is both helping and insisting that the students identify their topics early, and that clear dates of submission and penalties be related to students at the beginning of the course and in writing in the syllabus. This issue is critical to maintaining the academic standards and rigor of academic courses, as well as the professional integrity of the educators involved in them.
 4. In order for there to be a closer linkage between the academic courses and the field components, would it be advisable to allow the students the opportunity to spend at least half of the first class period after their return talking about the relationship between the course and their respective field experiences, i.e. Tanzania and Samburu? This process could also be started with the first field experience even before the courses begin, i.e. Taita rural homestays. Structuring this into the syllabus would indicate the serious concern attached to integration of field knowledge/experience by the course instructors, and it would probably enhance the course research component which requires that students incorporate field materials into their research papers.
 - a. Perhaps some effort could even be made to structure this more formally in terms of student "preliminary reports" on their research. If students did define their topics within the first two weeks, then the instructors would be in a position to have specific students report on their particular

topics during those class periods. This might reduce the overall content of the course slightly, but the potential improvement in student participation and the eventual quality of the research papers might be well worth the trade-off.

5. In terms of additional suggestions as to course concepts/content, which if attractive would necessitate some restructuring of the course, the following are some areas that would seem to fall within the broad purview of this course, and they might add both an enhanced degree of relevancy and diversity that would appeal to both students and the course instructors. While some of these were touched on in the course, the suggestion is that these are critical issues that warrant more concentrated attention.
 - a. Processes of urbanization are one of the most critical issues in contemporary Africa. Population growth over the past few decades or even years has been astounding. How does urban leadership try to accommodate pressures for housing, jobs, health services, water and sanitation, etc? How is an adequate food supply maintained, what relationship exists with indigenous agrarian producers, what sources of external food supply are evident? What is the nature of the informal economic sector, and how does the state deal with this sector? Nairobi is an excellent setting for investigating some of these issues, and could afford an invaluable opportunity for some student field observations or assignments. The possibilities of getting students to actively engage at least one of these aspects of urbanization would seem both challenging and very attractive. In addition, several of the field components acquaint students with smaller towns, but similar processes of urban growth, i.e. Arusha, Maralal, Wandanyi, etc. This course could endeavor to build on these multiple experiences, and some students might find these processes, or even one of them, a fascinating research topic.
 - b. Tourism is now the single largest revenue earner for Kenya and in recent years Tanzania seems to have made some dramatic efforts to improve its own tourism resources. Major questions about the impact of tourism both economically and culturally are being raised from many quarters. Political in-fighting over control of tourist revenues seems to be a daily occurrence. Issues of more equitable revenue sharing between governmental agencies and local-based populations adversely affected by the formation of national parks, national reserves, or damage inflicted by wildlife, seem to be high on the public agenda. The influence of external NGO's or other international forces in pressuring African countries to conserve natural and wildlife resources is of growing concern to many Africans. Given its growing importance to Kenya as a source of foreign exchange earnings, the issue of eco-tourism and its relationship to development would seem to be central to this course.
 - c. The very large issue of education at all levels, including adult literacy, would seem to be another seminal issue. The rapid expansion of education since independence as part of a broad development strategy

seems to have run into significant obstacles. What is the state of the debate about education in all its forms to the development of Kenya? At the present time the crisis in the formation of a universities academic staff union would appear to be a particularly thorny issue in contemporary Kenya that has very wide implications. Getting students from the United States to understand the challenges of education in "Third World" countries, as well as to do some serious comparison between higher education systems, both in terms of strengths and weaknesses, would seem a very fruitful area of investigation.

- d. The whole issue of health, aids included, and demographcic growth would appear to be a critical question for the masses of Africans. What is the state of health care, what are the mechanisms of unequal access, what kind of efforts to improve health care is the government involved in, what efforts are the NGO's involved in, what are the prospects for a deterioration in general health care given demographic pressures ? What does all of this say about the prospects for civil disturbances as governments are unable to meet some of the basic needs of their rapidly growing populations?
6. Finally, the closure of the course should be given some more thought. The attempt by the course instructors to give a broad overview of the themes and critical issues of the course was an acceptable approach, but not one that stimulated much student enthusiasm or participation. Perhaps the approach should be reversed and students required to discuss what they thought were the critical issues of the course, and how well they now understood them. Perhaps at the end of the next to the last class some time could be taken to identify a few of the most important or perplexing issues, and groups of two or three students asked to concentrate their thoughts around one of them. During the last class period they could then lead a discussion on their particular topic. In the process students could even be encouraged to help identify some better ways to learn about their issue, or identify other critical issues that were not a part of the course.
 - a. Alternatively, students could be given an opportunity to do brief reports on their research efforts. This would give students a chance to share some deeper insights into particular topics that would enhance other students knowledge. While this might be a time consuming process, depending on the number of students involved in the class, a time allotment of twenty minutes for presentation and discussion for each student would mean about seven students could do presentations in a class period.

One additional class period might need to be arranged at the Karen/SLU center during the last week.
 - b. The approach of having students do reports on their research could be coupled with the deadline for the submission of their research papers, or it could stimulate them to complete the work

by a mutually agreed deadline soon after their presentations.

ST. LAWRENCE UNIVERSITY

KENYA SEMESTER PROGRAM

To: Mike and Judy Rainy
Explore Mara Ltd.

From: Dave Lloyd

Date: April 26, 1994

Re: Observations and Suggestions on the Samburu Field Course

General Comments: This is the longest-standing field course in the program which has been offered continuously by Explore Mara Ltd. since the 1970's. The field course is the last of three such courses, always coming near the end of the academic courses but before the internships in the program. The course focuses on many facets of the complex physical, biotic and social environments of the Samburu pastoralists in the semi-arid region of northern Kenya. The field course offers intensive interaction with Samburu pastoralists, including the rare opportunity to live in their homes for a few days. Many students often evaluate this cross-cultural learning experience as among their best in the entire program. Previous student engagement with a number of relevant issues through their Nairobi-based course work and other field courses, and enhanced facility in Kiswahili language by this stage in the program, undoubtedly are some important variables which contribute to their enthusiasm with this field course. However, the overall success and stimulus provided by this course undoubtedly resides with Explore Mara Ltd. Below are some observations and suggestions that may help to strengthen this field course even more. Some or most of these ideas may not be feasible or practical, but they may stimulate some other ideas which might prove more useful.

A. Observations and Suggestions:

1. Would the orientation session (this semester presented by Mike Rainy on the Friday before the weekend departure during one of the morning sessions of the academic courses in Nairobi) be strengthened by focussing primarily on the goals, structure and methodology of the course, and reducing the extent of introductory material on the Maasai/Samburu peoples which could more effectively be included in the first few days of the field course? A concentrated effort to clarify expectations in the course, as well as to provide an opportunity for students to raise some important

concerns on their part, would seem to be critical to the overall success of this course. Creating an ambiance of enthusiasm coupled with clear expectations would establish a firm foundation for students engagement with the staff, issues and experiences of this course.

- a. Would requiring students to review the course schedule in the program handbook thoroughly before this orientation session ensure that students use the occasion to raise some of their most important concerns?
- b. Instead of asking students to write their research interests down at the end of this orientation session, would it not be more productive to have them bring such interests to the session already thought out and written down? By this time most students should have already identified and agreed upon their research topics/interests with their respective academic course instructors. There is even the possibility that some of these research interests could be given to Explore Mara Ltd. in written form a week or so before the orientation session. This might enable Explore Mara Ltd. to use the latter part of the session to begin to advise some students. This would probably lengthen the time involved in the orientation session, but the ultimate pay-off should be worthwhile for everyone so involved. Alternatively, initial written responses or suggestions by Explore Mara could be given to students at the time of the orientation session. Both approaches should initiate stimulating dialogue that could then be sustained throughout the course.
- c. Would asking students to do some serious reflection and writing on what they hope to get out of this field course before the orientation, and then give these to Explore Mara Ltd. at the time of orientation, help the students to begin some serious thinking, as well as Explore Mara Ltd. to gain some better insights into student expectations/aspirations?
- d. Would the format of doing the orientation in the form of a brief slide presentation at the SLU center, as indicated in the course handout, be much more conducive to achieving the goals of the orientation session? If so, the slide presentation should be brief, and the emphasis raised in the first point maintained. The SLU center should be a more conducive environment to the orientation, and it has the added advantage of allowing a more open-ended time framework since the session would not be constrained by the need to close in order to permit the next academic class to meet.
- e. Would having Judy Rainy, Pakuo Lesorogol and/or Saidimu also at the orientation session to help respond to some of the students' questions, advise on research interests, as well as help establish some broader rapport with the students, be useful? If the idea of having students identify their research interests in advance of the orientation session

was employed, perhaps a division of labor among the Explore Mara staff could be arranged in terms of consulting with the students.

- f. Part of the orientation session might profitably be used to explain the various ecological zones and human patterns of production that students will encounter as they travel the first day to the Samburu area. Students might be asked to make a number of observations as they travel which could then be part of a discussion the first evening.
2. Although flexibility is always a critical factor, it would be advisable to have the itinerary listed in the handout coincide as much as possible with what the students will actually be doing. In fact, both the itinerary in the Spring '94 handbook and the itinerary provided in the field course handout differed somewhat from what the students did in the course. For example, students did not get to engage the ecological contrasts between Samburu cattle pastoralists and Turkana small stock pastoralists on Day 3, they did not really get a chance to place desertification into perspective on the Lbarta Plains as indicated in Day 7, and they did not visit Maralal as listed on Day 9 (although this was only tentatively listed this was a missed opportunity to do some work on processes of urbanization and the relationship of pastoralists to towns). On the other hand they did get a chance to visit a local water development project near Baragoi, and had a very stimulating talk by a local G.T. Zed official, a former Kenya program alumnae, on development challenges. Two aspects listed in the Handbook itinerary that looked quite interesting, in addition, were the visit to the Karissia Forest on Days 13 and 14, and the preparation and presentation of group seminar topics. Many of these look like they would have enriched student experiences.
 - a. As indicated above, one of the issues that could/should be pursued more is the relationship of pastoralists to urban centers. Some fuller discussion of both Maralal and/or Baragoi ought to enhance the program. Some deeper understanding of Samburu clan divisions, and their respective relationships to the growing of wheat on the hills around Maralal would be quite valuable. Saidimu talked a little about this, but subsequent private conversations indicated that the issue was vastly more complex. Efforts should be made to get Saidimu involved in the field course more extensively, if at all possible. His perspectives, as a formally educated Samburu with experience both in the Kenyan meat and dairy industries, would appear to make him an invaluable source of insights into contemporary pastoral life and challenges.
 3. Would having students read some articles/chapters on pastoralism and the Samburu before they depart for, as well as during, the field course, not enhance their engagement with the many issues presented in this course?

I would suggest that a Samburu Handbook be compiled which would contain a detailed syllabus around various themes and goals bolstered by a series of select readings. Below are listed some readings that might be useful in such an effort.

- a. Paul Spencer's book, The Samburu: A Study of Gerontocracy in a Nomadic Tribe (1965) and M.E. Rainy, "Samburu Ritual Symbolism, an Adaptive Interpretation of Pastoralist Traditions," are listed as suggested readings in the present handout. Would it not be better if students were required to read the Rainy article and at least the "Introduction: The Pastoral Economy," "The Structure of Samburu Society," and "The Status of Women" in Spencer's book?
- b. Would other articles that give a broader picture of pastoralism and Maa-speaking peoples be useful like; Thomas Spear, "Introduction," J.E.G Sutton, "Becoming Maasailand," John G. Galaty, "Maasai Expansion and the New East African Pastoralism," and/or John Spencer, "Becoming Maasai: Being in Time" in Thomas Spear and Richard Waller (eds.), Being Maasai: Ethnicity and Identity in East Africa?
- c. Would a few of the readings on pastoralism in Paul Robinson's field course be appropriate for this field course? This would also have the benefit of allowing Paul to build a stronger foundation for those students that opt for his field course and enable him to restructure his own readings and expectations, enhancing both student input and output. Some of the readings which would provide a broader context for understanding pastoralism might be, David Anderson and Douglas Johnson, "Introduction: Ecology and Society in Northeast African History," The Ecology of Survival: Case Studies from Northeast African History (1988); and Richard Hogg, "The New Pastoralism: Poverty and Dependency in Northern Kenya," Africa (1986).
- d. Could some of these readings be worked into the academi courses in Nairobi, such as those in history, environmental studies or government? This would take some collaboration between the Explore Mara staff and the Nairobi-based staff. However, since not all students would take all of these courses, the readings should be duplicated and bound for all students. The expectation would then be that they read these materials, some at the very beginning but most during the field course. The staff running the field course would then be in a better position to engage students in in-depth discussions about the relationship between what they have directly observed and heard in the Samburu area and what they have read. One should also be able to assume that students would be even more highly motivated, able to formulate more thoughtful questions, and participate in more sophisticated dialogue.

- e. Expecting students to read one or two articles just before a group session should open up all kinds of possibilities for more student participation in this cross-cultural learning experience. Individuals or small groups of students could be given advance responsibilities for leading, or initially starting, discussions around selected readings in conjunction with their observations, etc. This should further enhance the critical, analytical skills acquisition in this field course, as well as stimulate student confidence in sharing information and learning from each other. This would help put more responsibility on the shoulders of students for their own learning, an expectation that is growing both within faculty and among students in higher education in the United States, particularly at the advanced undergraduate level.
 - f. Incorporation of more reading material to be used in conjunction with existing discussion sessions would undoubtedly necessitate some restructuring of the field course, but some significant strengthening of student learning should result.
4. Would having Judy Rainy meet with Njeri Marekia about some of the women's issues covered in the field and academic courses to decide jointly on some readings, both for use in the academic course and for students during the field course, be an important way to achieve some more integration/cohesion between the academic and field courses?
- a. Would the readings, "The Status of Women," in Paul Spencer, The Samburu..., and "The World of Telelia: Reflections of a Maasai Woman in Matapato," in Spear and Waller, Being Maasai, be some of the kinds of readings that could be used for this component of the program?
 - b. Would it be valuable to have both Judy Rainy and Njeri Marekia correspond also with Celia Nyamweru at SLU to help identify some more written and audio-visual materials? Celia has developed a new course called "Women and Land in Africa" and in the process has undoubtedly discovered some source materials that may be of use in this component of the Kenya program. Such collaboration would be one way of drawing on SLU staff and resources, as well as enabling staff at SLU to learn more from staff here, particularly in terms of their goals and methodologies.
5. Would more efforts to understand Samburu interaction with their neighbors enhance this field course? During this most recent experience one of the major topics discussed by several Samburu elders was the state of recent clashes with their Pokot neighbors to the west. A deeper understanding of relationships between pastoralists, as well as between pastoralists and agriculturalists (and even hunter gatherers like the Dorobo) would be an important way to get a deeper appreciation for the

complexities of Samburu and pastoral life. Some awareness of Samburu efforts to reclaim/purchase land to the south (on the Laikipia plateau near Rumuruti?) would be another interesting dynamic to highlight.

- a. Would readings like: Paul Spencer, "The Samburu and Some Neighboring Tribes: A Comparison," The Samburu..., and Eliot Fratkin, "Maa-Speakers of the Northern Desert: Recent Developments in Ariaal and Rendille Identity," in Spear and Waller (eds.), Being Maasai, and Neal Sobania, "Feasts, Famines and Friends: Nineteenth Century Exchange and Ethnicity in the Eastern Lake Turkana Region," in John Galaty and Pierre Bonte (eds.), Herders, Warriors and Traders (1991), be of value in this effort?
6. Would the previous technique of establishing seminar topics within the various groups be worth reconsidering/reinstituting ?
 - a. In the program this is an approach which is used from the very beginning in the first field course in the Taita rural agricultural homestay. The program handbook lists more than twenty potential topics. Students are grouped, choose one of those topics and are responsible for researching and presenting their results to the whole group during the assessment process at the end of the rural homestay. Reinforcing this first experience in both the Tanzanian and then Samburu field courses would appear to be an excellent way to get more in-depth analysis within a broader framework of a division of labor among the students.
 - b. Student dependency on other students for enhancing their understanding would also be a useful technique for improving group solidarity. This is an approach that the program aspires to make as pervasive as possible. This would also enable staff to play at times a more ancillary role of clarifying or only raising critical issues missed by the students. The building of student analytical skills and self-confidence has got to remain one of the central goals of the whole program, and putting more responsibility into their hands for their own learning would be one of the ways to achieve this goal.
 7. In terms of closure for this field course, during the final evening student presentations of skits, plays, songs, etc., with reciprocation by Samburu elders, is an excellent idea. However, could the late afternoon discussion that precedes this evening based on students' impressions of their homestays be strengthened? Organizing seminar topics as discussed earlier would be one way to do this. Another might be to have a more open-ended discussion on the nature of students' reaction to the Samburu field experience as a whole, specifically in terms of what they felt were their most important insights and critical areas that they feel remain unclear. Alternatively, this could be an opportunity for students to share some of their research results

on topics that they have been working on in their academic courses. Some in-depth insights into particular issues garnered by even a few students could have the potential of enriching everyone's experience. This would even help develop a further linkage between their field experiences and their Nairobi-based courses. It would also enable the field staff to get a firmer idea of how successful they have been in advising students in their research. What this presupposes is that students have been interacting with Explore Mara staff around these research topics throughout the field course. Knowing at the beginning of the field course that they would have the opportunity to speak about their research at the end, should further enhance collaboration with Explore Mara staff.

8. Finally, with regards to the dynamics of student and staff relationships throughout all field courses, extensive efforts must be sustained at all times to maintain as cordial and professional a relationship as humanly possible. Field courses, in particular, produce numerous opportunities for friction and strained feelings given the close, intimate contact that ensues for practically twenty-four hours a day for approximately two weeks. Fluctuating levels of anxiety, health, climatic and dietary strain, and sheer physical and intellectual fatigue are some of the powerful variables that both staff and students, albeit to varying degrees, must endure in these kinds of endeavors. In the final analysis, however, it is the staff with more experience and differential leadership skills and responsibilities that must be willing to accommodate varying student demands and personal difficulties. At some point some of these may appear unwarranted, but in the absence of clear and incontrovertible evidence to that effect, staff must be willing to absorb those pressures with equanimity.

**Developing an Approach to Integrated Study
in a Non Western Context:
The St. Lawrence University Kenya Semester Program**

by
Paul W. Robinson and W. Howard Brown

A Paper Presented at the Conference on:
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INTRODUCTION

St. Lawrence University has during the past two decades, developed one of the finest long-standing undergraduate study abroad programs in Africa. The Kenya Semester Program was founded in 1974, and has since introduced some 1,800 university students to the study and experience of Africa. This paper describes and discusses our approach to developing an integrated study of culture and development within the context of East Africa. Our fundamental goals are two-fold: to integrate a variety of formal and informal learning experiences offered in the Kenya semester program to achieve a coherent and comprehensive academic program, and to integrate the semester in Kenya with the broader curriculum at St. Lawrence University in New York.

The paper begins by outlining the stated educational goals of St. Lawrence University which is the foundation of the Kenya Program's curriculum and commitment to academic integrity. The Kenya Semester attempts to articulate these goals from an African perspective. The academic and experiential structure of the Program has evolved through nearly two decades of practical development and application, and from the invaluable input by the Kenyan faculty, homestay hosts, student participants and the faculty and administration at St. Lawrence University. This self-evaluative and developmental process is ongoing as East Africa continues to change and as new issues emerge. We hope that this discussion will be useful in the development of study abroad programs in Africa and elsewhere in the world.

ST. LAWRENCE UNIVERSITY: EDUCATIONAL MISSION AND GOALS¹

St. Lawrence University is a private, independent, co-educational institution of higher learning, chartered by the State of New York, United States

¹_____. St. Lawrence University Catalog, 1992-94. Canton: St. Lawrence University, 1992. The following information in this section is taken from the University's mission statement in the catalog.

of America. Since its founding in 1856, the University has been committed to undergraduate, liberal arts education.

The greater number of students attending St. Lawrence University come from New York, New Jersey and New England, although most sections of the United States, Canada and many foreign countries are represented. The average enrollment at present is 1,800 with approximately an equal number of men and women students.

Since its founding in 1856, St. Lawrence University has been committed to undergraduate liberal arts education for men and women. Students may select from a great variety of programs, ranging from the highly to the loosely prescriptive, ensuring that each student is able to pursue that program which will make possible the best development of his or her own potentialities.

While information, specific knowledge and concrete skills are important elements of an intellectual endeavor, a liberal education is also concerned with the means by which knowledge and judgment can be acquired. It is concerned with skills which serve intellectual ends. A liberal education requires breadth, depth and integration in learning. It also requires the cultivation of those habits of self-discipline, intellectual and moral, which distinguishes a mature man or woman. To these ends, St. Lawrence University seeks:

- To make students aware that higher education carries with it an obligation to contribute to the betterment of humankind and society, to be discharged by future exercise of leadership, constructive innovation, and the pursuit of excellence;
- To make clear that means imply ends, and to encourage each student to develop a system of values against which to judge the use of their knowledge and skills;
- To develop within students the healthy and sophisticated kind of questioning that will give them the ability to use information logically and provide continuing protection against dogmatism and demagoguery;
- To foster in all students inquiring minds and enthusiasm for learning which will make their lives a continual process of self-education;
- To encourage an attitude of tolerance and respect for differing opinions, and an appreciation of the importance of permitting discussion within wide limits;
- To nurture in students their aesthetic sensibilities and capacities.

In seeking to achieve these goals in contemporary circumstances, St. Lawrence University has, since 1964, developed numerous off-campus Programs outside the United States. At present, the University conducts academic Programs in Austria, Canada, Denmark, England, France, Japan, Spain, India and Costa Rica, as well as in Kenya. These Programs serve to broaden the perspective of American students and to increase their awareness of other societies and of the interdependence of the modern world. Presently approximately half (900) the student body participates in one or more of these programs during their career at St. Lawrence University.

St. Lawrence University's off-campus programs offer students opportunities to assimilate different cultures from their own. The process is possible only through the depth of knowledge of language and culture that time spent from a perspective of within these diverse cultures can provide. Initially, most of the University's Programs were sponsored by specific academic departments, but students from all major disciplines were encouraged to participate. More recently, with the creation of an Office of International Education, the responsibility for program management is being given a broader and more representative base. Broad selections of courses are offered in all programs. The University maintains a policy of admitting students from other colleges and universities to its off-campus programs, and students earn full academic credit for all courses taken while on the University's Programs abroad.

The fundamental goals of the Kenya Semester Program remain the basic six objectives of the University as outlined above. The Program contributes to these goals by: increasing cross-cultural understanding generally; increasing an appreciation of Kenyan history and culture in particular; and providing opportunities for two-way exchanges of Kenyan and American students.

THE KENYA SEMESTER PROGRAM

The St. Lawrence University Kenya Semester Program was established in 1974, and since then approximately 1,800 students have participated in the Program. The Program has emphasized both the maintenance of high academic standards and direct personal interaction between Kenyans and Americans.

The general educational aims of the Kenya Semester Program are to expose and introduce American university students to new values and cultural traditions, to increase cross-cultural understanding, and to a disciplined study of African history, anthropology, language, politics, geography, literature and ecology. Students are challenged to broaden their view of the world and themselves through critical examination and personal reflection of academics and experience in an East African context. These goals are accomplished through an integrated structure of experiential and academic learning situations including: rural homestays; urban homestays; academic course work; field study courses; internships/ independent study; and non-directed activities. The

Program's design is to provide students with an African perspective on these issues.

The Kenya Semester Program is committed to active student participation in the rich cultural diversity represented in Kenya. This is accomplished through the rural and urban homestays, the field study courses, the internships, free and directed travel and through an integrated academic program in which both field and classroom learning are stressed. Students confront a wide variety of social, economic, political, environmental and cultural issues facing Kenya. Cultural integration and understanding remain among the primary educational objectives of the Program.

An initial homestay experience, the Rural Homestays, are designed as an initial total immersion cross cultural experience, and provide students with an immediate context for developing empathy between them and real members of Kenyan and African society. A process is begun during these initial week-long homestays, which enable students to develop personal and intellectual methodologies for understanding Kenya on personal and intellectual levels. In the homestays, students live with Kenyan families and to share in the full range of their lifestyles in both traditional and modern contexts. The Rural Homestays are begun after an intensive three-day orientation, immediately after the students arrive in Kenya, prior to any other contact with Kenya.

The Rural Homestays are done within the context of rural agricultural Kenya. Students spend eight days individually placed with families and observe or participate in all aspects of family life. Host families are derived primarily from what could be considered the rural middle-class, and average family holdings tend to be five acres or less. Occupations of hosts include: farming, primary and secondary teaching; veterinary services; medicine; local administration; and public and private service. The majority of homestay hosts are school teachers.

It has been the practice of the Kenya Program to conduct the Rural Homestays in individual communities for three or more consecutive years. Our long-term involvement with rural communities has proven to be a strong asset to achieving the aims of the Rural Homestays. Hosts are increasingly familiar with our goals and at ease in having American students in their homestay. Hence, the students are able to freely ask questions and the level of learning has dramatically increased. The Program is very popular in the communities, as attested by the large number of applicants who desire to participate in the homestays. Upon the conclusion of each semester's homestays, an intensive seminar is done to evaluate the students' experience and learning.

I learned a lot about Kenya and myself. Often the former helped with the latter. [The rural homestay] was the most incredible week of my life. I was [very moved] by the relation-based society; it gave me new

faith in man's needs for connections--a need often sublimated by our society ... coming here was the best thing I've done in my life. {Peter Demerath, Student}

A second homestay of longer duration, takes place in the weeks following the Rural Homestays. In the Urban Homestays, students are placed with urban Kenyan families, during which time the students are also taking academic classes in Nairobi. This extended period of contact provides students with their best opportunities of understanding the processes of modernization and urbanization in a Kenyan context, and facilitates the development of close and long-term relationships with Kenyans. Emphasis is placed on a developing a comparative approach to understanding culture and cultural change, and in this context students evaluate the processes of change from rural and agricultural to urban society.

Urban Homestays are done while the students are taking formal classes offered by the Program's adjunct faculty. These homestays are begun the third week after the students' arrival in Kenya, and last for a period of four weeks. We have attempted to draw hosts from all areas of Kenya, with the result that the composition of the host list very much reflects the diversity of regional, ethnic and religious heritage that constitutes Kenyan society. Urban hosts include Kenyans of African, Asian and European descent.

All students participate in two two-week formal but non-formally evaluated field study courses which are designed to expand and integrate classroom learning through a direct confrontation with African environments and peoples. These field courses take place in northern Tanzania and in north central Kenya. While not formally a part of the evaluated classroom curriculum, the courses are designed to facilitate a direct confrontation with the dynamics of society, social change, land use and development.

The fourteen-day Tanzania field study course in Tanzania provides students with an integrated perspective on issues of ecology, wildlife conservation and development in Tanzania. Tanzania has, since Independence, pursued policies based on *ujamaa* socialism, and only within the past several years has begun to shift towards a market, more capitalist economy. In a transition through several distinct environments, including regions continuously inhabited by humans for more than three million years, students examine processes of development and change. Topics covered include archaeology, human evolution, Maasai pastoralist ecology, geology, geography and plant ecology, and wildlife ecology and conservation, while the course focuses on the broader issues of resource utilization, development priorities and local participation in decision-making. Contact with the pastoral Maasai is facilitated, and includes discussions with traditionally based communities as well as with local management (previously *Ujamaa*) committees.

On this course, students begin a process of comparison between the fundamentally different strategies for political and economic development pursued by two East African neighbors, Kenya and Tanzania, focusing to an integrated perspective on development and cultural change from ecological, environmental and economic perspectives through the exploration of issues of conservation and land utilization. The field course takes students through the highland environs of Mt. Meru to the southern Maasai steppe and the Ol Donyo Sambu and Tarangiire area, and proceed to the Ngorongoro Conservation Area, and onwards to Olduvai Gorge, the Serengeti and the regions south of Lake Natron, including the active volcano, Ol Donyo Lengai.

The second field study course explores the issues of development and cultural change from historical, anthropological and sociological perspectives through an exploration of many facets of the complex physical, biotic and social environments in which the Samburu cattle pastoralists live. The course is an intimate field study hosted and largely taught by members of the highly traditional pastoralist Samburu of Kenya themselves. In this field learning situation, students study the complex dynamics of traditional social organization and pastoralist ecology, together with contemporary social, political and environmental developmental issues. Extended contact is facilitated with the highland and lowland pastoralist Samburu, and includes discussions with elders, homestay hosts and formal teaching. Every effort is made to provide the students with perspectives on issues relating to these people which are their own.

The course is a physically demanding and a rigorous mental exercise, and is designed to give students a unique combination of introduction to and involvement with the Samburu and their environment. During the first week of the field course, students are guided on foot through three distinct Samburu lowland habitats--montaine, riverine and dry thorn bushland. These days provide a direct introduction to the pastoral environment and its resultant lifestyle. Students are expected to use the information gained on this portion of the field course for more intensive study of the highland Samburu lifestyle and environment.

The field course culminates in the second week, during which time the students share settlement and herding life with the Samburu as well as explore nearby highland forests in smaller groups with Samburu warriors as guides. A number of interpretive lectures are given by the field course leaders, and include topics such as Samburu survival strategies, pastoralist strategies, life-cycles, philosophy and cosmology, development and modernization.

During my too short two-week stay with the Pastoralist Samburu peoples, I faced so many challenges: challenges to my ideas about the relationship of love and sex; about romantic love and marriage; about ownership; about the essence of time. [I learned] of an entirely new

set of relationships for which the "give" is a commitment to the happiness and welfare of [others] and satisfaction gained from being a secure member of a stable and cohesive larger social group. [I] began to understand their words about the qualitative difference between the kind of self-centered love of youth and the highly rewarding love that grows out of and is the basis for a family. {Julie Convisser, Student}

The learning which takes place in both field courses is intellectually, experientially and physically challenging and demands that students gather and process information from disparate and unconventional sources. Students begin to realize that knowledge and understanding demands interdisciplinary familiarity and competence.

Students may elect to participate in an internship or independent study. In this component of the Kenya Program, students devote their final full month in Kenya to an internship which is arranged individually according to their academic field of specialty and interest. The timing and format is designed to allow the students time either in or away from Nairobi, and so to allow them to both develop and utilize their skills on projects to which they are assigned throughout the country. Further, by scheduling internships during the final month of the semester, students will have by then acquired considerable language and cultural skills that will enable them to be productive interns.

Where possible, students live with Kenyan families during their internships, and are thus in positions where interaction and sensitivity to local issues is maximized. Often the internships/independent study have a pre-professional focus, although this is not mandated. These study and service opportunities offer the students opportunities for professional growth, personal challenge and self-discovery, perhaps unparalleled in their undergraduate careers, and also provide students with opportunities to apply their academic learning to practical experience, and to contribute their intellectual and physical skills in a small but meaningful way directly to the host country of Kenya.

[The student] looked interested in learning and understanding another people's culture. This attitude made a lasting impression on the community ...I strongly believe that [his] inspiration motivated me, and I have enjoyed working with him. We accomplished far beyond my expectations. {Wilson Peru, Internship Host, Chevakale Branch YMCA}

It was great to have [the student] among the staff at Shariani Primary School. [Her] approach to teaching has been excellent, in that she never felt it a burden at all even to take on more teaching. She has always been very devoted and I am very pleased to note that the pupils have gained and benefited a lot from her short stay ... May I

take this opportunity to thank [her] most sincerely for the good work she has done and the wonderful understanding she has had with the entire staff. {S.M. Nassor, Headmaster, Shariani Primary School}

The Internships have been one of the aspects of the Program which have been consistently highly evaluated by the students. Indeed, it seems to be the case that many students are drawn to the Program because of this aspect of the curriculum. Internships provide the students with virtually unlimited opportunities to develop practical skills in their fields of specialty.

It is important that [we] students get a chance to give something back to a country from which [we] have gotten so much. I am really glad that I got the chance to do that. {Lauren Abrams, Student}

It has been our experience that in many of the Internships, students are challenged to the limits of their formal training and abilities and have the opportunity to discover their potential. In very many cases, they have been able to make a real contribution to their hosts and to the people of Kenya. In most instances, students put a great deal of effort into the Internships, with the result that the Program has been able to establish considerable credibility among international organizations, government ministries and parastatals, non-governmental organizations, financial and business institutions and individuals, which few other institutions have been able to duplicate.

During [the student's] period with us he has prepared two draft reports using data collected by our enumerators covering beehive and goat development. The standard of his reports was very high ... I hope he benefited as much from his stay as we did. {A. Weir, Technical Coordinator, Machakos Integrated Development Project}

[The student] has demonstrated keen commitment to his work . . . and during the period [he] has been with us, he has managed to develop some very useful pamphlets ... This has been a very positive contribution on his part, and for this we thank the organizers of the Kenya Semester Program, and through them this very able student. We would greatly appreciate this kind of co-operation in future. {J. Gathecha, Family Planning Association of Kenya}

[The student] approached the project with interest and enthusiasm. He worked in close harmony with all the people he came into contact with . . . He was an asset to our organization during his stay with us ... [He] was able to compile a very useful and meaningful overview of the industry, and ...the report is a good reference document that can be used as core information form which we can define a specific market. {T. Davidson, Vice President, Citibank (K) Limited}

[The student's] 13 page report is a very useful contribution to the monitoring of the fauna and flora of our reclaimed quarry floor. {R. Haller, Managing Director, Baobab Farm Limited}

[The student's] behavior, conduct, interest and initiative were outstanding, as was her sensitivity to the local culture. She is re-examining prior opinions, sifting her experience, asking questions and learning ... it was a mutually beneficial time. {J. Cason, For Oyugis Women's Group, Oyugis, Kenya}

For students who wish to consider an alternative to the formal and individually arranged internships/independent study described above, and depending on the level of student interest, field courses may be offered, which directly relate to and expand on one or more of the issues explored during the semester. For those with interest and background in history and/or development studies, the option of doing a four-week field course in African development is offered. Students do background reading in development, visit projects ranging from World Bank, U.N.D.P. to small-scale local NGO-initiated. There is often incorporated into the field course an opportunity for involvement in either the writing of project proposals or project assessment. The field course has focused on development initiatives in dryland regions, as well as the continuing problems of hunger, refugees and ecological crises.

For those students with interest and background in cultural history and/or archaeology, the option of doing a four-week field course on Kenya's coast is offered. This course visits many of Kenya's important archaeological sites as well as Mombasa, Lamu and Pate, and focuses on the development of Swahili culture and the Indian Ocean trade.

Finally, students are encouraged to travel and experience Kenya on independent travel opportunities. The foundation which the Program provides in orienting and familiarizing students to Kenya through academics and experience, provides them with the flexibility and sensitivity to independently discover and relate with peoples throughout Kenya. Students may travel independently on weekends when other group activities are not planned, and after the conclusion of the semester's formal curriculum.

I did much of my learning--by sitting and observing what was going on around me. I have come to realize that doing, moving and even questioning are not necessarily the most fruitful ways to spend a hour learning, that just being a silent observer can be the best means to gain the most from an experience. After hours of sitting in the shade of an acacia tree with my Samburu brother as he contemplates his grazing cattle, after hours spent quietly shelling groundnuts with my Western Province mother and sisters, after hours spent waiting in bank queues in Nairobi while the teller catches up on his colleague's

social calendar, I have come to know that time is not yours to waste or save or spend, it isn't what you have, it is what you live in. Life is not measured by what you get done, but life is doing. {Julie Convisser, Student}

Since its inception, the St. Lawrence University Kenya Semester Program has demonstrated a commitment to excellence, the maintenance of high academic standards and direct personal interaction between Kenyans and Americans. As well as taking courses taught by Kenyan scholars, students have benefited from the placements in rural and urban homestays, where many have established lasting friendships. In addition, most students have participated as an intern in one of a variety of Kenyan institutions in such fields as education, medicine, business, journalism, wildlife and tourism management and others. These internships have allowed students to contribute their expertise to Kenya on a volunteer basis as well as later helping them to move towards positions of responsibility in the United States or elsewhere in the world.

Finally, students are encouraged to interact with Kenyan university students. The Program's classes are held at the Y.M.C.A., a venue which is close to the University of Nairobi. In addition, the training which the Program gives, is designed to provide the students with the sensitivity and interest in interacting with Kenyans on an individual basis in diverse situations.

FACULTY, COURSE CURRICULUM AND TESTING.

Throughout the semester, students take formal academic classroom courses which directly address the social, political, economic, historical, geographical, environmental and developmental issues currently facing Kenya. Classroom learning is augmented by seminars, field study trips, panel discussions and films--all of which supplement and enhance learning. The Program offers a broad range of academic courses. Students are required to take four (4) courses during their stay in Kenya, for which they will earn full credit by St. Lawrence University to be applied towards their degree requirements.

Adjunct teaching faculty are drawn from the University of Nairobi, Kenyatta University and from other international organizations operating in Kenya. All courses are offered through the auspices of and accredited by St. Lawrence University.

Although sitting in a Nairobi classroom was never quite as exciting as milking a goat outside a manyatta...it was more satisfying than a similar class [in the U.S.]. Suddenly we could challenge each other and our professors with real experiences and observations rather than something someone saw in the last issue of Newsweek and reshaped to fit their argument...Often what we had seen or done was so

intriguing that assigned readings and lectures [became much more] relevant. {N. Bodurtha, Student}

The general academic theme of the Program is that of "*Development and Cultural Change in Africa.*" In terms of overall complementarity, the courses offered are designed to give students as comprehensive a curriculum as possible: the anthropology course provides the pre-historical background to East Africa; the geography course examines the nature and development of the physical environments of Kenya and human occupation of those environments; one of the history courses examines the course of social, economic and political development from the pre-colonial period to the end of British imperial rule in Kenya; and the government course charts numerous developments in East Africa since independence. Specialty courses such as the biology courses, literature, the senior anthropology projects, the history seminar and field courses and the internships complement and round out the curriculum.

The instruction of Kiswahili is one of the core curricula. We consider student acquisition of a working knowledge of Kiswahili essential to successful integration into Kenyan life, despite the fact that the students are in Kenya for just four months. Teaching of Kenya's national language is rigorous, with the result that many of the students are conversant in basic Kiswahili within eight weeks of their arrival in Kenya.

With this in mind, we have in the past years offered the courses described below. These courses constitute the core curriculum of the Program. Specific course offerings depend on student interest, requirements and enrollment each semester.

- **History 337.** "*East Africa Under Colonial Rule.*" This course surveys the political and economic history of East Africa under colonial rule (i.e., 1890's to 1960's) After sketching some important developments in nineteenth century East Africa by way of background, the course discusses European imperialism and the partition of East Africa, and the response of various African societies to the European intrusion. The colonial economies of Kenya, Uganda and Tanganyika are studied and there is discussion of the role of colonial institutions of government. The latter part of the course is devoted to the political history of the region up to independence. The objective of the course is to provide students with a perspective and a meaningful basis for an understanding of contemporary East Africa.
- **History 477.** "*Disaster and Crises in East African History: Survival Strategies Past, Present and Future.*" During the past decade, many parts of the African continent have been savaged by droughts, warfare, insecurity, diseases, periods of excessive rainfall and other calamities. African governments, development planners, aid and relief organizations, and

especially those Africans directly affected by these disasters, have been for the most part unable to cope with their extent and severity. The magnitude of human suffering defies comprehension.

The course explores some of the roots of these crises from an historical and anthropological perspective, using especially the East African record as evidence, and examines contemporary development and relief initiatives as well as long-term planning strategies currently being formulated to provide relief and stability to affected populations.

- **History 478.** "*Field Study in African Development (field course)*" Students in the field course pursue the question of development of dryland (arid and semi-arid) East Africa through an historical framework. Initial readings and seminars cover the history of specific social groupings within specific environments, examine integration into both the colonial and independent state framework and discuss development theory. In the field, students visit several development projects in diverse areas of Kenya, each of which has employed fundamentally different approaches to design, finance, implementation and level of local participation. Issues of environmental change, ecological and social crisis, hunger, refugees and cultural survival are also addressed.
- **History 447.** "*Special Topics: History and Culture of the East African Coast.*" This is a field course designed to offer an in-depth study of the Swahili people of the coast. By visiting three Swahili communities, Mombasa, Lamu and Pate Island, each representing a different stage in the development/underdevelopment of Swahili society, students will have the opportunity to examine the cultural identity, history (oral and written), archaeological record (8th - 17th century ruins) and the current state of development of the Swahili people. Lectures are given by the instructor and by local Swahili scholars. Activities will include visits to historical monuments, archaeological sites, homestays with Swahili families and dhow trips in the Lamu archipelago. Participants will be required to write and orally present a paper. The course will be conducted during the last month of the semester as an alternative to internships.
- **Government 337.** "*Politics and Government in East Africa: Kenyan and Tanzanian Experience.*" This is an introductory course on political development, social change and government in East Africa with emphasis on the comparative experience of Kenya and Tanzania. The course begins with the analysis of the colonial experience in East Africa as seen in the general African setting and proceeds to look at the divergent paths of nationalist struggle undergone in the two territories. After independence Tanzania opted for a socialist strategy--*ujamaa*--for economic development, while Kenya has relied, broadly speaking, on a capitalist economy and individual incentives. The course looks at the doctrinal

basis of the two strategies as well as the political background against which either strategy was adopted.

- **Government 337 (B)**. "*Introduction to Kenya Constitutional Law*." This course examines the historical background of politics in Kenya from the pre-colonial period to the present, concentrating on the development of contemporary institutions and organs of governance. Particular attention is given to the framework of state power and its distribution between the various government branches and the development of the non-governmental institutions. Matters of accountability, the rule of law, human rights, civil society and the participation of women in the democratic process are discussed. Finally, issues of multi-party political processes, together with constitutional reforms in Kenya are addressed. The course provides a critical framework for understanding contemporary Kenya.
- **Environmental Studies 318**. "*Women, Environment and Development in Africa*" This course focuses on the role of women in development in Africa. The course examines how women in Africa, with special reference to Kenya, relate to the physical environment, how they affect and are affected by changes in it, and what constraints and options women have as partners in development and environmental conservation. Special attention is paid to both official environmental and developmental policies and the role of NGO's and locally organized grass-roots movements. Women's participation in education and politics is also given attention. Issues examined in the course feed directly into topics explored in the field trips and courses.
- **Literature 337**. "*African Literature*." This course is designed to introduce students to the African literary heritage, to expose them to fresh ways of interpreting form and content in the various genres which represent the spoken, the performed and the written traditions of African literature, and to stimulate beginners in literature into reading habits and to add new dimensions to approaching literature among existing students of this discipline.

The course is a survey course, and covers African oral literature and its genres (folk tales, myths and legends, cosmologies), West African literature, East African literature and the literature of Southern Africa.

- **Geography 308**. "*Physical and Human Geography of Kenya*." This course examines the geology and geography of Kenya and the processes that brought the present relief into existence--faulting, volcanic activity and erosion. Discussion also includes climate, water resources, droughts and floods, vegetation and soils, and animal, bird and insect life and their effects on human geography. Instruction in human geography includes

language groups, population distribution, migrations and economic activity.

The classroom teaching is complemented by at least one weekend field study trip to the Rift Valley, in the region of Naivasha, Elementeita and Lake Nakuru to demonstrate concepts taught in the classroom.

- **Anthropology 308.** "*An Introduction to the Peoples and Cultures of East Africa.*" This is a general introductory course to the peoples and cultures of Kenya. The aims of the course are two-fold: to outline and describe the main features of the various cultural groups in Kenya, their origins, language, ecological adaptation, technology and work patterns, social organization, political systems, religion and world-view; and to provide students with a theoretical perspective which will allow them to compare these societies with one another and with societies throughout the world.
- **Anthropology 489.** "*Projects in Anthropology for Juniors and Seniors.*" This is a reading, seminar and laboratory course on the prehistory of East Africa, in which attempts are made to link the East African evidence to more general problems of archaeological theory and method. As the course is based at the National Museum and at the British Institute in Eastern Africa, ample opportunity is given for students to examine archaeological materials. During field excursions, several archaeological sites are visited.

Much of the course concentrates on the last 20,000 years, and in particular on the study of Later Stone Age hunter-fishers, early pastoral communities, and the advent of the Iron Age. The contributions of other disciplines to the understanding of the archaeological record are also given prominence.

- **Biology 282.** "*Tropical Ecology.*" This course is a laboratory/field course designed for biology majors with an interest in ecology and evolutionary biology. Examination is made into the factors which make tropical biology different from the temperate regions, as well as underlying principles common to all ecosystems. A number of habitats in Kenya are visited, both to provide a living example of lecture material, as well as to provide a natural laboratory for class field studies. (This course was replaced by the following course, *Behavioral Ecology*. . ., in the Spring 1985 semester.)
- **Biology 348.** "*Behavioral Ecology in an African Grassland Ecosystem.*" This course is a field course, done on an intensive basis over an uninterrupted period of four weeks. The aim of the field course is to provide students with the opportunity and challenge of understanding individual wild animal lives in a highly variable natural grassland environment. The Serengeti-Mara is Africa's largest, richest and most

dynamic ecosystem. The course explores the nature of animal social adaptability as a function of environmental change and survival strategy.

The initial ecological introduction establishes the framework for an evolutionary and comparative interpretation of the rich diversity of herbivores and carnivores which make the ecosystem their home. In addition to structured field exercises and projects, students have adequate scope for more informal natural history observations in this natural laboratory.

- **Modern Languages 101 and 102.** "*Kiswahili.*" The Kenya Semester Program recognizes that language skill is imperative to successful cross-cultural learning. The study of Kiswahili is deemed essential and is required of all student participants.

The Kiswahili course is taught in two streams in order to facilitate better student-instructor ratios and hence increased contact time. The emphasis of the course is to provide students with an intensive introduction to practical conversational Kiswahili through grammar and conversation.

- **Interdisciplinary Studies 337.** "*Internships.*" This course provides students with opportunity to earn academic credit for spending one month (a minimum of 160 hours) with an approved host organization or individual on a project relating to their area of academic interest and specialty. In addition to providing practical experience in the student's field, it also provides the students with opportunity during the concluding month of their stay in Kenya to contribute their skills to various Kenyan organization.

All the courses, with the exception of the internships and the field courses (history and biology), are offered during a seven-week period which begins immediately following the rural homestays. The latter two courses are offered during a four-week block of time at the end of the semester. Course instructors may accompany the students on field trips, and thus formal classroom study is well integrated with field learning.

FACILITIES.

St. Lawrence University maintains a Study Center in Kenya where the Program's office, directors' and staff residences, and student housing are situated. Public transportation is accessible to students, for transportation to Nairobi for classes, cultural events and other occasions. The Program maintains offices, archives, seminar facility and small but comprehensive library. Approximately 1,200 volumes, principally relating to Eastern African Studies are contained in this reference facility.

Classes are held in downtown Nairobi, the venue for which was chosen primarily because of its close proximity to the University of Nairobi. Students are encouraged to interact with Kenyan university students, and as well have been afforded reading privileges at the University Library. In addition, a number of other libraries are located within easy walking distance from this facility. For specialty classes such as archaeology, laboratory facilities have been made available at a number of other library and research facilities in Nairobi.

During four weeks of the time students are in Nairobi, they are resident with their urban homestay families. These families are generally middle-class, and occupy single-family residences or apartments located throughout the city. An attempt is made to house all students individually with families, and often these hosts are able to assist in transportation to and from classes and other events. Alternatively, students use public transportation.

While on field trips and study tours, students occasionally stay overnight in hotels (i.e., on their way from from the rural homestays), or more frequently, the entire group will camp (e.g., on all the field courses, the Samburu Field Study Course, the Tanzania Field Study Course, the weekend field trip to the Rift Valley, free weekends and free travel trips). The Program owns an inventory of camping gear, and is self-sufficient in all field situations.

STUDENT PARTICIPANTS.

Review and selection of student candidates is based on a combination of academic records, letters of recommendation, application essays and personal interviews. Application is open to students from any college or university, and during recent years over one-half of the participants in the Program have been drawn from institutions other than St. Lawrence University. The Program is enhanced by the diversity represented in the enrollment. We have continued to see an increasingly stronger commitment on the part of students towards African Studies as well as more academic motivation, and believe these to be factors relating to both a continually improving selection process and the Program itself.

St. Lawrence University has extended admission to the Program to a wide range of students, both in Kenya and the United States. Numerous students from other American colleges and universities have participated in the Program and the university continues to ensure that admission to the Program is open to all qualified candidates. The following represents some of the institutions which have sent students during the past several years:

Amherst College	Bates College	Beloit College
Bennington Coll.	Boston College	Bowdoin College
Brandeis University	Brown University	Bryn Mawr College
Bucknell University	Carleton College	Clark College

Colby College	Connecticut College	Cornell University
Columbia University	Colgate University	Dartmouth College
Denison University	Duke University	Franklin & Marshall Coll.
G. Washington Univ.	Georgetown Univ.	Hamilton College
Harvard University	Haverford College	Hope College
Indiana University	Lawrence University	Middlebury College
Northwestern Univ.	St. Michael's Coll.	Skidmore College
Smith College	Stanford University	S.U.N.Y.
Swarthmore Coll.	Trinity College	Tufts University
Univ. of Colorado	Univ. of Michigan	Univ. of Rochester
Univ. of Vermont	Univ. of Virginia	Vassar College
Washington Univ.	Wellesley College	Wesleyan College
Williams College		

Over the years, the Program has aimed for a group size of thirty students. A group size of greater than this number is impractical, given the sheer logistics of movement and field study, and as well potential cultural impact on societies with which the Program associates. Fewer than twenty-five student participants each semester places severe constraints on budget, given the curriculum and activities of the Program.

In recent years, the number of women participants have significantly outnumbered men, at a mean ratio of two to one. In addition, participation in the program by minorities, and particularly by African American students rarely has exceeded ten percent of the total. In the first case, the greater participation of women may be attributed to a number of factors: a greater tendency on the part of men towards pre-professional courses of study, which generally have less flexibility for abroad study; greater participation by men in athletics, again reducing the time they can spend abroad; and positive choices by women towards innovation in their curriculum choices.

In the second case, i.e., of the low percentage of participation by minority and black students, there are several important factors which may be significant. First, the percentages of minority students attending most of the colleges and universities from which students have traditionally been selected, closely parallel the percentages of students participating on the Kenya Program. Secondly, financial constraints may be a deciding issue for those students who would like to apply. Third, and perhaps most importantly, there may be a very real perception by these students that the Program, in its design, methodology and student composition, does not address their needs and is primarily a white, upper-middle class Program.

There are significant and real issues here to which the Program is addressing itself. The very nature of the size of each group, as well as the ethnic, economic and racial diversity represented within each group, has presented a significant challenge to the fundamental questions of the Program's approach

and methodology. In addressing this challenge, it has been the consistent aim of ongoing and continuous self-assessment and Program development to develop and present to students an Afro-centric approach in all areas of the Program's curriculum. This criteria is central to all aspects of Program development, revision and change.

The challenge before each group of students, as well as to each individual involved in the Program's design, administration and teaching, is to constantly keep an Afro-centric imperative as the baseline against which each aspect of the Program is measured. It is a further challenge, for each student participant to put aside their own individual biases and prejudices and work both individually and corporately to learn about and understand the many issues examined within the context of the Program from an African perspective. In many cases where problems of interpretation, context and methodology have been experienced, these can be traced directly to students' inability or unwillingness to step outside the limitations and bounds of their own experience.

PREPARATION AND ORIENTATION.

The students are prepared for the Kenya Semester Program in two phases: in the U.S.A. during the semester prior to their departure for Kenya; and in Kenya immediately following their arrival. Continual orientation to various aspects of the Program is also done throughout the time students are in Kenya.

Immediately after their arrival in Kenya, the students are given a highly structured and intensive orientation at the Study Center in Karen. Orientation includes: intensive Kiswahili study; exercises designed to familiarize students with cross-cultural interaction, situations and ethics; health and health care; Kenyan laws and regulations; and the Program's design and schedule. In addition, sessions are conducted which stress the practical application of both classroom and field learning situations. Students emerge from the brief but comprehensive orientation well-prepared for their rural homestays, which immediately follow, as well as for the remainder of the Program.

COUNSELING AND GUIDANCE.

We have attempted to anticipate problems relating to culture shock and social convention through an integrated orientation program and through maintaining accessibility to students for individual needs. Additionally, through the series of formal seminars conducted periodically throughout the semester, students have the opportunity to formally review, critically reflect upon and contextualize and integrate the various components of the program. These seminars are invaluable forums for individual and group learning, and for group support and assessment.

Students are actively encouraged throughout their semester in Kenya to discuss academic and personal matters with Program staff. The Program faculty-administrators and coordinator have had extensive experience in East Africa. One of the most rewarding aspects of Program administration has been the close and extended contact with students and Kenyans, and hence the opportunities to participate with them in situations which lead to a great deal of personal and intellectual growth. A very large proportion of the Program directors' time is spent shared with students and Kenyans on an individual or group basis, and because the learning can be slow and in many cases difficult, it is necessary for us to be both open and flexible in allowing access by both groups to them.

The first thing that comes to mind when I consider what I've gained from this semester is independence and confidence in my ability to handle myself in any situation. These feelings grew continuously over the semester. {Lauren Abrams, Student}

It is hard to define what I've learned this semester. I've learned about a Third World country in general, I've learned about life and my own ideas--I've been able to shed misconceptions. I have a stronger more real idea of who I am, what is important in life and what isn't. I know that I'll be able to use these few months as a solid base for the rest of my life. It is a positive feeling--a good one to have, facing [the future]. {Alexandra Kammerer, Student}

PROGRAM EVALUATION.

Evaluation of the Program is done in a number of ways and is a process in which all those who participate in the Program (directors, faculty, students, homestay hosts, students and other associated persons) have a part. Input from all perspectives is solicited and is part of our continuous effort to improve the Program and its many components.

First, Program evaluation is an on-going process throughout each semester. We assess each segment of each semester's curriculum as it occurs. This is done formally through participation in field components, through attendance at classroom lectures, and through assessment of student reaction to the Program. We also attempt each semester through discussion and correspondence to secure evaluations and suggestions for improvement from faculty, homestay hosts and others.

Secondly, students are encouraged to discuss each and every aspect of the Program with the Program's faculty-administrators. This provides us with feedback which is later placed within the context of written evaluations. Similarly, through the seminars, we are able to immediately assess student reactions to aspects of the Program. Through this on-going evaluation process, we are able to identify both student reactions to the Program and potential

problems, and incorporate these into student counseling and into future planning.

In addition, following completion of the classes and examinations, formal evaluation of the instructors and courses is done by students and administrators. These evaluations follow the format of evaluations utilized at St. Lawrence University in New York. The results are tabulated and discussed with individual faculty and then sent to the Kenya Semester Committee in New York. Faculty are expected to consider the evaluations in assessing their courses for content, presentation and examination. The Program Director uses the evaluations in assessing future course offerings and in suggesting improvements. During the final two weeks of each semester, students are also asked to complete a comprehensive Program evaluation form. These student evaluations are important to on-going Program development. Students are aware that we actively solicit and consider their recommendations. Student suggestions have played important roles in the following areas: organization of the semester; center management; Program logistics; and the quality of course offerings. During this time, students also complete evaluations of the Directors, which are then sent to St. Lawrence University.

We are also aware that the Program does have an impact on Kenyans who participate. With this in mind, we have given formal attention to assessing the effects of the cross-cultural learning upon Kenyan participants in the Program--particularly those families who are involved in the rural, urban and Samburu homestays. Formal meetings are held with each group to discuss the Program and its involvement in these communities, and to discuss problems which have emerged.

The results of these discussions have very much confirmed our belief that cross-cultural learning is a two-way process. However, it would also appear that the effects upon students may be much more profound than they are on Kenyan hosts. Kenyans involved with the Program evidenced a very good understanding of their roles as instructors who demonstrate their lifestyles and their values to the students in practical everyday life situations. In each instance, and within each community in which we have been involved, there has resulted an increased personal, cultural and national pride. There has also been an increasing commitment and interest in the Program to where we now have long waiting lists of people wanting to participate.

SCHOLARSHIP AND TRAINING.

St. Lawrence University has for a number of years recognized the importance of reciprocity of opportunity, and has thus made available training opportunities for Kenyan students on a regular basis. At present, St. Lawrence University offers two full four-year undergraduate scholarships to Kenyan

students annually, as well as one graduate scholarship in alternative years, in effect providing for nine fully sponsored students on campus in any given year.

The St. Lawrence University Kenya Scholarship Program, implemented in 1981-82, was designed to provide Kenyan students of promise opportunity to study at St. Lawrence University in the United States. At that time, the University made the commitment to admit one Kenyan student on full scholarship per year to a maximum of four students present at the University. The Kenya Scholarship provided all university fees for full four-year courses of study provided that the students remained in good academic standing.

In 1984, in recognition of the outstanding academic achievements of the Kenya Scholarship recipients, of the role of the Kenya Semester Program in educating American University Students to African Studies, and of the pressing needs of Kenyans for opportunities to pursue university degrees, the President of St. Lawrence University committed the University to doubling the annual intake of Kenyan students on full scholarship to two students per year. As the Scholarship Program has become fully implemented, there are a total of eight Kenyan undergraduate students studying at the University in any given year on scholarship.

In addition, in 1990, the university President Patti Peterson, expanded the educational opportunities for Kenyans by initiating a program of graduate Masters scholarships for Kenyan students. This scholarship is for two-year courses of study, and one Kenyan graduate student is in residence at all times. The scholarship recipients are expected to teach Kiswahili at first and second semester levels.

It should be mentioned that for many years, there have been a number of Kenyan students at St. Lawrence University who have studied on a private basis. Many of these students have received scholarship funding in addition to the formal Kenya Scholarship detailed above. The Kenya Scholarship Program is one of the most visible ways in which the University's commitment to cross-cultural education and exchange is evidenced.

Finally, during 1990-91, the alumni of the Kenya Semester Program began a funds drive to endow a third annual Kenya Scholarship. At this time, it appears as if this drive will be successful enough to recruit the first Alumni Scholar by the fall of 1994.

The Kenya Semester Program also provides other forms of training for Kenyans. Kenyan adjunct faculty who teach the academic courses offered to the Program's students are provided with opportunities to teach courses and students to which they would not otherwise have access. Faculty have found this valuable professionally, intellectually and personally.

Several Kenyan adjunct faculty have been offered visiting professorships at the University campus in New York during their sabbaticals. We propose to continue to seek funding for this kind of faculty exchange and hope to institutionalize such an exchange on a regular basis within the next two to three years.

A number of Kenyans have been offered training opportunities during our field courses. We have provided scholarships for Kenyans to participate in our Biology Field Course, where they were taught field research methodologies in censusing. Scholars were drawn from the Kenya Wildlife Service, IUCN staff and behavioral research staff. Scholarships have also been offered to Kenyans on the history and development field course. Instruction included field methodologies in project design and assessment.

AFFILIATION/ASSOCIATION WITH KENYAN INSTITUTIONS.

At the time of establishment of the Kenya Semester Program, and periodically in the history of the Program, St. Lawrence University has inquired to the University of Nairobi regarding formal affiliation. On these occasions, it has been the recommendation of University of Nairobi administration that formal affiliation on an institutional basis was inappropriate due to the size and nature of the Kenya Semester Program. The University of Nairobi has neither the staff nor the facilities to be directly involved with the Program. At present, the Program is reviewed and authorized on a continuing basis by the Office of the President, and has been granted Standing Approval to operate in Kenya.²

CONCLUSIONS.

The St. Lawrence University Kenya Semester Program has successfully completed its eighteenth year of continuous operations in Kenya. During this period, more than 1,800 university students have have been introduced to African Studies in a practical and sensitive manner. It has developed into one of the finest and most rigorous programs of its kind in the Third World, and is widely recognized as being a highly innovative program in international cross-cultural education and African Studies.

²St. Lawrence University has greatly appreciated the continued support and authorization of the Government of Kenya for this endeavor during the years of the Program's operation. We greatly value the opportunities afforded to our students, and believe that as the Kenya Semester Program develops, there will be many important ways that it will be of value to Kenya.

The Kenya Semester Program is in the forefront of undergraduate non-western area studies curriculum development and is on the cutting edge of multi-disciplinary cross-cultural educational philosophy. Students consistently demonstrate considerable personal, intellectual and spiritual growth during their semester in Kenya, a demonstration in and of itself of the Program's success. We now estimate that well in excess of ten percent of the Program's alumni have continued to pursue studies or careers with international and/or African content. St. Lawrence University continues to demonstrate a vision for and commitment to excellence in international education.

We are committed to the comprehensive integration of classroom and experiential learning, and to a multi-disciplinary perspective to learning. In the field, students are brought to intimate confrontation with the many relationships between widely varied areas of interest and study, and must learn the methodologies for critical examination of primary data. Not only is such learning therefore predicated on the immediacy and reality of the observed, but learning becomes fundamentally exciting. This immediacy and reality of the real world often presents to students intellectual dilemmas of interpretation and understanding to which they must respond if they are to truly learn. An attitude of openness must be discovered and cultivated and be foundational to all confrontations between objective reality and interpretation.

The methodological tools which students are taught in an environment such as cultivated by the Kenya Semester Program are applicable to processing and understanding issues across the range of cultural, political and economic boundaries which divide the world. Through a confrontation with seminal issues of development and cultural change facing East African societies, students begin to acquire the intellectual and personal resources needed to begin to deal with those issues and comparative issues globally.

ST. LAWRENCE UNIVERSITY

KENYA SEMESTER PROGRAM

To: Alumnae/i of Kenya Semester Program
Spring 1994

From: Kenya Semester Program Staff
St. Lawrence University

Date: May 18, 1994

Re: **What Next? Building on Your Kenyan/African Experience**

In 1992 we conducted a survey of over 900 alumnae/i who had participated in the Kenya Semester Program since its inception in the the mid-1970's. The survey was designed to achieve three goals; 1) to ascertain whether their Kenyan educational experience had any significant impact on their subsequent career(s); 2) to determine whether they could recommend any restructuring of the program based on their reflections several years later; and 3) to find out whether they would be willing to act as advisers to students who would be completing the program in future years. The survey responses provided a wealth of information, and we learned many things, among them that they wanted us to do a better job of helping alumnae/i inform themselves about "what next?" Over the intervening two years we have begun to draw on some of their experiences (see C. **Miscellaneous** below for more details), as well as do research on some of the opportunities that exist for undergraduate students or recent graduates who would like to pursue either international or African studies after their Kenyan educational experience. Below are a few important resources that we have compiled that we would like to bring to your attention. Hopefully, they will help you in formulating that next step in your own life or career.

A. Publications:

1. Kevin Danaher, **Beyond Safaris: A Guide to Building People to People Ties with Africa** (Trenton, New Jersey: Africa World Press, 1991).

Kevin Danaher has worked for many years for Global Exchange, a non-profit education and action center based in San Francisco, California which facilitates Americans building direct ties to grassroots development efforts in several "third world" countries,

particularly in Africa, Central/South America, and the Middle East. This is one of their numerous publications which comprises just about the best reference tool for American undergraduates searching for diverse opportunities to work in Africa or with African issues. This publication lists several hundred different organizations that provide opportunities for people to become involved with a diversity of efforts ranging from studying and volunteering in Africa to aid, trade, environmental work and corporate investment. The book also lists a number of other reference tools and major publications on Africa, as well as some of the best African Studies programs in the United States offering advanced training.

2. **The African-American Institute, Opportunities in Africa** (New York: The African-American Institute, 1993).

Founded in the early 1950's this Institute sponsors a broad range of educational programs, as well as helps educate United States Congressional staff about contemporary African issues. It publishes one of the premier periodicals on contemporary Africa called **Africa Report**. The abovementioned publication which is updated periodically covers a broad spectrum of opportunities ranging from teaching positions, grants and fellowships, volunteer and internship programs, to other study-abroad programs. The Institute also occasionally offers internships, and we have been able to get a few of our alumnae/i into these internships over the past few years.

3. **The Peace Corps and More: 114 Ways to Work, Study and Travel Overseas** (Global Exchange Publications, 2141 Mission Street, #202 San Francisco, CA. 94110)

This is one of the most valuable reference directories available and is periodically up-dated. The last directory was published in 1991.

4. There are a number of very valuable reference tools available which can help students locate in-depth information about Africa and African peoples. Besides helping you to continue to educate yourself, these resource tools often help students to identify more information on organizations which offer opportunities in Africa. Below are just a few of the best of these resources:

- a. **Africa: A Directory of Resources** (New York: Orbis Books, 1987)

- b. **The African Studies Companion: A Resource Guide and Directory** (New York: Hans M. Zell Publishers, 1989).

c. **A Guide to African International Organizations** (New York: K.G. Saur Publishers, 1992).

5. There are a number of major periodicals or bulletins which contain a wealth of information about contemporary African affairs which also often contain information about opportunities in Africa. Below are a few of the most important of these sources:

a. **International Employment Opportunity Bulletin** (Washington, D.C. Note: One section is devoted entirely to internship opportunities).

b. **African Commentary: A Journal of People of African Descent** (29 Pray Street, Amherst, MA. 01002).

c. **Africa News** (P.O. Box 3851, Durham, NC. 27702)

d. **Africa Report** (833 United Nations Plaza, New York, 10017)

e. **Africa Today** (Graduate School of International Studies, University of Denver, CO. 80208).

f. **TransAfrica Forum** (545 8th Street, SE, Washington, DC. 20003)

B. Organizations:

1. **Africare** (440 R Street, NW, Washington, DC. 20001)

This organization has some of the most extensive development involvement in Africa, and it has numerous employment opportunities.

2. **Global Exchange** (2141 Mission Street, #202, San Francisco, CA (94110)

This is a non-profit education and action center that facilitates Americans building direct ties to grassroots development efforts in many "Third World" countries. It publishes many resource handbooks.

3. **InterAction** (American Council for Voluntary International Action, 200 Park Ave., South, New York, NY, 10003)

This is a coalition of more than 100 development organizations working closely with non-governmental organizations in Africa. It also publishes an extensive list of U.S. relief and development

groups working in Africa.

4. **Overseas Development Network** (2940 16th Street, San Francisco, CA 94103)

This is an organization of college activists across the United States that organizes educational and fundraising activities on "third world" development issues. They also send students to live in some communities in Africa which are involved in grassroots development projects. They publish some important bulletins, particularly, **Opportunities in International Development in New England**.

5. **Oxfam America** (115 Broadway, Boston, MA. 02116)

This is one of the oldest and largest private development assistance organizations in the world. Oxfam supports material and technical aid projects in various parts of Africa, Asia, Latin America, the Caribbean, and the Middle East. It has many employment opportunities at various levels.

6. **Earthwatch** (680 Mount Auburn Street, Watertown, MA 02272)

This organization supports scholarly field research and employs volunteers to work on these research projects. Many of their projects are located in Africa.

7. **Non-Governmental Liasion Service (NGLS)** (Two UN Plaza, Room 1103, United Nations, New York, 10017)

NGLS helps link up non-governmental organizations throughout the world, especially those engaged in grassroots development projects. It supports a number of Africa Focus Projects around the United States, and publishes a quarterly publication entitled, **NGLS News**.

8. **Volunteers for Peace International Workcamps** (43 Tiffany Road, Belmont, VT 05730)

VFP serves as an information and referral center for volunteers to serve in work projects throughout the world, particularly in construction, environmental, social, and agricultural work. While volunteers pay some of their own expenses, many opportunities cover room and board expenses. VFP publishes a directory listing more than 800 opportunities in more than three dozen countries entitled, **International Workcamp Directory**.

9. **World Teach** (Phillips Brooks House, Harvard University, Cambridge (MA. 02138)

World Teach helps send college graduates to Africa, Central America, Asia and Europe for one-year of teaching in secondary schools. Volunteers must meet some of the costs of air fare, health insurance, etc., but the host communities provide housing and salary. We have had a few alumnae/i teach in both Kenya and Namibia with this organization.

10. **Washington Office on Africa** (110 Maryland Ave., NE, Washington (DC. 20002)

WOA carries out education and human rights campaigns, as well as lobbies to improve United States foreign policy towards Africa. It produces an array of educational materials and newsletters. It often employs volunteers to help in its numerous activities.

C. Miscellaneous:

1. **St. Lawrence Kenya Semester Program Survey** (International Education Office, St. Lawrence University, Canton, NY 13617)

This survey is available to all alumnae/i of the Kenya Semester Program. One of its most valuable component is a directory of former alumnae/i who are willing to act as career advisers to students recently completing the program. The directory is broken down into various career categories; i.e. medicine/health, environment, graduate studies, business/law, biological sciences, education, international development, journalism, and others. You may want to specify just those areas in which you have a particular interest. St. Lawrence University intends to up-date this survey every few years, partially with a view to expanding networking linkages with alumnae/i.

ST. LAWRENCE UNIVERSITY
Department of History

To: Laura O'Shaughnessey
Director, Office of International Education

From: David Lloyd and Howard Brown

Date: November 8, 1993

Re: Some Recently Published Materials on International Education

1. Altbach, Philip, "Patterns in Higher Education Development: Toward the Year 2000," *Review of Higher Education*, 14, 3 (1991), 293-316.
2. Anderson, Lee, "A Rationale for Global Education," in Kenneth Tye (ed.), *Global Education* (Arlington, Va.: Association for Supervision and Curriculum Development, 1991).
3. Arum, Stephen, *International Education. What Is It? A Taxonomy of International Education of United States Universities* (New York: Council on International Education Exchange. Occasional Paper No. 23, ED305 835, 1987).
4. Bok, Derek, *Beyond the Ivory Tower: Social Responsibilities of the Modern Univesrity* (Cambridge, Mass: Harvard University Press, 1982).
5. Boyer, Ernest, *College: The Undergraduate Experience in America* (1987).
6. Burn, Barbara, *Integrating Study Abroad into the Undergraduate Liberal Arts Curriculum: Eight Institutional Case Studies* (New York: Greenwood Press, 1991).
7. Burn, Barbara, I. Cerych and A. Smith (eds.), "Study Abroad Programs," *Higher Education Policy Series II*, vol. 1 (London: Jessica Kingsley, 1990).
8. Burn, Barbara and Ralph Smuckler, *A National Mandate for Education Abroad: Getting on with the Task* (Washington, D.C.: National Association of Student Affairs, 1990).
9. Carlson, Jerry et al., *Study Abroad: The Experiences of American Undergraduates* (New York: Greenwood Press, 1990).

10. Council on International Education Exchange, **Black Students and Overseas Programs: Broadening the Base of Participation** (New York, 1992).
11. Coombs, Philip H., **The World Crisis in Education: The View from the Eighties** (New York: Oxford University Press, 1985).
12. Coombs, Philip H., **International Studies Funding and Resource Book: The Education Interface Guide to Sources of Support for International Education**, 5th ed. (Council on International and Public affairs: Apex Press, 1990).
13. Draper, Jamie B., **The State of the States: State Initiatives in Foreign Languages and International Studies 1979-1989** (Washington, D.C.: Joint National Committee for Languages, 1989).
14. Edmondson, Locksley, "Black American Educational Interests in the Era of Globalism," **Journal of Negro Education**, 53, 3 (1984), 243-56.
15. Engerman, David and Parker Marden, **In the International Interest: Contributions and Needs of America's Liberal Arts Colleges** (Beloit, Wis.: Beloit College Press, 1992).
16. Groennings, Sven and David S. Wiley (eds.), **Group Portrait: Internationalizing the Disciplines** (New York: The American Forum on Global Education, 1990).
17. Lambert, Richard, **International Studies and the Undergraduate** (Washington, D.C.: American Council on Education, 1989).
18. McCaughey, Robert, **International Studies and Academic Enterprise: A Chapter in the Enclosure of American Learning** (New York: Columbia University Press, 1984).
19. McCaughey, Robert, "International Education and General Education: The Alliance Yet To Be," **Liberal Education**, 70, 4 (Winter, 1984), 343-74.
20. Nicholson, Carol, "Post-Modernism, Feminism and Education: The Need for Solidarity," **Educational Theory**, vol. 39, no. 3 (Summer, 1989), 197-205.
21. Opper, S., U. Teichler and J. Carlson, "The Impact of Study Abroad Programmes on Students and Graduates," **Higher Education Policy Series II**, vol. 2 (London: Jessica Kingsley, 1990).
22. Pickert, Sarah and Barbara Turlington, **Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders** (Washington, D.C.: American Council on Education, 1992).

23. Rossides, Daniel, "Knee-Jerk Formalism: The Higher Education Reports," *Journal of Higher Education*, 58, 4 (July/August, 1987), 404-29.
24. Smith, Barbara, "Toward a Black Feminist Criticism," in Elaine Showalter (ed.), *The New Feminism Criticism* (1985), 168-85.
25. Sovern, Michael, *In Search of Reason: American Ignorance in a Dangerous World* (New York: Columbia University Press, 1983).
26. "Text of the Foreward, Introduction, and Core Course Descriptions from the Model Curriculum Proposed in the Humanities Fund Report," *Chronicle of Higher Education*, (October 11, 1989), A16-20.
27. Wiley, David, "A Bibliography: International Perspectives in the Undergraduate Curriculum," in Sven Groennings and David Wiley (eds.), *Group Portrait: Internationalizing the Disciplines* (New York: The American Forum for Global Education, 1990).
28. Zikopoulos (ed.), *Open Doors 1990-91: Report on International Exchange* (New York: Institute of International Education, ED 340 324, 1991).