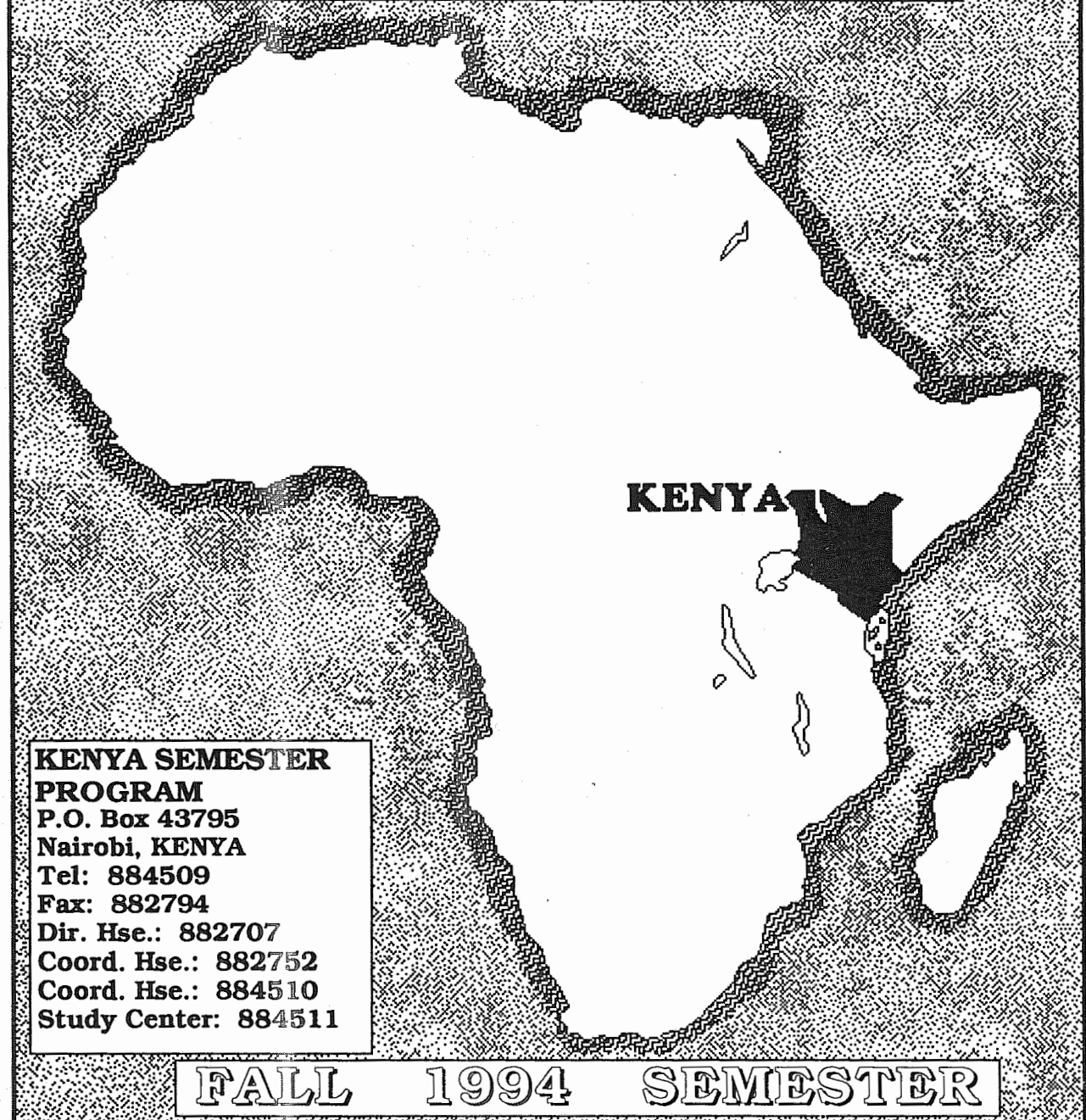


Paul Robinson

# ST. LAWRENCE UNIVERSITY

## KENYA SEMESTER PROGRAM



**KENYA SEMESTER  
PROGRAM**  
P.O. Box 43795  
Nairobi, KENYA  
Tel: 884509  
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Coord. Hse.: 884510  
Study Center: 884511

**FALL 1994 SEMESTER**

# PROLOGUE

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 an 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 Abaluhya 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]

## CONTENTS

<b>I. Prologue</b> .....	i
<b>II. Contents</b> .....	ii
<b>III. Introduction</b>	
Introduction to the Kenya Semester.....	1
Objectives and goals.....	3
Calendar.....	6
<b>IV. Orientation</b>	
Orientation Schedule.....	7
Living Center Policies.....	9
Maps.....	11
Program Calendar (narrative).....	19
<b>V. Students</b>	
Participants.....	21
Students' addresses.....	22
<b>VI. Who To Ask - Responsibilities</b> .....	25
<b>VII. Currency and Currency Regulations</b> .....	26
<b>VIII. Crisis Management</b> .....	27
<b>VII. Rural Homestays</b>	
Schedule.....	29
Taita Vocabulary.....	30
Homestay Families.....	31
<b>VIII. Urban Homestays</b> .....	32
<b>XIII. Curriculum</b>	
Kenya Semester Program Curriculum (Abstracts).....	34
Library Resources in Nairobi.....	38
Courses for the Fall 1994 Semester.....	40
Class Schedule.....	41
Academic Policies.....	42
Field Study/Field Journals.....	45
Course Syllabus: History 337.....	50
Course Syllabus: Sociology 326N.....	54
Course Syllabus: Environmental Studies 318.....	59
Course Syllabus: Literature 348.....	64
Course Syllabus: Kiswahili 101.....	70
Course Syllabus: Kiswahili 102.....	73
Syllabus (field study): Rural and Urban Homestay Seminars.....	75
Course Syllabus: Tanzania Field Study Component.....	78
Course Syllabus: Samburu Field Study Component.....	80
Course Syllabus: Integrated Field Study in E.A. (including Internships).....	84
Course Syllabus: History 478.....	86
<b>XIV. Conclusion</b> .....	91

## INTRODUCTION TO THE KENYA SEMSTER PROGRAM

In his recently published book, *Man on Earth*, John Reader, presents the following argument:

In 1986 the scientific journal *Nature* published papers suggesting that everyone alive on Earth today is descended from a small number of men and women who emigrated from Africa - the acknowledged cradle of mankind - not later than 50,000 years ago. Biologists from the University of California at Berkeley have taken this proposition even further, presenting genetic evidence to suggest that the entire modern human population is descended from a single woman who lived in Africa about 200,000 years ago.

These hypotheses are as yet unproved, but they reflect a truth that is gradually beginning to dawn on mankind: despite all the apparent differences of race, color, language and creed, the people of the world have much more in common than was formerly supposed. All mankind shares a unique ability to adapt to circumstances and resolve the problems of survival. It was this talent which carried successive generations of people into the many niches of environmental opportunity that the world has to offer - from forest, to grassland, desert, seashore and icecap. And in each case, people developed ways of life appropriate to the particular habitats and circumstances they encountered. A variety of distinctive physical, social and cultural characteristics evolved among groups isolated from one another, so that eventually the common inheritance of mankind was obscured by the bewildering diversity of looks, lifestyles, cultures and beliefs that divides and creates problems among people . . .

. . . A tragic conflict between aspiration and exploitation flaws the history of civilization - the commonality of man always divided by individual interests; the inspired ideals of humanity always compromised by the pragmatism of human behavior. Time and time again the human capacity for ingenious adaptation has lifted people above the determining bounds of the environment into realms of civilization where culture seems an end in itself, and mankind truly the paragon of animals. Then, time and again, human ambition has reached beyond prudence and civilization has foundered. Mankind seems on the brink of such a crisis now, with the relentless exploitation of resources, and the reckless pollution of the global environment consorting to threaten disaster on an unprecedented scale.<sup>1</sup>

---

<sup>1</sup>John Reader, *Man on Earth*, Glasgow: William Collins Sons & Co., Ltd., 1988, pp. 7-8, and 240.

Can the commonality of our shared inheritance, the ingenuity of our ancestry and the bonds of our common humanity at least allow us to perhaps begin to solve these problems from a foundation of an understanding of one another? In Africa, where humanity developed the basics of our shared cultures, we can rediscover many of those characteristics which facilitated our development over millennia and which made us human. Our common inheritance and bonds may provide us with the keys to our identity and our future on this globe.

## THE KENYA SEMESTER PROGRAM: HISTORY AND OBJECTIVES

The St. Lawrence University Kenya Semester Program was established in 1974, and since then approximately 1,000 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.

St. Lawrence University enjoys the continuing support of the Government of the Republic of Kenya, and conducts the Kenya Semester Program in Kenya under the direct and continuing standing authority of the Office of the President of Kenya (Ref. No.: OP13/001/C1927).

**Educational Aims and Objectives.** The general educational aims of the St. Lawrence University Kenya Semester Program are to expose and introduce American university students to new values and cultural traditions, to increase cross-cultural understanding, and to introduce students 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 classroom and field learning situations including: rural homestays; urban homestays; classroom teaching; field teaching and study components; internships/ independent study; and non-directed activities.

**A. Rural Homestays.** The Rural Homestays are designed to enable students to 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 a three-day intensive orientation at the St. Lawrence University Study Center in Karen, immediately after the students arrive in Kenya. During the past fifteen years, the rural homestays have been conducted among the Kikuyu, Akamba, Luo, Abaluhya, Kisii and Taita peoples.

**B. Urban Homestays.** Students are placed individually with urban Kenyan families for a period of four weeks, during which time the students are also taking classroom study 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.

**C. Academic Study: Classroom and Field.** The Kenya Semester Program consists of an integrated classroom and field study curriculum. Classroom study and field study together constitute the courses which carry university credit. There is a fundamental linkage and interdependence between the classroom and field.

**1. Classroom Study Component.** Students register for courses which directly address the social, political, economic, historical, geographical,

environmental and developmental issues currently facing Kenya. Formal classroom teaching takes place in a six and one-half week block of time, and is complemented by seminars, field study components, panel discussions and films--all of which enhance learning.

**2. Field Study Components.** Field study components are built into the Program's curriculum. These facilitate the exploration, in various field contexts, of the many issues central to the Program's overall curriculum.

**(a) Tanzania Field Study Component.** All students participate in a two-week field study component in the northern Maasai steppe in Tanzania. This course is designed to explore the problems of conservation and land management in the conservation areas of the region, as well as exploring environmental and wildlife behavioral issues. The regions through which we travel have been continuously occupied by mankind and our ancestors for more than 3 million years, and provides an important context for the development of our species.

**(b) Samburu Field Study Component.** All students participate in a two-week field student component amongst the traditional Samburu pastoralists. The component is designed to integrate the previous classroom learning with the intellectual, experiential and physical challenges of living with the Samburu. In a field learning situation, students study the complex dynamics of pastoralist social organization and pastoralist ecology, together with contemporary social, political and environmental issues.

**(c) Internships.** During the final month of their stay in Kenya, students devote four full weeks to an internship which is arranged individually according to their academic field of specialty and interest. Often the internships have a pre-professional focus, although this is not a requirement. Internships offer the students opportunities for professional growth, personal challenge and self-discovery, perhaps unparalleled in their undergraduate careers. The internships also provide students with opportunities to apply their academic learning to practical experience, and as well to contribute their intellectual and physical skills directly to the host country of Kenya. Host evaluation, formal papers relating to the internship, and field journals which students keep throughout the semester, form the basis of the internship evaluation.

**(d) History Field Course.** In any given semester, a separate field course may be offered by the Program Director, which students may elect to do in lieu of an internship. At present, this field course is in the field of history. The field course is a study of current developmental problems facing Africa. Students explore the

environmental, economic and social issues facing societies in Africa, using the region's drylands as a case study. In the field, students are presented with fundamentally different approaches to development, ranging from large-scale bilateral projects, to small, locally initiated projects. Successes and failures of projects within each approach are investigated.

**D. Non-directed Activities.** 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.

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, many students have participated as interns 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.

The fundamental goals of the Program remain the basic six objectives of the University as outlined above. The Program contributes to these goals by:

1. increasing cross-cultural understanding generally;
2. increasing an appreciation of Kenyan history and culture in particular;
3. providing opportunities for two-way exchanges of Kenyan and American students.

St. Lawrence University extends the benefits of 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 in the past and will continue to do so. Also, numerous Kenya students have studied at the main St. Lawrence University campus in Canton, New York, U.S.A. At present, St. Lawrence University offers two full four-year scholarships to Kenyan students annually, in effect providing for eight fully sponsored students on campus in any given year.



**LAWRENCE UNIVERSITY KENYA FALL 94**

MON	TUES	WED	THURS	FRI	SAT	SUN	
Aug 22 ARRIVAL	23	24	25	26 Travel to RHS	27	28	AUG
ORIENTATION				RURAL HOMESTAYS			
29	30	31	Sep 1	2 End HS To Tsavo	3 Return to Nairobi	4	SEPTEMBER
RURAL HOMESTAYS				WEEKEND			
5 CLASS Week 1	6	7	8	9	10	11	
12 CLASS Week 2	13	14	15	16	17	18	
TANZANIA FIELD COMPONENT				TZA FIELD COMP.			
19	20	21	22	23	24	25	OCTOBER
TANZANIA FIELD COMPONENT				WEEKEND			
3 CLASS Week 3	4	5	6	7 Return to Nairobi	8	9	
URBAN HOMESTAYS: (3 Oct. - 12 Nov.)				HOMESTAY WEEKEND			
10 MOI DAY	11 CLASS Week 4	12	13	14	15	16	
17	18	19	20 Kenyaatta Day	21	22	23	NOVEMBER
SAMBURU FIELD COMPONENT				SAMBURU F.C.			
24	25	26	27	28	29 Return to Nairobi	30 FREE DAY	
31 CLASS Week 5	Nov 1	2	3	4	5	6	
WEEKEND				CLASS Week 6			
7 CLASS Week 6	8	9	10	11	12 HS END BBQ	13 STUDY DAY	DECEMBER
CLASS REVIEW PAPERS, STUDY				EXAMS			
14	15	16	17	18	19 Travel to IDS/FIELD COURSE	20	
INTERNSHIPS / FIELD COURSE							
21	22	23	24	25	26	27	
INTERNSHIPS / FIELD COURSE							
28	29	30	Dec 1	2	3	4	DECEMBER
INTERNSHIPS / FIELD COURSE							
5	6	7	8	9	10	11	
INTERNSHIPS / FIELD COURSE							
12 UHURU	13	14	15	16	17	18	
INTERNSHIPS / FIELD COURSE					EVAL/PROG ENDS		

## ORIENTATION SCHEDULE

August 20 - 26, 1994

### **Saturday, August 20**

3:30 a.m. Arrival at Jomo Kenyatta Airport  
7:30 p.m. Arrive at the S.L.U. Study Center. Breakfast, unpack and settle in.  
- Rest until lunch -  
12:30 p.m. Lunch  
1:30 p.m. Tour of campus  
2:00 p.m. Formalities - passport registration, health cards, etc.  
Introduction to the Kenya Semester Program  
6:30 p.m. Welcome Dinner  
7:30 p.m. Introduction to staff

### **Sunday, August 21**

7 - 8:30 a.m. Breakfast  
9:00 a.m. Rest/Readings/ Optional Christian Worship Service  
12:30 p.m. Lunch  
2:00 p.m. Depart for Lake Naivasha and Burch's campsite  
5:00 p.m. Set up camp  
6:30 p.m. Dinner  
7:30 p.m. Introductory Group meeting

### **Monday, August 22**

7:00 a.m. Breakfast  
8:00 a.m. Depart for Hell's Gate  
1:00 p.m. Lunch at camp  
2:00 p.m. Introduction to Syllabus/Journal keeping  
- Relax/Readings -  
6:30 p.m. Dinner

### **Tuesday, August 23**

7:00 a.m. Breakfast  
- Pack up camp -  
9:00 a.m. Depart for Center  
12:30 p.m. Lunch  
2:00 p.m. Kiswahili Orientation - Mrs. Winnie Kivutha and Mr. Peter Ndeleva  
6:30 p.m. Dinner

### **Wednesday, August 24**

7 - 8:30 a.m. Breakfast  
9:00 a.m. Personal health & health care in Kenya  
12:30 p.m. Lunch  
2 - 5:00 p.m. Interaction with faculty/discussion of core readings  
**Note: You must have done your readings by now**  
6:30 p.m. BBQ with faculty followed by further discussion

**Thursday, August 25**

- |               |  |
|---------------|--|
| 7 - 8:30 a.m. | Breakfast  |
| 9:00 a.m.     | Orientation to Rural Homestays, seminars.                          |
| 12:30 p.m.    | Lunch  |
| 2:00 p.m.     | Rural Homestays orientation continued. David Kitawi,<br>Taita Host |
| 6:30 p.m.     | Dinner   |

**\*\*\*\*PACK FOR DEPARTURE TO TAITA/TAVETA DISTRICT\*\*\*\***

**Friday, August 26**

- |           |                            |
|-----------|----------------------------|
| 6:30 a.m. | Breakfast                  |
| 7:30 a.m. | Depart for Rural Homestays |

**ST. LAWRENCE UNIVERSITY  
STUDY CENTER POLICIES**

1. **ROOM CLEAN-UP.** Each student is responsible for the general cleanliness and orderliness of his/her own space (ie. bed, dresser and immediate surroundings). Clothes, books, etc. should be off the floor to allow room for Joyce and Douglas to sweep and clean.
  
2. **MAIL.** Mail will be taken into town and posted daily. Make sure that your letters are properly stamped and leave them in the outgoing mail bin in the seminar room. Incoming mail will be collected daily by one of the drivers, and distributed to your mailbox at the seminar room or at the downtown classroom.
  
3. **CAMPING EQUIPMENT.** Tents, water bottles, cooking gear, ensolite pads, etc. are located in **Doug's Duka**. If you wish to borrow camping gear, contact Douglas well in advance of your safari, and he will check out the equipment to you and sign it back in upon your return. You are responsible for replacement of lost or stolen equipment and for the repair of damaged items. Take good care of the tents; they are the same ones we use for group outings.
  
4. **VISITORS.** All invitations to overnight visitors or to dinner guests must first be cleared with Sam one day in advance. A fee of Sh. 200/- will be charged per night, with an additional charge for meals.

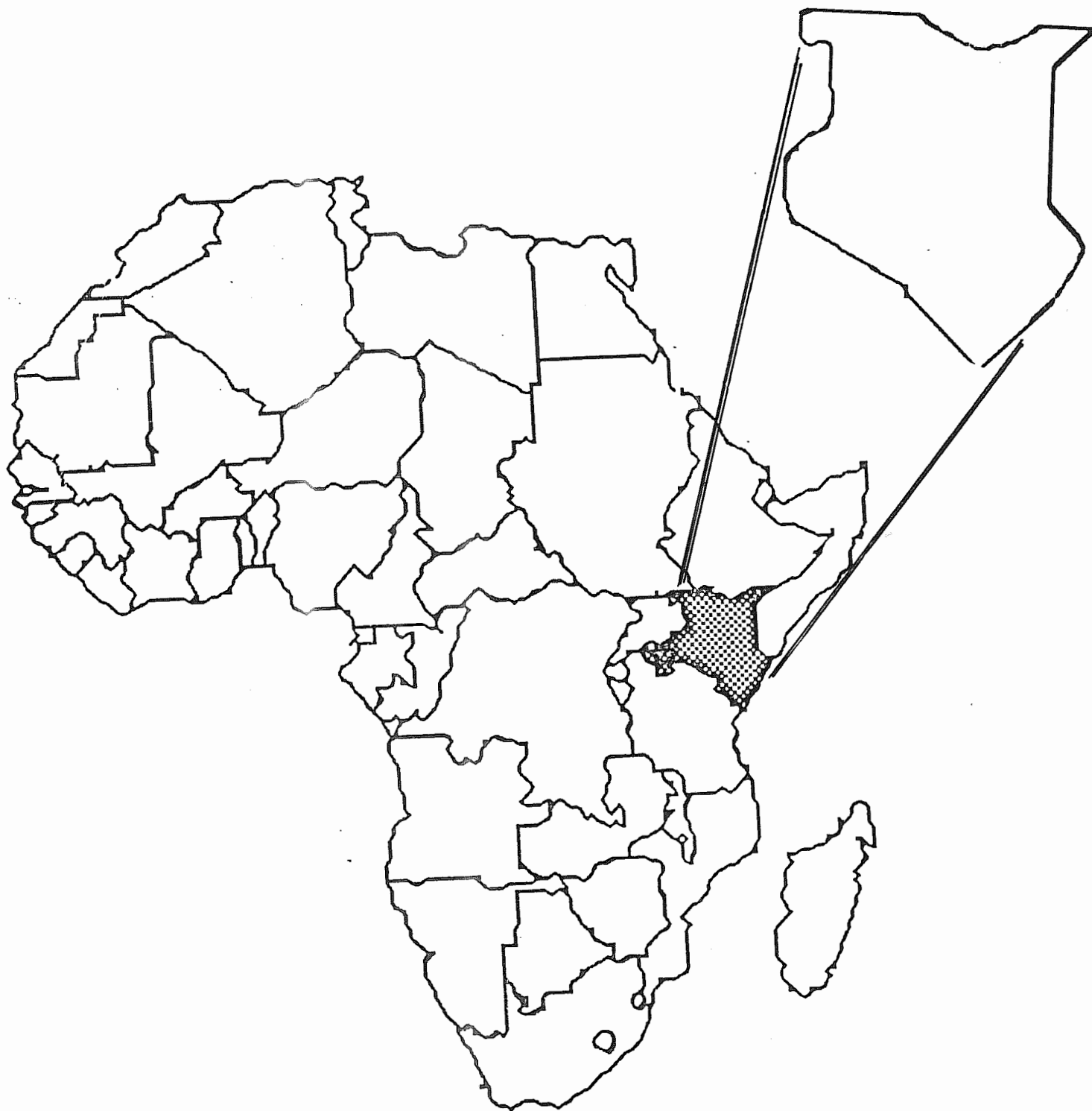
Dinner	- Sh. 100/-
Lunch	- Sh. 80/-
Breakfast	- Sh. 50/-
  
5. **LAUNDRY.** Laundry facilities are located at both Paul's and Andrea's houses. Our staff will wash and hang out your laundry; it will be your responsibility to take your clothes off the clotheslines. You will have your laundry done once per week while you are at the center, and at other times during the semester (e.g., after field trips) as arranged. A fee for the laundry service will be deducted from your deposit. Please check the posted lists for your laundry day and adhere to it! Water supplies are limited so it is necessary to stick to this schedule. Please drop off your bag between 8:00 - 8:30 a.m. on your scheduled morning.
  
6. **WEEKEND TRIPS.** You must sign out before leaving Nairobi for the weekend. The signout ledger is in the library. Please state your destination, time of departure and return, traveling companions and mode of transportation. We ask that you not travel alone, preferably in groups of three or more.

7. **LIBRARY**. You are free to use the library at any time. The system for checking out books is based entirely on an honor system. After selecting a book(s) please sign it out in the log book near the door. Upon returning the book sign it back in. If the library is locked see one of us for the key.
  
8. **COMPUTERS**. We have three Apple MacIntosh powerbook and one Apple MacIntosh portable computers available for student use. The computer room is located off the library. **All computers MUST remain in this room at all times.** Instructions are posted as to how to use these. Please adhere to sign-up policies.
  
8. **DOUG'S DUKA**. We have a small kiosk, where you may purchase items such as stationary, stamps, sodas, snacks toiletries and other items. When you are in residence in Karen, the duka will be open each afternoon from 5:30 p.m. to 7:00 p.m.

## MAPS

On the following pages, you will find a number of maps which will be of use to you during your stay in Kenya.

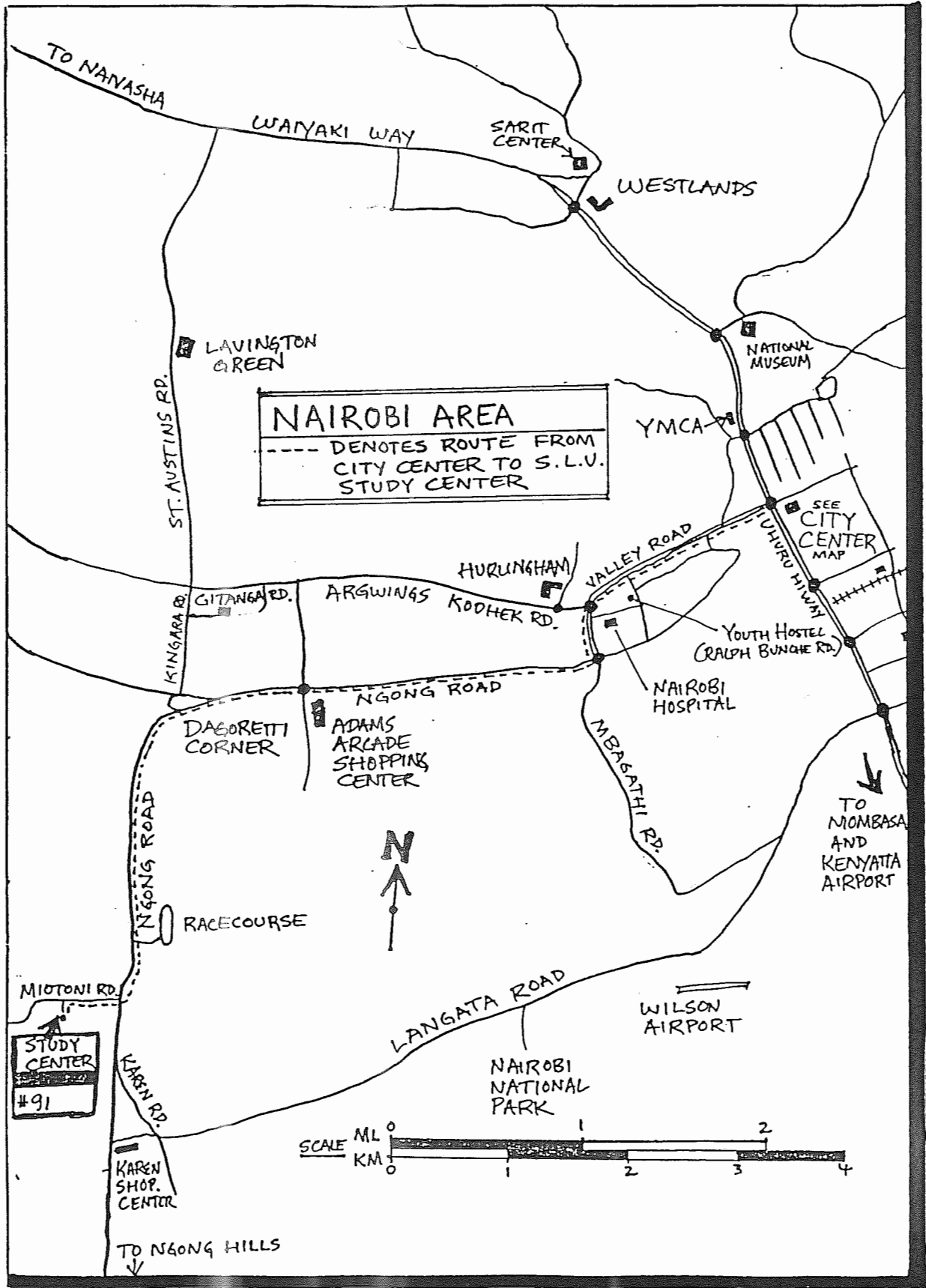
- MAP 1**      *Map 1 is a map of the continent of Africa, with the political divisions outlined. You may want to fill the country names in during the semester as you learn about the continent.*
- MAP 2**      *Map 2 is a map of the language regions of Kenya. These correspond to the major ethnic groups of the country. There are three major language groupings under which all the languages may be subsumed--Bantu, Nilotic and Cushitic.*
- MAP 3**      *Map 3 is a sketch map of the Nairobi area, showing the major roads linking the city center to the suburbs, including Karen, where we are located.*
- MAP 4**      *Map 4 is a sketch map of the neighborhood in which the Study Center is located.*
- MAP 5**      *Map 5 is a street map of downtown Nairobi, including the location of the University of Nairobi and the YMCA; the latter of which is the location of our classroom.*
- MAP 6**      *Map 6 shows the major streets in the city of Mombasa. Mombasa city is an island, accessed by causeway from Nairobi, by ferry to the south coast, and by bridge to the north coast.*
- MAP 7**      *Map 7 is a historical map of the boundaries of Kenya.*

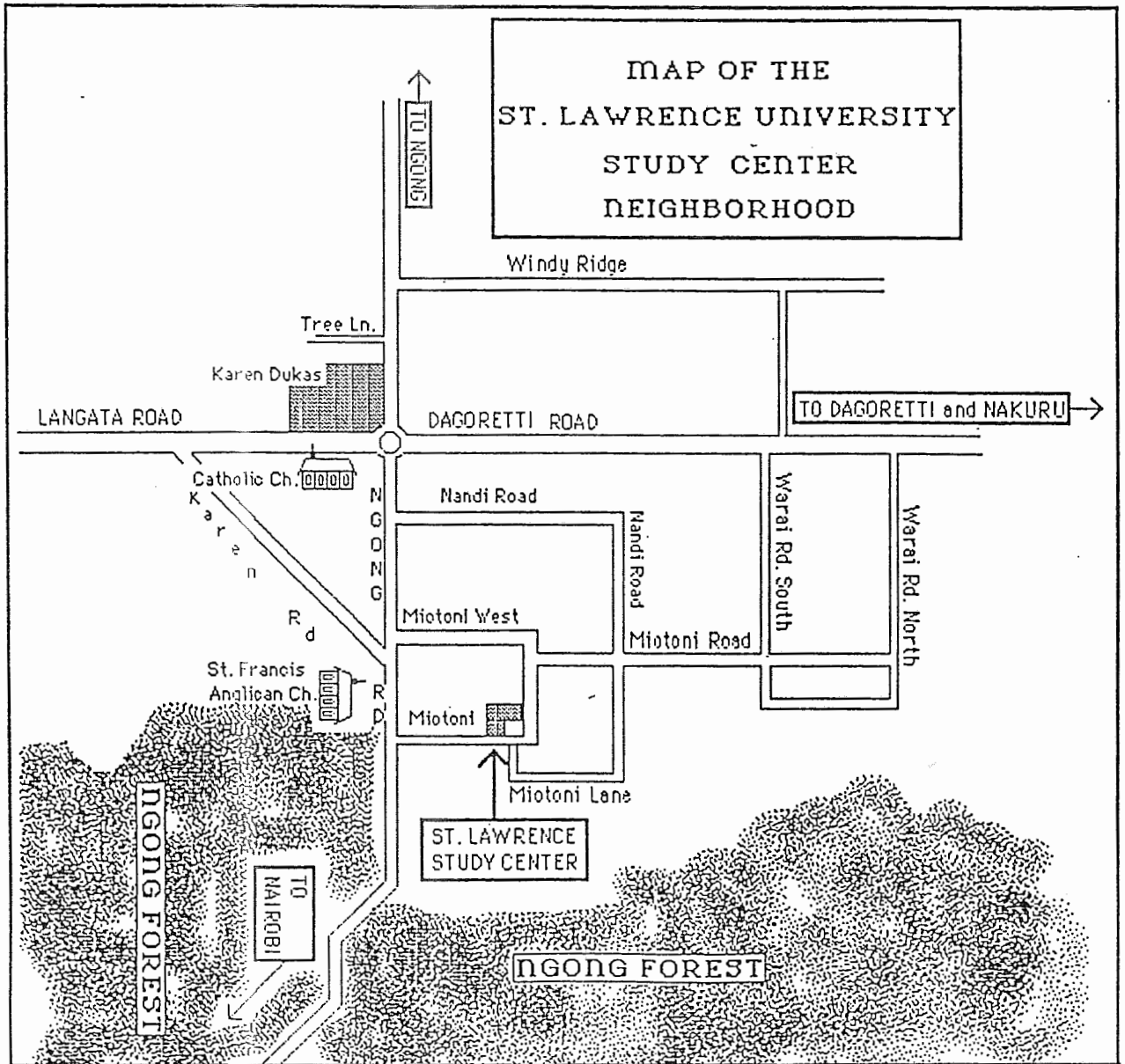


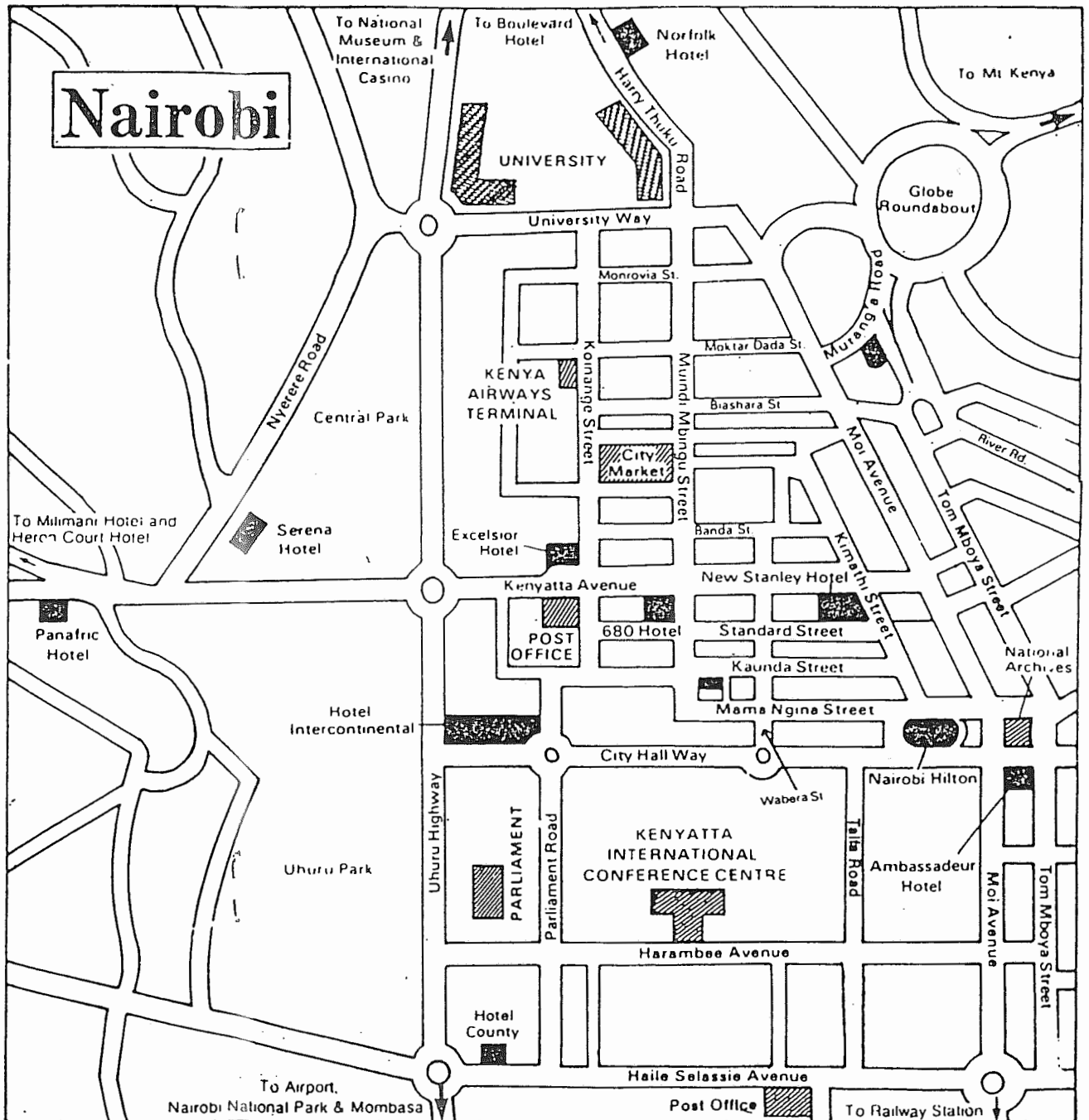


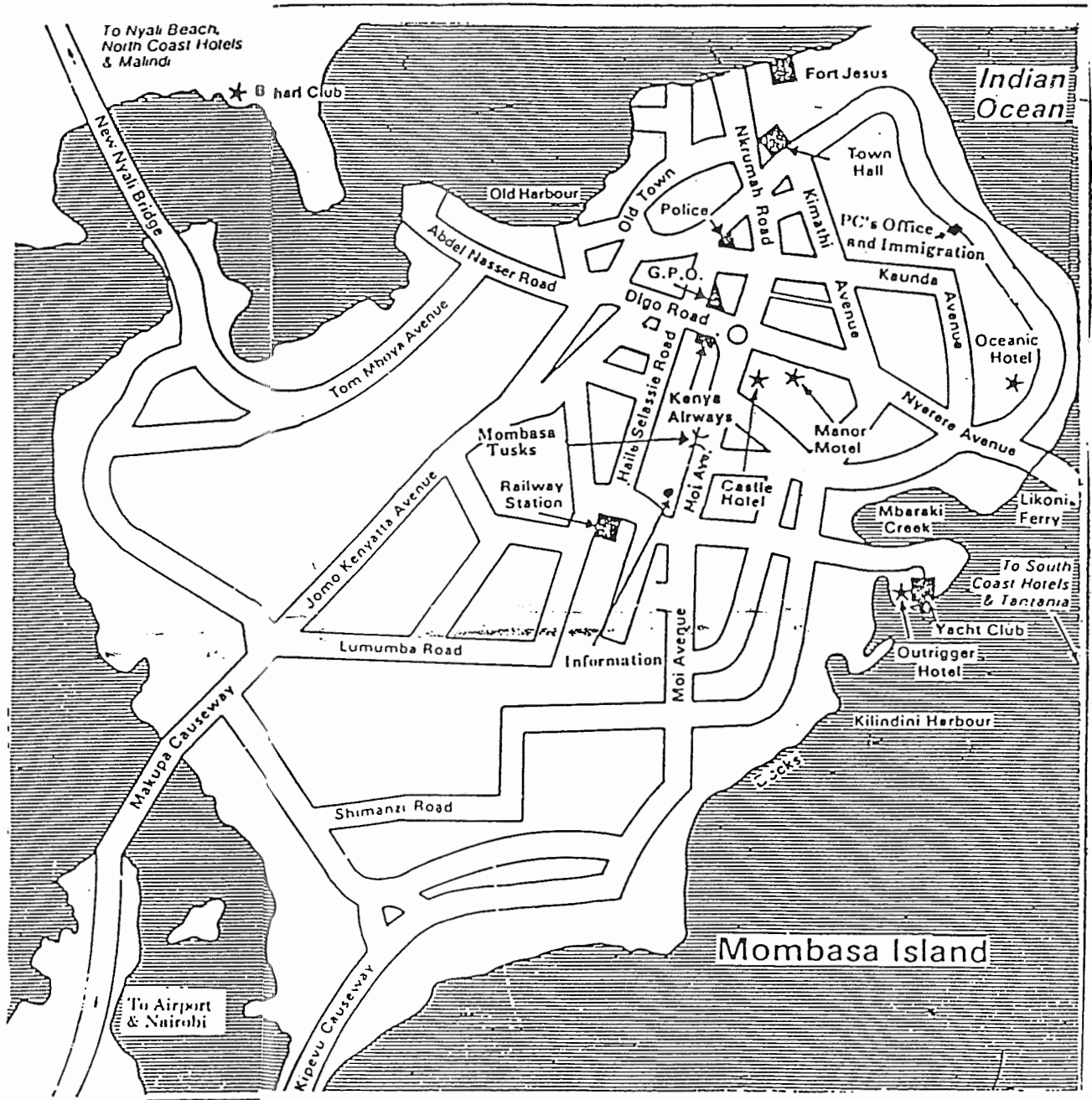
LANGUAGE REGIONS OF KENYA

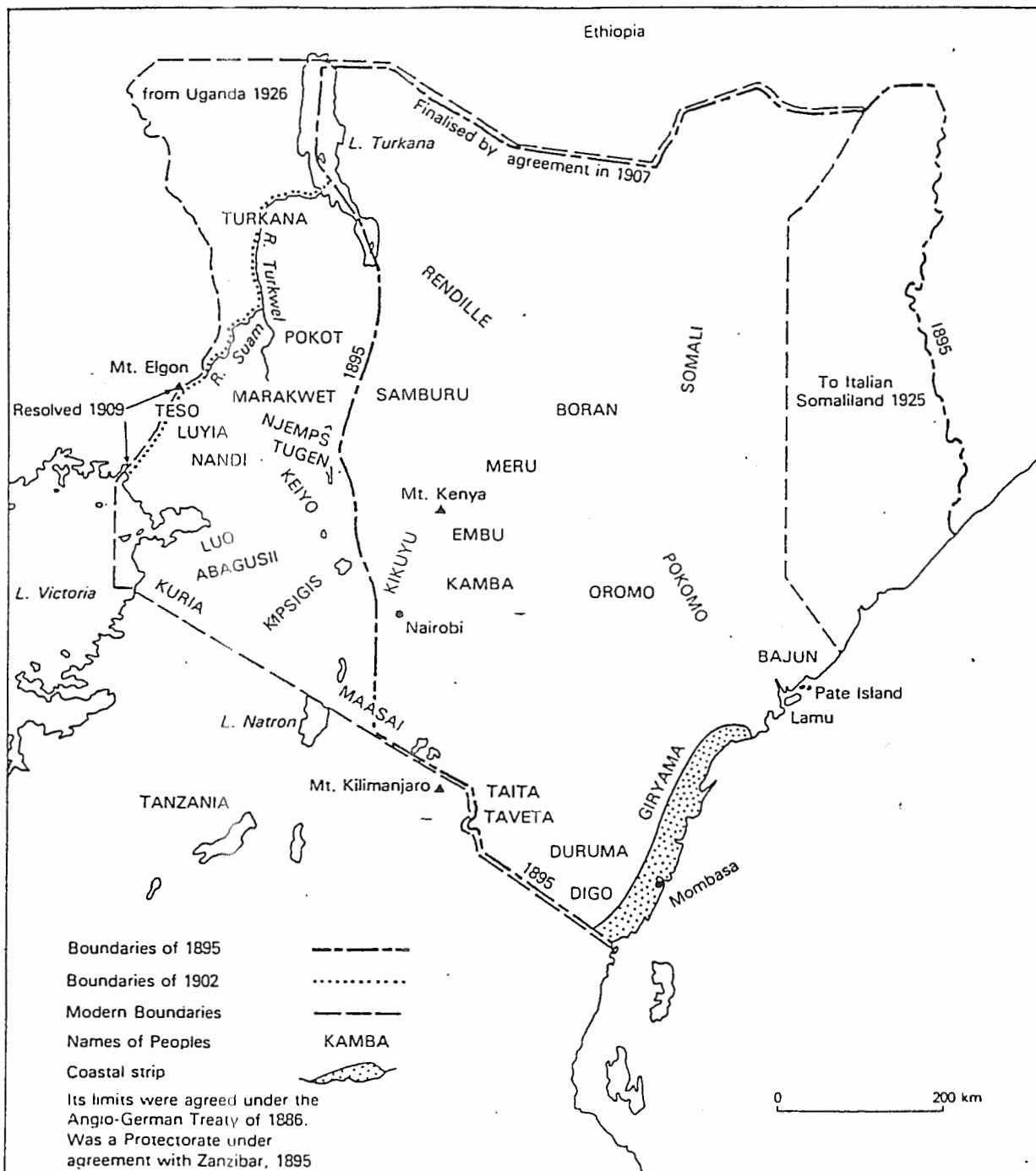












Kenyan peoples and boundaries

## FALL 1994 CALENDAR

- 20 AUGUST** Students arrive in Nairobi on British Airways arriving 04:00 hrs.
- 20 - 25 AUGUST** *Orientation* - Concentration will be on an Introduction to Kenya, the Kenya Semester Program, Kiswahili and the Rural Homestays. Venue will be the St. Lawrence Study Center and Burch's Camp at Lake Naivasha.
- 26 AUGUST** Travel to Kishamba Location, Taita-Taveta District Coast Province, for the Rural Homestay Program.
- 27 AUGUST -  
2 SEPTEMBER** *Rural Homestay Program*, Kishamba Location, Taita-Taveta District, Coast Province.
- 2 SEPTEMBER** Depart Rural Homestays. Overnight at the Special campsite in Tsavo West National Park. Seminars in afternoon.
- 3 SEPTEMBER** Travel back to Nairobi via Tsavo West National Park.
- 5 - 9 SEPTEMBER** *Classes: Week 1.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 12 - 16 SEPTEMBER** *Classes: Week 2.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 17 SEPTEMBER -  
28 SEPTEMBER** *TANZANIA FIELD COMPONENT.* Field study component in northern Tanzania. The trip is designed to give students an introduction to physical and human geography, geology and development in the northern Tanzanian Rift Valley, and will explore issues of conservation, behavioral ecology and development in the area. The course is designed to provide students with a comparative framework to the approaches developed by Kenya.
- 30 SEPTEMBER** Depart from Tanzania.
- 3 OCTOBER** *Urban Homestays.* Students will be resident with Kenyan Nairobi families for a period of 2 weeks, before the Samburu field component, then for two weeks after that study trip. The homestays will begin with an introductory tea to be held at the Karen Study Centre.
- 3 - 7 OCTOBER** *Classes: Week 3.* Classes will be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.

- 8 - 10 OCTOBER *Homestay Weekend.* Students will spend the weekend, which includes the Moi Day holiday, with their Urban Homestay families. Events may include a visit to the family's rural home.
- 11 - 14 OCTOBER *Classes: Week 4 .* Classes will be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 15 - 29 OCTOBER *Samburu Field Component.* Organized and conducted by Explore Mara, Ltd. of P.O. Box 56923, Nairobi, Mr. Michael E. Rainy, Mrs. Judy Rainy, Mr. Saidimu Lenarankoito and Mr. Ngagan Lesorogol, Directors.
- 30 OCTOBER Free day.
- 31 OCTOBER -  
4 NOVEMBER *Classes: Week 5.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 7 - 11 NOVEMBER *Classes: Week 6.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 12 NOVEMBER Urban Homestays end with a Bar-B-Que for the students and their families.
- 13 - 15 NOVEMBER Students will have review sessions for their classes, study for final examinations and prepare final papers .
- 16 - 17 NOVEMBER Final Examinations.
- 19 - 20 NOVEMBER Prepare for Internships, Independent Study and History Field Course.
- 21 NOVEMBER -  
16 DECEMBER Internship and Field Study.
- 17 - 18 DECEMBER *Evaluations.* Program evaluation days. Students return to St. Lawrence University Study Centre, Karen. Preparation of final internship/independent study reports and semester evaluations.
- 18 DECEMBER SEMESTER ENDS.

**ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM**  
**FALL 1994 PARTICIPANTS**

**St. Lawrence University students:**

Christopher Black  
Kristin Cahill  
Allyson Dussault  
Kathleen Hitt  
Ian McNeil  
Garett Nesbitt  
Sun Park  
Jason Searles  
Patrick Stamps-White  
Heather Wright

Timothy Brown  
David Condoulis  
Desiree Francis  
Danielle Lattuga  
Jason Morris  
Kate-Lyn O'Keefe  
Stacey Schuft  
Sarah Sloan  
Elizabeth Terrell  
Anush Yousefian

**Non St. Lawrence University Students**

Christa Ambrose  
Jennifer Collins  
Hilary Gehlbach  
Bridget Guarasci  
Polly Oppmann  
Amanda Timberg  
Anika Whitfield

University of Rochester  
Bowdoin College  
Swarthmore College  
Drew University  
Northwestern University  
Vassar College  
Washington University



**ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM**  
**FALL 1994 Student List**

NAME	CAMPUS ADDRESS & TELEPHONE NUMBER	MAILING ADDRESS & TELEPHONE NUMBER
1. <b>Ambrose, Christa</b> 572-79-6381 '96	Univ. of Rochester CPU#272204 Rochester, N.Y.	Wade Ambrose 2211 S. Victoria Ave. Oxnard CA 93035 (818) 991-7224
2. <b>Black, Christopher</b> 521-17-9704 '95	St. Lawrence University P.O. 802 Canton, New York 13617	Susan Noble 450 South York Denver, CO 80209 (303) 733-4947
3. <b>Brown, Timothy</b> 107-66-8061 '95	St. Lawrence University CMR 715 Canton, New York 13617	Thomas Brown 2 East Shore Path Cazenovia, NY 13035 (315) 655-4901
4. <b>Cahill, Kristen</b> 011-70-1627 '96	St. Lawrence University Canton, New York 13617	Barbara Cahill 10 Windsor Rd. Milford, MA 01757 (508) 473-4243
5. <b>Collins, Jennifer</b> 016-52-3085 '96	Bowdoin College MU 117 Brunswick, ME (207) 725-6133	David Collins 30 Old Farm Rd. Dover, MA 02030 (508) 785-1148
6. <b>Condoulis, David</b> 003-52-7469 '95	St. Lawrence University Canton, New York 13617	Judy Fowler Box 119 Eaton, NH 03832 (603) 447-2828
7. <b>Dusault, Allyson</b> 342-58-2115 '96	St. Lawrence University CMR 175 Canton, New York 13617	Mr. & Mrs. Dussault P.O. Box 1565 New Canaan, CT 06840 (203) 966-1375
8. <b>Francis, Desiree</b> 118-68-8591 '96	St. Lawrence University CMR 208 Canton, New York 13617	Mr. & Mrs. Francis 1020 Grand Concourse <del>New Canaan, CT 06840</del> Bronx NY 10451 <del>(203) 966-1375</del> (718) 293-0767
9. <b>Gehlbach, Hilary</b> 243-21-6062 '95	Swarthmore College Swarthmore, PA 19081 (215) 690-2737	Mr. & Mrs. Gehlbach 14 Kettle Hill Rd. (413) 549-3888
10. <b>Guarasci, Bridget</b> 243-21-6062 '96	Drew University P.O. 802 CM 1459 Madison, NJ 07940 (201) 408-5414	Mr. & Mrs. Guarasci 593 South Main St. Geneva, NY 14456 (315) 781-1904

- |  |  |   |
|--|--|---|
| 11. <b>Hitt, Kathleen</b><br>324-60-4175<br>'95    | St. Lawrence University<br>CMR 857<br>Canton, New York 13617                           | John Craig Hitt<br>192 Church Rd.<br>Winnetka, IL 60093<br>(708) 446-1910                 |
| 12. <b>Lattuga, Danielle</b><br>009-70-5026<br>'95 | St. Lawrence University<br>Canton, New York 13617                                      | Carol Lattuga<br>P.O. Box 675<br>Franklin Ave.<br>Manchester, VT 05254<br>(804) 362-3997  |
| 13. <b>McNeil, Ian</b><br>111-50-4743<br>'95       | St. Lawrence University<br>CMR 933<br>Canton, New York 13617                           | Mr. & Mrs. McNeil<br>128 Hickory Grove Dr.<br>Larchmont, NY 10538<br>(914) 834-9226       |
| 14. <b>Morris, Jason</b><br>069-72-2591<br>'96     | St. Lawrence University<br>CMR 411<br>Canton, New York 13617                           | Robert K. Morris<br>Rt. #3-38<br>Massena, NY 13662<br>(315) 769-2910                      |
| 15. <b>Nesbitt, Garrett</b><br>318-72-7285<br>'95  | St. Lawrence University<br>CMR 952<br>Canton, New York 13617                           | John Nesbitt<br>808 Grove St.<br>Glencoe, IL 60022<br>(708) 835-3739                      |
| 16. <b>O'Keefe, Kate-Lyn</b><br>003-68-9156<br>'96 | St. Lawrence University<br>CMR 431<br>Canton, New York 13617                           | Mr. & Mrs. O'Keefe<br>404 Winnacunnet Rd.<br>Hampton, NH 03842<br>(603) 926-2557          |
| 17. <b>Oppmann, Polly</b><br>286-66-5969<br>'96    | Northwestern University<br>1871 Orrington Ave.<br>Evanston, IL 60202<br>(708) 869-3527 | Lydia Oppmann<br>2987 Claremont Rd.<br>Shaker Hts., OH 44122<br>(216) 491-8888            |
| 18. <b>Park, Sun</b><br>171-54-6014<br>'95         | St. Lawrence University<br>CMR 972<br>Canton, New York 13617                           | Yong Ran Park<br>644 Luella Drive<br>Kutztown, PA 19530                                   |
| 19. <b>Schuft, Stacey</b><br>030-60-1885<br>'96    | St. Lawrence University<br>CMR 509<br>Canton, New York 13617                           | Mr. & Mrs. Schuft<br>Rd. 1 Box 221<br>Richmond, VT 05477                                  |
| 20. <b>Searles, Jason</b><br>008-58-6020<br>'97    | St. Lawrence University<br>CMR 2311<br>Canton, New York 13617                          | Robert Searles<br>Farwell St. Ext.<br>RR #2 Box 4685<br>Barre, VT 05641<br>(802) 476-3561 |
| 21. <b>Sloan, Sarah</b><br>514-88-0462<br>'96      | St. Lawrence University<br>CMR 531<br>Canton, New York 13617                           | Mr. & Mrs. Sloan<br>3519 W 61 Terr<br>Fairway, KS 66205<br>(913) 262-4721                 |

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| 22. <b>Stamps-White, Patrick</b><br>534-98-9724<br>'96 | St. Lawrence University<br>CMR 543<br>Canton, New York 13617           | Mr. & Mrs. S. White<br>1 Lakepoint Rd NE<br>Iowa City, IA 52240<br>(319)338-4367       |
| 23. <b>Terrell, Elizabeth</b><br>154-66-8633<br>'96    | St. Lawrence University<br>CMR 569<br>Canton, New York 13617           | Mr. & Mrs. J. Terrell<br>248 W. Upper Ferry Rd<br>Ewing, NJ 08628                      |
| 24. <b>Timberg, Amanda</b><br>219-04-9846<br>'96       | Vassar College<br>Box 3376<br>Poughkeepsie, NY<br>12601                | Jane Timberg<br>6 Revell Rd.<br>Severna Park, MD 21146<br>(410) 647-6730               |
| 25. <b>Whitfield, Anika</b><br>432-21-7360<br>'95      | Washington University<br>6515 Wydonn Blve<br>Box 3274<br>St. Louis, MO | Mr. & Mrs. Whitfield<br>3023 So. Battery St.<br>Little Rock, AR 72206<br>(501)372-0693 |
| 26. <b>Wright, Heather</b><br>071-72-2623<br>'95       | St. Lawrence University<br>CMR 1100<br>Canton, New York 13617          | Wright, Joan<br>P.O. Box 907<br>Ogdensburg, NY 13669                                   |
| 27. <b>Yousefian, Anush</b><br>024-70-2419<br>'96      | St. Lawrence University<br>CMR 654<br>Canton, New York 13617           | Bonnie Yousefian<br>252 Brook St.<br>Carlisle, MA 01741<br>(508) 369-3403              |

**TOTAL: 27**

**MEN: 9 WOMEN: 18**

**St. Lawrence University - 20 Non-SLU - 7**

**28. Mary Graham-Morris - Visiting from St. Lawrence**

## WHO TO ASK - RESPONSIBILITIES

While each of us is available, willing and somewhat knowledgeable about most areas of the Program, we try and divide our responsibilities in order to avoid unnecessary overlap. The following list of responsibilities is designed to assist you in obtaining the information that you need as quickly and efficiently as possible. Please take time to familiarize yourself with these areas.

### **Paul Robinson:**

- general program information
- academic information
- courses & professors
- program schedule
- field study component information (Tanzania, Samburu, History 478)
- internships & independent study coordination & evaluation

### **Andrea Mshila:**

- accounts info.
- urban homestays
- international travel
- government regulations
- telephone accounts and procedures

### **Sam Harrell:**

- rural homestays
- in-country or local travel (internships, field trips, free travel)
- center operations/maintenance
- cultural adjustment/counseling
- visas

### **Margie Robinson:**

- health (medicine, etc.)
- laundry

### **Nazi Kivutha:**

- Kiswahili
- personal counseling

### **Peter Ndeleva:**

- Kiswahili
- individual Kiswahili tutorials

## CURRENCY AND CURRENCY REGULATIONS

Kenya has very strict currency regulations, and you are strongly advised to adhere to these regulations.

1. You must change currency **only** at authorized exchange locations, which include banks and hotels.
2. You **must** present your passport when changing currency. The transaction will be recorded, and you will be issued with an receipt. Keep the receipt.
3. **Absolutely avoid** anyone who asks you to exchange money illegally. These are usually criminals, who will take you to an alley or an empty office and relieve you of all your money and valuables, or they could be agents who are entrapping you and who will later arrest you.
4. Please remember that you are guests of the Kenyan government and people. By changing money on the "parallel" market, you deprive the country of desperately needed foreign exchange, and you put yourself in a position where you may face theft or criminal prosecution. The dollar is very strong in Kenya, and there is no need to get a few extra shillings at this risk.

### CURRENCY VALUES

For the sake of simplicity, reckon there are Shillings 55.00 per U.S. dollar.

#### NOTES

KShs 500.00	US\$ 9.00
KShs 200.00	US\$ 3.60
KShs 100.00	US\$ 1.80
KShs 50.00	US 90¢
KShs 20.00	US 35¢
KShs 10.00	US 18¢

#### NOTE OR COIN

KShs 5.00	US 9¢
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#### SILVER COINS

KShs 1.00	US 2¢
KShs 0.50	US 1¢

#### COPPER COINS

KShs 0.10	negligible
KShs 0.05	negligible

## CRISIS MANAGEMENT

Every effort has been made in the arrangement of the Kenya Semester Program to insure, as much as is possible, the safety of each student at all times. There are times, however, due to any number of factors, that a student might find h/herself in a particular danger spot. During such instances, the most important thing to remember is to 'keep your head.' You will find that common sense will see you safely through most incidents. To further assist you during times of difficulty/danger, we have compiled a list of helpful hints:

### Things to do:

- remove yourself from immediate danger as quickly and calmly as possible.
- if trouble breaks out at the University, it may well be that the van will be unable to collect you at the "Y." If this is the case, **call the center first** and then proceed to Vic Preston's Shell service station which is across (under) Uhuru Highway. The van will be waiting for you there. If trouble seems to be emanating from town, however, simply call from the "Y" and await further instruction.
- if you need help arranging transportation back to the Center, etc., call the office (884509) or any of the numbers listed on the front of the orientation handbook (Paul's house - 882707, Andrea's house - 882752 or Sam's house - 884510).

### Things not to do:

- **do not** gravitate towards riots or other disturbances in the city or area that you are staying.
- **do not** involve yourself in matters that do not concern you and that could lead to a volatile situation.
- **do not** flee a safe situation in order to make it back to the center or to your homestay by traveling through a trouble spot. Simply call the center and we will advise you.
- **avoid** being lured or otherwise advised by any individual that you aren't sure about. There are lots of con-men in Nairobi who would like nothing better than to take advantage of you.

### **When traveling, most problems can be avoided by:**

- traveling with another student
- avoiding night travel (except the train)
- planning your trip in advance (i.e.. know where you are going)
- making sure you leave us your contact number and/or destination.
- allowing extra time in your travel schedule (due to often unreliable transport, your travel time may very well be longer than expected.

**Quotable Quotes:**

- "Cultural sensitivity ends where your personal boundaries begin."
- "Should you have an encounter with plain clothes police, demand to see their ID."
- "Try to be inconspicuous when buying things."
- "Pay regular attention to the news (newspapers, radio, television, etc.)"
- "Matatus, buses and stages are where pickpockets ply their trade. Keep your wits about you in such situations."
- "Don't keep money in one place. Use decoy money."
- "Know where you're going. Don't dawdle."
- "The longer you try to be patient and polite, the more difficult it will be to extricate yourself later." (especially vis a vis sexual harassment)

## RURAL HOMESTAYS: FALL 1994 SEMESTER

25 August - 2 September, 1994

### SCHEDULE

#### **THURSDAY, 25th August**

Introduction to the Rural Homestays, Taita/Taveta District, Coast Province and Taita peoples.

#### **FRIDAY, 26th August**

6.30 am Breakfast.

7.30 am Departure for Taita/Taveta District.

3.00 pm Arrive at Dembwa village. Students meet parents and walk home with them.

#### **SATURDAY, 22 August - Friday 2 September**

Homestays continue.

#### **TUESDAY, 30th August**

9.00 am Students will meet at the secondary school where they were dropped. Please be there by 9:00 a.m. sharp! We will be involved in a community assistance project with traditional music afterwards.

4.30 pm Walk back to homestays.

#### **FRIDAY, 2 September**

8.00 am Collection of students. Students will be collected from the secondary school where they were dropped.

8.30 am FAREWELL MEETING

10.00 am Students will depart for Campsite in Tsavo West, where we will spend one night.

Afternoon seminar.

7.30 pm Dinner at the camp.

#### **SATURDAY, 3rd September**

7.00 am Breakfast.

Pack up camp.

9.00 am Departure for Nairobi, via Tsavo West National Park and Mzima Springs



## KITAITA: A FEW KEY WORDS AND PHRASES

### GREETINGS:

Good morning:	Question.....	Kwawuka mana
	Answer.....	Nawuka mana
Good evening:	Question.....	Kwasinda mana
	Answer.....	Nasinda mana
How are you?	.....	Koko mana
I am fine.	.....	Neko mana
Thank you.	.....	Chawucha

### NAMES OF FOOD

Food .....	vindo
Porridge.....	uji
Tea.....	chai
Beans.....	mungulu
Water.....	machi
Milk.....	mariwa
Meat.....	nyama
Banana.....	irugu

### DOMESTIC ANIMALS

Cow .....	ngombe
Goat.....	mburi
Cat.....	pusi
Dog.....	koshi
Donkey .....	punda

### NAMES OF PEOPLE

Mother.....	Mau	Father.....	Aba
Old man.....	Mgosi	Old woman.....	Mkeku
Man.....	mndwawomi	Woman.....	mka
Young man.....	mdawana	Young sister.....	mujige
Young child.....	mwana		

### MISCELLANEOUS:

I'm glad to meet you.	.....	Naboilwa kukuwona.	
I'm glad to meet you (pl).	.....	Naboilwa kupwana.	
May I come in?	.....	Nadima kuingia.	
Come in/welcome.	.....	Karibu.	
Stand up .....	wuka	Sit down .....	sea kidombo
Come .....	choo	Go .....	genda
Excuse me .....	Nifuye wugoma.		
Where are you going?.....	Kwawuyagenda hao?		
I am going for a walk.....	Naenda kusela.		
I am going to the market.....	Naenda sokonyi.		
I've eaten enough.....	Naguda.		
The meal was delicious.....	Vindo vasingiege sana.		
Where is the latrine? .....	Choro cheko hao.		
Farewell and many thanks .....	Chawucha sana nagenda.		
Farewell.....	Nagenda.	Farewell (pl).....	Dagenda.

RURAL HOMESTAYS  
FALL 1994 HOMESTAY FAMILIES

<u>NAME</u>	<u>STUDENT NAME</u>
1. Mr & Mrs. Christopher Fumbu.....	Francis Desiree
2. Mr. & Mrs. Jimmy Mbogholi.....	Kristen Cahill
3. Mr. & Mrs. Johnson Nyambu.....	Mary Graham-Morris
4. Mr. & Mrs. Mwande Mwakajo.....	Allyson Dusault
5. Mr. & Mrs. Mwalim Makavura.....	Hilary Gehlbach
6. Mr. & Mrs. James Kileta.....	Kathleen Hitt
7. Mr. & Mrs. Godfrey Mteta.....	Danielle Lattuga
8. Mr. & Mrs. David Mdam.....	Timothy Brown
9. Mr. & Mrs. Justine Lugho.....	David Condoulis
10. Mr. & Mrs. Steven Wamada.....	Christopher Black
11. Mr. & Mrs. Martin Mungwana.....	Bridget Guarasci
12. Mr. & Mrs. Liverson Mwanyalo.....	Kate-Lyn O'Keefe
13. Mr. & Mrs. Mwakio Mwangoma.....	Ian McNeil
14. Mr. & Mrs. Antony Mganga.....	Jason Morris
15. Mr. & Mrs. Daniel Mwakurigha.....	Garett Nesbit
16. Mr. & Mrs. Granton Mwangombe.....	Jason Searles
17. Mr. & Mrs. Osmond Mwaluficho.....	Patrick Stamps-White
18. Mr. & Mrs. Justine Kilale.....	Polly Oppmann
19. Mr. & Mrs. Raphael Maza.....	Anush Yousefian
20. Mr. & Mrs. Fulgent Mwambai.....	Stacey Schuft
21. Mr. & Mrs. Samuel Mwangoo.....	Sarah Sloan
22. Mr. & Mrs. Renson Zinga.....	Driver
23. Mr. & Mrs. David Kitavi Fumbu.....	<b>Mr. Sam Harrell</b>
24. Mr. & Mrs. Scever Lundi.....	Jennifer Collins
25. Mr. & Mrs. Mwakoma Mwalembe.....	Sun Park
26. Mr. & Mrs. Mbori Mzarumi.....	Amanda Timberg
27. Mr. & Mrs. Martin Machila.....	Anika Whitfield
28. Mr. & Mrs. Christopher Mwavula.....	Heather Wright
29. Mr. & Mrs. Mwakio Mwatoa.....	Christa Ambrose
30. Mr. & Mrs. Jasper Maza.....	Elizabeth Terrell
31. Mr. & Mrs. Nicolas Mcharo.....	RESERVE
32. Mr. & Mrs. Hussein Abdallah.....	RESERVE
33. Mr. & Mrs. Ngolo Kikonu.....	RESERVE
34. Mr. & Mrs. Valdi Mkamba.....	RESERVE

**ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM**  
**CURRICULUM**

The Kenya Semester Program will be offering the following curriculum during the Fall 1994 semester of study. There will be classroom and field components, which together will constitute the courses which carry university credit.

**CLASSROOM COMPONENTS:**

1. **History 337.** *"Introduction to the History of Kenya 1895 to Present."* This course surveys the political and economic history of Kenya during the colonial period. Themes within the course include: the pre-colonial political economy, reasons for the European scramble for Africa, African responses to imperialism, features of the colonial system and the legacy of colonialism in contemporary Kenya. The objective of the course is to understand the history of Kenya and so to better understand the contemporary situation. The course includes a combination of lectures, readings, guest lectures and group discussions.
2. **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. Finally, contemporary issues facing both countries is examined, in both a pluralist and developmental perspective.
3. **Sociology 326N** *"Critical Issues in Socio-Economic Development in Kenya."* Drawing its strength from a team teaching format and guest contributions, this course studies the concept of "development" as it is being applied to Kenya, examining political organization as a context for development, the position of groupings within society, factors affecting economic health and growth and the socio-legal framework of development.
4. **Environmental Studies 318.** *"Women, Environment and Development in Africa."* This course centers around 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 in the course to both official environmental and developmental policies and the role of NGO's and locally organized grass-root movements. Women's participation in education and politics are also given attention. Issues examined in the course feed into topics explored in the field courses.

5. **English 348.** *"The Literature of East Africa."* Designed to acquaint students with various genres of African literature and to develop their understanding of and appreciation for East African themes, this course explores poetry, drama, novel and short stories produced by selected East African writers. Students are also exposed to the rich sources of oral tradition within the region.
  
- 6-7. **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 small group situations 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. Ample opportunity is provided for individual tutorials, as the Program employs an instructor on a full-time basis.

#### **FIELD COMPONENTS:**

The field components of the Kenya Semester are an integral part of the classroom components, providing opportunities for observation, critical thinking and comparison in a number of diverse situations.

In each field situation, students do common readings which are designed to complement and enhance other forms of teaching and learning which are part of the various field components. These are integrated both formally and informally into the classroom components of the program.

Finally, each student keeps an organized field journal throughout the semester, and in particular throughout each field study component. This journal is assessed at several intervals during the course of the semester by the Program Director, and carries a percentage of the **History 478** and the **Interdisciplinary Studies 337** grades.

1. **History 478.** *"Field Study in African Development."* Students in the field course pursue the question of development using Kenya's drylands (arid and semi-arid) as case studies, through visiting several development projects in Kenya and possibly through a practical involvement with one or more of these projects. Students may visit projects funded through: bilateral aid agreements with several donor

countries, the World Bank, the United Nations Development Program and NGO's in several districts. They have opportunity to evaluate efforts with fundamentally different approaches to design, finance implementation and the level of local participation. Involvement with people being impacted by development and achieving an understanding of their evaluation of the development process is a critical part of this course.

2. **Interdisciplinary Studies 337.** *"Integrated Field Study in East Africa."* Credit for this course is derived in two parts: (1) participation in each of the field components offered during the program (a one-week rural agricultural homestay, the two-week Tanzania field component and the two-week Samburu field component), and evaluation of the field journals; and (2) a one month (minimum of 160 hours) internship 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, this course provides students with the means for holistically integrating their entire semester in East Africa as well as an opportunity during the concluding month of their stay in Kenya to contribute their skills to various Kenyan organization.
3. **Tanzania Field Component.** The fourteen-day Tanzania field study component provides students with an integrated perspective on issues of 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 3 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.

Students also begin a process of comparison between the fundamentally different strategies for political and economic development pursued by the two East African neighbors, Kenya and Tanzania. The field course takes the students through the highland environs of Mt. Meru to the northern Maasai steppe and the Ol Donyo Sambu and Tarangire area, the Ngorongoro Conservation Area, Olduvai Gorge, the Serengeti and the regions south of Lake Natron, including the active volcano, Ol Donyo Lengai.

4. **Samburu Field Component.** The fifteen-day Samburu field study component explores many facets of the complex physical, biotic and social environments in which Samburu cattle pastoralists live. This component 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 in the field, 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 here for more intensive study of the highland Samburu lifestyle and environment.

The time in the field culminates in the second week, when 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, and include topics such as Samburu survival strategies, pastoralist strategies, life-cycles, philosophy and cosmology, development and modernization.

## LIBRARY RESOURCES IN NAIROBI

### UNIVERSITY OF NAIROBI

#### **Kenyatta Memorial Library--Main Campus**

**Hours:** *During term:* Monday - Friday 8 am - 10 pm;  
Saturday 8 am - 5 pm  
*During short vacation:* Monday - Friday 8 am - 10 pm; Saturday  
8 am -12 noon.  
*During long vacation:* Monday - Friday 8 am - 5 pm; Saturday 8  
am -12 noon.

#### **Kabete Library for Veterinary Medicine and Agriculture--Kabete Campus**

**Hours:** *During term:* Monday - Friday 8 am - 10 pm;  
Saturday 8 am - 12 noon, 2 - 5 pm.  
*During all vacations:* Monday - Friday 8 am - 12:30 pm;  
2 - 4:30 pm.  
Saturday 8 am - 12 noon.

#### **Chiromo Library for Biological Sciences--Chiromo Campus**

**Hours:** *During term:* Monday - Friday 8 am - 6:30 pm;  
Saturday 8 am - 12 noon.  
*All vacations:* Monday - Friday 8 am - 12:30 pm,  
2 -4:30 pm;  
Saturday 8 am - 12 noon.

#### **Education Library--Main Campus**

**Hours:** Same as Kenyatta Memorial Library

#### **Medical Library--Faculty of Medicine, Kenyatta National Hospital**

**Hours:** *All year--*Monday - Friday 10:30 am - 8:30 pm;  
Saturdays, 10:30 am - 1 pm.

#### **Institute for Development Studies--behind Engineering on Main Campus**

**Hours:** Monday - Friday 8:30 am - 12:45 pm, 2:00 - 4:30 pm;  
Saturday 8:30 am - 12:30 pm. (a small but very good library)

### AMERICAN CULTURAL CENTER LIBRARY

**Location:** Rear entrance of National Bank Building, Harambee Avenue

**Hours:** Monday - Friday 10 am - 5 pm; Saturday 10 am - 1 pm.

**Notes:** Telephone: 337877

### BRITISH COUNCIL LIBRARY

**Location:** Mezzanine Floor, ICEA Building, Kenyatta Avenue

**Hours:** Monday - Friday 10 am - 12:30 pm; 1:45 pm - 5 pm;  
Saturdays 9 am -12:15 pm

**Notes:** You must pay a membership fee to use this library, but it is very well-equipped (over 12,000 volumes).

**KENYA NATIONAL LIBRARY SERVICES HEADQUARTERS LIBRARY**

**Location:** *On Haile Selassie Avenue, between Uhuru Highway and Ngong Road (fairly inaccessible)*

**Hours:** Monday - Friday 9:30 am - 6 pm; Saturday 9:30 am - 1 pm

**Notes:** c 41,000 volumes, 250 periodicals and newspapers, and Africana collection.

**MAISON FRANCAISE**

**Library of the French Cultural Centre (1st floor)**

**Hours:** Monday - Friday 10 am - 5 pm; Saturday 10:30 am - 1 pm.

**Notes:** Telephone 336263

**Library of the Alliance Francaise (3rd floor)**

**Hours:** Monday - Friday 9 am - 5 pm; Saturdays 9 am - noon

**Notes:** Telephone 336268 (a good collection--especially resource material)

**MCMILLAN MEMORIAL LIBRARY**

**Location;** *Wabera Street, one block north of Kenyatta Avenue*

**Hours:** Monday - Friday 9 am - 5 pm; Saturday 8:30 am - 1 pm

**Notes:** 120,000 volumes, Africana collection and some rare books. A comfortable reading spot, but watch your things.

**THE BRITISH INSTITUTE IN EASTERN AFRICA**

**Location:** *This library is difficult to get to, but well worth the effort for serious research. Walk up State House Road, turn down Arboretum Drive and walk to where it intersects with Ring Road Kileleshwa. Turn left and then walk up (right) the first street, which is Laikipia Road, until you see the signboard on the right. (or get Paul or Howard to take you there!)*

**Hours:** Monday - Friday 8:30 am -12:30 pm; 2:00 pm - 5:00 pm.

**Notes:** This is one of the best small but comprehensive libraries in Nairobi, and is quiet. It is very small, and they will accomodate only two or three students at a time. You also will need to pay a small (less than \$10) membership (which however will also get you a copy of their annual journal, Azania).

**THE NATIONAL MUSEUMS OF KENYA**

**Location:** *The National Museum, Museum Hill off Uhuru Highway and across from the International Casino.*

**Hours:** Monday - Friday 8:30 am - 5 pm.

**Notes:** Again, this is an excellent resource library, but you must pay an annual membership fee to the Museum Society. The fee however, also allows you unlimited access to all of Kenya's museums (Nairobi, Fort Jesus, Gedi, Kisumu, etc) A good value.



# ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

## COURSES

<u>COURSE DISCIPLINE</u>	<u>TITLE</u>	<u>INSTRUCTOR</u>
History 337	Introduction to the History of Kenya, 1895 to Present	Dr. Karim Janmohamed Adjunct Faculty Kenya Semester Program
History 478	Field Study in African Development	Dr. P. W. Robinson, Director, St. Lawrence Univ., Kenya Semester Prog.
<i>Government 337</i>	<i>Politics and Government in East Africa: Kenyan and Tanzanian Experience</i>	<i>Dr. Njuguna Ng'ethe, Director, Institute of Development Studies, University of Nairobi</i>
Sociology 326N	Critical Issues in Socio-Economic Development in Kenya	Dr. Kivutha Kibwana and Dr. Okech Owiti Faculty of Law, University of Nairobi
Environmental Studies 318	Women, Environment and Development in Africa	Ms. Njeri Marekia Lecturer and Chair Department of Environmental Studies Kenyatta University
English 348	Literature of East Africa	Ms. Linda ole-MoiYoi, Chair, Department of Literature, U.S.I.U.
Modern Languages 101	Kiswahili	Mrs. Winnie Kivutha and Mr. Peter Ndeleva Kenya Semester Prog.
Interdisciplinary Studies 337	Internships	Dr. Paul W. Robinson, Director, St. Lawrence University Kenya Semester Program, & Associate Professor of History
-----	Samburu Field Study Component	Mr. Michael Rainy, Mrs. Judy Rainy, Mr. Saidimu Lenaroinkoito, and Mr. Ngagan Lesorogal, Directors, Explore Mara
-----	Tanzania Field Study Component	Mr. David, Thad and Mike Peterson, Directors, Dorobo Expeditions

	monday	tuesday	wed	thurs	friday
8:00-9:25					
9:30-10:55					
11:00-12:25					
12:25-1:30					
1:30-2:55					
3:00-5:00					
7:00-9:00					

**C L A S S**

**S C H E D U L E**

## ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

### ACADEMIC POLICIES

#### GRADES

The Grading system in use at St. Lawrence University and the Kenya Semester Program is as follows:

<i>Grade</i>	<i>Grade Point Equivalent per Course Unit</i>
4.0 Excellent.....	4.00
3.5 Intermediate between Excellent and Good.....	3.50
3.0 Good.....	3.00
2.5 Intermediate between Good and Satisfactory.....	2.50
2.0 Satisfactory.....	2.00
1.5 Intermediate between Satisfactory and Lowest Passing Grade.....	1.50
1.0 Lowest Passing Grade.....	1.00
0.0 Failure.....	0.00
E (Incomplete; see below).....	0.00
P (Pass under Pass/Fail option; see below).....	0.00
W (Withdrawn).....	0.00
W M (Withdrawn Medical).....	0.00
X (See Below).....	0.00

An "X" grade is assigned at the end of a semester for work in a designated course in which the prescribed work will be completed in the following semester. Only those students specified by the mid-term of the initial semester are eligible to receive an "X" grade. This grade is not to be confused with the incomplete ("E"), which is given to a student who fails for a valid reason to complete the work of a course within the period prescribed for that course.

*The grade of Incomplete (E) is assigned only when, as a result of unusual or extenuating circumstances (e.g., illness), some part of the required work for a course is left unfinished. In such a case, the instructor informs the Program Director and agrees on conditions for removal of the E with the student, preferably in writing. The student is expected to fulfill these conditions in good time, in the ensuing semester, for the instructor to evaluate his or her work and report a permanent grade to the registra by the end of the sixth week. If no grade is reported, the E is replaced by 0.0 (Failure). The Program Director may request further delay from the registrar, but this delay may not be longer than the term. It is the responsibility of the student to see that conditions for the removal of a grad of E are established and met.*

*Pass/Fail.* A student is permitted to elect up to four semester units of work, including the SPLS 100, to be graded Pass/Fail during the four years in

college. The purpose of the option is to encourage students to explore new areas of study in which they are interested, but have little or no background. The Pass/Fail option is not offered as a means to remove deficient mid- or late-term grades incurred, nor is the desire to reduce effort in a course appropriate justification for utilizing this option. The Pass/Fail option may be chosen for semester course units taken to satisfy distribution requirements or any elective semester units outside the major or minor. The Pass/Fail option is subject to the following limitations:

1. Semester Course units in the student's major and minor fields cannot be taken on a Pass/Fail basis after the major and minor are declared.
2. No more than one Pass/Fail option course unit can be taken in any semester.
3. The Pass/Fail option requires the written consent of the instructor within the first 15 days after classes begin in the fall and spring semesters.
4. A student must attain a minimum of a 1.0 grade to receive a Pass for the course.

Students should be aware that grades of 0.0 (F) are calculated in the grade point average. Although the P grade is not calculated in the grade point average, P grades may place students in a competitive disadvantage when they apply for admission to some graduate or professional schools.

### **ACADEMIC HONESTY**

The primary objective of the University is the promotion of knowledge. This objective can be furthered only if there is strict adherence to scrupulous standards of honesty. At St. Lawrence, all members of the university community have a responsibility to see that standards of honesty are maintained.

The following constitutes the definition of academic dishonesty at St. Lawrence University:

1. It is assumed that all work submitted for credit is done by the student himself/herself, unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use, unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is not original, where originality is required. Examples of this include:
  - plagiarism
  - false reports on experiments

- book reports on books that have not been read
- supplying information to another student knowing that such information will be used in a dishonest way.
- submitting work (papers, journal abstracts, etc) to satisfy the requirements of more than one course.

The penalty for first-time academic dishonesty is customarily failure in the course; however, where the violation is flagrant and obviously premeditated, it may result in suspension. The penalty for a second violation is expulsion from the University.

### ***DEADLINES***

It cannot be stressed often enough or with enough emphasis, that the classroom teaching is compressed into a very short period of time. Most, if not all, students have never had previous experience with the unique demands entailed by compressing a full semester's course requirements into a six and one-half week period of classroom learning.

Built into the classroom component is the expectation that students will spend at least two to three hours of outside work for each hour inside the classroom. There will be many competing demands on students' time, and much of whether students succeed will depend on choices made on organization and on discipline. It is absolutely essential that all students keep up with all course material, attend all classes, and meet all deadlines, in order to ameliorate what can be an overwhelming crush of responsibilities at the time of examinations.

**ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM**  
**FIELD STUDY: FIELD JOURNALS\***

**INTRODUCTION**

Each of you is required to keep a field journal while you are in Kenya. The journal will be assessed at selected times during the semester, and will constitute 1/3 of the grade for *Interdisciplinary Studies 337: Field Study In Kenya*, which will also include the internship (for those doing internships), and 1/3 of the grade for *History 478: Field Study in African Development*. The integration of classroom and field study forms the heart of the Kenya Semester Program, and is the basis for full academic credit for the Program. Keeping a first rate field journal can be of inestimable value in the process of acquiring knowledge and understanding, and indeed of knowing the questions to ask. You will find that in addition to becoming an integral part of your own learning process, that your field journal will be very valuable in the classroom, as a source of primary data and reflection.

In addition, keeping a field journal can be one of the most rewarding experiences you have while you are in Kenya, and the journal itself can become a priceless personal treasure in the years to come. Journaling requires both daily discipline and systematic organization. Below, we would like to present you with the organizational format which each of you should follow while you are in Kenya.

**Please note that for the purpose of evaluation, we will not be evaluating the "personal reflections" portion of this journal.**

First, it is important to define the difference between a diary and a field journal: the former is personal and private; the latter records personal experiences and observations that the writer, at the time he/she makes the entry, expects to be of interest to others. Additionally, the purpose of a field journal is to make images and facts available for later writing of other kinds, and should never be thought of as a finished composition.

The process of composition can be seen as being comprised of three steps: (1) notes, (2) outlines and preliminary drafts and (3) the finished composition. Keeping a field journal should not be not regarded a final step in composition, but as a way of remembering and thinking in writing.

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\*The methodology for journal-keeping described below is derived primarily from a manual prepared by Pete Sinclair ("Journal of Exploration," National Endowment for the Humanities and the Pacific Northwest Writing Consortium, October, 1981). Other inputs include the Kenya Program Directors, Michael and Judy Rainy of Explore Mara and past Kenya Semester Student participants .

## EQUIPMENT

**The field journal notebook.** Most natural historians and field scientists use a field journal notebook to keep notes while they are in the field. Life itself moreover, can be a field trip, and any writer can use any event, situation or thought as a subject for a line of inquiry. Hence these notebooks can be invaluable in organizing virtually anything which a person experiences.

Brevity is the key to keeping a notebook. A notebook should be chosen which is not unwieldy to carry and which can easily become a companion.

Notes should be kept on only one side of the sheet, and the reverse side reserved for sketches, lists, addresses, names, etc.

Keeping of the field notebook should be a daily occurrence and should occur throughout each day. The field journal notebook is something which acts as a memory prod, as a tickler in the difficult process of detailed writing. In the journal, one should record what one thinks is noteworthy at the time, and it thus provides one with an outline of each day. A field journal will often "tell" one when writing should be done in a different, more comprehensive format.

**Pen and Paper.** The writing instrument preferred by most of those who keep journals is a technical pen with a fine point. We recommend that you select a pen with a small point (.30 - .35mm) and one which has permanent, waterproof, black ink. A pen which flows easily and does not smudge is one which should be chosen. Whenever possible, the paper should be high quality bond paper. While in Kenya you may have to take whatever is available.

**Binders.** You may ultimately want to have at least two binders: one for use in field situations, and one for storing your entries.

A vinyl covered binder is recommended (but not always available) for the field journal notebook. It affords protection from the elements, and is durable. You need only put into the binder enough paper for several days/one week. As the binder becomes filled, you will want to remove and store your entries elsewhere (e.g. in another larger binder) for reference.

**Dividers.** You should have four dividers in the field notebook which will become four sections, and which should be entitled as follows:

*field notes*  
*journal*  
*subjects/serial entries*  
*personal reflections*

**Straight edge.** You may want to keep a straight edge with/in your journal for making margins and divider lines. A 60-degree triangle with beveled edges works well.

## PROCEDURE

**Preparing the paper.** Every page in the field notebook should be prepared in the following way:

1. Draw a horizontal black line with pen and straight edge over the top line on the page, completely across the paper.
2. Draw a vertical black line about 1 3/16" from the left edge of the page completely down the paper.
3. In the box formed by the two margins in the upper left corner of the page, write your name and the year.
4. Skip at least one line between a previous entry and the current entry, and enter the date in the left-hand margin, next to the new entry.

## KEEPING THE FIELD JOURNAL

You should keep your field notebook in four sections:

1. **Field notes.** Field notes are short, time-sequenced accounts of the events of a day. Entries are made which serve as reminders of things as they happen and may include: days, dates, times, distances, numbers, dimensions, weights and so forth. As much as possible, you will want to make entries to the field notes as they occur each day.
2. **Journal.** The journal section is the second section of the field notebook. You should attempt to make the record in this section true, detailed, fair and literate. Keep your journal entries as if they were going to be read by both your descendents and an impartial historian or biographer. Journal entries are usually made after the fact (e.g. in the evening), using the field-notes as reminders.

Each journal entry should include the following: date, place, day, setting, description of the place, time, weather, purpose or occasion, image and other activities. Because all this may be hard to remember, it is a good idea to make a list of these, and to fix the list to the inside cover of the field notebook.

At the top of each "journal" page, write "Journal" at the top and center of the page. In the left hand margin where you start the day's entry, write the date. Check that you have entered all the information listed in the previous paragraph. This will give each entry a "salutation" and will put the entries into a wider, fuller context.

Rely on the form and the checklist to satisfy posterity; but forget about posterity as you write. You are your own audience here, and you alone determine what is interesting. Consider this section of your journal however, as history, not art or fiction.



3. **Subject/serial entries.** You will find that many journal entries record events or images you would like to write more about, because the event or image is connected to a perspective you may have, a topic or a concern.

These thoughts do not belong in the "journal" section, because they are not necessarily part of the day's experience, but are either reflections made later, or they follow lines of thought that are more clear if they are kept together. This will become evident as you choose topics concerning culture, behavior, etc., during the course of the semester.

There are two types of entries in this category: subjects and serial entries. Subject entries are just that, they concern a certain subject such as education, polygny, history, etc. Serial entries usually also concern the same subject, but may also relate to behavioral patterns which are observed in a time sequence in one day or over a longer period of time.

One of the subject entries in your journal should be that of "impressions." Much of what is new and different to you on one day, will become "old hat" by the next. The exciting and different is all too soon the everyday and mundane. Keep a record of those sights, smells, sounds and thoughts that accompany each new experience you have.

As you prepare your pages for this section, you should entitle them **Subject-Serial/(whatever the topic is)**. The title should be entered at the top of the page in the center. The length of these entries often will vary from a sentence to mini-essays.

You will find entries made this way to be invaluable as you try to contextualize your experiences while here in Kenya. Entries about issues and topics will be at your fingertips.

4. **Personal reflections.** It is in this final section of your journal, that you will use to record your personal feelings, your subjective reasonings and your memories, discussions with yourself or other real and imagined persons/things, etc. You will find that entries in this section are very personal and intimate, and often accompanied by strong emotion. This section will not be evaluated.

## CONCLUSIONS

You are the authority of your own experience, and there are both privileges and responsibilities associated with that. Of what value is an unexamined life? The meticulous keeping of a field journal can help you make discoveries out of individual and common experiences. Keeping a record such as that described above will provide you with a useful record of your experience, including the experience eventually of reading an old story. It is hard work, but immensely rewarding.

EXAMPLES OF JOURNAL FORMATS

P. Robinson 1987	-Field Notes -
1 Nov.	Thursday
08:05	-Departure from Nbi. Overcast skies. Chilly. Mt. Kenya visible from Ruaraka as weather clears.
10:50	-Stop at Tana River bridge. Water level low. Mud flats caused by silt erosion clearly visible.
	Partly sunny, hot and humid. Mike lectures on T.R. hydroelectric schemes: >fluctuations in river levels caused by deforestation. Deforestation → rapid runoff → high water levels → less percolation into the soils → high rate of siltation → greater differences in highs and
P. Robinson 1987	-Journal-
1 Nov.	Thursday. Enroute from Nairobi to L Donyo Sabachi on 1st day of Samburu Field Course. Arrive at Tana River Bridge at 10:50 am. Skies were partly sunny and the air was very humid. Having stopped at the bridge, we began a discussion on the effects of deforestation in the Kikuyu highlands surrounding the catchment areas of Mt. Kenya and the Aberdares.
	We could clearly observe extreme siltation in this the highest of the T.R. hydroelectric dams. The river banks were of silt laid down during the floods immediately following
P. Robinson 1987	-Subject/Serial- SAMBURU HISTORY
11 Nov.	Discussion with Pakyo and Fenno on the top of Sabachi. We discussed Samburu occupation of the rangelands east of the mountain. The problems for the Samburu were: (1) location & number of water resources, and (2) forced concentration of the people and the livestock on the water-points ...
12 Nov.	Discussion with Pakyo and Fenno (con't). Beginning at about 1963, increased banditry forced the Samburu to flee westwards, towards Wamba. The rangelands to the east ...

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**History 337**

Title: **Introduction to the History of Kenya. 1895 to Present**

Instructor: **Dr. Karim K. Janmohamed**

**COURSE DESCRIPTION**

The colonial era in African history has been variously described as a simple episode in Africa's long historical development to the single most important watershed event in the continent's past that shaped and directed the future of Africa.

Basically this course will examine the social, political and economic history of Kenya under colonial rule. An attempt will be made to discuss several issues crucial to understanding current developments in Kenya. They will include:

- A description of the political economy of East Africa prior to the arrival of the colonial powers.
- The reasons (political, economic, humanitarian) for the 'scramble' for African territory at the end of the 19th century.
- African response to imperialism.
- Salient features of the colonial system.
- The legacy of colonialism. Was colonialism 'an engine of cultural transformation' or was it just a 'one-armed bandit'?
- To what extent can one attribute the continued underdevelopment of Kenya to colonialism?

The overall objective of the course will be to make our questions, observations and discoveries relevant to contemporary Kenya and the specific experiences you will have this semester. The course will be a combination of lectures, readings and group discussions. There will be a couple of guest lectures.

**REQUIREMENTS**

There will be a Mid-term exam, a Final exam and a Research Paper. Each component will account for 1/3 of the final grade. Members of the class will be expected to select their topics for the research paper before departure to Tanzania for the Tanzania Field Component. Papers will be due at the final exam.

**READING MATERIAL**

There will be a great deal of emphasis on group discussion. As such, students will be expected to make a sustained effort to read widely to make the learning experience meaningful. They will also be expected to read Kenyan newspapers regularly.

**GENERAL BACKGROUND READINGS**

Those who are not familiar with the history of East Africa would do well to start with textbooks which are used in secondary schools in Kenya:

B.A. Ogot (ed.). Zamani: A Survey of East African History.

- G.S. Were and D. Wilscn. East Africa Through a Thousand Years. (Evans).  
E.S. Atieno-Odhiambo. A History of East Africa. (Longman).  
R.M. Maxon. East Africa: An Introductory History. (Heinemann)

Required readings are listed below. A list of supplementary readings will be provided.

**INTRODUCTION: Prelude to Imperialism:  
East Africa in the Nineteenth Century**

*The emergence of Zanzibar as the chief entrepot of East Africa; local, regional and long-distance trade with emphasis on the Mijikenda and the Kamba; changes in African societies, e.g., the changing fortunes of the Maasai, the rise of the Nandi; ethnic interaction; the myth of the "pure" tribe; the advent of Christian missions; the formation of the IBEA Company.*

**READINGS**

- TEXT W.R. Ochieng'. A History of Kenya. pp. 13-86.  
✓ R.J. Gavin. "Sayid Said." In Tarikh. I, 1, 1965.  
✓ T. Spear. "Processes of Cultural Development: The Ethnographic Record." In Kenya's Past. pp. 71-112.  
✓ T. Spear. "Trade and Society in the 19th Century: The Political Economy of Change." In Kenya's Past. pp. 113-132.

**EUROPEAN IMPERIALISM AND THE PARTITION OF EAST AFRICA**

*Theories of Imperialism - Diplomatic Background. The partition of East Africa by Germany and Britain in the late 19th century.*

**READINGS:**

- ✓ J.E. Gray. "The Partition of East Africa." In J.C. Anenene and G. Brown. Africa in the Nineteenth and Twentieth Centuries. pp. 472-486.  
✓ B. Freund. "The Conquest of Africa." In The Making of Contemporary Africa. pp. 83-110.  
✓ R.D. Wolff. Britain and Kenya, 1870-1930. pp. 1-46.

**RESPONSES TO THE ESTABLISHMENT OF COLONIAL RULE**

*Definition of African Resistance: primary vs. secondary. A discussion of the causes and patterns of armed resistance to the establishment of British rule in East Africa. Some attention will be paid to the other responses, e.g., independent churches, messianic movements, will be considered.*

**READINGS:**

- TEXT W.R. Ochieng'. A History of Kenya. pp. 87-101.  
✓ G.H. Mungeam. "Masai and Kikuyu Responses to the Establishment of British Administration in the East Africa Protectorate." Journal of African History. XI, 1, 1970. pp. 127-143.  
✓ S.K. arap Ng'eny. "Nandi Resistance to the Establishment of British Administration, 1883-1906." In B.A. Ogot (ed). Hadith 2. pp. 104-126.  
✓ G. Muriuki. A History of the Kikuyu. pp. 136-166.

✓ W. R. Ochieng'. A Pre-colonial History of the Gusii of Western Kenya. pp. 220-247.

### COLONIAL ADMINISTRATION: THE ROLE OF CHIEFS

*Direct and Indirect Rule. An assessment of the role of chiefs under colonial rule.*

#### READINGS:

*Text* ✓ W.R. Ochieng'. A History of Kenya. pp. 102-106.

✓ W.R. Ochieng'. "Colonial African Chiefs--Were They Self-seeking Scoundrels?" In B.A. Ogot (ed). Politics and Nationalism in Colonial Kenya. pp. 46-70.

✓ G. Muriuki. "Background to Politics in Central Kenya. In B.A. Ogot (ed). Politics and Nationalism in Colonial Kenya. pp.1-17.

✓ Bruce Berman. Control and Crisis in Colonial Kenya. pp. 208-218.

✓ B.E. Kipkorir. Biographical Essays on Imperialism and Collaboration in Colonial Kenya. pp. 57-86 and pp. 209-243. (biographies of Koinange and Chepkwony)

### COLONIAL ECONOMY

*Land alienation, settler domination, small-scale vs. plantation agriculture, African labor; squatters .*

#### READINGS:

*Text* ✓ W. R. Ochieng'. A History of Kenya. pp. 106-118.

✓ C.C. Wrigley. "Kenya: The Patterns of Economic Life, 1902-45. In V. Harlow and E. Chilver (eds). History of East Africa. Vol. 2. pp. 209-264.

✓ E.A. Brett. Colonialism and Underdevelopment in East Africa. pp. 165-216.

✓ R.D. Wolff. Britain and Kenya. pp. 47-67 and 89-131.

### URBANIZATION AND SOCIAL CHANGE

#### READINGS:

R.A. Obudho and R.A. Obudho. "The Colonial Urban Development Through Space and Time, 1895-1963." In W. R. Ochieng' and R.M. Maxon (eds). An Economic History of Kenya. pp. 147-158.

✓ ? R.M.A. van Zwanenberg and A. King. An Economic History of Kenya and Uganda. pp. 253-274.

✓ K.K. Janmohamed. "Ethnicity in an Urban Setting: A Case Study of Mombasa." in B.A. Ogot (ed). History and Social Change in East Africa.

✓ Luis White. "A Colonial State and an African Petty Bourgeoisie: Prostitution, Property and Class Struggle in Nairobi, 1936-1940." in Frederick Cooper (ed). Struggle for the City. pp. 167-194.

### POLITICS IN KENYA, 1919-1945

*Politics of protest and colonial reform; the Indian question; closer union.*

#### READINGS:

*Text* ✓ W. R. Ochieng'. A History of Kenya. pp. 118-127.

✓ C. Rosberg and J. Nottingham. The Myth of "Mau Mau". pp. 35-55. 96-104 and 188-233.

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Sociology 326N**

Title: **Critical Issues in Socio-Economic Development in Kenya.**

Instructors: **Dr. Kivutha Kibwana, Dean, Faculty of Law, University of Nairobi**  
**Okech-Owiti, Faculty of Law, University of Nairobi**

**OBJECTIVES**

The objective of the course is to familiarize the student with Kenya's socio-economic formation through an in-depth study of critical issues in political, economic and social development.

The course will prepare the student for future comprehensive study and interest in African Studies; it supplements the student's experience in understanding Kenyan society through observation while he/she is in Kenya.

The course will cover the following areas:

- The concept of *development*
- Politics and development
- Economic organization and development
- The socio-legal framework of development

**COURSE REQUIREMENTS**

Course requirements will consist of two essay assignments, which will constitute 40% of the final grade, and an end of semester examination, which will constitute 60% of the final grade.

The research topic for the first assignment will be selected by the student, and approved by the instructors. It is anticipated that students will examine topics which will include material from both field learning situations as well as from written empirical sources.

**The research topic will be agreed upon by Friday, 9th September, 1994. The essay will be handed in by or on Friday, 4 November, 1994.**

The second essay will be a review of an assigned course material. **It will be handed in by or on Friday, 14th September, 1994.**

It is important that the prescribed readings are read **BEFORE** the relevant class to facilitate meaningful discussions. In specific cases, groups of students will be asked to prepare on certain topics and lead class discussions thereon.

(Monday, 5 September, 1994)

## 0.0 INTRODUCTION

(Wednesday, 7 September, 1994)

## 0.0 THE CONCEPT OF DEVELOPMENT

### 1.1 *Development* as a general concept

✓ Adelman, Sammy and Paliwala, Abdul. "Law and Development in Crisis." in Adelman and Paliwala (eds). Law and Development in Crisis. London: Hans Tell Publishers, 1993. pp. 1-10.

TEXT - Amin, Samir. "Ideology and Development in Sub-Saharan Africa." in Nyong'o, Anyang' Peter. 30 Years of Independence in Africa: The Lost Decades? Nairobi: Academy of Science Publishers, 1992. pp. 40-46.

TEXT - Leys, Colin. Underdevelopment in Kenya: The Political Economy of Neo-Colonialism 1964-1971. London: Heinemann, 1975. pp. 1-27.

✓ Nyerere, Julius K. Ujamaa: Essays on Socialism. Dar-es-Salaam: Oxford University Press, 1968. pp. 1-12.

✓ Okech-Owiti. "Law, Ideology and Development: Dialectic or Exlecticisim at Play." in Vyas, Yash, K. Kibwana, Okech-Owiti and S. Wanjala (eds). Law and Development in the Third World. Nairobi: Faculty of Law, University of Nairobi, 1994. pp. 18-24.

### 1.2 The concept of *Development* in the Kenyan context.

✓ Government of Kenya. African Socialism and Its Application to Planning in Kenya. Sessional Paper No. 10 of 1965. Nairobi: Government Printers, 1965.

TEXT - Nabudere, Dani Wadada. "Africa's Development Experience Under Some Conventions. in Nyong'o. (*ibid*). pp. 145-174.

→ Ochieng', William. "The Post-Colonial State and Kenya's Economic Inheritance." in Ochieng', W.R. and Maxon, R.M. (eds). An Economic History of Kenya. Nairobi: EA Educational Publishers, 1992. pp. 259-272.

Sandbrook, Richard. The Politics of Africa's Economic Stagnation. Cambridge: Cambridge University Press, 1985. pp. 1-41.

TEXT → Swainson, N. The Development of Corporate Capitalism in Kenya 1918-1977. London: Heinemann, 1980. pp. 1-18.

TEXT - Wagao, Jumanne. "Economic Aspects of the Crisis in Africa." in Nyong'o. (*ibid*). pp. 103-130.

(Friday, 9 September, 1994)

### 1.3 Factors affecting *Development*

Text - Wanjohi, Gatheru N. "The Relationship between Economic Progress and Democracy in Kenya and Tanzania." in Oyugi and A. Gitonga (eds). Democratic Theory and Practice in Africa. Nairobi: Heinemann, 1987. pp. 178-201.

(Monday, 12 September, 1994)

## 2.0 POLITICS AND DEVELOPMENT

### 2.1 Relation of Politics and Development

### 2.2 Democratic theory and practice

Chege, M. "Remembering Africa." (Distributed)

Gitonga, Afrifa. "The Meaning and Foundation of Democracy." in Oyugi and Gitonga. (*ibid*). pp. 4-23.

Babu, A.M. "The Struggle for Uhuru." in Nyong'o. (*ibid*). 9-24.

Intro handbook:  
Text.  
Text.

- Text - Ikiara, G.K. "Rule of Law and the Grassroot Population." in Kivutha Kibwana. (ed). Law and the Administration of Justice in Kenya. Nairobi: ICJ, 1992. pp. 16-25.
- Text - Mugenyi, Meddi. "Development First, Democracy Second." in Oyugi and Gitonga. (ibid). pp. 150-162.
- Text - Nyong'o, Anyang' Peter. "One-Party State and its Apologists: The Democratic Alternative." in Nyong'o. (ibid). pp. 1-8.
- ✓ Odhiambo, Atieno. "Democracy and the Ideology of Order in Kenya. In Schatzberg, Michael (ed.). The Political Economy of Kenya. New York: Praeger, 1987. pp. 177-201.

(Wednesday, 14 September, 1994)

2.3 Civil society and non-governmental organizations

- ✓ Jukko, Frederick W. "Political Parties, NGOs and Civil Society in Uganda." Mimeo. pp. 1-5 and 16-22.
- ✓ Mutunge, Willy. "Building Popular Democracy in Africa: Lessons from Kenya." Mimeo. pp. 27-63.
- Text - Ng'ethe, Njuguna. "In Search of NGO's in Nairobi." Nairobi: Institute of Development Studies, 1989.
- ✓ Ngunyi, Mutahi. "Forces Conditioning the Transition to Multi-Party Politics in Kenya in a Polarised Civil Society." Mimeo.

(Monday, 3 October, 1994)

2.4 Women and politics

- Text 300 - Kameri-Mbote, P.A. and K. Kibwana. "Women, Law and the Democratization Process in Kenya." in Kabira, et. al. (eds). Democratic Change in Africa: Women's Perspective. Nairobi: KAWORD, 1993. pp. 17-23.
- Text - Mbeo Adhiambo, M. and Oki Ooko-Ombaka (ed.). Women and Law in Kenya. Nairobi: PLI, 1989. pp. 3-12, 31-52.
- ✓ Nzomo, Maria. Empowering Kenyan Women. Nairobi: NCSW, 1993. pp. 6-19.

? (Tuesday, 4 October, 1994)

2.5 Minorities

- religious
- ethnic
- refugee
- and the Majimbo debate

- ✓ Nyong'o, Anyang' Peter. "Arms and Daggers in the Heart of Africa: An Introduction." in Nyong'o. (ed.) Arms and Daggers in the Heart of Africa. Nairobi: Academy of Science Publishers, 1993. pp. 1-14.
- ✓ Daily Nation, 30 July, 1994. p. 14.
- ✓ Daily Nation, 6 August, 1994. p. 16.
- ✓ The Standard, 14 August, 1994. p. 14/20.

(Wednesday, 5 October, 1994)

2.7 Civil Education for participation

- ✓ Okech-Owiti. "Civic Education for Political Participation: A Case Study of a Kenyan NGO's Efforts." Mimeo.
- ✓ Okech-Owiti. "Legal Research for Public Awareness: A view? Mimeo. pp. 7-11.
- ✓ Kisembo, Paul. Militarism and Peace Education in Africa. AALAE, 1993.



(Friday, 7 October, 1994)

### 3.0 ECONOMIC ORGANIZATION AND DEVELOPMENT

#### 3.1 Economic-Ideological paradigms: Capitalism and Socialism

- ✓ Adelman and Paliwala. (*ibid.*). pp. 1-7.
- Teo ✓ Leys, Colin. Underdevelopment in Kenya: The Political Economy of Neo-Colonialism, 1964-1971. London: Heinemann, 1975. pp. 1-27.

(Wednesday, 12 October, 1994)

#### 3.2 Economic Reforms

- Government of Kenya. Development Plan, 1994-1996. p. 205.
- ✓ Nzomo. (*ibid.*). pp. 20-38.
- ✓ Turok, Ben. "Towards a Democratic Coalition Against SAP." in Nyong'o (1992), (*ibid.*). pp. 131-144.
- ✓ Economic Review. May 9-15, 1994. pp. 10-16.
- ✓ Economic Review. May 16-22, 1994. pp. 4-9.

(Monday, 31 October, 1994)

#### 3.3 Corruption and economic mismanagement

- ✓ Economic Review. May 2-8, 1994. pp. 4-13.
- ✓ Economic Review. May 9-15, 1994. pp. 4-9.
- ✓ Kibwana, K. "Can the Law Dent Corruption in Kenya?" in WAJIBU, Vol. 7., No. 1 (1992). pp. 14-16.
- ✓ Kimondo, George. "How to End Corruption. in The Standard. 13 April, 1993. p. 15.
- ✓ United Nations. Corruption in Government. Report of an Interregional Seminar. Netherlands: The Hague. 11-15 December, 1989. (NY, UN 1990), pp. 1-31.

(Wednesday, 2 November, 1994)

#### 3.4 Social Dimensions of Development

- population expansion
- urbanization
- health
- tourism

- ✓ GOK. Development Plan, 1994-1996. pp. 23-24, 26-27, 35, 110, 229-234, 261-272.
- ✓ Kenya Population Census, 1989. Vol. 1.
- N.A. ✓ Ngege, George Owuor. "Tourism in Kenya: Genesis, Growth and Impact." in Ochieng and Maxon (eds). (*ibid.*). pp. 327-345.
- ✓ Obudho, R.A. and Obudho, R.A. "The Colonial Urban Development through Space and Time, 1895-1963." in Ochieng' and Maxon (eds). (*ibid.*). pp. 147-158.
- ✓ \_\_\_\_\_ "The Post-Colonial Urbanization Process." (*ibid.*). pp. 405-444.
- ✓ Wisner, Ben. "Health of the Future/The Future of Health." in Seidman, Ann and Frederick Anang. (eds). 21st Century Africa: Towards a New Vision of Sustainable Development. Trenton: Africa World Press, 1992. pp. 149-181.

(Friday, 4 November, 1994)

### 4.0 THE SOCIO-LEGAL FRAMEWORK OF DEVELOPMENT

#### 4.1 Policies on social development

#### 4.2 Institutional framework for social development

- ✓ GOK. Development Plan, 1994-1996. chapters 2, 13.
- N.A. ✓ Constitution of Kenya.
- ✓ Relevant Acts of Parliament.

**(Monday, 7 November, 1994)**

**4.3 The legal framework**

Relevant Acts of Parliament regarding property law, investment, fiscal and banking policies and law.

**(Wednesday, 9 November, 1994)**

**5.0 REVIEW**

NOTE: Some of the topics will be covered by guest lecturers.

**ST. LAWRENCE UNIVERSITY Kenya Program SYLLABUS**  
**Environmental Studies 318**

Title: **Women, Environment and Development**

Instructor: **Ms. E. Njeri Marekia, Chairperson, Department of Environmental Science, Kenyatta University.**

**THEME**

The theme of this course is the role of women in environmental management and development. Throughout the course, the students will look at how women in Kenya relate to the physical environment, how they affect and are affected by changes in it, what constraints and options women in Kenya have, as partners in development and environmental conservation.

**REQUIREMENTS**

**The course will be evaluated by:**

- A. 20% of the Final Grade. A mid-term take home examination due 14th October, 1994.
  - B. 30% of the Final Grade. Class participation, which includes the following:
    1. A visit to various local open-air markets, plus presentation of findings on gender issues in the economy. (5%)
    2. An essay on women's issues in Samburu (from issues discussed and experienced during the Samburu Field Component). The essay should be 5-7 pages long. Due on 3rd November, 1994. (5%)
    3. Visit to and presentation on NGO's and other institutions. (20%)
  - C. 25% of the Final Grade. Comparative presentation -- U.S. and Kenya -- on a topic of the student's choice.
  - D. 25% of the Final Grade. A Term Paper on a topic to be chosen by each student. Papers will be **15- 20 pages** in length, and will include analysis and a complete bibliography. This is due on 20th November, 1994.
- NB:**
1. All assignments must be submitted by the due date. There will be a penalty of 1/2 course grade for each day late, up to a maximum of 2.5 course grades for a paper 5 days late. Beyond 5 days late, papers will not be accepted.
  2. Punctuality and student participation in class discussion are **MUSTS** for this course.

**LECTURE 1: INTRODUCTION (6th September)**

Why women; gender issues -- global, U.S., Kenya.

**LECTURE 2: THE WOMEN OF KENYA (8th September)**

Experiences from Taita - Student Presentations/Discussion based on the following:

- Gender property rights.
- Gender roles in resource management (food, water, fuel, land, etc.)
- Division of labour
- Women's economic status
- Women's support systems
- Changing roles, economy etc, effect on women
- Constraints - cultural, environmental, political, financial etc. faced by women.

**LECTURE 3: WOMEN'S RESOURCE MANAGEMENT (13th September)**

A historical perspective with emphasis on food security and water. Students will lead a class discussion based on the readings for this section.

**Readings:**

- Text - Kanogo, T. (1992) "Women and Environment in History", in Groundwork. pp.7-17
- " - Chiuri, W, Nzioki, A. (1992)" Women: Invisible managers of natural resources" in Groundwork.
- " - Dankelman and Davidson, pp. 7-28.
- Text - Dankelman and Davidson. "Water for Health in Kenya." in Women and Environment in the Third World. pp. 37-39.
- "

**LECTURES 4: WOMEN AND ENERGY RESOURCES Guest Speaker (15th September)**

**Readings:**

- Text - Sunny, G. (1992) "Women's Role in the Supply of fuelwood," in Groundwork. (1992). pp.55-65.
- " - Omosa, M. (1992) "Women and the Management of Domestic Energy," in Groundwork. (1992) pp 41-54.
- " - Dankelman and Davidson J. "Women's Energy Crisis: in Women and Environment in the Third World. pp. 66-86

**LECTURES 5: WOMEN'S ECONOMIC ACTIVITIES, OPPORTUNITIES AND CONSTRAINTS (16th September)**

Visit to local markets.

**LECTURE 5a: WOMEN'S ECONOMIC ACTIVITIES, OPPORTUNITIES AND CONSTRAINTS (16th September, EVENING at SLU Study Center)**

Video: "Poverty and Environment," "Women and Environment: Partners in Change."

**LECTURES 6: GROUP DISCUSSION ON MARKET ACTIVITIES (4th October)**

Video: "African Market Women."

**LECTURE 7: INSTITUTIONS AS BOTH INSTRUMENTS OF EMPOWERMENT AND DISEMPOWERMENT OF WOMEN (6th October)**

Each student visits an institution involved in any or all of the three areas of women, environment and development.

- The role of NGO's in the advancement of Women
- Discussion of various institutions and how they address environment/development and women's issues.

**N.B. At least two visits should be made to the chosen institution.**

**Readings:**

*Handout* —

Gardner, (1991) "NGO'S: A New Perspective on Development or a new Plan for Bilateral and Multilateral Aid." (to be handed out)

**LECTURE 8: INSTITUTIONS AS BOTH INSTRUMENTS OF EMPOWERMENT AND DISEMPOWERMENT OF WOMEN (11th October)**

Discussion of findings of the previous assignment

**LECTURE 9: INSTITUTIONS continued. (13th October)**

**LECTURE 10: WOMEN, EDUCATION AND DEVELOPMENT: WOMEN'S EDUCATION AS AN INSTRUMENT OF ENABLEMENT Guest Speaker (14th October)**

- Women's Education in Kenya
- Formal Education and the Marginalization of Women
- Traditional Education.
- Why Educate Women
- What Education for Women
- Recommendations

**Readings:**

- Text*
- Karani, F. "Education Policies and Women's Education", in Women and Law in Kenya, pp. 23-28.
  - Dankelman and Davidson, "Training Women", in Women and Environment, pp. 123-125

**LECTURE 11: WHAT DEVELOPMENT FOR AND BY WOMEN? (1st November)**

Discussion on "Sustainability" case studies (to be handed out)

- Ingredients of Sustainable development and its consequences on environmental conservation.
- What role should international agencies, GOK, women play to enhance women's role in development and Environmental Conservation?

**LECTURE 12: POLITICS AND WOMEN'S MARGINALIZATION: WHAT FUTURE FOR KENYA'S WOMEN? Guest Speaker (3rd November)**

- Women and Political change
- Women in decision making process
- Women in the legislative process
- Women and property rights

- Effects on development and conservation
- Recommendations

**Readings:**

- Test 1. - Kabira, W. (et al). "Democratic Change In Africa, A Woman's Perspective."

**LECTURE 13, 14 and 15: COMPARATIVE CLASS PRESENTATIONS  
(8th, 10th and 11th November)**

**COURSE READINGS:**

- ✓ Anand, A. "Women and Development." In Alternatives: Perspectives on Society, Technology and Environment. Vol. 12, Nos. 3/4. Spring/Summer, 1985.
- ✓ Anstey, B. "Pesticide Poisoning: Payment of Women in Developing Countries," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 175-177.
- ✓ Asiyo, P. (1989) "The legislative Process and Gender issues in Kenya" in Women and Law in Kenya 41-49
- ✓ Badri, B. "Women, Land Ownership and Development in the Sudan," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 89-92.
- ✓ Butengwa, F. "Creating an Awareness among Kenyan Women of their Legal Rights," Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 69-75.
- N.A. ✓ Dankelman, I. and Davidson, J. Women and Environment in the Third World: Alliance for the Future. London: Earthscan Publications Ltd., 1988.
- ✓ Jiagge, A. "The State, the Law and Women's Political Rights," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 43-46.
- ✓ Juma, C. "Environment and Economic Policy in Kenya." In Gaining Ground: Institutional Innovations in Land-use Management in Kenya. Nairobi: ACTS Press, 1989. 45-46.
- ✓ Kabira, W. (et. al). Democratic Change in Africa. A Woman's Perspective. Nairobi: ACTS Gender Institute, 1993.
- ✓ Kettel, B. "Women in Kenya at the end of the UN Decade," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 39-41.
- N.A. ✓ ~~Lappe, F. and J. Collins. Food First: Beyond the Myth of Scarcity. New York: Ballantine, 1982.~~
- ✓ Mbeo, M. and Ooko-Ombaka, O. Women and Law in Kenya. Nairobi: Public Law Institute.
- ✓ Mulikita, N. "The Ongoing Food Crisis in Africa and the Rights of Female Farmers," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 85-88.
- ✓ O'Neil, M. "Forward-Looking Strategies: the UN World Conference on Women," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 19-21.
- ✓ Ooko-Ombaka (1989) "The Kenya Legal System and the Woman Question in Women and Law in Kenya, 31-39

- ✓ Sen, G. and Grown, C. "Development Crisis and Alternative Visions: Third World Women's Perspectives," in Canadian Women Studies. Spring/Summer 1986, Vol 7, Nos. 1&2, 31-33.
- ✓ Timberlake, L. Africa in Crisis: The Causes, The Cures of Environmental Bankruptcy. Philadelphia: New Society Publishers, 1986.
- ✓ Wamalwa, B. "Indigenous Knowledge and Natural Resources." In Gaining Ground: Institutional Innovations in Land-use Management in Kenya. Nairobi: ACTS Press, 1989.

**ST. LAWRENCE UNIVERSITY Kenya Program SYLLABUS**  
**English 348**

Title: **An Introduction to East African Literature**

Instructor: **Ms. Linda ole-MoiYoi, Chairperson, Department of Literature  
United States International University.**

**Course Description**

This course is designed to acquaint students with various genres of African literature and to develop their understanding of and appreciation for East African themes. Specifically students will study poetry, drama, novel and short stories produced by selected African writers. In addition, students will be exposed to the rich sources of the oral tradition.

We will be studying both form and content of these literary works, although the emphasis will be on content as it uniquely (or not) expresses East African experience. For example, a major area of literary interest is the conflict created by the colonial invasion of East Africa around the turn of the century. Much of the literature deals with the fascination provoked by the early explorer/colonist/missionary, and the subsequent fears, internal conflicts and sense of betrayal which finally precipitated the Mau Mau insurrection. In addition we will be looking at the traditional values of several East African groups (ie. initiation, the role of women, elders, etc.) and how these values have been affected under the pressure of Western influence. In Kenya for example, many Maasai are sending children to school, while others resist and educate their children traditionally, raising them to fulfill their traditional roles. Many fictional works portray the tension of this kind of conflict. Other contemporary writers explore the phenomenon of rural-urban migration and its impact on the usually uneducated individual who arrives in an overcrowded city with stressed infrastructure. These are just a few examples of the concerns of East African writers.

Finally, although our focus will be on what is distinctive in East African literature, we will also be discovering more universal, cross-cultural themes.

The poetry selections we will read span the pre-colonial period up to present day Kenya. The novels and short stories will acquaint students with traditional African settings as well as with urban challenges facing East Africans today. We will also read at least one play, and, if possible, experience East African drama through a field trip to a Nairobi theatre.



The oral literature of the Maasai and Kikuyu will be emphasized, but students should feel free to explore that of other groups as well. Since oral literature is intended to be heard, students will be encouraged to experience the oral tradition, especially during their homestays. These occasions will enable them to take advantage of opportunities to listen to the songs, myths, legends, and tales that have been handed down through several generations. Where possible, the student may wish to record some of these in their **field journals**.

Previous course work in literature, while useful, is not necessary in order to succeed in this class. In addition to the thematic discussions of content, there will be instruction provided so that students can write critical papers on literature.

### Required Texts\*:

#### Poetry

- ✓ 1. Okot p'bitek (*Song of Ocol; Song of Lawino; Selected Poetry; or Horn of My Love.*)
- ✓ 2. Cook and Rubadiri, *Poems of East Africa*
3. Handouts from the Instructor

#### Drama

1. Imbugua, F. *Betrayal in the City* (or Soyinka's *The Road or Kongi's Harvest or The Lion and the Jewel* )

#### Short Story Anthologies

- ✓ 1. Ngugi wa Thiongo *Secret Lives*
- 2. Grace Ogot *Land Without Thunder*
- 3. Jonathan Kariara *The Coming of Power*

#### Novels

- ✓ 1. Ngugi, *The River Between* (or *Weep Not Child* or *Waciuma's, Daughter of Mumbi*) - not 200 need 1500.
2. Meja Mwangi, *Kill Me Quick* (or *Going Down River Road*, and if time permits we may read *Coming to Birth* by ✓ *Macoye* or *So Long A Letter* by *Miriam Ba*) ✓

Oral Literature

Selections from:

- None* - Chesaina, C. *Oral Literature of the Kalenjin*, Nairobi, Heinemann, 1991.
- None* - Finnegan, R. *Oral Literature in Africa*, Nairobi: Oxford U. Press, 1970.
- Kabira, W. and K. wa Mutahi, *Gikuyu Oral Literature*, Nairobi: Heinemann, 1988.
- Kipury, N. *Oral Literature of the Maasai*, Nairobi: Heinemann, 1983.
- Lusweti, B., M. *The Hyena and the Rock*  
Ogutu and Roscoe *Keep My Words*
- Spear, T. and R. Waller, *Being Maasai*, London: James Currey, 1993.
- Vansina, J. *Oral Tradition as History*, London: James Currey, 1985.

\*To some extent there is flexibility in the list of required reading. On the first day of class we will amend the list together, if deemed appropriate, either to include an alternate selection because of interest or to drop a selection because most of the class has already read it.

**Course Requirements:**

Students are expected to:

(1) complete the reading assignments by the due date (see Course Outline below);

(2) attend all classroom lectures, participate in discussions, and take the occasional quiz (the livelier the discussion, the fewer the quizzes);

(3) write **three** short papers of critical analysis which demonstrate their understanding of the readings, classroom lectures and discussion. These papers will not necessitate research or reference to critics, however if students choose to refer to source material, proper notation and bibliographic references are required. See Course Outline below for due dates.

(4) complete the final exam

**Evaluation:**

- |                                   |            |
|-----------------------------------|------------|
| 1. Participation* and Quizzes.... | 20%        |
| 2. Papers. (20% each).....        | 60%        |
| 3. Final Examination              | <u>20%</u> |
|                                   | 100%       |

\*Participation in discussion is an important part of the learning experience. This is an opportunity for you to verbalize your own ideas and explore their validity in a group setting for possible inclusion in your critical essays. If you sit in the back and sleep you will not only lose your discussion points, but lose an opportunity to grow intellectually. ...So, be engaged and involved.

### Course Outline:

**Orientation Session:** Course Introduction

#### **Taita Homestay**

**Assignments:** Read *The River Between* (or *Weep Not Child*) This novel is to be read during the first homestay in Taita. Students should come to the first class of week one prepared to discuss its major ideas and their reactions to what they have read.

In addition, try to record at least one traditional Taita story in your field journal, or if translation is impossible, try to experience one presentation of oral literature in the Taita language.

**Week One:** The theme will be the impact of the colonialist/missionary in East Africa from different perspectives (ie. the problem of cultural alienation).

Lecture and discussion: Ngugi wa Thiongo, *The River Between* (we will cover approximately one quarter of the book in each of the four classes during week one, but it will be helpful if you have finished the entire book before the first class).

**Week Two:** Theme as above

Classes one to three: Lecture and Discussion of poetry selections, Okot p'bitek, *Song of Lawino* and *Song of Ocol*, Okara and others from the *Poems of East Africa* anthology. See also handouts from the instructor.

By class two students should begin writing their first paper of critical analysis on a poetry selection or a section of Ngugi's novel (specific topics to be announced).

Class four: **First paper due. (Friday, September 16)**

**Tanzanian Trip:** Read oral literature selections from Kipury and poetry selections for Week Three.

**Week Three:** The theme will be pastoral values. Lecture and discussion will focus on selected short stories by Grace Ogot, Ngugi, Kariara, Kipury, Somali writings and selected handouts of oral literature.

..Class one: Lecture topic-- Oral literature- Myths, tales and legends that reflect, and reinforce pastoral values.

Class two: Discussion of the assigned readings above (specific pages to be announced) focussing on the value of livestock, drought, initiation, and the roles of men, women, and children in a pastoral society.

Classes three and four: Continuation of the above.

**Week Four:** Pastoral values continued  
Readings to be announced.

Class Four: **Second paper due (Friday October 14)** The specific topics for this paper will be announced but should focus on pastoral values as depicted in one of the pieces of literature we have studied.

**Homestay in Samburu:** Try to record two or three traditional Samburu stories, tales or myths.

**Week Five:** Themes: Urban problems, changing roles, neo-colonialism, development issues.

Class one: Poetry selections to be announced

Class two: Poetry selections continued

Class three: *Betrayal in the City*

..Class four: Continuation of the above; Introduction to Meja Mwangi's *Kill Me Quick*.

**Week Six:** Theme as above

Class one: Lecture and Discussion-- Meja Mwangi, *Kill Me Quick* and/or selected short stories

Class two to four: Discussion continued

..Class four: **Third Paper due (Friday November 11)**

**Final Examination:** Three questions will be announced during Class three of week six for students to think about. Then they will come to class on exam day and write out their answers to one of those questions.

**Recommended Readings**

This is by no means a complete list but rather is a selection of suggestions for those who wish to broaden their experience of African writers. See especially Heinemann's *African Writers Series* for literature from the continent. Inside cover of any of their more recent books in this series has the most up to date and complete list of their publications. (Some authors included above are not repeated here.)

*East African Authors*

Blackburn et al. *Attachments to the Sun* (A poetry anthology)  
Bruner, C.H. *Unwinding Threads, Writing by Women in Africa*  
Hargreaves, *A Poetry Course for East Africa, KGSC* (Offers a good introduction to poetry analysis using primarily East African poems as examples.)  
Imbuga, F. *Betrayal in the City; Man of Kafira*  
Farah, M. *Maps; Sweet and Sour Milk; From a Crooked Rib*  
Macgoye, M. *Coming to Birth*  
Ngugi, *Weep Not Child; Grain of Wheat; Detained; I Will Marry When I Want; Petals of Blood*  
ole-Kulet, H.R. *Moran No More; Daughter of Maa, Is it Possible; The Hunter*  
Ruganda, J. *The Floods*  
Waciuma C. *Daughter of Mumbi*

*West African Authors*

Achebe  
Ba *So Long a Letter*  
Okara *The Fisherman's Invocation; The Voice*  
Ousmane  
Senghor *Nocturnes*  
\*Soyinka (especially the plays)  
Tutola *The Palm Wine Drinkard*

*Egypt*

Ghanem, F. *The Man Who Lost His Shadow*  
\*Mafouz, N. (Any of his work)

*Southern Africa*

Brutus, D.  
Ekwensi  
\*Gordimer  
LaGuma, A.  
Lessing, D. *The Grass is Singing* (and her latest?)  
Marechera, D. *The House of Hunger*

\*Nobel Laureates

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Modern Languages 101**

Title: **Kiswahili 101**

Instructor: Mrs. Nazi Kivutha

Tutor: Mr. Peter Ndeleva

**Kiswahili Reference Books**

Kiswahili Course textbook

Kiswahili grammar - P.M. Wilson, Simplified Swahili.

English-Kiswahili and Kiswahili-English Dictionary

Other Kiswahili materials in the Program's library

**COURSE EXPECTATIONS**

**Schedule**

- Classes for 6 weeks at 1.5 hours per day.
- Participation in the field components, Kiswahili instruction and tutorials.
- At least one quiz every two weeks, for a total of at least 3 quizzes.
- One short composition
- Oral and written examinations at the end of the course.

**Grading**

40% - written examination

20% - oral examination

30% - continuous assessment

10% - homework

A final grade of below 65% will constitute a failure of the course.

- NB**
1. Students who miss class more than **once** without prior arrangement with the instructors or for verified health reasons, will automatically have their Final Course grade penalized by 0.5 (e.g., from 3.5 to 3.0)
  2. All graded work is the responsibility of the student. Students will not be permitted to hand in work that has been copied or done for them by other sources.
  3. Punctuality is crucial, since this is a very intensive course.
  4. Tutorials are available for anyone who wishes to have them. Please make all arrangements through Peter, who will schedule them.

**Course content**

- grammar
- contextual conversations
- vocabulary building
- at the end of the 6-week course, students should be able to speak and write Kiswahili correctly.

Week 1

1. Orientation phrases
2. Persons: *Mimi, wewe, yeye*. Practise with negatives.
3. Practising persons, demonstratives and negation.
4. An introduction to verbs.
5. An introduction to imperatives.

Week 2

1. Tenses: (Present, past and future). Practise with persons and demonstratives.  
e.g., *mimi ninaenda wewe unaenda yeye anaenda.  
huyu anaenda yule anaenda huyo anaenda, etc.*
2. Tenses continued. Practise with negatives.
3. Field trip.
4. Revision.
5. **Quiz 1.**

Week 3

1. Introduce numbers.
2. Time
3. Days and months.
4. Date: how to tell dates.
5. Question forms..

Week 4

1. Conjunctions and Prepositions.
2. Adverbs and "ka".
3. Revision.
4. Field Trip.
5. **Quiz 2.**

Week 5

1. *M/Wa* class. Practise with the concept of *ana* with possessives.  
e.g., *mtoto wangu mzuri ana kitabu*  
*waalimu wetu warefu wana vikapu*
2. Introduce *M/Wa* class (singular and plural).  
Practise with demonstratives and adjectives.  
e.g., *mti huyu ni mrefu watu hawa ni warefu, etc.*

3. **M/Mi** class.  
e.g., *miti wangu mkubwa*      *miti yangu mikubwa*  
          *mti wako fupi*                *miti yako mifupi*, etc.
4. Introduce **Ki/Vi** class (singular and plural).  
Practise with demonstratives and adjectives.  
e.g., *kiti hiki kizuri*                *viti hivi vizuri*, etc.
5. **Ji/Ma** class. Practise with the concept of ana with possessives.
6. **N/N** class.

Week 6

1. **U** class.
2. **Quiz 3**.
3. General review.
4. Prepare for Oral Presentations.
5. Oral Presentations

Week 7

Final Examination



**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Modern Languages 102**

Title: **Kiswahili 102 (Advanced)**

Instructor: Mrs. Nazi Kivutha

Tutor: Mr. Peter Ndeleva

**Kiswahili Reference Books**

Kiswahili Course textbook

Kiswahili grammar - P.M. Wilson, Simplified Swahili.

English-Kiswahili and Kiswahili-English Dictionary

T. J. Hinnebusch and S. Mirza. Kiswahili. Msingi wa Kusema, Kusoma na Kuandika.

**COURSE EXPECTATIONS**

**Schedule**

- Classes for 6 weeks at 1.5 hours per day.
- Participation in the field components, Kiswahili instruction and tutorials.
- Two essays and 1 quiz to constitute "continuous assessment test."
- One short composition
- Oral and written examinations at the end of the course.

**Grading**

40% - written final examination

15% - final class oral examination

45% - continuous assessment and 2 essays

A final grade of below 65% will constitute a failure of the course.

- NB**
1. Students who miss class more than **once** without prior arrangement with the instructors or for verified health reasons, will automatically have their Final Course grade penalized by 0.5 (e.g., from 3.5 to 3.0)
  2. All graded work is the responsibility of the student. Students will not be permitted to hand in work that has been copied or done for them by other sources.
  3. Punctuality is crucial, since this is a very intensive course.
  4. Tutorials are available for anyone who wishes to have them. Please make all arrangements through Peter, who will schedule them.

**Course content**

- grammar
- contextual conversations
- vocabulary building
- at the end of the 6-week course, students should be able to speak and write Kiswahili correctly, and also be able to express themselves well in the language. It is hoped that they will have also gained

some confidence in the language to enable them to carry an intelligible debate in both spoken and written Kiswahili..

### Week 1

1. General review.
  - Tenses, additional verbs, imperatives, conjunctions, numbers, time, days of the week, telling dates

### Week 2

1. **1st essay due.**
2. Review of noun classes.
  - M/Wa
  - Ki/Vi
  - Ji/Ma
  - N/N
  - M/Mi

### Week 3

1. **2nd essay due.**
2. Introduce other noun classes.
  - Mahali class
  - U/N class
  - Ku class

### Week 4

1. More grammar.
  - -po- of time
  - relative 'amba'
  - object infixes
  - hypothetic -nge-, -ngali
  - derivative verbs (causitive, stative, reciprocal, passive, propositional)
2. Revision of work done from 3rd week.
3. **Quiz.**

### Week 5

1. **3rd. essay due.**
2. Reading from textbook for comprehension.
3. Explanations of cultural aspects from readings, word usages and discussions.

### Week 6

1. Comprehension continued.
2. Oral Class Presentations.
3. General review for Final Examination.

### Week 7

Final Examination

## RURAL HOMESTAY/URBAN HOMESTAY SEMINARS

These seminars are designed to continue the learning experiences begun in the field, to begin to evaluate for yourselves what you have learned from exposure to several Kenyan societies in transformation and to give you practical opportunity to practice the field journal methodology.

For the purposes of these seminars, students will be divided into 5 groups of 5 or 6 persons. It is likely that the groups will remain the same for both seminars. The seminars are intended to follow an organized but fairly simple format.

Each group will choose one major topic [from the list below] for presentation. The selection of topics should be done as early as possible in order to facilitate adequate opportunity for observation, preparation and discussion among each group prior to the seminars.

Each group should meet together before and after the homestays, and should jointly prepare written statements to be delivered by members of the group during the seminar. The following format should be suggested:

- a) Reporting. A discussion of not longer than 15 minutes which reports and describes observations made within individual experiences which relate to the chosen topic.
- b) Analysis. A discussion of not longer than 15 minutes analyzing the observations made concerning the topic (e.g., how specific behavior related to the chosen topic).
- c) Comparison. A discussion of not longer than 15 minutes which compares (a) and (b) above to other studied or known societies within the experience of members of the group. For the rural homestays, you may want to compare observations of the topics with what you know about society in the U.S.; for the urban homestays, you may want to make comparisons between rural and urban Kenya.

Although you will be focusing on specific topics for your seminars, do not make the mistake of narrowing your vision to the point that you exclude consideration of the interrelatedness of things that is a feature of African life. (Africans -- especially rural -- would not compartmentalize phenomena as we do.) The field experiences are far too short to produce 28 different cultural specialists.

Rather, the function of the seminars is to formally examine some of the interrelationships between culture and environment in several contexts, and to attempt to draw them together by joint experiential and intellectual effort. You will have a unique opportunity to be a participant observer in at least three societies in Kenya, and what you get from the experiences will in no small measure be in direct proportion to the efforts you make to intellectually and

experientially understand what you are a part of. The seminars will help you contextualize a vast array of often confusing stimuli.

It is intended that the formal structure of these seminars will stimulate complex interaction of the diverse ideas, backgrounds and experiences of the program's participants. It is hoped that this will result in some measure of agreement as to how and why cultures have interacted with environment and other factors to produce some relatively stable solutions to major problems confronting these societies.

### CULTURAL TOPICS AND PERSPECTIVES

From the list which follows, or after clearing it with Paul or Sam, choose a cultural topic which can be compared in a systematic way between the people you are living with and a culture you know well. Some of the topics are probably more manageable than others, and will therefore be more useful as seminar topics. The topics are intended to be culturally specific phenomena observable in individual societies:

Parental investment/child discipline	Division of labor
Employment/unemployment	Education
Religion and symbolism	Diet and nutrition
Health and healing	Access to food resources
Family structure	Death/inheritance
Music and dance	Cross-cultural interaction
Consumption/economic class	Social status and mobility
The aged/retirement	Maternal and infant care
Population	Mental illness
Ethno-botany/pharmacology	Specialized knowledge
Etiquette	Peer pressure
Competition/cooperation	Reciprocal altruism

In addition to choosing specific topics for each group, you should also individually examine how these topics are viewed by individuals from specific age/sex categories within society. These perspectives include:

Male	Female	Children
Adolescents	Infants	Bachelor men
Bachelor women	Elders	Retired elders
Men with wives of child-bearing age		
Women of child-bearing age		
Persons beyond child-bearing age		

The idea is for each group to concentrate on a different topic from all these perspectives within society, although individuals may in the course of their experiences, examine several perspectives.

Each group should inform Paul or Sam of the topic chosen, in order to coordinate the seminars and presentations.

REMEMBER, THE PRIMARY INPUT TO THE SEMINAR PRESENTATIONS IS YOUR EXPERIENCE THE FIELD. AVOID TOPICS ON WHICH WILL BE HARD TO GET INFORMATION, NO MATTER HOW INTERESTING THEY MAY APPEAR. YOU SHOULD FOCUS ON TOPICS FOR WHICH YOU CAN PREPARE USING PRIMARILY DAILY OBSERVATION.

Have an enjoyable, exciting and very different learning experience.

RURAL HOMESTAY SEMINAR GROUPS

GROUP 1

Kristin Cahill  
Jason Morris  
Christa Ambrose  
Jason Searles  
Allyson Dusault  
Amanda Timberg

GROUP 2

Anush Yousefian  
David Condoulis  
Anika Whitfield  
Ian McNeil  
Danielle Lattuga  
Kathleen Hitt

GROUP 3

Elizabeth Terrell  
Patrick Stamps-White  
Bridget Guarasci  
Timothy Brown  
Desiree Francis  
~~Sarah Sloan~~

GROUP 4

Heather Wright  
Sun Park  
Polly Oppmann  
Garrett Nesbitt  
Stacey Schuft  
Hilary Gehlbach

GROUP 5

Sarah Sloan  
Chris Black  
Jennifer Collins  
~~Hilary Gehlbach~~  
Kate-Lyn O'Keefe  
Mary Graham-Morris

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Tanzania Field Study Component**

Instructors:     **Dave or Thad Peterson, Directors, Dorobo Tours**  
                      **Paul Robinson, Director, SLU Kenya Semester Program**  
                      **and others**

Host Organization: **Dorobo Safaris, Arusha, Tanzania**

**FIELD STUDY COMPONENT IN TANZANIA**

The 14 day field study component in Tanzania will provide students with an integrated perspective on issues of 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-orientated, more capitalist economy. In a transition through several distinct environments, including regions continuously inhabited by humans for more than 3 million years, we will examine processes of development and change. Topics covered will include: archaeology; human evolution; Maasai pastoralist ecology- the historical background and the present; geology and geography- a focus on the rift valley system and its influence on human patterns of settlement and activity; plant ecology - influencing factors of soil, climate, animals and fire; wildlife ecology - ecological separation related to social organization and behaviour; and conservation - focusing on the broader perspectives for a developing nation, resource utilization and related conflicts.

Students will also begin a process of comparison between the fundamentally different strategies for political and economic development pursued by the two East African neighbors, Kenya and Tanzania. The field study will take the students through the highland environs of Mt. Meru to the northern Maasai steppe and the Ol Donyo Sambu and Tarangire 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.

Student learning will take place at different levels and will combine formal lectures with integrated experiential learning. This will occur in various formats:

- a) Students will be provided with common readings which will constitute reference materials for later discussion.
- b) Formal and informal discussions will be arranged with National Park personnel, Maasai elders, the Department of Antiquities, Olduvai, wildlife and conservation researchers, and other authorities on the range of issues covered in the field.

- c) Our Dorobo guides and staff represent a wide range of cultural and professional backgrounds. They will play a valuable role as educators throughout the field trip.

**Itinerary: 19 February - 4 March, 1994 (subject to modification)**

- Day 1:** Travel from Nairobi to Namanga where students will be met by trucks and transferred to Dorobo base as Olasiti village, Arusha. Afternoon devoted to learning camp procedures and formal briefing to provide students with an overview of geographical and topical areas covered on the field trip.
- Day 2:** A day walking on Mt. Meru in the environs of Arusha. Examination of WaArush and WaMeru settlements and agriculture. Issues of ecology, the effects of altitude on environment, changing settlement patterns, population and the relation between highland and lowland members of the wider community.
- Day 3:** Travel to Ol Donyo Sambu wilderness area, southeast of Tarangire National Park.
- Day 4&5:** Operating out of our base camp, students will have a chance to explore the surrounding area on foot. The emphasis here will be to look at details not easily observed from a vehicle.
- Day 6:** Travel through the Maasai village of Loibor Serrit and into Tarangire National Park. Set up base camp in the park.
- Day 7:** Wildlife viewing from the vehicles in Tarangire National Park.
- Day 8:** Travel to Ngorongoro crater. Camp on the crater rim.
- Day 9:** Full day of wildlife viewing in Ngorongoro crater from vehicles. Return to camp on rim.
- Day 10:** Travel to Lake Natron with an extended stop at Olduvai Gorge Archaeological site. Set up camp along the Engare Sero River near the base of the active volcano, Oldonyo Lengai.
- Day 11&12:** Hiking excursions from base camp including a climb up Oldonyo Lengai.
- Day 13:** Travel to Arusha- overnight at medium class hotel.
- Day 14:** Transfer to Namanga border.

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Samburu Field Study Component**

Instructors: Pakuo Lesorogol, Judy Rainy, Michael Rainy, Saidimu Lenaronkoito and the Explore Mara Staff

Host Organization: Explore Mara, Ltd.

**SAMBURU FIELD COMPONENT INTRODUCTION AND SEMINAR NOTES**

The 15 day field study component in Samburu will explore directly many facets of the complex physical, biotic, and social environments in which Samburu cattle pastoralists live.

The Samburu Field Component is a challenging experience which seeks to encourage student participation on both a physically demanding level and as a rigorous mental exercise. The field study is a unique combination of an introduction to, and involvement with, *Maa* speaking Samburu pastoralists and their environment. The quality of your experience is determined mainly by the initiative and energy with which you participate in this trip. Saidimu Lenaronkoito, Pakuo Lesorogol, Judy and Mike Rainy, together with the Explore Mara staff will attempt to provide the interpretative context for many of your experiences, but ultimately the effort must be yours.

You will also be accompanied by a group of Samburu elders, junior elders and warriors, giving you ample time and opportunity to meet and converse with Samburu people before your homestays. Other students can also help cross-cultural learning, particularly if you all intentionally minimize the amount of North American cultural baggage you attempt to carry on this trip. Kiswahili is of tremendous importance here as it provides an easily learned means to break the barriers of understanding between English and *Maa*. **YOU ARE STRONGLY ENCOURAGED TO PRACTICE BOTH THE KISWAHILI AND MAA LANGUAGES DURING THE FIELD TRIP!** Lasting rewards from this time in the field very much depend on it. It is the most effective step you can take towards developing an African perspective.

At the St. Lawrence Study Center the evening before the Field Course begins, Explore Mara instructors will introduce the pastoral culture of the Samburu with a slide show and a discussion of "What It Means To Be A Samburu."

During the first week of the field study, students will be guided on foot through three distinct Samburu lowland habitats: montaine, riverine and dry thorn bushland. These days will provide a direct introduction to the pastoral environment and its resultant life style. Students will use this information for more intensive study at the Highland base camp near Mt. Naibor Keju. The field trip will culminate in five days during which students will share settlement and herding life with the Samburu as well as explore nearby highland forests with Samburu elders as guides.



The value you derive will be directly related to the amount of continuous effort you make on the common readings, daily field journal entries and both formal and informal discussions. These will all provide resource material for the final seminars at Naibor Keju and Kikwal Cave in the Karrisia Forest.

During the trip the group will be subdivided into smaller discussion groups of 6 or 7 people each. As camping units these smaller groups will share more closely many of the activities, and will informally discuss daily themes as they arise, and present more focused conclusions occasionally to the larger group. These smaller groups will jointly develop a topic that considers some broad aspect of the Samburu pastoral culture during the course, e.g., the early education of children, or the polygamous marriage system in relationship to environmental determinants as well as modern economic and political pressures for cultural change. To discover how different cultural systems work, it helps to focus on one of its major moving parts relative to the whole. Each of these sub-groups will be responsible for bringing their insights and notes to the seminar and making a formal presentation of their findings and observations to the larger group.

At its best, cross-cultural interaction holds a mirror up to ourselves and promotes understanding and tolerance of different human lives. It can be the best kind of learning. The seminars on this and on your other cross-cultural experiences in Kenya are the best way to prevent short term cross-cultural contact from being superficial.

At its worst cross-cultural interaction can be like a painful failure to re-invent the wheel. By sharing your experiences and insights, you can multiply your individual awareness immensely because you have the means to distinguish between isolated cases and trends of behavior, as well as between an erroneous glimpse and a more accurate fuller picture.

Very few students have the opportunity to live amongst three very different peoples at the same time. By making the most of the comparative opportunities offered by your seminar, you will be making the most of these opportunities.

This trip is an exciting and challenging one. You are all encouraged to prepare yourselves mentally and physically for this experience.

#### SAMBURU FIELD STUDY COMPONENT

Common Readings:

TO BE DISTRIBUTED

#### Itinerary -- subject to change.

**Day 1** Drive to Kisima, in the south Samburu highlands. Our route is through the Rift Valley, and then wet agricultural Kikuyu land to the west of the Aberdare Range and Mt. Kenya. Contrast this with the semi-arid grassland that is just north of Nyaharuru. North of Rumuruti the predominant land use is

large-scale cattle and sheep ranching. Emphasis on the ecological zonation of the agricultural-pastoral transition of Central Kenya. Fly camp at Kisima.

**Days 2** Drive from Kisima over the Loroghi Plateau, and into the northern Samburu lowlands, through Baragoi and to the base of Ol Donyo Nyiro. These northern lowlands are the intersection of the pastoralism of Samburu, dominated by cattle, and that of the Rendille and Turkana, dominated by camels.

**Day 3, 4 and 5.** Climb and explore the Ol Donyo Nyiro massif, with student groups of 6 or 7, each led by two Samburu elders. Emphasis on understanding the pastoral grazing systems of Samburu using Nyiro as a microcosm of the principal ecological gradients and factors of the Samburu ecosystem. The Samburu are experts on local pharmacology and will discuss the veterinary and medicinal uses of native plants. Swahili practice for cross-cultural communication and evening discussions.

**Day 6** Descend Nyiro. Fly camp in the El Barta plains south of the mountain.

**Day 7** After breakfast and then drive to our next camp at Naibor Keju in the western highlands of Samburu land. Emphasis will be on the ecological contrast between lowland and highland Samburu. Base Camp 3 orientation. Evening discussion by seminar sub-groups on their interpretation of lowland pastoral life starts at 17:00. These should compare dynamic and sedentarized pastoralists. Please announce your group's final seminar topics.

**Day 8** Early morning climb of Naibor Keju Hill. Emphasis will be on relating highland Samburu settlement organization and movement strategies. Talk on past and present attempts to change traditional grazing practices on the Leroki Plateau (Colonial grazing schemes, post-colonial, and Group Ranching). Rest of the morning free for journal writing. In the afternoon there will be a women's meeting at a nearby local woman's house, concerning traditional issues that pertain particularly to Samburu women. Men will discuss the problems of a polygamous society from the point of view of Samburu warriors and elders.

**Day 9** In the late morning we will meet informally with a small group of Elders from *Sitat* subclan -- please be prepared with useful and answerable questions. Later in the morning there will be a specific introduction to Samburu homestays. After an early lunch you will walk to your homestay with your hosts from Naibor Keju.

**Day 10 and 11** More than two full days in Samburu settlements should give you adequate time to participate in herding and many other aspects of everyday Samburu life. Draw a sketch map of your settlement area showing the relationship of houses. Try to understand how specifically these people interact as pastoralists. What are their main problems? What are their main adaptations and solutions? Attempt to grasp the whole of Samburu life from the more focused perspectives you will present in the final seminar. Try to think about the evolution of Samburu culture in a semi-arid environment.

**Day 12** After returning to Base Camp from the settlements, students can shower and have a substantial brunch. In the afternoon we will visit Maralal town, which is the administrative headquarters for Samburu District as well as its largest trading center. The focus is on working out the interrelationship between pastoral people, trade and urbanization. Maralal is a town of great multiple ethnic character. Kikuyu, Meru, Turkana, Somali, Boran and Samburu predominate. After sketching its geographical layout, we will concentrate on sorting out its functional and ethnic zonation. What role(s) do Samburu play in Maralal? Based on what you have seen today, how do you expect Maralal to change in the next ten years? On our route home, women will stop at the home of a modern Samburu woman and continue their exploration of the problems confronting women in Samburu society today.

Evening informal discussion and seminar preparation.

**Days 13 and 14** About 10:00 we will leave for a two-day stay in the Karissia Forest. Emphasis here is on the forest as a pastoral resource and on joining Samburu friends in the fellowship of a traditional meat feast. You will also have time to reflect on the meaning of your Samburu experience in a peaceful natural setting. (Seminar 15:30 - 17:00 Day 13). Traditional Meat Feast.

Our second day in the forest will be a last chance to talk to and to question our Samburu guides (Seminar II 12:00 - 13:30). For the Samburu the black forest *lorok* is a shelter from drought and sickness, a living blessing for the health and future welfare of *lokop* (the people of the land) and *lopok* (those that survive). It will be difficult to see how such a poetic metaphorical relationship can be reconciled with the popular reputation pastoral people have as desert-makers.

We will return to Base Camp at Naibor Keju in the late afternoon. The rest of the day is free after making final preparations for an early start on the following day for Nairobi.

**Day 15** Leave Naibor Keju by 07:30. Our route to Nairobi will cross the large-scale commercial ranches of the Laikipia Plateau to Rumuruti, where the uplifted topography of the eastern wall of the Great Rift Valley begins to make agriculture possible once again. We should be back in Nairobi by 18:00.

***NKAI INJO IO NKISHON! NKAI INJO IO SOBATI! GOD GIVE US LIFE! GOD GIVE US GOODNESS!***

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**Interdisciplinary Studies 337: Integrated Field Study in East Africa**  
**(Including Internships)**

Title: **Integrated Field Study in East Africa Including Internships and Independent Study**

Instructor: **Dr. Paul W. Robinson, Associate Professor of History and Director, Kenya Semester Program**

**GENERAL**

We are committed to the integration of classroom and field components. Credit for this course is in two parts: (1) continuous assessment throughout the semester of field journals; and (2) the internship/independent study which is done during the final four weeks of the semester. (In lieu of an internship/independent study, students may elect to do the History 478 Field Course.)

The internship provides students an opportunity to spend a concentrated period of time on an in-depth project. Hosts will be expecting students to give the Internship their every effort. In some cases, arranging the internships is very difficult, as hosts do not expect that undergraduates can do anything significant in a period of four weeks--we will have have convinced each of them that students CAN.

In any given semester, students may or may not be the first student to participate in a given internship. Other students are likely to do the same internship in a subsequent semester. Arranging the internships consumes a great deal of our time and effort, and require that we put our own names and professional reputations here in Kenya, as well as that of St. Lawrence University, on the line for **EACH** internship. Each student must ensure that his/her performance will live up to the expectations of hosts (and us), so that we can indeed follow up and build on the relationships we have made in Kenya. Please adhere to any dress and conduct codes, etc. which may be appropriate for a given internship internship.

**THANK YOU IN ADVANCE FOR DOING A GOOD JOB.**

**COURSE REQUIREMENTS:**

The first requirement is keeping a continuous and consistent field journal. Journals will be turned in no later than 3 days after the Rural Homestays, the Tanzania Field Component and the Samburu Field Component for evaluation.

*Cumulative rather than averaged.*

Field journals will also be evaluated together with the internship/independent study report/paper turned in at the end of the internship/independent study.

The internships will last for a period of four weeks, from 21 November - 16 December, 1994. It is expected that you will devote your full energies to the Internship during that time. You are required to:

1. Work at least **40** hours per week, to a **minimum** of **160** hours for the internship period.
2. Keep a candid daily field journal explaining what you have done in your internship and your daily reactions to your assignment.
3. Write an internship paper of about **15-20** pages. Your hosts may ask for a copy of your paper, so please be cognizant of that when you discuss your organization or host. Arrange the format of the paper with Paul.
4. Secure a letter of evaluation from your supervisor/host at the end of the internship. **This is your responsibility, and will be included in the course grade.**
5. Hand in a completed **Internship Report form** (which you will be given).

### **EVALUATION**

Evaluation will be calculated on the basis of one-third of the final grade for each of the following:

- Continuous assessment of field journals.
- supervisor/host evaluation.
- project paper.

**THE INTERNSHIP PAPERS ARE DUE ON  
SATURDAY, 17th December, 1994.**

**ST. LAWRENCE UNIVERSITY Kenya Semester Program SYLLABUS**  
**HISTORY 478**

**Title: Field Course: Case Studies in African Development**

Instructor: **Dr. Paul W. Robinson**  
Maximum Enrollment: **6 students**

**I. ABSTRACT**

In this history field seminar course, students will undertake to examine some of the current developmental problems facing Africa. The approach will be historical, as many of the environmental, economic and social problems facing societies in dryland Africa have deep historical roots. The course will focus on East African situations, *and particularly the region's drylands*, in a case study approach.

Using this evidence as a starting point, and concentrating on the record of East Africa's drylands as a case study, students in the field course will pursue the question of development in East Africa through visiting several areas of Kenya, where various approaches to development are being pursued by government, bilateral aid organizations and NGO's. The final itinerary and specific subject matter of the field course are still being decided, but will include one or more of the following:

1. In West Pokot and Turkana Districts -- large- and small-scale development projects. Visits to the Italian Government funded *Sigor Irrigation Project* and the *Turkwell Gorge Hydroelectric Dam*, a project funded by the French Government, destined to provide power for much of western and northwestern Kenya. Visits to several irrigation projects in the region, including the *Katilu Irrigation Scheme* funded by the Kenya government, World Bank and FAO, and other smaller scale projects under the aegis of NGO and church organizations. In Lodwar and Kalokol, visits to NORAD's fish freezing factory, as well as tilapia breeding ponds funded by the Italian government. Successes and failures will be discussed, as well as the approaches to development in the district.
2. In Baringo District, a visit to the *Baringo Fuel and Fodder Project (BFFP)*, a long-term agro-forestry and grassland community-based project predominantly financed by the Dutch government. Visits to agro-forestry and land reclamation projects initiated by the World Bank and the United Nations Development Program. Evaluation of efforts with fundamentally different approaches, finance and level of local participation.
3. In Marsabit District -- visits to the area occupied by either the Rendille or Gabbra nomadic pastoralists, either the *Rendille Rehabilitation and*

*Development Support Program* funded for 2 years by Compassion of Canada and CIDA, as well as TEAR Fund and others, or the Hurri Hills Grazing Ecosystem Project, also funded for a number of years by NGO's. Specific assignments for students will be developed later during the semester.

These areas of Marsabit District were intensively studied between 1975-85, by a long-term UNEP-funded project, the Integrated Project in Arid Lands. The local population struggles to maintain a viable and productive lifestyle in this area, as during the past two decades, the areas have experienced several severe droughts, some localized over-utilization of the environment (particularly in the lowland regions near permanent water supplies). In addition to pastoralist use of the region, there is an ongoing transition from pastoralist land use to agriculture in the highland regions, with profound effects beginning to be felt by the pastoralist population.

## II. ASSESSMENT

Evaluation of the field course will consist of 1/3 of the grade for each the field journal (with assessment for the field journal throughout the semester as per the requirements for IDS 337), seminars and final examination.

Each student will do intensive background reading, will keep a field journal, will be expected to lead and participate in seminar discussions throughout the field course.

Seminar discussions will be led by students, and will include material from the readings. Each student will be assigned specific readings to formally present to the class. As part of the preparation, students will prepare written analytical summaries and discussion notes for each seminar and will form part of the assessment.

An final essay examination will be given.

## III. READINGS

### GENERAL

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- Oba, Gufu. "Perception of Environment among Kenyan Pastoralists: Implications For Development." Nomadic Peoples. No.19, September, 1985.
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- Topps, J.H. "Problems in Establishing a Livestock Policy Compatible with Combatting the Long Term Effects of Drought." In Stone, Jeffrey C. (ed.) Pastoral Economies in Africa and Long Term Responses to Drought. Aberdeen: Aberdeen University. 1991.

#### **TURKANA--Pokot/Turkana/Sudanese REFERENCE**

- Dyson-Hudson, Rada and J. Terrence McCabe. South Turkana Nomadism: Coping with an Unpredictably Varying Environment. New Haven: HRAF, 1985. Volumes 1 and 2.
- MCCabe, J. Terrence. Livestock Management Among the Turkana: A Social and Ecological Analysis of Herding in an East African Pastoral Population. PhD Thesis, SUNY, 1984.



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## CONCLUSION

You were taken back until something unknown  
moved inside your soul; you were plagued by the feeling that  
stirred uneasily in your flesh and bones. Had you, on the  
long road to the You of today,  
ever danced like that?

*Negley Farson*