

*PAUL ROBINSON*

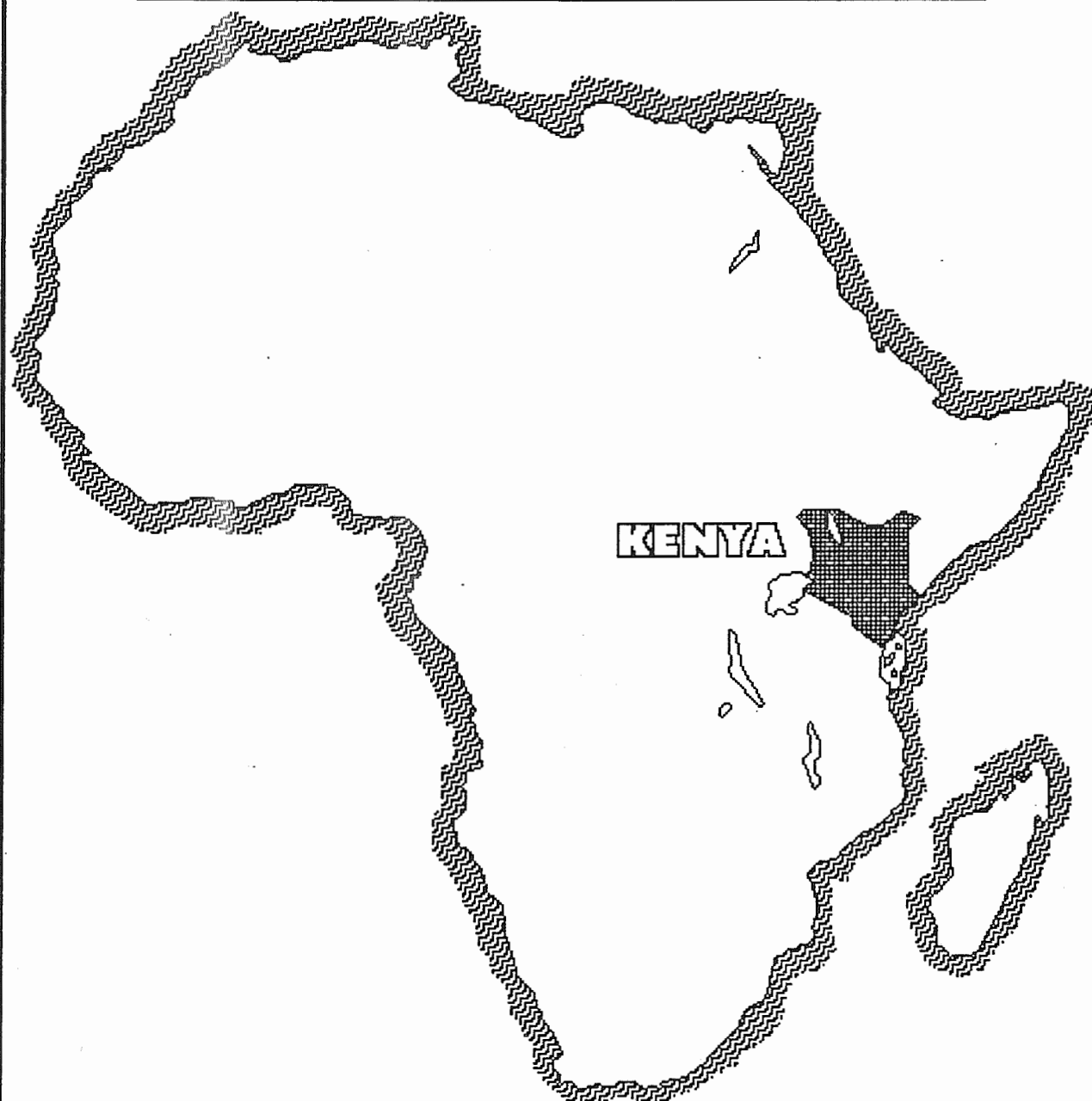
ST. LAWRENCE  
UNIVERSITY

KENYA SEMESTER PROGRAM

*SPRING 1990*

# ST. LAWRENCE UNIVERSITY

## KENYA SEMESTER PROGRAM



SPRING 1990 SEMESTER

	NAME: <u>Becky Austin</u>
	School: <u>Bowdoin</u> Class: <u>91</u>
	Major: <u>Soc/Anthro.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Manual Bonifaz</u>
	School: <u>Clark</u> Class: <u>91</u>
	Major: <u>Geo/Internat. Develop.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Jim Brown</u>
	School: <u>S.L.U.</u> Class: <u>90</u>
	Major: <u>Government.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Derry Buell</u>
	School: <u>Cornell</u> Class: <u>91</u>
	Major: <u>Govt/Internat. Stud.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Maceo Claver</u>
	School: <u>Cornell</u> Class: <u>91</u>
	Major: <u>African Studies</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Jackie Dorris</u>
	School: <u>Vassar</u> Class: <u>91</u>
	Major: <u>Economics</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Rachel Eskin</u>
	School: <u>U. of Rochester</u> Class: <u>91</u>
	Major: <u>History</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Julie Fontaine</u>
	School: <u>S. C. U.</u> Class: <u>91</u>
	Major: <u>ENW / Biology</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Gail Guerrero</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Soc/Eng. Writing</u> GPA: _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Jeff Hatcher</u>
	School: <u>Cornell</u> Class: <u>90</u>
	Major: <u>Biology Society</u> GPA: _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Julie Hoffman</u>
	School: <u>Brandeis</u> Class: <u>91</u>
	Major: <u>African/Afro Am Stud.</u> GPA: _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Eric Johnson</u>
	School: <u>S. L. U.</u> Class: <u>92</u>
	Major: <u>Govt / African Stud.</u> GPA: _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Senah Kekie</u>
	School: <u>S. C. U.</u> Class: <u>91</u>
	Major: <u>Government</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Michelle Lambert</u>
	School: <u>Connecticut Col.</u> Class: <u>91</u>
	Major: <u>Anthropology</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Mirja Laukkanen</u>
	School: <u>S. C. U.</u> Class: <u>91</u>
	Major: <u>Soc/Fine Arts</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Jocelyn McCarthy</u>
	School: <u>Cornell</u> Class: <u>91</u>
	Major: <u>English</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

SPRING 1990 Student Info

	NAME: <u>Lynn Moloney</u>
	School: <u>Bowdoin</u> Class: <u>91</u>
	Major: <u>Govt/Regal St./Int. Rel.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Robby Moore</u>
	School: <u>S.C.U.</u> Class: <u>91</u>
	Major: <u>Govt.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Beth Plunkett</u>
	School: <u>Amherst</u> Class: <u>91</u>
	Major: <u>Pol Sci / Pre Med.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Waya Reed</u>
	School: <u>S.C.U.</u> Class: <u>91</u>
	Major: <u>Government</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Thea Rhodes</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Anthropology</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Susan Rogers</u>
	School: <del>Middlebury</del> <u>Middlebury</u> Class: <u>92</u>
	Major: <u>History</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Bretchen Shiley</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Government</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Corina Spencer</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Anthropology</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	



	NAME: <u>Jeanne Sullivan</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>History</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Mason Jensen</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Psychology</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Arika Wallack</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>Eng. Comp. Autho.</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Sallyanne Wblek</u>
	School: <u>S. L. U.</u> Class: <u>91</u>
	Major: <u>English</u> GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: <u>Sheila Sullivan</u>
	School: <u>S.L.U.</u> Class: <u>91</u>
	Major: <u><del>Political</del> Govt.</u> GPA _____
	Courses: <u>J</u>
	Background: _____
IDS/FC: _____	

	NAME: _____
	School: _____ Class: _____
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	Courses: _____
	Background: _____
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	NAME: _____
	School: _____ Class: _____
	Major: _____ GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

	NAME: _____
	School: _____ Class: _____
	Major: _____ GPA _____
	Courses: _____
	Background: _____
IDS/FC: _____	

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, Spring 1985]**

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## **INTRODUCTION TO THE KENYA SEMSTER PROGRAM**

In his just 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 unproven, but they reflect a truth that is gradually beginning to dawn on mankind: despite all the apparent differences of race, colour, 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 behaviour. 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>

Can the commonality of our shared inheritance, the ingenuity of our ancestry and the bonds of our common humanity at least allow us to

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

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 millenia 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 800 students have participated in the Program. The Program has emphasized both the maintenance of high academic standards and direct personal interaction between Kenyans and Americans.

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 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 academic and experiential learning situations including: rural homestays; urban homestays; academic coursework; field study courses; 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. For the past five years, the rural homestays have been conducted in Kisa and Marama Locations, Kakamega District, Western Province, among the Abaluhya people.

**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 academic classes in Nairobi. This extended period of contact provides students with their best opportunities of understanding the processes of modernization and urbanization in a Kenyan context, and facilitates the development of close and long-term relationships with Kenyans.

**C. Academic Coursework.** Students take courses which directly address the social, political, economic, historical, geographical, environmental and developmental issues currently facing Kenya. Formal classroom learning takes place in a seven-week block of time after the rural homestays, and is augmented by seminars, field study trips, panel discussions and films--all of which supplement and enhance learning.

**D. Field Study Courses.**

**(1) Samburu Field Study Course.** All students participate in a two-week field student course amongst the traditional Samburu pastoralists. The course 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.

**(2) Biology Field Course.** For those students with interest and background in behavioral ecology and environmental management, the option of doing a four-week field course studying these issues in the Maasai Mara ecosystem has been incorporated into the Program's syllabus. The field course is designed to give students a highly focused and integrated biological and ecological view of one of Africa's richest grassland ecosystems.

**E. 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. As part of the course requirements, students must prepare formal papers, which are formally evaluated by the Program Director.

**F. 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, each student has participated as an intern in one of a variety of Kenyan institutions in such



fields as education, medicine, business, journalism, wildlife and tourism management and others. These internships have allowed students to contribute their expertise to Kenya on a volunteer basis as well as later helping them to move towards positions of responsibility in the United States or elsewhere in the world.

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 KENYAN UNIVERSITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
	Jan 8	9	10	11	12	13	14	
15	16	17	18	TRAVEL 19 TO RURAL HOMESTAY	20	21	RURAL HOMESTAYS	
22	23	24	25	26	END OF 27 HOMESTAYS (To Kericho)	Kericho: 28 Seminars Mara Orient.		
TO 29 Maasai Mara	30	31	Feb. 1	2	3	4	FREE DAY	FEBRUARY
5	6	7	8	9	10	11	FREE WEEKEND	
12	13	14	15	16	17	18	HOMESTAY WEEKEND	
19	20	21	22	23	24	25	LAKE MAGADI FIELD TRIP	MARCH
26	27	28	Mar. 1	2	3	4	FREE WEEKEND	
5	6	7	8	9	10	11	LAKE NAIVASHA FIELD TRIP	
12	13	URBAN 14 HOMESTAYS END	15	16	17	18	URBAN HOMESTAY (BBQ)	APRIL
19	20	21	22	23	24	25	FREE WEEKEND	
26	27	FREE 28 DAY	SAMBURU 29 ORIENTATION	30	31	April 1	SAMBURU FIELD STUDY COURSE	
2	3	4	5	6	7	8	SAMBURU FIELD COURSE	MAY
9	10	11	12	13	14	15	SAMBURU FIELD COURSE (CONTINUED) RETURN TO NAIROBI FREE WEEKEND	
16	17	18	19	20	21	22	GOOD FRIDAY FREE WEEKEND EASTER	
23	24	25	26	27	28	29	INTERNSHIPS/FIELD COURSE FREE WEEKEND	MAY
30	May 1	2	3	4	5	6	MAYDAY (holiday) FREE WEEKEND	
7	8	9	10	IDS/FC 11 END	12	PROGRAM ENDS DEP 12		

**ORIENTATION SCHEDULE**  
**January 15 - 18, 1990**

**Monday, January 15**

- 8:30 a.m. Breakfast at the S.L.U. Center  
9:00 a.m. Kiswahili Orientation, Part I, Mrs. Priscilla Mwamunga, Kiswahili Instructor  
11:30 a.m. Introduction to the Staff, Center and Schedule; registration of passports  
12:30 p.m. Lunch  
2:00 p.m. "Literature and Oral Expression in Africa" Ms. Waveny Olemba, Literature Instructor  
5:30 p.m. Dinner and evening lecture on art and philosophy at Paa ya Paa Gallery, Mr. Elimo Njau, Director.

**Tuesday, January 16**

- 8:00 a.m. Breakfast  
9:00 a.m. Introduction to the sociology of the African Family. Dr. Philista Onyango, Sociology Instructor  
12:30 p.m. Lunch  
2:00 p.m. "Geography of Kenya, with particular reference to the journey to Western Kenya," Dr. Ceilia Nyamweru, Kenyatta University  
4:00 p.m. Sports and swimming at Hillcrest School  
6:30 p.m. Dinner

**Wednesday, January 17**

- 9:00 a.m. Kiswahili Orientation, Part II. Mrs. Winnie Kivutha, Kiswahili Instructor  
12:30 p.m. Lunch  
2:00 p.m. Introduction to African politics. Dr. Njuguna Ng'ethe, Government Instructor.  
4:30 p.m. Demonstration of African Music. Team from the Kenya Conservatoire of Music.

**Thursday, January 18**

- 9:00 a.m. Orientation to the Rural Homestays, seminars and journal keeping, Paul Robinson and Howard Brown, Program Directors  
12:30 p.m. Lunch  
2:00 p.m. Personal health and health care in Kenya. Dr. Chandu Sheth, Program Physician  
4:00 p.m. Sports and swimming at Hillcrest Secondary School  
6:30 p.m. Dinner  
7:30 p.m. Video: The Africans (Episode on the family) by Ali Mazrui

\*\*\*\* PACK FOR DEPARTURE TO WESTERN PROVINCE \*\*\*\*

## **ST. LAWRENCE UNIVERSITY LIVING CENTER POLICIES**

### **1. ROOM CLEANUP**

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 on the top of the bookshelf at the main entrance. Incoming mail will be collected daily by Naftal and distributed at the Center or at the downtown classroom.

### **3. CAMPING EQUIPMENT**

Tents, water bottles, cooking gear, ensolite pads, etc. are located in a storeroom next to Paul's house. 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 Paul or Howard, one day in advance. A fee of Sh. 30/- will be charged per night, with an additional charge for meals.

Dinner	- Sh. 40/-
Lunch	- Sh. 30/-
Breakfast	- Sh. 20/-

### **5. LAUNDRY**

Laundry facilities are located at both Paul and Howard's houses. A fee for use of the washers will be deducted from your deposit. Please check the posted lists for your laundry day and use 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.

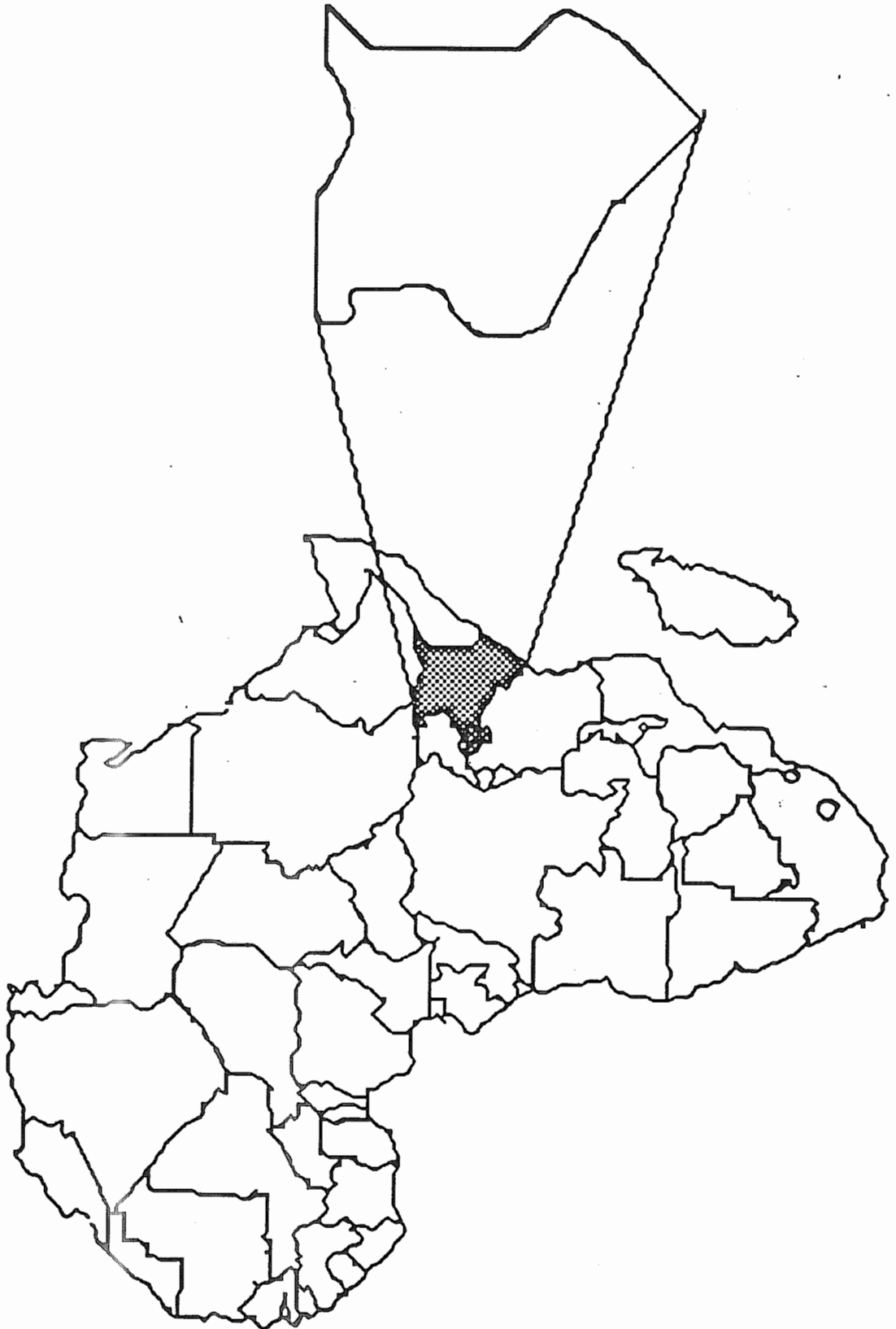
### **7. LIBRARY**

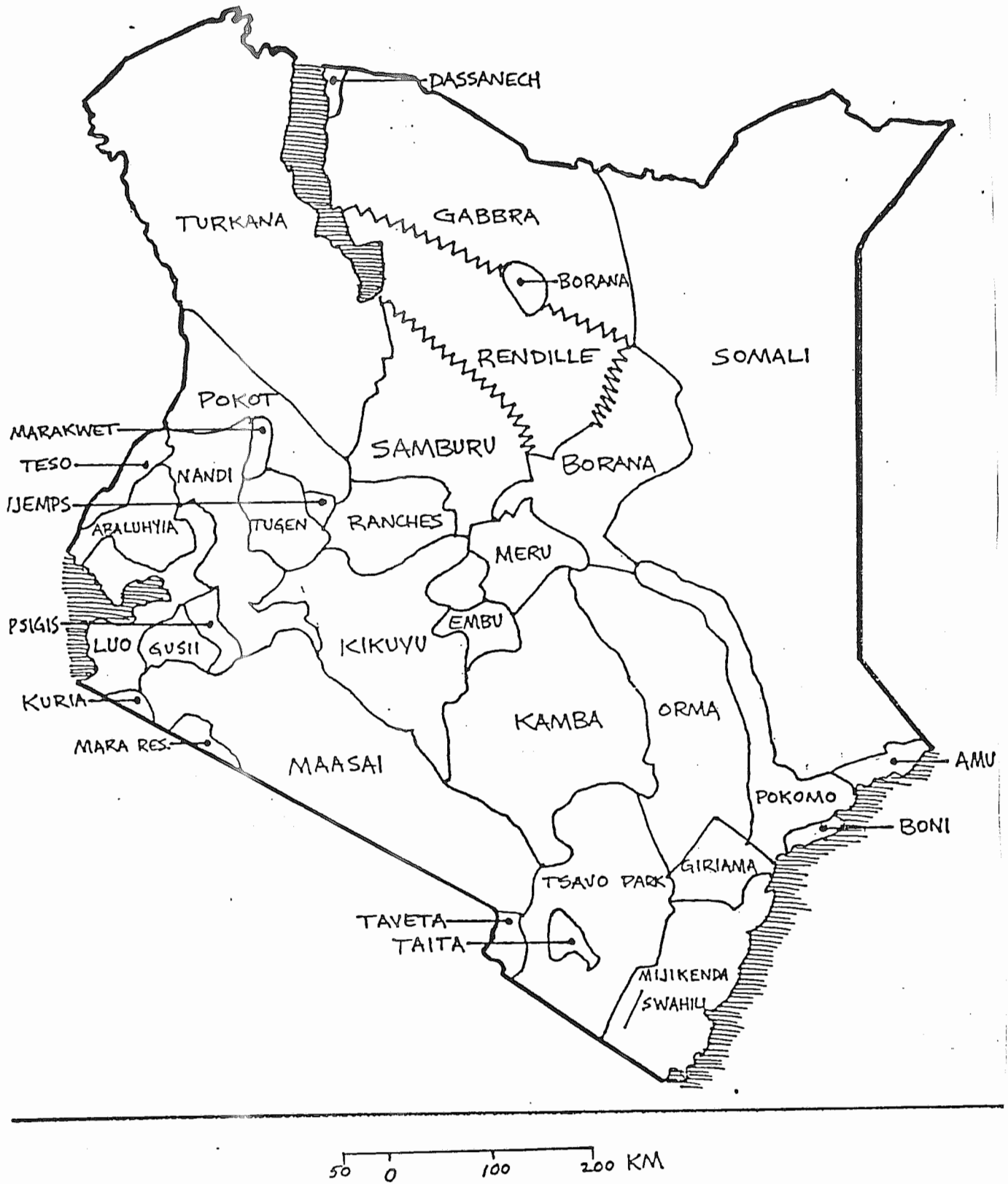
You are free to use the library at any time. The system for checking out books is based entirely on an honor system. After selecting a book(s) please sign it out in the log book near the door. Upon returning the book sign it back in. If the library is locked see Joyce for the key.

# MAPS

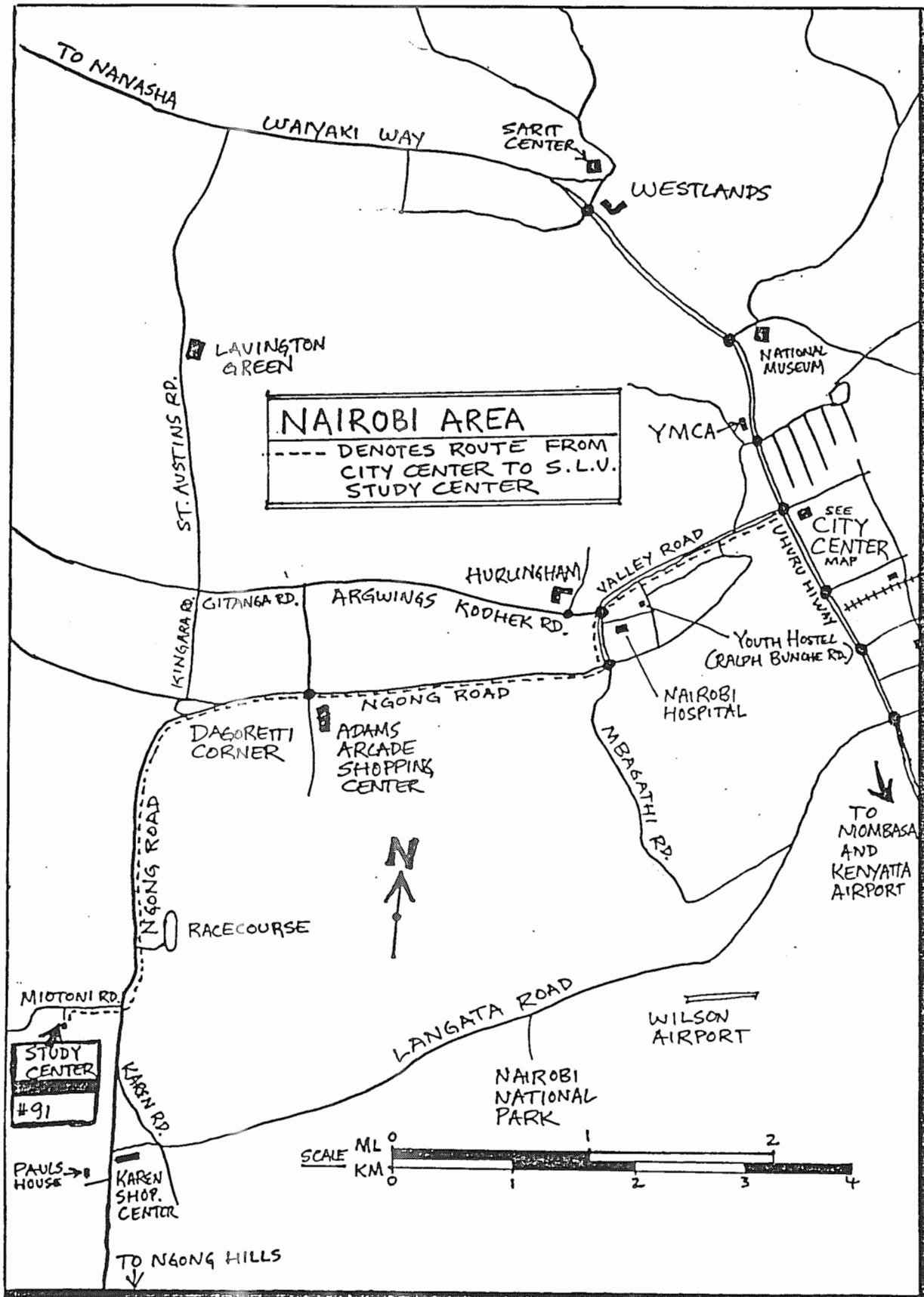
On the following pages, you will find a number of maps which may be of use to you during your stay in Kenya.

- 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.

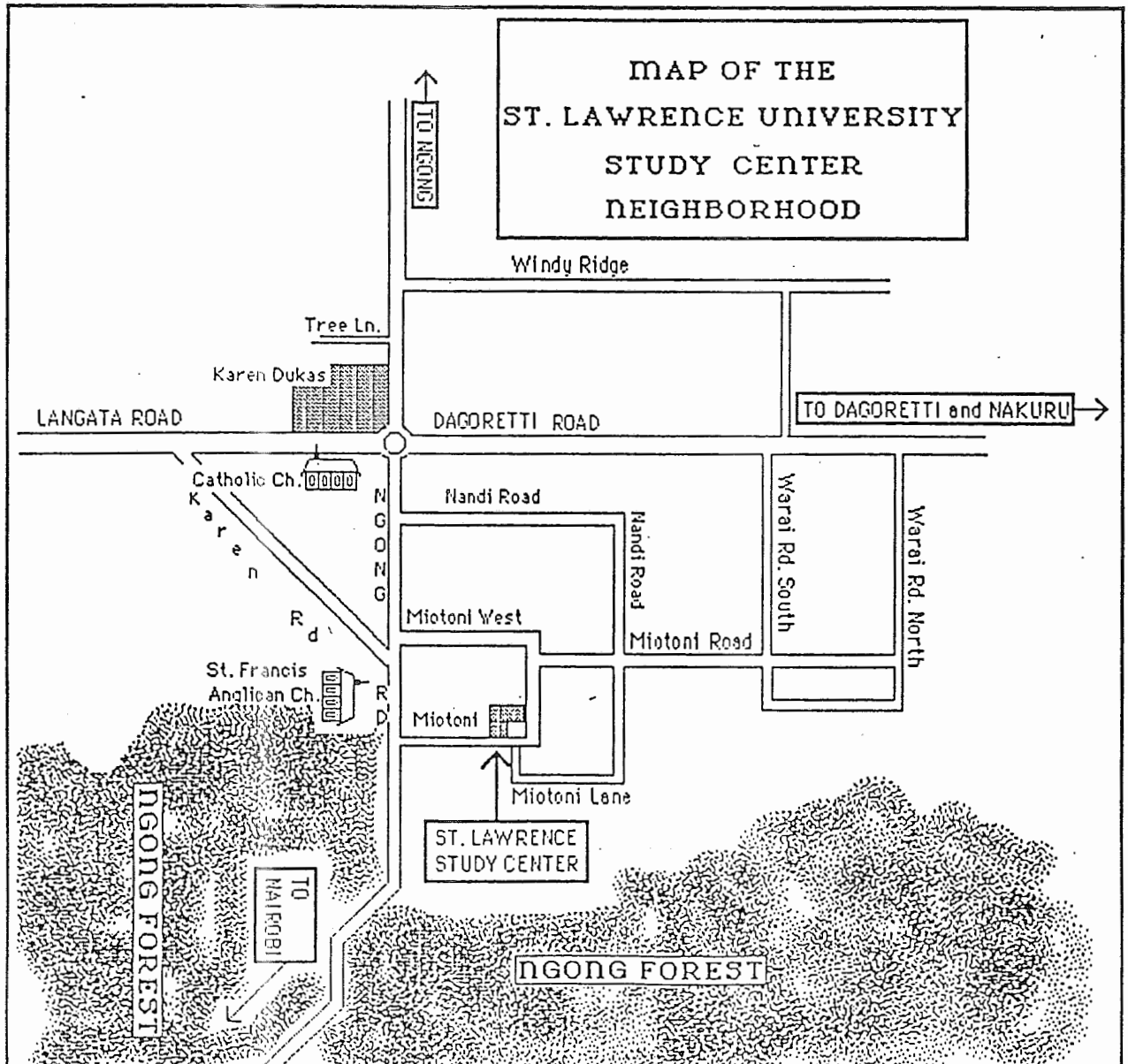


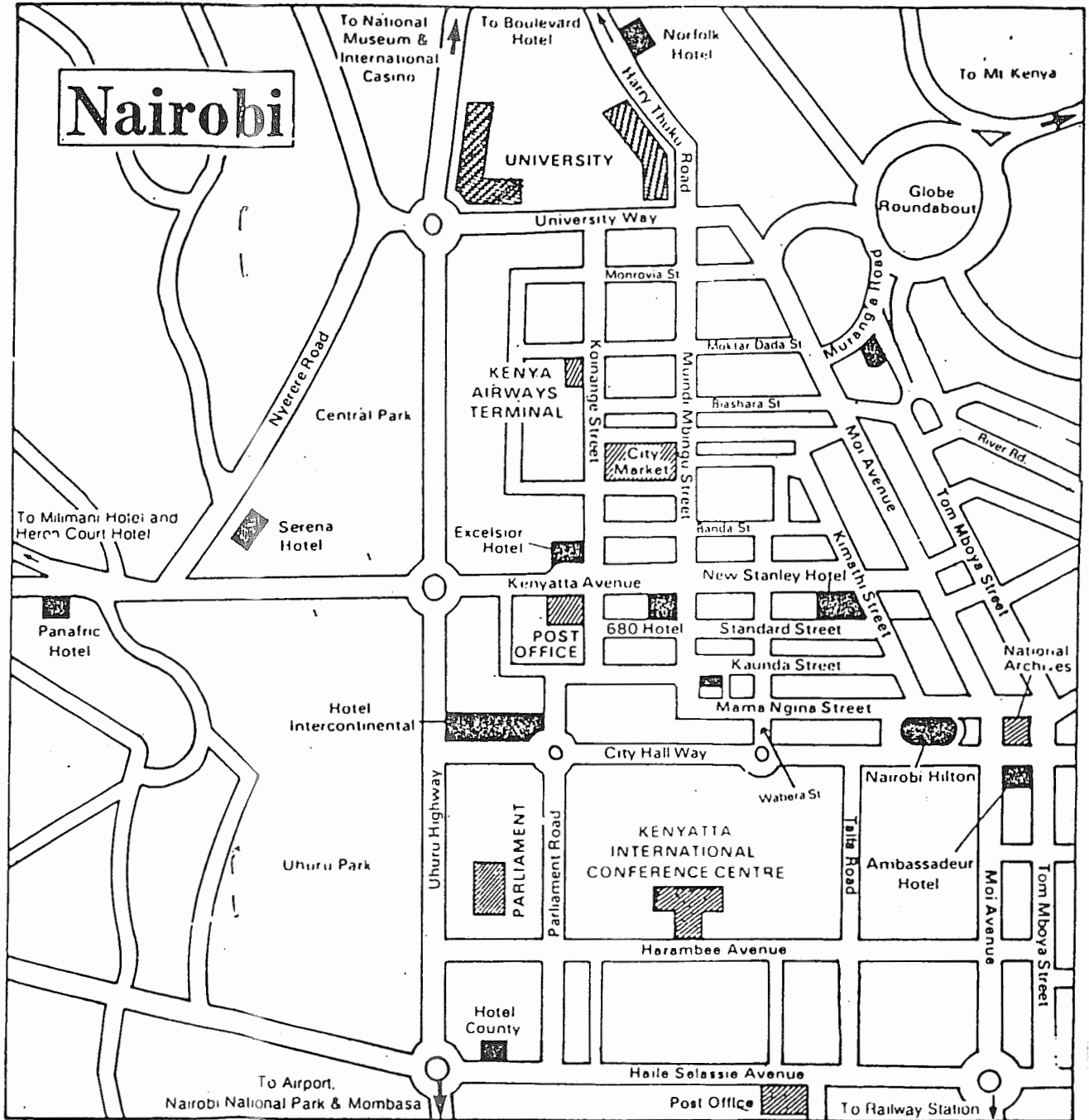


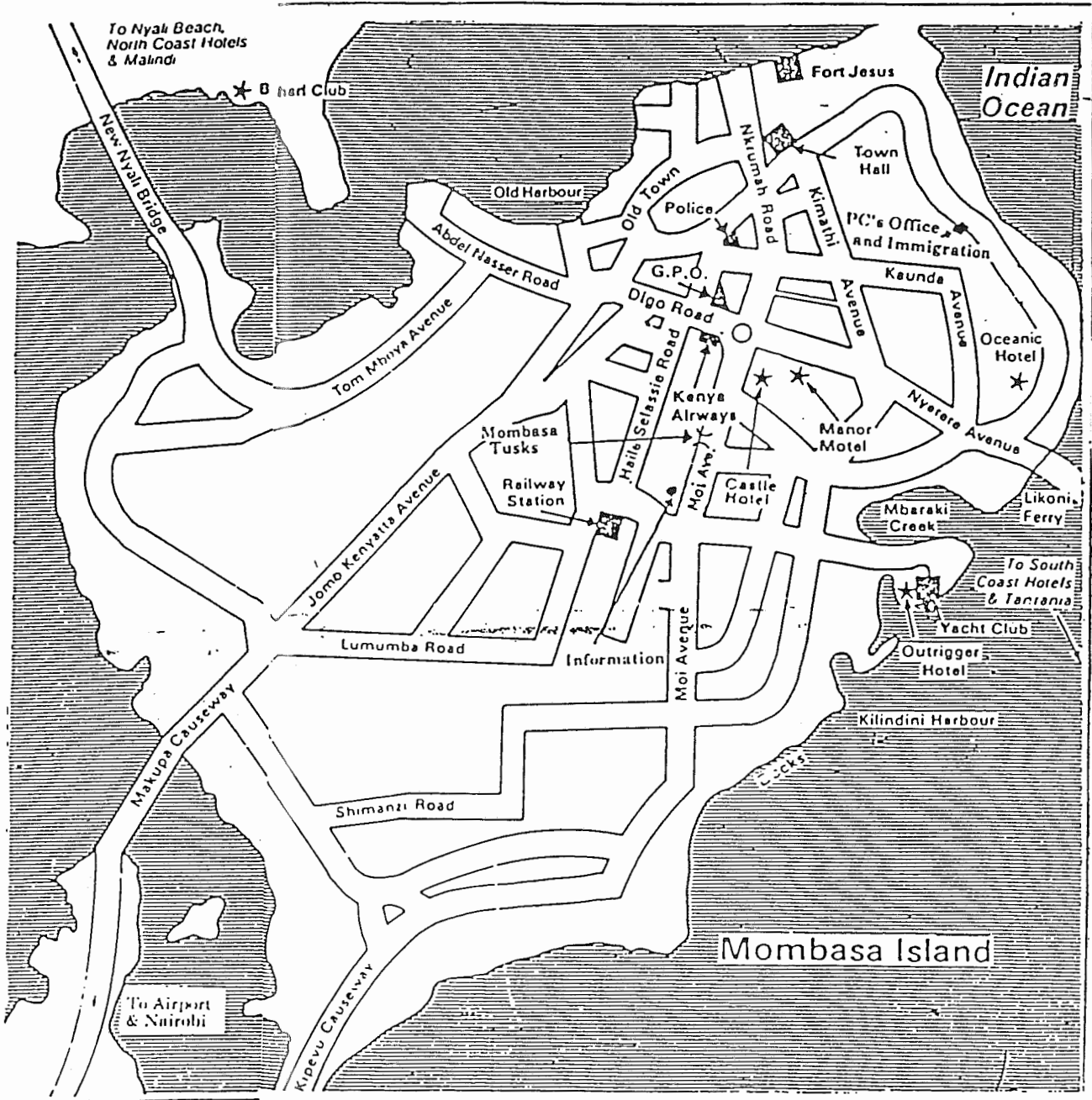
LANGUAGE REGIONS OF KENYA

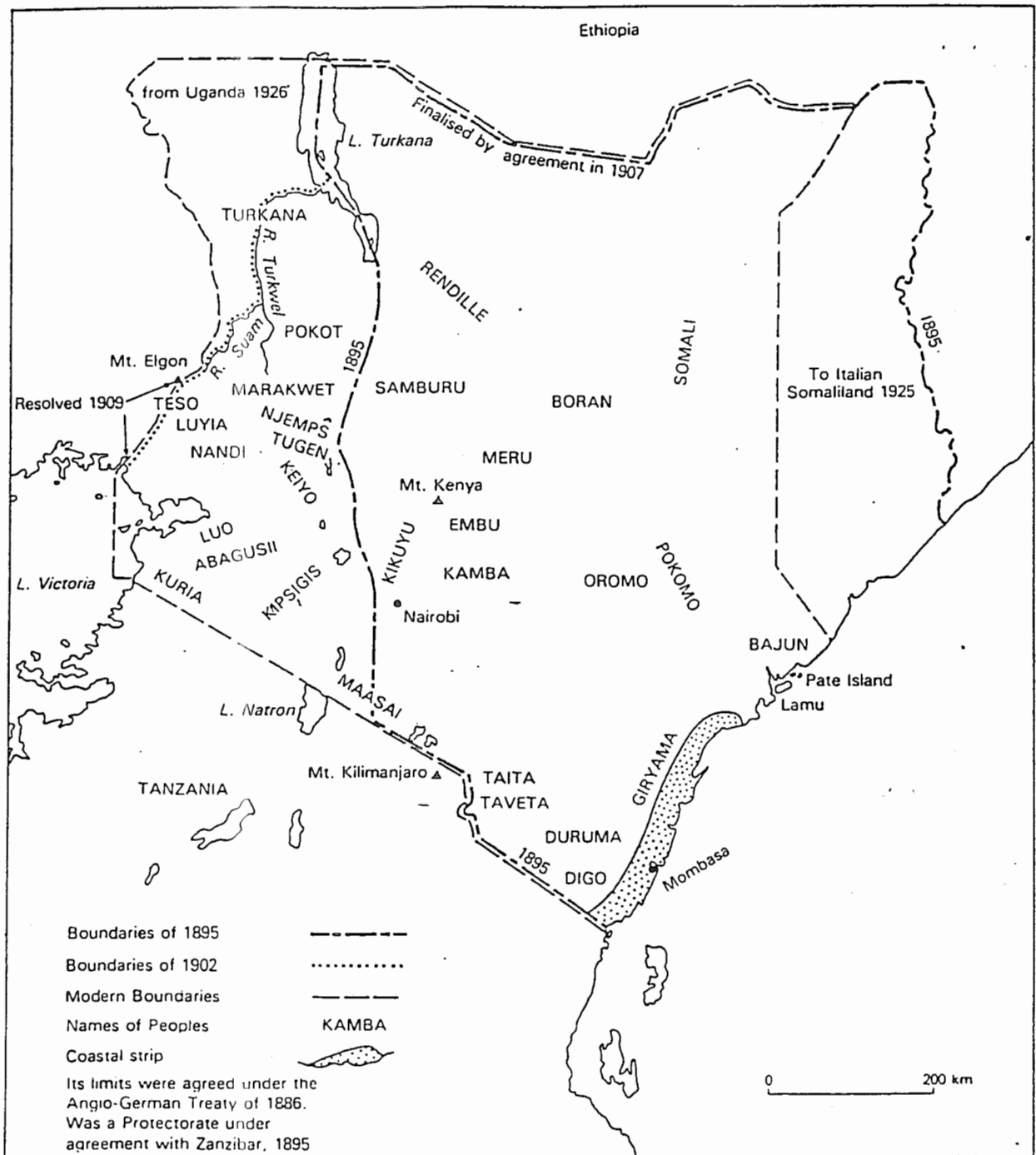












Kenyan peoples and boundaries

## **SPRING 1990 CALENDAR**

- 14 JANUARY** Students arrive in Nairobi on Zambia Airways flight QZ612 - 8.45 pm.
- 15-18 JANUARY** Orientation/Mini-course at the St. Lawrence University Study Centre, Mlotoni Road, Karen. Concentration will be on an Introduction to Kenya and the Kenya Semester Program, and Kiswahili. The orientation will include introductory lectures for each class.
- 19 JANUARY** Travel to Western Province for the Rural Homestay Program.
- 19 - 17 JANUARY** Rural Homestay Program, Kisa and Marama Locations, Western Province.
- 27 JANUARY** Depart Rural Homestays. Two nights in Kericho at the Tea Hotel.
- 29 JANUARY** Travel from Kericho to Maasai Mara National Reserve.
- 29 JANUARY -  
3 FEBRUARY** Educational Field Trip to Maasai Mara National Reserve. The field trip is designed to give students an introduction to behavioral ecology in a tropical grassland environment, and will also include an introduction to land use in Kenya.
- 4 FEBRUARY** Free day.
- 5-9 FEBRUARY** *Classes -- Week 1.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 10-11 FEBRUARY** Free weekend.
- 12-16 FEBRUARY** *Classes: Week 2.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 13 FEBRUARY-  
13 MARCH** Urban Homestays. Students will be resident with Kenyan Nairobi families for a period of four weeks, ending on 10th March. The homestays will begin with an introductory tea to be held at the Karen Study Centre.

- 17-18 FEBRUARY** Homestay Weekend. Students will spend the weekend with their Urban Homestay families. Events may include a visit to the family's rural home.
- 19-23 FEBRUARY** *Classes: Week 3.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 24-25 FEBRUARY** Field Trip to Lake Magadi. Students will visit the Magadi Soda Company, and as well learn about the geology and geography of the Rift Valley. There will be an archaeological visit to the Olorgesailie Museum.
- 26 FEBRUARY-  
2 MARCH** *Classes: Week 4.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 3-4 MARCH** Free Weekend.
- 5-9 MARCH** *Classes: Week 5.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 10-11 MARCH** Lake Naivasha field trip, where the students will camp at Fisherman's Camp and visit Hells Gate and Mt. Longonot National Park.
- 12-16 MARCH** *Classes: Week 6.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 13 MARCH** Urban homestays end. Students return to the Center on Wednesday, 14 March.
- 17 MARCH** Bar-B-Que for the students and their families.
- 18 MARCH** Free day.
- 19-22 MARCH** *Classes: Week 7.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 23-25 MARCH** Students will study for final examinations and prepare final papers.
- 26-27 MARCH** Final Examinations.
- 28 MARCH** Free day.
- 29 MARCH** Day reserved for preparation for the Samburu Field Course. There will be introductory lectures by Michael Rainy, the Field Course instructor.

<b>30 MARCH- 13 APRIL</b>	Samburu Field Study Course. Organized and conducted by Explore Mara, Ltd. of P.O. Box 45541, Nairobi, Mr. Michael E. Rainy and Mr. Ngagan Lesorogol, Directors.
<b>13 APRIL</b>	Return to Nairobi.
<b>14- 15 APRIL</b>	Free weekend. Students will use this weekend to prepare for and in some cases travel to their internship sites.
<b>16 APRIL- 11 MAY</b>	Internships, Biology Field Study Course and possibly the History Field Course. The Biology course will be done at the field camp operated by Explore Mara, Ltd., near the Maasai Mara National Reserve. Students participate in this course in lieu of the Internships/Independent Study course.
<b>16-19 APRIL</b>	Internships and Field Study: Week 1.
<b>20-22 APRIL</b>	EASTER WEEKEND.
<b>23-27 APRIL</b>	Internships and Field Study: Week 2.
<b>30 APRIL- 4 MAY</b>	Internships and Field Study: Week 3.
<b>1 MAY</b>	HOLIDAY: MAY DAY.
<b>7-11 MAY</b>	Internships and Field Study: Week 4.
<b>12-13 MAY</b>	Evaluations. Program evaluation days. Students return to St. Lawrence University Study Centre, Karen. Preparation of final internship/independent study reports and semester evaluations.
<b>13 MAY</b>	Internship papers due.
<b>13 MAY</b>	<b>SEMESTER ENDS.</b>

**ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM**  
**SPRING 1990 PARTICIPANTS**

**St. Lawrence University students:**

✓ Brown, James	✓ Eskin, Rachel
✓ Fontaine, Julie	✓ Guerrero, Gail
✓ Johnson, Eric	✓ Kekic, Senah
✓ Laukkanen, Mirja	✓ Moor, Robley
✓ Reed, Anya	✓ Rhodes, Thea
✓ Shiley, Gretchen	✓ Spencer, Corinna
✓ Sullivan, Jeanne	✓ Sullivan, Sheila
✓ Jener, Sharon	✓ Wallack, Arika
✓ Wolek, SallyAnne	

**Non St. Lawrence University Students**

✓ Austin, Susan	Bowdoin College
✓ Bonifaz, Manual	Clark College
✓ Buell, Deirdre	Cornell University
✓ Cleaver, Maceo	Cornell University
✓ Dorris, Jacqueline	Vassar College
✓ Hatcher, Jeffrey	Cornell University
✓ Hoffman, Julie	Brandeis University
✓ Lambert, Michelle	Connecticut College
✓ McCarthy, Jocelyn	Cornell University
✓ Moloney, Lynn	Bowdoin College
✓ Plunkett, Beth	Amherst College
✓ Rogers, Susan	Middlebury College



**ST. LAWRENCE UNIVERSITY Kenya Semester Program**  
**SPRING 1990 Student List**

<b><u>NAME</u></b>	<b><u>CAMPUS ADDRESS</u></b>	<b><u>PARENT/MAILING ADDRESS</u></b>
Austin, Susan Sociology/Anthropology '91	<i>Bowdoin College</i> M.U. Box 14 Brunswick, ME 04011 (207) 729-7576	William Austin 25 Park Road Dayton, OH 45419 (513) 298-2837
Bonifaz, Manual Geo/Internat. Develop. '91	<i>Clark University</i> Box 247 Worcester, MA 01610 (508) 756-1428	Cristobal Bonifaz 21 Marple Street Conway, MA 01341 (413) 369-4292
Brown, James Government '90	<i>St. Lawrence University</i> PO Box 1328 Canton, NY (315) 386-1005	Ann/James Brown 8 Baywater Drive Darien, CT 06820 (203) 655-7392
Buell, Deirdre Govt/Internat. Studies '91	<i>Cornell University</i> 109 Dewill Place, Apt 6 Ithaca, NY 14850 (607) 272-2263	Lawrence Buell 281 Forest Street Oberlin, OH 44074 (216) 774-1931
Cleaver, Maceo Africana Studies '91	<i>Cornell University</i> 10232 Ujamaa Ithaca, NY 14853 (607) 253-6786	Kathleen Cleaver 715 Quinpiac Ave. New Haven, CT 06513 (203) 469-0772
Dorris, Jacqueline Economics '91	<i>Vassar College</i> Box 2282 Poughkeepsie, NY 12601 (914) 451-2436	Albert/Nancy Dorris 5721 View Lane Edina, MN 55436 (612) 938-2339
Eskin, Rachel History '91	<i>University of Rochester</i> 157 Harvard St. Rochester, NY 14607 (716) 244-6295	Ernest Eskin 313 Wellesley Rd. Philadelphia, PA 19119 (215) 247-3537
✓ Fontaine, Julie ENVS/Biology '91	<i>St. Lawrence University</i> PO Box 806 Canton, NY (315) 379-7694	M/M Fontaine 20 Creekside Dr. Honeoye Falls, NY 14472 (716) 624-4524
↙ Guerrero, Gail Soc/Eng. Writing '91	<i>St. Lawrence University</i> PO Box 838 Canton, NY (315) 379-6237	M/M Guerrero 110 Prospect St. Bennington, VT 05201 (802) 442-9378
Hatcher, Jeffrey Biology & Society '90	<i>Cornell University</i> 217 N. Baker Ithaca, NY 14853 (607) 253-1267	Daphne Hatcher 137 Spofford Rd. Boxford, MA 01921 (508) 352-6787
Hoffman, Julie African/AfroAm Stud. '91	<i>Brandeis University</i> MB #3361 Waltham, MA 02254 (617) 736-8379	Dr. Robert Hoffman 4933 E. 22nd Ave. Denver, CO 80207 (303) 321-4145

Johnson, Eric Govt/African Stud. '92	<i>St. Lawrence University</i> PO Box 257 Canton, NY 13617 (315) 379-7377	Dr. Lechard Johnson 432 Wild Harbor Rd. N. Falmouth, MA 02556 (508) 563-6855
Kekic, Senah Government '91	<i>St. Lawrence University</i> PO Box 917 Canton, NY (315) 379-7569	Judith Kekic Rd#5 Dugway Rd. Canandaigua, NY 14424 (716) 394-7521
Lambert, Michelle Anthropology '91	<i>Connecticut College</i> 665 Conn. College New London, CT 06320 (203) 444-9091	M/M James Lambert P.O. Box 597 Hanover, NH 03755 (603) 643-8551
Laukkanen, Mirja Soc/Fine Arts '91	<i>St. Lawrence University</i> PO Box 950 Canton, NY 13617 (315) 379-6717	Marjatta Laukkanen 72490 Saarinen Finland (358) 71-522370
McCarthy, Jocelyn English '91	<i>Cornell University</i> 8231-B Holland ILC Ithaca, NY 14853 (607) 253-0438	M/M McCarthy 419 Riverview Rd. Swarthmore, PA 19081 (215) 544-3216
Moloney, Lynn Govt/Legal St/Int.Rel. '91	<i>Bowdoin College</i> MU Box 430A Brunswick ME 04011 (207) 725-3880	A. Michael Moloney 41 Deepwood Rd. Darien, CT 06820 (203) 655-3568
Moor, Robley Government '91	<i>St. Lawrence University</i> PO Box 1014 Canton, NY 13617 (315) 379-6724	Dr. James R. Moor 116 Carriage Drive Avon, CT 06001 (203) 673-9127
Plunkett, Beth PolSci/Pre-Med '91	<i>Amherst College</i> Box 1220 Amherst, MA 01002 (413) 542-3095	Thomas Plunkett 88 Woodside Ave. Wellesley, MA 02181 (617) 237-3987
Reed, Anya Government '91	<i>St. Lawrence University</i> PO Box 1089 Canton, NY 13617 (315) 379-6121	M/M Reed 28 Hearthstone Dr. Riverside, CT 06878 (203) 637-5607
Rhodes, Thea Anthropology '91	<i>St. Lawrence University</i> PO Box 1095 Canton, NY 13617 (315)	Frederick Rhodes 5 North Pond Rd. Short Hills, NJ 07078 (201) 379-6591
Rogers, Susan History '92	<i>Middlebury College</i> Box 2905 Middlebury, VT 0573 (802) 388-3711 (6750)	Thomas E. Rogers 68 Post Rd. North Hampton, NH 03862 (603) 964-5798
✓Shiley, Gretchen Government '91	<i>St. Lawrence University</i> PO Box 1142 Canton, NY 13617 (315) 379-6279	Mary E. Shiley 85 Potter Ave. Orchard Park, NY 14127 (716) 662-4493

Spencer, Corrina Anthropology '91	<i>St. Lawrence University</i> PO Box 1154 Canton, NY (315)	Duncan Spencer 643 E. Capitol St. SE Washington DC 20003 (202) 544-4185
Sullivan, Jeanne History '91	<i>St. Lawrence University</i> PO Box 1167 Canton, NY (315) 379-7624	William J. Sullivan 46 Lorimer St. Rochester, NY 14608 (716) 458-6106
Sullivan, Sheila Government '91	<i>St. Lawrence University</i> PO Box 1168 Canton, NY 13617 (315) 379-1668	Thomas Sullivan Rd 4, Box 552 Easton, MD 21601 (301) 822-8523
Tener, Sharon Psychology '91	<i>St. Lawrence University</i> PO Box 1173 Canton, NY 13617 (315) 379-6232	M/M Tener 27 Gin Still Lane West Hartford, CT 06107 (203) 521-8735
Wallack, Arika Eng.Comp/Anthro. '91	<i>St. Lawrence University</i> PO Box 1211 Canton, NY 13617 (315) 386-8065	M/M Wallack 2810 Gale Rd. Wayzata, MN 55391 (612) 473-7367
Wolek, SallyAnne English '91	<i>St. Lawrence University</i> PO Box 1243 Canton, NY 13617 (315) 379-6311	M/M Hulbert 6 Ford Ave. Oneonta, NY 13820 (607) 432-1720

**TOTAL: 29**

**MEN: 6**

**WOMEN: 23**

<b>ST. LAWRENCE UNIVERSITY</b>	<b>17</b>	<b>STUDENTS</b>
<b>AMHERST COLLEGE</b>	<b>1</b>	<b>STUDENT</b>
<b>BOWDOIN COLLEGE</b>	<b>2</b>	<b>STUDENTS</b>
<b>BRANDEIS UNIVERSITY</b>	<b>1</b>	<b>STUDENT</b>
<b>CLARK COLLEGE</b>	<b>1</b>	<b>STUDENT</b>
<b>CONNECTICUT COLLEGE</b>	<b>1</b>	<b>STUDENT</b>
<b>CORNELL UNIVERSITY</b>	<b>4</b>	<b>STUDENTS</b>
<b>VASSAR COLLEGE</b>	<b>1</b>	<b>STUDENT</b>

**St. Lawrence University 17**

**Non-SLU 12**

# ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

## ORIENTATION HANDOUT (KISWAHILI)

The Kiswahili language has all the the consonants as in English except "Q" and "X."

The consonants' pronunciation in this paper should be regarded as that of the English language. However, there is some difference in the Kiswahili vowel system. Below is the guide to the pronunciation of Kiswahili vowels.

### Pronunciation

a as in father  
e as in bet  
i as in pit/beat  
o as in bought  
u as in full/foot

### Examples of Kiswahili words

kaka (brother)  
pete (ring)  
mimi (I)  
mtoto (child)  
kuku (hen)

The vowels may be long or short depending on the word, but usually the length of a vowel is indicated by doubling up the vowel.

taa (lamp)  
mzee (elder)  
ndoo (bucket)

saa (watch, clock)  
tii (obey)  
mguu (leg)

### TENSE MARKERS

hu	designates the habitual tense	<u>husoma</u>	(I always read)
na	designates the present tense	<u>ninasoma</u>	(I am reading)
me	expresses the perfect tense	<u>nimesoma</u>	(I have read)
li	designates the past tense	<u>nilisoma</u>	(I read)
ta	designates the future tense	<u>nitasoma</u>	(I will read)

### PERSONS

<u>mimi</u> (I)	<u>sisi</u> (we)
<u>wewe</u> (you)	<u>nyinyi</u> (you, pl.)
<u>yeye</u> (he-she)	<u>wao</u> (they)

### SUBJECT PREFIX

ni ( <u>ninasoma</u> )	tu ( <u>tunasoma</u> )
u ( <u>unasoma</u> )	m ( <u>mnasoma</u> )
a ( <u>anasoma</u> )	wa ( <u>wanasoma</u> )

### QUESTIONS

<u>wapi</u> (where)	<u>Unaenda wapi?</u> (Where are you going?)
<u>nini</u> (what)	<u>Unafanyi nini?</u> (What are you doing?)
<u>lini</u> (when)	<u>Utarudi lini?</u> (When will you come back?)

**GREETING**

Casual: Jambo. (Hello.)  
ans. Jambo. (Hello.)

Standard: Hujambo. (How are you?)  
ans. Sijambo. (I am fine.)

Answers (any of these):

<u>Habari gani?</u>	(What is the news?)	<u>Njema</u> .
<u>Habari ya asubuhi?</u>	(Good morning.)	<u>Nzuri</u> .
<u>Habari ya kushinda?</u>	(Good evening.)	<u>Salama</u> .
<u>Habari yako?</u>	(How are you?)	
<u>zenu?</u>	(How are you? pl.)	
<u>za watoto?</u>	(How are the children?)	
<u>za nyumbani?</u>	(How is the home?)	
<u>za mgoniwa?</u>	(How is the sick one?)	

names of people or relations. (e.g., John, Jane, bibi, baba,  
mwalimu, mama, babu, etc.)

**INTRODUCTION**

(mimi) ninaitwa\_\_\_\_\_. I am called\_\_\_\_\_.  
(mimi) iina langu ni\_\_\_\_\_. My name is\_\_\_\_\_.

(wewe) unaitwa nani? -What is your name?  
(wewe) iina lako nani?

(wewe) unatoka wapi? - Where do you come from?  
ans. (Mimi) ninatoka\_\_\_\_\_ I come from\_\_\_\_\_.

Unatoka mji gani? - Which city do you come from?  
ans. (Mimi) ninatoka\_\_\_\_\_ I come from\_\_\_\_\_.

Unatoka jimbo gani? - Which state do you come from?  
ans. (Mimi) ninatoka\_\_\_\_\_ I come from\_\_\_\_\_.

**HOME WELCOMING**

Hodi. Comparable to European custom of knocking at the door.  
ans. Karibu. - Welcome.

Greetings (see above)

Kaa  
Kaeni (pl.)

tafadhali. - Please sit down.

Utakunywa nini?  
Mtakunywa nini? (pl.)

What will you drink?

ans. Nitakunywa I will drink e.g., soda, chai,  
Tutakunywa (pl.) - We will drink fanta, maji ya  
machungwa, bia, maziwa, etc.

Utakula nini?

Mtakula nini? (pl.)

ans. Nitakula

Tutakula (pl)

- I will eat

- We will eat

What will you eat?

e.g., ugali, mkate,

mayai, chapati,

mboga, nyama ya

nguruwe, matunda, ndizi,

maembe, mananasi, etc.

Ninaenda. - I am going.

Nenda salama. - Go well.

Nendeni salama. (pl.) - Go well.

Kwaheri. - Good bye.

Kwaherini (pl.) - Good bye.

Ninashukuru sana. - I am very grateful.

Tunashukuru sana. (pl.) - We are very grateful.

Pole. - I am very sorry. (\*Said to a person who is afflicted by some disaster, e.g., death of a relative, disease, loss of property, etc.)

ans. Ahasante. - Thank you.

### **TIMES AND DAYS**

Utakuja lini? - When will you come?

ans. Nitakuja leo. - today.

kesho. - tomorrow

kesho kutwa. - day after tomorrow.

Jumatatu. - Monday.

Jumanne. - Tuesday.

Jumatano. - Wednesday.

Alhamisi. - Thursday.

Ijumaa. - Friday.

Jumamosi. - Saturday.

Jumapili. - Sunday.

wiki hii. - this week.

wiki iliyayo - next week.

mwezi ujao - next month.

mwaka ujao - next year.

Nilirudi. - I came back.

Tulirudi. (pl.) - We came back.

jana (yesterday), juzi (the day before yesterday), wiki iliopita (last week), mwezi uliopita (last month), mwaka uliopita (last year).

Asubuhi -

Usiku -

morning

night

Mchana -

Jioni -

during the day

in the evening

Swahili time can be reckoned from the English time system in the following manner:

1. From 7 a.m. to 12 noon: subtract six hours from the English time and you get the corresponding Swahili time.  
e.g., 7 a.m. - 6 = 1 saa moja.  
8 a.m. - 6 = 2 saa mbili.  
12 noon - 6 = 6 saa sita.  
etc.
2. From 1 p.m. to 6 p.m. add six hours to get the Swahili time.  
e.g., 1 p.m. + 6 = saa saba mchana.  
3 p.m. + 6 = saa tisa mchana.  
6 p.m. + 6 = saa kumi na mbili.
3. Likewise, from 1 a.m. to 6 a.m. add six hours to get the Swahili time, thus:  
1 a.m. + 6 = saa saba usiku.  
2 a.m. + 6 = saa nane usiku.  
6 a.m. + 6 = saa kumi na mbili asubuhi.

### **MISCELLANEOUS**

<u>Kupiga mswaki</u>	to brush teeth
<u>Kufua ngua</u>	to wash clothes
<u>Kunawa uso</u>	to wash face
<u>Kupiga pasi nguo</u>	to iron clothes
<u>Kufagia chumba</u>	to sweep (or clean) the room
<u>Kuocha vyombo</u>	to wash dishes
<u>Kuchana nywele</u>	to comb hair
<u>Kukata kucha</u>	to cut nails
<u>Kupiga rangi viatu</u>	to polish shoes
<u>Kupika</u>	to cook
<u>Kucheza</u>	to play
<u>Kutembea</u>	to go for a walk
<u>Kutandika kitanda</u>	to make the bed
<u>Kusikia njaa</u>	
(or <u>kuona njaa</u> )	to feel hungry
<u>Kusikia kiu</u>	
(or <u>kuona kiu</u> )	to feel thirsty

### **VOCABULARY**

bwana	sir, gentleman	bibi	madam, lady
mabwana	pl. of above	mabibi	pl. of above
mwalimu	teacher	fundi	artisan
waalimu	teachers	mafundi	artisans
mzee	old man, elder	mama	mother
wazee	old men, elders	akina mama	mothers

baba	father	kijana	youth, lad
akina baba	fathers	vijana	youths, lads
msichana	girl	nyama	meat
wasichana	girls	nyama	
mkate	bread	ya nguruwe	pork
mayai	eggs	mboga	fruit
matunda	fruits	ndizi	bananas
maembe	mangoes	machungwa	oranges
mananasi	pineapples	kijiko	spoon
uma	fork	sahani	plate
kikombe	cup	siagi	butter
jibini	cheese	chumvi	salt
asali	honey	chai	tea
kahawa	coffee	maji ya	
bia	beer	machungwa	orange juice
maziwa	milk	babu	grandfather
nyanya	grandmother		
mgonjwa	the sick		



## **RURAL HOMESTAYS: SPRING 1990 SEMESTER**

**18 JANUARY - 29 JANUARY, 1990**

### **SCHEDULE**

#### **THURSDAY, 18 January**

9:00 am Introduction to the Rural Homestays, Western Province and Abaluhya peoples.

7:00 pm Video. "The Africans", by Professor Ali Mazrui. We will be viewing the segment on the African family.

#### **FRIDAY, 19 January**

6.30 am Breakfast.

7.00 am Departure for Western Province.

4.00 pm Arrive at Katsombero Market Centre. Begin student drop-offs.

#### **FRIDAY, 19th January - FRIDAY, 26th January**

Homestays continue.

#### **SATURDAY, 27th January**

9.00 am Collection of students begins. Students will be collected from the markets where there were dropped.

10:30 am FAREWELL MEETING

2:00 pm Students will depart for Kericho, where we will overnight at the Tea Hotel.

#### **SUNDAY, 28th January**

7.30 am Breakfast.

8.30 am Rural Homestay Seminars at the Hotel

12:30 pm Lunch

2:00 am Rural Homestay Seminars at the Hotel

4:00 pm Orientation to Maasai Mara by Michael Rainy.

7:30 pm Supper

#### **MONDAY, 29th January**

7:00 am Breakfast

8:00 am Depart for Maasai Mara

## **RURAL HOMESTAY PACKING LIST (minimum)**

### **TRY TO PACK IN DAY PACKS, NOT FRAMES!**

Journal/pen

Homestay gift(s)--in African society, a small gift presented at the conclusion of the homestay is a very good way of saying thank you to your host.

Women: skirts or dresses. In rural Kenya, women **do not** wear shorts or slacks!

Men: 1 pair of jeans or pants, shorts. (Shorts are totally acceptable for men)

Short sleeved shirts or T-shirts.

Long sleeved shirt--with sleeves to roll up to protect from mosquito bites at night and sunburn during the day. (The best way to protect yourselves from malaria is not to get bitten--that means cover up after dark.)

Sweater, sweatshirt or jacket.

Underwear.

Toothbrush and sundries.

Hat or bandana (something to cover your head in the equatorial sun)

Flashlight.

Sunscreen or lotion.

Raingear (Western is one of the areas in Kenya which receives a great deal of rainfall even at this normally dry time of year.)

Footwear of your choice--best to wear tennis shoes and socks, not just sandals.

One roll of toilet paper. (We will provide you with this.)

Pills or any medication that you might need. **Don't forget your malarial prophylaxis!**

Money--the KShs 100 that we give you should be more than enough.

**Filled** water bottle.

Camera

Towel

Swimsuit

Tell your homestay mothers about any valuables you might have, and leave them with her for safekeeping.

**Keep your journals in a safe place.** There is a great temptation to read them. It is best to be discreet when you are writing, so that it is not obvious that you are writing about your family. They will want to know how you feel about them, and whether they are meeting your needs, and hence may use your journals to help them find these things out.

**REMEMBER THAT YOU WILL BE TRAVELLING DIRECTLY FROM YOUR RURAL HOMESTAYS TO MAASAI MARA. YOU WILL WANT TO PACK ADDITIONAL ITEMS YOU WILL NEED FOR THE MARA, AND LEAVE THESE IN THE DINING ROOM IN THE CENTER. THIS WILL BE BROUGHT TO KERICHO AFTER THE HOMESTAYS, WHERE YOU WILL MEET UP WITH IT.**

## MAASAI MARA PACKING LIST

DAYPACK                      WATERBOTTLE(FILL IN KERICHO)  
CAMERA/LENSES/FILM    BINOCULARS                      SUN  
GLASSES    SUNSCREEN    JOURNAL/2 PENS              FLASHLIGHT  
SLEEPING BAG  
ENSULITE PAD  
1PR JEANS, 1 PR SHORTS  
SHORT-SLEEVED SHIRT OR T-SHIRT  
LONG-SLEEVED SHIRT  
SWEATER OR SWEATSHIRT OR JACKET  
UNDERWEAR  
SWIMSUIT  
TOOTHBRUSH/TOILETRIES  
HAT OR BANDANA  
TENNIS SHOES AND SOCKS (OR HIKING BOOTS IF YOU  
PREFER)  
SMALL TOWEL  
POCKET MONEY  
PILLS OR MEDICATIONS YOU NEED  
RAINGEAR

*REMEMBER THAT YOU WILL NOT BE RETURNING TO NAIROBI  
BETWEEN THE HOMESTAYS AND THE FIELD TRIP. PACK ITEMS YOU  
NEED FOR THE MARA, BUT WILL NOT NEED FOR THE RURAL  
HOMESTAYS, AND LEAVE THEM AT THE CENTER IN THE DINING  
ROOM. THEY WILL BE COLLECTED AND DELIVERED TO THE HOTEL  
AT KERICHO AFTER THE HOMESTAYS.*

**RURAL HOMESTAYS  
SPRING 1990 HOMESTAY FAMILIES**

<u>NAME</u>	<u>STUDENT NAME</u>
1. Mr. & Mrs. Jairo Epiche	Anya Reed
2. Mr. & Mrs. Eystone Ambaisi	Mirja Laukkanen
3. Mr. & Mrs. Cosmas Otinga	SallyAnne Wolek
4. Mrs. Stellah Alushula	Susan Austin
5. Mrs. Dorothy Otenyo	Julie Hoffman
6. Mr. & Mrs. Peter Mukana	Beth Plunkett
7. Mr. & Mrs. Benjamin Shitseswa	Thea Rhodes
8. Mr. & Mrs. Aggrey Limeru	Gail Guerrero
9. Mrs. Beatrice Okaalo	Lynn Moloney
10. Chief & Mrs. Cleopas Abwogi	Rachel Eskin
11. Pastor Helen Mutanda	Arika Wallack
12. Mr. & Rev. Francis Okiiri	Senah Kekic
13. Mrs. Alice Omuga	Deirdre Buell
14. Mrs. Esther Otwoma	Sheila Sullivan
15. Mr. & Mrs. H. Eshiwani Nganyi	Julie Fontaine
16. Mrs. Mary Buchere	Jacqueline Dorris
17. Mrs. Luciano Abwao	Sharon Tener
18. Mr. & Mrs. Andrew Muka	Robley Moor
19. Mr. & Mrs. Milka Misango	Corinna Spencer
20. Mr. & Mrs. Catherine Eshiboko	Susan Rogers
21. Ret. Chief & Mrs. Aneya Ndete	Gretchen Shiley
22. Mr. & Mrs. Francis Owiye	Eric Johnson
23. Mr. & Mrs. Joram Musambi	Jim Brown
24. Mr. & Mrs. Dickson Amunga	Maceo Cleaver
25. Mr. & Mrs. C. Olaka Ashilaka	Jeffrey Hatcher
26. Mr. & Mrs. Javan Khahinga	Michelle Lambert
27. Mr. & Mrs. Josiah Wakhu	Jeanne Sullivan
28. Mr. & Mrs. Linos Olutali	Jocelyn McCarthy
29. Mr. & Mrs. George Alubbe	Manual Bonifaz

**RESERVE FAMILIES:**

30. Mr. & Mrs. Jared Ayuku	
31. Mr. & Mrs. Wycliffe Omusebe	
32. Rev. & Mrs. Elphas Mbukha	
33. Mr. & Mrs. Samuel Anunda	
34. Mr. & Mrs. William Shipiri	Paul W. Robinson, Director Howard Brown, Asst. Director
38. Rev. & Mrs. Musa Shipiri	Naftal N. Ondara, Driver

## **OLULUYIA: A FEW KEY WORDS AND PHRASES**

Mulembe. . . . .	greetings	Bushiere. . .	good morning
Akeshiteere. . . . .	good afternoon	Bwirire. . . . .	good evening
Orio. . . . .	thank you	Muno. . . . .	much/very
Orie. . . . .	how are you	Murie. . . . .	how are you (pl)

Eyanzisibwe khulola . . . . . I am glad to meet you

Eyanzisibwe khulola wesi . . . . . I am glad to meet you (pl)

Endi omulamu. . . . .	fine	Khuli alalamu. . . . .	we are fine
Ndinjire. . . . .	may I come in?	Injira. . . . .	come in/ welcome
Sinjira. . . . .	stand up	Ikhala. . . . .	sit down
Yitsa. . . . .	come	Tsia. . . . .	go
Olindwe. . . . .	farewell	Mulindwe. . . . .	farewell(pl)
Omukofu. . . . .	old man	Abakofu. . . . .	old men
Omushiere. . . . .	old woman	Abashiere. . . . .	old women

Mbere kkho. . . . . excuse me

Otsitsanga hena. . . . . where are you going?

Etsitsanga okhuchenda. . . . . I am going for a walk.

Etsitsanga khushiiro. . . . . I am going to the market.

Ndikure. . . . . I am full.

Wikure. . . . . You are full.

Eshiokhulia shibeere eshilayi. . . . . The meal was delicious.

Ichoo ili heena. . . . . Where is the latrine?

Mulindwe muno, muno. . . . . Farewell and many thanks.

**ST. LAWRENCE UNIVERSITY KENYA SEMESTER  
PROGRAM  
RURAL HOMESTAY DROP-OFF SCHEDULE: FRIDAY JANUARY 19, 1990**

NOTE: Parents please plan to be at your location by the time mentioned below.

**EKATSOMBERO CENTRE: 4:00 P.M.**

Chief and Mrs. Cleopas Abwogi -----Rachel Eskin  
Mrs. Alice Omuga-----Deirdre Buell  
Mr. and Rev. Francis Okiliri----- Senah Kekic  
Pastor Helen Mutanda----- Arika Wallack  
Mrs. Esther Otwoma-----Sheila Sullivan

**ESHIRULO CENTRE: 4.15 P.M.**

Mr. & Mrs. Aggrey Limer----- Gail Guerrero  
Mr. & Mrs. Benjamin Shitseswa----- Thea Rhodes  
Mrs. Beatrice Okaalo----- Lynn Moloney

**Reserve Family:**

Mr. and Mrs. Wycliffe Omusebe

**KHUMUSALABA CENTRE: 4:30 P.M.**

Mr. & Mrs. Jairo Epiche ----- Anya Reed  
Mr. & Mrs. Eystone Ambaisi ----- Mirja Laukkanen  
Mr. & Mrs. Cosmas Otinga ----- SallyAnne Wolek  
Mrs. Stellah Alushula -----Susan Austin  
Mrs. Dorothy Otenyo ----- Julie Hoffman  
Mr. & Mrs. Peter Mukana----- Beth Plunkett

**Reserve Family:**

Mr. & Mrs. Jared Ayuku

**MUCHULA CENTRE: 4:10 P.M.**

Mr. & Mrs. H. Eshiwani Nganyi ----- Julie Fontaine  
Mr. & Mrs. Luciana Abwao----- Sharon Tener

**EMULUNYA CENTRE: 4:15 P.M.**

Mr. & Mrs. Mary Buchere----- Jacqueline Dorris

**EMASATSI CENTRE: 4:15 P.M.**

Mr. & Mrs. Milka Misango----- Corinna Spencer  
Mr. & Mrs. Andrew Muka ----- Robley Moor

**Reserve Family:**

Rev. & Mrs. Elphas Mbukha

**ESHINUTSA CENTRE: 4:20 P.M.**

Mr. & Mrs. Catherine Eshiboko ----- Susan Rogers  
Ret. Chief & Mrs. Aneya Ndete-----Gretchen Shiley

**MULUKOSE CENTRE:**

**Reserve Family:**

Mr. & Mrs. Elisha Shikhule

**EMULOLE BAHATI CENTRE: 4:30 P.M.**

Mr. & Mrs. C. Olaka Ashilaka ----- Jeffrey Hatcher  
Mr. & Mrs. Javan Khahinga ----- Michelle Lambert  
Mr. & Mrs. Josiah Waku ----- Jeanne Sullivan  
Mr. & Mrs. Linos Olutali ----- Jocelyn McCarthy  
Mr. & Mrs. Dickson Amunga ----- Maceo Cleaver

**Reserve Family:**

Mr. & Mrs. Samuel Anunda

**ESHUNYA CENTRE: 4:45 P.M.**

Mr. & Mrs. Francis Owiye ----- Eric Johnson

**IKOLOMANI CENTRE: 5:00 P.M.**

Mr. & Mrs. George Alube ----- Manual Bonifaz

**ESHISANGO CENTRE: 5:15 P.M.**

Mr. & Mrs. Joram Musambi ----- Jim Brown

**EMATOLI CENTRE: 5:15 P.M.**

**Reserve Family:**

Rev. & Mrs. Samuel Mukhwana

Mr. & Mrs. William Shipiri ----- Paul Robinson  
Director  
Howard Brown  
Associate Director  
Rev. & Mrs. Musa Shipiri ----- Naftal Ondara  
Driver

**RURAL HOMESTAY COLLECTION SCHEDULE: 27 JANUARY, 1990**

**LORRY**

**KHUMUSALABA CENTRE: 9:00 A.M.**

**ESHIRULO CENTRE: 9:10 A.M.**

**EKATSOMBERO CENTRE: 9:20 A.M.**

**MUCHULA CENTRE: 9:30A.M.**

**EMULUNYA CENTRE: 9:35 A.M.**

**EMASATSI CENTRE: 9:40 A.M.**

**ESHINUTSA CENTRE: 9:45A.M.**

**OTHER VEHICLES**

**EMATOLI CENTRE 9:00 A.M.**

**ESHISANGO CENTRE: 9:10 A.M.**

**URBAN HOMESTAYS  
SPRING 1990 HOMESTAY FAMILIES**

<u>NAME</u>	<u>STUDENT NAME</u>
1. Mr. & Mrs. Bill Shipiri ..... P.O. Box 18422, Nairobi Tel. 567923	Gretchen Shiley ✓
2. Mr. & Mrs. Ben Mshila..... P.O. Box 43037, Nairobi Tel. 564160	Corrina Spencer ✓
3. Mr. & Mrs. Vitalis Tambo..... P.O. Box 67865, Nairobi Tel. 500703	Rachel Eskin ✓
4. Mr. & Mrs. Geoffrey Inoti..... P.O. Box 72309, Nairobi Tel. 727332	Julie Hoffman ✓
5. Mr. & Mrs. Shem Asila..... P.O. Box 28413, Nairobi Tel. 552356	Rob Moor ✓
6. Mr. & Mrs. J.R.M. Owala..... P.O. Box 45042, Nairobi Tel. 559725	Susan Austin ✓
7. Mr. & Mrs. John Kariuki..... P.O. Box 24616, Nairobi Tel. 882951	Senah Kekic ✓
8. Brigadier & Mrs. Richard Mauka.... P.O. Box 28672 Nairobi Tel. 561412	SallyAnne Wolek ✓
9. Mr. & Mrs. Henry Akkendi..... P.O. Box 14403, Nairobi Tel. 798938	Susan Rogers ✓
10. Mr. & Mrs. Job Osiako..... P.O. Box <del>30424</del> 42422, Nairobi Tel. <del>793616</del> 540820 ← KIMC	Jeff Hatcher ✓ <i>brother</i>
11. Mr. & Mrs. Ledama Mesopir..... P.O. Box 53260, Nairobi Tel. 558753/544492	Jeanne Sullivan ✓
12. Mr. & Mrs. Johnson Mwakazi..... P.O. Box 53605, Nairobi Tel. 562061	Anya Reed ✓
13. Mr. & Mrs. Absolom Mutere..... P.O. Box 30197, Nairobi Tel. 723959	Jocelyn McCarthy ✓
14. Mr. & Mrs. Ibrahim Mwenda..... P.O. Box 21343, Nairobi Tel. 882077	Lynn Moloney ✓
15. Mr. & Mrs. Edward Ombura..... P.O. Box 26167, Nairobi Tel. 555030	Deirdre Buell ✓
16. Mr. & Mrs. Alex Alusa..... P.O. Box 52051, Nairobi Tel. 500419	Sharon Tener ✓
17. Mr. & Mrs. Stephen Talitwala..... P.O. Box 44400, Nairobi Tel. 564265	Julie Fontaine ✓
18. Mr. & Mrs. Mugo Gachuhi..... P.O. Box 21529, Nairobi Tel. 720945	Eric Johnson ✓
19. Mr. & Mrs. Alfred Shikhule..... P.O. Box 45089, Nairobi Tel. 506994	Mirja Laukkanen ✓
20. Mr. & Mrs. George Marega..... P.O. Box 47083, Nairobi Tel. 560816	Jim Brown ✓



- 21. Mr. & Mrs. Martin Amoke..... Maceo Cleaver *Martin ✓*  
P.O. Box 56527, Nairobi Tel. 506765
- 22. Mr. & Mrs. Paul Chabeda..... Manuel Bonifaz ✓  
P.O. Box 45699, Nairobi Tel. 891636
- 23. Mr. & Mrs. John Sikobe..... Sheila Sullivan ✓  
P.O. Box 45637, Nairobi Tel. 555916
- 24. Ms. Jean Mudavadi..... Gail Guerrero ✓  
P.O. Box 74391, Nairobi Tel. 545728
- 25. Mr. & Mrs. Francis Meso..... Arika Wallack ✓  
P.O. Box 52540, Nairobi Tel. 542967
- 26. Mrs. Celine Birandu..... Beth Plunkett ✓  
P.O. Box 57134, Nairobi Tel. 542963
- 27. Mr. & Mrs. Jacktone Otuoma..... Jackie Dorris ✓  
P.O. Box 50761, Nairobi Tel. 541265
- 28. Mr. & Mrs. ~~Nichors~~ Minyenya..... Michele Lambert ✓  
P.O. Box 26414, Nairobi Tel. ~~553086~~ 882217
- 29. Mr. & Mrs. Wesley Mutagyera..... Thea Rhodes ✓  
P.O. Box 39617, Nairobi Tel. 728553

*Henny Choge.*

**PLEASE NOTE:**

YOU WILL CONTINUE TO RECEIVE YOUR MAIL THROUGH THE PROGRAM: MAIL WILL BE DELIVERED DAILY TO THE Y.M.C.A.

THE CENTER WILL BE CLOSED FOR THE DURATION OF THE HOMESTAYS, UNLESS OTHERWISE ANNOUNCED. YOU MAY ARRANGE TO SPEND A NIGHT HERE AND THERE FOR STUDY PURPOSES. IN SUCH A CASE, YOU WILL BE RESPONSIBLE FOR YOUR OWN FOOD.

PLEASE **FEEL FREE** TO CALL EITHER HOWARD OR MYSELF AT ANY TIME SHOULD YOU HAVE ANY PROBLEM.

FOR BOOKS AND OTHER READINGS WHICH YOU MAY NEED FROM THE CENTER LIBRARY, PLEASE GIVE US AT LEAST 24 HOURS NOTICE TO BRING THEM TO THE Y.M.C.A.

THERE WILL BE A NOTICE BOARD IN THE "Y" CLASSROOM, AS WELL AS ANNOUNCEMENTS ON THE BLACKBOARD. PLEASE CHECK THESE REGULARLY FOR MESSAGES. YOU MAY TACK MESSAGES TO THE BOARD FOR EITHER HOWARD OR MYSELF.

## **LIBRARY RESOURCES IN NAIROBI**

### **UNIVERSITY OF NAIROBI**

#### **Ghandi 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 Ghandi 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 accommodate only two or three students at a time. You also will need to pay Shs 125/- 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.

## 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 both your passport and the white currency declaration forms when changing currency. The transaction will be recorded on the declaration form, and you will be issued with an additional receipt. Keep the receipt; if you have excess Kenyan currency when you are ready to depart, you will be able to change that currency back into US \$ only with the receipt and the declaration form. Kenyan currency may be changed back into \$ at the airport prior to departure.
3. Absolutely avoid anyone who asks you to exchange money illegally. These are usually criminals, who will take you to an alley 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 Black 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 20.00 per U.S. dollar. The rate is actually near Shillings 21.50, but if you figure it at Shs 20.00, it is easier to calculate.

#### **NOTES**

KShs 200.00	US\$10.00
KShs 100.00	US\$5.00
KShs 50.00	US\$2.50
<b>KShs 20.00</b>	<b>US\$1.00</b>
KShs 10.00	US\$0.50

#### **NOTE OR COIN**

KShs 5.00	US\$0.25
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#### **SILVER COINS**

KShs 1.00	US\$0.05
KShs 0.50	US\$0.025

#### **COPPER COINS**

KShs 0.10	US\$ 0.005
KShs 0.05	negligible

	MONDAY	TUESDAY	WED	THURS	FRIDAY
9:00 to 10:20	SOC 317	SOC 317	LITF 348	LITF 348	LITF 348
10:30 to 11:50	26 Feb - B10 5 Mar - B10	22 Feb - Hist.	HISTF 477	HISTF 477	HISTF 477 ✓
12:00 to 1:00	LUNCH →				
1:00 to 2:00	KISWAHILI →				
2:00 to 4:00	* GOV 337	GEO 308	* GOV 337	GEO 308	Gov. 337
4:30					
7:30 to 9:00					

**CLASS SCHEDULE**

WK 1 - Paul to switch with NG'ETHE.

22036

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

<u>COURSE DISCIPLINE</u>	<u>TITLE</u>	<u>INSTRUCTOR</u>
History 477	Seminar in African History: Disaster, Crises and 'Development' in East African History: Survival Strategies in Pastoral Societies	Dr. Paul W. Robinson, Associate Professor of History and Director, Kenya Semester Program
Sociology 317	Change and Development in Africa	Dr. Philista Onyango Senior Lecturer, Department of Sociology University of Nairobi
Government 337	Politics and Government in East Africa: Kenyan and Tanzanian Experience	Dr. Njuguna Ng'ethe, Director, Institute of Development Studies, University of Nairobi
Geography 308	The Physical and Human Geography of Kenya	Dr. Celia Nyamweru, Associate Professor, Department of Geography, Kenyatta University
English 348	African Literature: An Introduction	Ms. Waveny Olembo, Senior Lecturer, Department of Literature, Kenyatta University
Modern Languages 101	Kiswahili	Ms. Winnie Kivutha, Kiswahili Editor, Heinemann Publishing Company, Nairobi & Ms. Priscilla Mwamunga, Adjunct Instructor, Dept. of Mod. Languages St. Lawrence University
Biology 347	Special Topics: Behavioral Ecology in an African Grassland Ecosystem (field course)	Mr. Michael Rainy, M.A. University of Nairobi, & Director, Explore Mara Ltd.

Interdisciplinary  
Studies 337

Internships

Dr. W. Howard Brown,  
Assoc. Director, St.  
Lawrence University  
Kenya Semester  
Program, & Assistant  
Professor of History

Interdisciplinary  
Studies 339

Independent Study

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Samburu Field Study  
Course

Mr. Michael Rainy and  
Mr. Ngagan Lesorogal,  
Directors, Explore Mara  
Ltd.

**St. Lawrence University Kenya Program Syllabus**  
**HISTORY 477**

**Title:** **Seminar in African History: "Disaster and Crises in East African History: Survival Strategies Past, Present and Future."**

**Instructor:** Dr. Paul W. Robinson

**Maximum Enrolment:** 10 students

**I. ABSTRACT**

During the past decade, many parts of the African continent have been savaged by droughts, warfare, political and economic insecurity, diseases (both human and livestock), periods of excessive rainfall and other calamities. African governments, development planners, aid and relief organizations, and especially those Africans directly affected by these disasters, have for the most part been absolutely unable to cope with their extent and severity. The magnitude of human suffering defies comprehension.

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

We will concentrate on the record of the arid and semi-arid regions of East Africa, which are occupied by nomadic pastoralists. These areas are often indicators of impending disaster and are areas where disaster has often been most critically felt. Today it is estimated that in eastern and northeastern Africa, some 40 million pastoralists are more or less at constant risk of famine. This area concentration will also enable us to include the Samburu Field Study Course as an integral component of the course.

The approach to be followed will be three-phased:

1. **The pre-colonial historical evidence.** *Disasters are a part of the African historical record from pre-history to the present. Through examining African historiography, it is hoped that we will get a sense of both the historicity of disaster and as well an understanding of traditional adaptive and survival mechanisms utilized by some of East Africa's peoples to cope with disaster.*
2. **The colonial record.** *During the colonial period in East Africa, African societies were faced with a number of new problems. In some areas, there was massive dislocation of populations (e.g., Maasai) to make room for European settlement. In other areas efforts were made by the colonial administrations to settle and develop some of the semi-arid*



regions by introducing new methods of agriculture and ranching. Recurrent disasters were met with new responses of aid and development, which in a number of instances began to replace traditionally developed strategies. In many areas this set the stage for the increasing magnitude of the problems faced in the independent era.

- 3. The post-colonial period and contemporary strategies.** *Independent African governments have inherited the legacies of both the pre-colonial and the colonial situations.* In this section of the course, we will attempt to put the entire record into the perspective of the crises of the past decade and will examine initiatives in both the public and private sectors to cope with these devastating situations.

## **II. REQUIREMENTS**

**General.** The course is designed as a Junior and Senior level reading and research course. Each topic will be introduced by at least one lecture, and as well by guest lecturers drawn from researchers, multinational aid and relief organizations and government planners in Nairobi.

A significant portion of the class time will be devoted to seminars which **will be led by students**, and which will be devoted to the results of individual student research on specific topics. In this way, we should emerge with an wholistic perspective on natural disasters and food production crises in East African history.

Each student will be required to prepare and present 2 research papers: the one on the first of the three basic themes outlined above, and the second paper on a combination of the second two themes. These will be individually prepared and presented to the class.

Assessment of performance will be based on the written research papers and class participation--33 percent for each paper and 33 percent for class participation.

**The seminar papers** Each student will prepare two research papers during the course of the seminar. Given the difficulty of library research in Nairobi (location of libraries, times when they are open, and the diverse nature of materials contained in them--many are specialty collections), I expect that a great deal of the material obtained for the papers will be of a secondary nature.

African historiography is a discipline which requires one to be able to make use of a wide variety of source materials, ranging from written documentation and oral testimonies to materials from the ancillary disciplines of archaeology, anthropology, climatology, linguistics, etc. To obtain an wholistic picture of the history of a region, country or a people, it is usually

necessary to draw upon extremely diverse and perhaps seemingly totally unrelated materials.

In the research papers, you will be taking each of the three themes of the seminar in turn: the pre-colonial historical evidence, the colonial record, and the post-colonial and contemporary period. What I would like you to do is to not only investigate a particular problem, but also make reference to the methodology required to investigate the problem. In most, if not all cases, you will be utilizing the materials gathered by other scholars or individuals, and part of the exercise will be to discuss their methodologies in the context of how questions are addressed and studied. As to the paper topics, each student will choose a particular pastoralist society from East Africa.

For example, someone may decide to prepare a paper on disasters and survival strategies among the Jie of northeastern Uganda during the pre-colonial period. The major source of material concerning Jie historiography is a book by John Lamphear, entitled *The Traditional History of the Jie of Uganda*. In the seminar paper, the student should, in addition to discussing the problem, briefly discuss Lamphear's field methodology. In this way during the seminar, we will not only obtain a picture of the problems which are being discussed, but also we will learn how African historiography is done. I think you will find it fascinating and profitable to see how historians have developed and utilized methodologies to probe what essentially has been the non-literate historical traditions of the African continent--which some professional historians of western traditions have found seemingly totally incomprehensible.

Should you have opportunity, you will also find it valuable to do some primary research, especially for the last theme. I would anticipate that you might be able to interview personnel from UNEP, USAID, some of the NGO relief and development agencies, and perhaps (after clearing it with me) some Kenya governmental officials.

As to the paper topics themselves, I would suggest (although not require) that you pursue a common theme throughout the two papers. Again, from the above example, someone might elect to do the first paper on the Jie of northeastern Uganda, follow that up with colonial policies in Karamoja district, and conclude with the famine of the last several years in that area which have been caused by natural factors (e.g., climate) and/or man-made factors (e.g., militarism and insecurity).

Finally, I do not necessarily expect that the two papers initially presented for discussion will be polished and conclusive documents. They will be discussion papers, will likely require revision and may build upon each other throughout the semester. After each paper is presented in the seminar, it should be submitted to me for comment. You may then resubmit each paper individually or as a complete document inclusive of all three papers, as final polished papers. I will then evaluate these for your course grade.

**All three papers are due in final form on Sunday, 25 March at 9:00 p.m. There will be no extensions to this deadline.**

Students must recognize that the success of the Seminar is absolutely dependent on the quality of the research papers and preparation done by each participant. To accomplish the necessary work in the time provided for the course and given library facilities in Nairobi will require a great deal of individual discipline.

### **III. OUTLINE**

#### **A. The pre-colonial historical evidence.**

##### **WEEK 1:**

✓ SESSION 1: Wednesday, 7 Feb., 10:30 - 12:50 a.m.

Introduction to the course: Why study history in the context of current crises? Discuss course outline and seminar papers/topics/groups.

Overview of food production in African arid and semi-arid environments--an overview.

✓ SESSION 2: Wednesday, 7 Feb., 2:30 - 4:30 p.m.

Introduction to the theme of disaster in African history:

**VIDEO: "The Garden of Eden in Decay."** This film was done by Dr. Ali Mazrui, of the University of Michigan. It concerns African underdevelopment and its roots, and explores food production shortages as well as environmental deterioration on the continent.

**VIDEO: "African Calvary."** This film was done by Mohammed Amin and sponsored by UNICEF. It concerns the recent Ethiopian and Sudan famine, and discusses a number of the causes of the food production crisis in Africa.

✓ SESSION 3: Friday, 9 Feb., 10:30 - 11:50 a.m.

Lecture: Characteristics of Pastoralist systems in Eastern Africa.

##### **WEEK 2:**

✓ SESSION 4: Wednesday, 14 Feb., 10:30 - 11:50 a.m.

Appointments with instructor to discuss seminar paper topics, resources, methodology, etc.

✓ SESSION 5: Thursday, 15 Feb., 10:30 - 11:50 a.m.

Guest Lecture: Dr. Rada Dyson-Hudson, Cornell University and the South Turkana Eco-system Project. Dr. Dyson-Hudson, together with her husband, Dr. Neville Dyson-Hudson, are authorities on both the Turkana and the Karamojong pastoralists. Rada will be discussing the Turkana, their environment and strategies for survival.

✓ SESSION 6: Friday, 16 February, 10:30 - 11:50 a.m.

**VIDEO: "The Karamojong."** Produced by Alan Root in 1962, and updated in 1982, the video details Karamojong society in the period immediately preceding independence in Uganda, and also discusses recent developments which have led to famine in the area.

**WEEK 3:**

SESSION 7: Wednesday, 21 Feb., 10:30 - 11:50 a.m.

**VIDEO: "The Gabbra."** Produced by anthropologist, Dr. William Torry, whose research on the Gabbra between 1969-71, was the first study on those people.

SESSION 8: Thursday, 22 Feb., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies (pre-colonial period)

SESSION 9: Friday, 23 Feb., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies (pre-colonial period)  
**1st Papers are due.**

**B. The colonial record.**

**WEEK 4:**

SESSION 10: Wednesday, 28 February, 10:30 - 11:50 a.m.

Lecture: Colonialism in East Africa: Policies towards the arid and semi-arid lands..

SESSION 11: Thursday, 29 Feb., 10:30 - 11:50 a.m.

**FILM: "The Boran."** This film focuses on the Boran of Marsabit Mountain, in northeast Kenya. These Boran have, since 1910, been settling on the slopes of Marsabit, and have begun to grow crops in addition to keeping livestock. A town has also grown up on the mountain, and has become a focus for landless and destitute Boran.

**WEEK 5:**

SESSION 12: Thursday, 8 March., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies (colonial period)

SESSION 13: Friday, 9 March., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies (colonial period)

**C. The post-colonial period and contemporary strategies.**

**WEEK 6:**

SESSION 14: Wednesday, 14 March., 10:30 - 11:50 a.m.

Lecture: Development in the Independent era.

SESSION 15: Thursday, 15 March., 10:30 - 11:50 a.m.

Guest Lecture--"Northern Kenya--problems of desertification and the work of UNESCO/UNEP sponsored Integrated Project in Arid Lands."

SESSION 18: Friday, 16 March., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies

**WEEK 7:**

SESSION 19: Wednesday, 21 March., 10:30 - 11:50 a.m.

Seminar presentations  
--Case studies

SESSIONS 20 & 21: Thurs. & Friday, 22 & 23 March, 10:30 - 11:50 a.m.

Seminar discussion on development. We will be utilizing materials which I will hand out several days before the seminar, and which will tie together the themes of the course.

**Conclusions**

**2nd Papers are due. All three papers are due in final form on Sunday, 25 March, 1990 at 9:00 p.m. There will be no extensions to this deadline.**

# **St. Lawrence University Kenya Program Syllabus** **Sociology**

**Title:** *Change and Development in Africa*

**INSTRUCTORS:** Dr. Phillsta Onyango

## **COURSE DESCRIPTION**

The course aims at introducing the students to the changes and development that has been taking place in Africa with special reference to Kenya. It provides students with introductory remarks regarding the African Society, especially the family and how the changes have been affecting the African family. Some development trends are also introduced.

The course will consist of lectures, discussions and a few presentations on selected topics by students, especially with regard to case studies and special articles, mainly to illustrate important aspects of the lectures.

## **READING**

Hay, Margaret Jean and Sharon Stichter (eds.); African Women South of the Sahara; Longman Group Ltd. London, 1984.

Kayongo-Male, D. and Onyango, P.; The Sociology of the African Family; Longman Group, Ltd. London, 1984.

Kayongo-Male, D. and Walji, P.; Children at Work in Kenya; Oxford University Press, Nairobi, 1984.

Odetola, T.O., Oloruntimehin, and D.A. Aweda; Man and Society in Africa: An Introduction to Sociology; Longman Group Ltd. London, 1984.

Mbithi, P.M.; Rural Sociology and Rural Development; East African Literature Bureau, Nairobi, 1974.

## **I. INTRODUCTION**

- A. The African Society
  - Composition and structure
- B. African Culture and Personality

## **II. THE NATURE OF SOCIAL ORGANISATIONS AND INSTITUTIONS IN AFRICA.**

- A. Definition of Social Institutions
- B. The Traditional African Family
  - Family types
  - Functions of the family: socialization, economic, reproduction, sexual relations.

- C. Mate selection and marriage.
  - Courtship
  - Types of marriage
  - Bridewealth
  - Separation and divorce
  - Widow inheritance - levirate

### **III. THE CHANGING AFRICAN SOCIETY.**

- A. The Origins of Change
  - Economic and slavery activities
  - Christianity
  - Colonization
- B. Changing of the African Family
  - Extended family
  - Demographic changes
- C. Changing Family Functions
  - Decision making
  - Child rearing and sexual practices
  - Division of labour

### **IV. THE FAMILY AND URBANIZATION.**

- A. Rural-urban migration
- B. Demographic features
- C. Extended family and urbanization process
- D. Urban facilities, lifestyle and family
  - Housing design
  - Leisure time activities
  - Case studies
  - Child abuse and neglect

### **V. SPECIAL GROUPS**

- A. The status of women in the African society.
  - Women and education, employment, agriculture, suicide and crime.
  - Self-help groups and women.
  - Women and development programmes - case studies.
  - Special issues of a working mother.
- B. The state of the elderly.
  - Traditional roles
  - Retirement and the aged
  - Migration and the aged

- C. The status of youth in the society
  - Education and youth
  - Sexuality issues and problems
  - Youth and the society e.g. alcohol, drugs and relationships management

## **VI. CONFLICT AREAS IN THE AFRICAN SOCIETY.**

- A. General areas of conflict.
- B. Specific areas of conflict.
  - Migration
  - Extended family system practices
  - Polygamy
  - Working mother



**St. Lawrence University Kenya Program Syllabus:**  
**Government 337**

**Title:** Politics and Government in East Africa: Kenyan and Tanzanian Experience.

**Instructor:** Dr. Njuguna Ng'ethe

**COURSE DESCRIPTION**

This is an Introductory course on political development, social change and government in East Africa with emphasis on the comparative experience of Kenya versus 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. This provides the point of departure into the analysis of contemporary Kenyan and Tanzanian politics and development policies.

The course aims at introducing the student to basic themes on politics and government in the two states. It is also meant to provide a forum for discussion by the class, to stimulate student participation on controversial issues in the politics of the region and Africa as a whole.

**BOOKS**

The following books are required texts:

1. Colin Leys, Underdevelopment in Kenya (Heinemann, 1975)
2. Julius Nyerere, Freedom and Socialism (Oxford University Press)
3. Joel Barkan, Politics and Public Policy in Kenya and Tanzania (Heinemann, 1979)
4. Goran Hyden, Beyond Ujamaa in Tanzania, (Heinemann, 1980)
5. Nicola Swainson, The Development of Corporate Capitalism in Kenya (Heinemann, 1980)

Articles and chapters from other texts will also be used as indicated in the attached reading list. Additional reading material may be recommended, as the course proceeds, depending on the particular interests displayed by the students.

**COURSE REQUIREMENTS**

There will be two short essays and a take home final examination. The essays will constitute 50% of the final grade while the exam will constitute the other 50%.

**COURSE OUTLINE**

**NO. OF  
LECTURES**

**Orientation Lecture:** Themes in African Politics and Government. 1

**WEEK 1: BACKGROUND TO MODERN POLITICS IN AFRICA: THE CASES OF KENYA AND TANZANIA**

1. Colonialism and its impact on African Societies: Case studies of Kenya and Tanzania. 2
2. The rise of nationalism in Kenya and Tanzania: Accession to independence. 2

**WEEK 2: DIVERGING DOCTRINES: SOCIALISM IN TANZANIA VS. CAPITALISM IN KENYA**

1. The origins of socialism in Tanzania; Nyerere's political thought and "Ujamaa, the Basis of African Socialism". The Arusha Declaration on Socialism and Self Reliance of 1976. 1
2. Kenya's Sessional Paper No. 10 on "African Socialism and its Application to Planning in Kenya", (1965). 1
3. A contrast of two policy papers. 1

**WEEK 3: POLITICAL AND GOVERNMENTAL PROCESSES**

1. The politics of "Ujamaa" in Tanzania - Party Supremacy 1
2. The politics of capitalist development in Kenya - Bureaucratic supremacy. 1
3. Electoral politics in Kenya. 1
4. Electoral politics in Tanzania. 1

**WEEK 4: DEVELOPMENT EXPERIENCE**

1. The developmental performance of Kenya compared to that of Tanzania - Questions of growth and equity. 1
2. The role of international capital in Kenya compared to Tanzania 1
3. The degree of economic dependence in Kenya compared to Tanzania. 1

**WEEK 5: SOCIAL AND POLITICAL RESULTS OF DEVELOPMENT.**

1. The politics of economic growth and inequality in Kenya. 1
2. The "crisis" confronting "Ujamaa" in Tanzania; problems of collectivisation and productivity. 1
3. Corrective policies and policy adjustments undertaken in Kenya compared to those in Tanzania. 2

**WEEK 6: AN EVALUATION - THE STATE OF DEBATE**

1. Capitalism or socialism. 1
2. The social basis of "democracy" in Kenya. 1
3. The role of University and the intelligentsia in Kenya and Tanzania. 1
4. Summary and revision. 1

**READING LIST**

**WEEK 1: BACKGROUND TO MODERN POLITICS IN AFRICA - THE CASES OF KENYA AND TANZANIA**

**Required:**

1. Joel Barkan, "Introduction" (pp1-9 only) in Politics and Public Policy in Kenya and Tanzania.
2. J. Collin Leys, Underdevelopment in Kenya, chapter 1 and 2.

**WEEK 2: DIVERGING DOCTRINE**

**Required:**

1. The Arusha Declaration and TANU Policy on Socialism and Self-Reliance (Dar-es-Salaam, Government Printer 1967) reproduced in Julius Nyerere, Freedom and Socialism, pp231-50.
2. Government of Kenya, African Socialism and its Application to Planning in Kenya (Sessional Paper No. 10,1965) Library, Africana section.
3. Ahmed Mohiddin, African Socialism in two Countries, pp67-93.

**Recommended:**

1. Claude Ake, "Ideology and Objective Conditions" in Barkan, Politics and Public Policy, pp117-27.

2. Henry Bienen, Tanzania: Party Transformation and Economic Development, Chapter VI, "Ideology and Commitment".

**WEEK 3: POLITICAL AND GOVERNMENTAL PROCESSES**

**Required:**

1. John J. Okumu, "Party and Party-State Relations" Chapter 2, in Joel Barkan, Politics and Public Policy.
2. Goran Hyden, "Administrative and Public Policy" Chapter 4, in Joel Barkan, Politics and Public Policy.
3. Joel Barkan, "Legislators, Elections and Political Linkage" chapter 2 in Politics and Public Policy.
4. N. Nge'the, Harambee and the Patron Client State" (photocopy in the Karen Library).

**Recommended:**

1. Colin Leys, Underdevelopment in Kenya, Chapter 7.
2. Nyerere, Freedom and Socialism.

**WEEK 4: DEVELOPMENT EXPERIENCE**

**Required:**

1. Gromond J. "Two routes to Eldorado" The Economist, March 11, 1981 (photocopy in Karen library)
2. S.F. Migot-Adholla, "Rural Development Policy and Inequality" Chapter 7 in J. Barkan, Politics and Public Policy.
3. Goran Hyden, Beyond Ujamaa in Tanzania, Chapter 4.
4. Colin Leys, Underdevelopment in Kenya, Chapters 3-5.
5. R. Kaplinsky, Readings on the Multinational Corporations in Kenya, Chapter 1 and 4.
6. Gatheru Wanjohi, The Role of Foreign Aid in Kenya (PhD Thesis 1982, relevant chapters) In University library.

**Recommended:**

S.S. Mushi, "Ujamaa Planning and the Politics of Allocation In Tanzania: The case of Morogoro District, in H.W.D. Okoth-Ogendo (ed) Rural Transformation in East Africa, Bookwise, 1981.

**WEEK 5: SOCIAL AND POLITICAL RESULTS OF DEVELOPMENT**

**Required:**

1. Kinyanjui, K. Development Policy and Education Opportunity: The Experience of Kenya and Tanzania. I.D.S. OP 33 (cc in Karen library).
2. Colin Leys, Underdevelopment in Kenya, Chapters 6 and 7.
3. Goran Hyden, Beyond Ujamaa, Chapter 8.
4. Zaki Ergas, "Why did Ujamaa Policy Fail?" Journal of Modern African Studies, Vol. 18, No. 2, 1980.

**Recommended:**

1. N.Ng'ethe, "Income Distribution in Kenya: The Politics of Mystification", (photocopy in Karen library).
2. David Court, "Education Systems as a Response to Inequality," chapter 9 in Barkan, Politics and Public Policy.
3. International Labor Organization, Incomes and Inequality in Kenya Geneva, 1972. Relevant Sections.

**WEEK 6: AN EVALUATION - THE STATE OF DEBATE**

**Required:**

1. Julius Nyerere, "The Arusha Declaration, Ten Years After", Dar-es-Salaam, Government Printer, 1977.
2. Nicola Swainson, The Development of Corporate Capitalism in Kenya (Heinemann, 1980) Especially Ch. 5 "Indigenous Capitalism."
3. Colin Leys, Underdevelopment in Kenya. Chapter 7.
4. A.M. Babu, African Socialism or Socialist Africa. TPH, 1981.
5. Issa Shivji, Class Struggles in Tanzania. TPH, 1975.

**Recommended:**

1. Goran Hyden, Beyond Ujamaa. Chapter 9.
2. N. Ng'ethe, "The Kenyan Peasantry in National Development" (photocopy in Karen Library).
3. Gavin Kitching, Class and Economic change in Kenya. Part 4, "Classes and Exploitation and the Role of the State in Kenya: A Theoretical Analysis".

**St. Lawrence University Kenya Program Syllabus**  
**Geography 308**

**Title:** Physical and Human Geography of Kenya

**Instructor:** Dr. Celia Nyamweru

**THEME**

The theme of this course is Kenya's environment and the uses that are made of it by the different peoples of the country. Throughout the course, we look at resources (aspects of the physical environment which people can use beneficially) and constraints (aspects of the physical and human environment which limit the effective development of the resources).

**LECTURE 1: THE PHYSICAL ENVIRONMENT OF KENYA**

Relief/altitude and landforms: highlands, plateaux and coastal plains.

Geology: the range of rock types and the different minerals they contain.

Climate: rainfall, temperature and winds. Seasonal and regional variations in climate.

**LECTURES 2 and 3: THE PHYSICAL ENVIRONMENT OF KENYA (continued)**

Aridity - Kenya's main climatic problem.

Kenya's natural vegetation and soils: the agricultural resource base.

Animal, bird and insect life: resource and constraint.

Regional division of Kenya according to ecological potential: high, medium and low potential areas.

**LECTURES 4 and 5: LANDUSE IN THE HIGH AND MEDIUM POTENTIAL AREAS**

The highland forests: the Okiek (Dorobo) hunter-gatherers.

lumbering

tourism

growing of crops

The medium altitude forests: the Kikuyu traditional agricultural systems.

The agricultural systems of the Abugusii

The marginal lands: the Embu agricultural system

**LECTURES 6 and 7: LANDUSE IN THE LOW POTENTIAL AREAS**

Pastoral nomadism: the Maasai

the Gabbra

National Parks and Game Reserves: tourism.

**LECTURES 8 and 9: HISTORICAL BACKGROUND TO KENYA'S  
LAND TENURE SYSTEM**

Outline of foreign land ownership in Kenya: the White Highlands.  
Mau Mau and the Swynnerton Plan.  
Independence and the Settlement Schemes.  
Land-buying companies and purchase by individuals.

**LECTURE 10: THE HUMAN COMPONENT: KENYA'S PEOPLES**

African peoples: Khoisan origins - Southern Cushites - the Bantu -  
Nilotes (Southern, Eastern and Western) - Eastern Cushites.  
Asiatic peoples: Arabs and people from the Indian sub-continent.  
Europeans.

**LECTURE 11: THE HUMAN COMPONENT: MIGRATION AND  
INCREASE**

Population distribution and density in modern Kenya.  
Population dynamics: fertility and mortality.  
Rural - urban migration: causes and effects.

**LECTURE 12: NON-AGRICULTURAL RESOURCES (MINING)**

The role of minerals in Kenya's economy.  
Soda ash at Lake Magadi: (case study).  
Potentials and constraints.

**LECTURE 13: NON-AGRICULTURAL RESOURCES (POWER)**

Kenya's power needs: domestic and industrial.  
Current sources of power: woodfuel, oil-based, electric, solar,  
geothermal, hydroelectric  
Olkaria Geothermal Power Project (case study).

**LECTURE 14: INDUSTRIAL DEVELOPMENT**

A guest speaker will outline Kenya's current industrial development, its  
achievements and the problems it faces.

**LECTURE 15: SUMMARY AND CONCLUSIONS**

This lecture will be in the form of a seminar with one or two invited  
guests, with a discussion on the theme: **KENYA IN THE 21ST CENTURY--ITS  
POTENTIALS AND ITS PROBLEMS.**

**READINGS**

National Atlas of Kenya (maps and accompanying text)

Maps 5 & 6 (Landforms)

Map 23 (Geology)

Maps 15 & 17 (Rainfall)

Map 21 (Temperature)

Map 29 (Ecological Potential)

Map 33 (Vegetation)

Map 43 (Distribution of some cattle ticks and East Coast Fever)

Map 45 (Distribution of tsetse species)

Map 47 (Malaria Incidence)

Map 57 (Forests)  
Map 59 (Game Reserves and National Parks)

- C. Nyamweru: Rifts and Volcanoes. Nelson Africa, 1980.
- C. Nyamweru: "The Geology of Kenya." *Swara Magazine*, 1983.
- C. Nyamweru: "Climate, Vegetation and Wildlife in Kenya." *Swara Magazine*, 1986.
- F.F. Ojany and R.B. Ogendo: Kenya, A Study in Physical and Human Geography. (supplementary material)
- W.T.W. Morgan: East Africa. (Longman's Geographies for Advanced Study) (supplementary material)
- R.H. Blackburn: The Okiek. (Peoples of Kenya Series, 1982).
- W.H. Allan: "Hunters and Food Gatherers." (Chapter XVI in The African Husbandman)
- D. Stiles. "On the Side of the Hunter." *Wildlife Magazine*, August 1983.
- V.R. Uchendu and K.R.M. Anthony. Agricultural Change in Kisii District. (especially chapters 2,3 and 4)
- W.H. Allan: "Other Regions of High Population Density in East Africa." (Chapter XII in The African Husbandman--pages 176-180 on the Kikuyu, and pages 180-182 on the Nyanza Province of Kenya)
- L.S.B. Leakey: The Southern Kikuyu Before 1903. (Chapter 6 on agriculture)
- M. Miracle. "The Kikuyu Economy at the Beginning of the Colonial Period."
- F.E. Bernard: Recent Agricultural Change East of Mount Kenya.
- G. Muriuki: A History of the Kikuyu, 1500-1900. (especially chapters 1 and 5) (supplementary material)

## **REQUIREMENTS**

Guidelines for Term Paper:

1. Select ONE area of Kenya (ideally it should be one of the areas that you have spent some time in) and write a paper on 'The Physical Environment of Area X and the Ways in Which People Have Made Use of It'. In your discussion of the physical environment, show its resources (factors that can be exploited to the benefit of human beings) and its constraints (lack of certain resources and factors



that hinder the exploitation of the resources). In your discussion of the ways in which people have made use of the resources, try to look at past and present and also to present a short look into the future of the area; what are the current problems facing the area and how much they be overcome.

2. Papers may be handwritten (legibly please) and should be double-spaced on A4 size paper (12 inches by 8 inches), one side of the page only. Maximum length of text should be about 15 - 20 pages.
3. Illustrate your paper with maps, diagrams, statistics, graphs, photos, which should all be at the end and need not be counted in the 15 - 20 pages. Each of them should be mounted on A4 size paper and numbered.
4. The paper should contain references to written sources and a detailed bibliography should be included, also not within the 15 - 20 pages. References to your own experience and observations are also encouraged.
5. The papers should be handed in AT LATEST before you go on your internships.

Other evaluation requirements will be distributed during the first class session.

**St. Lawrence University Kenya Program Syllabus**  
**English 348**

**Title:** Survey of African Literature

**Instructor:** Ms. Waveny Olemba

**COURSE OUTLINE**

**I. AIMS**

- (1) *To introduce students to the African literary heritage;*
- (2) *To expose students to fresh ways of interpreting form and content in the various genres that represent the spoken, the performed and the written traditions of African literature;*
- (3) *To stimulate beginners in Literature into reading habits and to add new dimensions to approaching Literature among existing students of this discipline.*

**II. METHODOLOGY**

- (1) Students will be required to study prescribed texts before coming to class and to bring to the classroom original ideas of their own;
- (2) There will be a 45 minute lecture followed by a discussion period for the remainder of the class;
- (3) Each student will submit 5 book reviews of 2 to 3 pages each during the semester. Each review will constitute 10% of the final grade. Class discussion will constitute a further 20% of the final grade.
- (4) **Overall assessment.** The students' final grades will be based on
  - (a) 5 book reviews/essays (each at 10% of the final grade)--50% of the final grade;
  - (b) class discussion--20% of the final grade
  - (c) examination (written)--30% of the final grade.

The **examination** will be given at the end of the semester. This will be a 2 hour paper consisting of at least 9 questions from which the student will be required to answer 3 questions.

**II. COURSE TEXTS**

SELECTED READINGS FROM:

Lusweti, B.M. The Hyena and the Rock.

Ogutu and Roscoe. Keep My Words.

Mwangi, Rose. Kikuyu Folktales.

p'Bitek, Okot. Song of Lawino and Song of Ocol.

Achebe, Chinua. Things Fall Apart.

wa Thiong'o, Ngugi. The River Between.

Soyinka, Wold. Death and the King's Horseman.  
wa Thiong'o, Ngugi and Mugo, Micere. The Trial of Dedan Kimathi.  
Watene, Kenneth. Dedan Kimathi.  
Imbuga, Francis. Betrayal in the City.  
Man of Kafira.

Oyono, Ferdinand. Houseboy.  
Ba, Mariama. So Long a Letter.  
Macgoye, Marjorie Oludhe. Coming to Birth.

Dickinson, Margaret (ed.). When Bullets Begin to Flower.  
La Guma, Alex. A Walk in the Night and Other Stories.  
Vieira, Jose L. The Real Life of Domingos Xavier.

Cook & Rubadiri (eds.). Poems from East Africa.  
Selected Poems. (duplicated and distributed).

**St. Lawrence University Kenya Semester Program**  
**Modern Languages 101**

**Title:** Kiswahili

**Instructors:** Mrs. Nazi (Winnie) Kivutha  
and  
Mrs. Priscilla Mwamunga

**NOTE:** *There are two streams of Kiswahili in order to facilitate increased student/instructor contact and enhance language learning. The syllabus for each class is the same.*

**Kiswahili Reference Books**

Kiswahili Course textbook  
Kiswahili grammar - Ashton and Steere  
English-Kiswahili and Kiswahili-English Dictionary  
Other Kiswahili materials in the Program's library

**COURSE EXPECTATIONS**

**Schedule**

- Classes for 7 weeks at 1 hour per day.
- At least one quiz every two weeks, for a total of at least 3 quizzes.
- Oral and written examinations at the end of the course.

**Grading**

50% - written examination  
30% - oral examination  
20% - continuous assessment  
A final grade of below 65% will constitute a failure of the course.

**Course content**

- grammar
- contextual conversations
- vocabulary building
- at the end of the 7-week course, students should be able to speak Kiswahili correctly.

**Week 1**

1. Orientation phrases
2. Persons: *Mimi, wewe, yeye*. Practise with negatives.  
e.g., *mimi ni Kazungu*                      *Mimi si Kazungu*  
          *wewe ni John*                         *wewe si John*  
          *wewe si Susan*                      *wewe ni Susan*
3. Demonstratives: (singular and plural)  
*huyu/hawa/, yule/wale, huyo/hao*.  
Practise with negation  
e.g., *huyu ni mwalimu*    *huyu si mwalimu*  
          *hawa ni waalimu*    *hawa si waalimu*
4. Practising persons, demonstratives and negation.

**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. Introduce infinitive verbs. Practise with negation and tenses.  
e.g., *mimi napenda kucheza                      mimi sipenda kucheza  
          *mimi nilipenda kucheza                      mimi sikupenda kucheza  
          *mimi nitapenda kucheza                      mimi sitapenda kucheza***
4. Continue tenses. Practise with demonstratives.
5. Revision exercises on person, demonstratives, tenses and negation.

**Week 3**

1. Introduce verbs.  
e.g., *sana, haraka, upesi, vizuri, vibaya, etc.*  
Practise with tenses.  
e.g., *alicheza sana, atacheza sana, etc.*  
Include reduplication.  
e.g., *anakula upesi upesi.*
2. Introduce the concept **ana**. Practise with persons and demonstratives.  
e.g., *mimi nina kitabu huyu ana kitabu, etc.*
3. Continue with **ana**. Practise with negation.
4. Introduce imperative sentences (positive, negative, singular and plural).  
e.g., *toka/usitoke                      tokeni/msitoke, etc.*
5. Introduce the subjunctive.

**Week 4**

1. Revision and practising the imperative and the subjunctive.
2. Introduce the Swahili class system in general.  
**M/Wa** (singular and plural)  
Practise with demonstratives.
3. **M/Wa** and adjectives. Practise with demonstratives and negation.  
e.g., *mtu huyu ni mzuri mtu huyu si mzuri, etc.*

**Week 5**

1. **M/Wa** class. Practise with the concept of **ana** with possessives.  
e.g., *mtoto wangu ana kitabu  
          *waalimu wetu warefu wana wikapu**
2. Introduce **M/Mi** class (singular and plural).  
Practise with demonstratives and adjectives.  
e.g., *miti huu mrefu                      miti hii mrefu, etc.*

**Week 6**

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

**Week 7**

1. **Ji/Ma** class. Practise with the concept of **ana** with possessive.
2. Introduce the **N/N** class (singular and plural).  
Practise with demonstratives and adjectives.  
e.g., *ngui hii ni ndogo*      *nguo hizi ni ndogo*, etc.
3. **N/N** class. Practise with the concept of **ana** with possessives.
4. General revision.

**Final Examination**

**St. Lawrence University Kenya Program Syllabus**  
**Biology 347**

**Title:** **Behavioral Ecology in an African Grassland Ecosystem**  
**(or The Ecology of Conservation and Development: Issues of an Important African Grassland Ecosystem)**

**Instructor:** Mr. Michael E. Rainy, Mrs. Judy Rainy and Staff of Explore Mara Ltd.

**Host Organization:** Explore Mara Ltd.

**Course Notes**

**1) PERMISSION OF INSTRUCTOR**

**a) non-academic**

The 24-day field portion of Biology 347 is run from a fairly isolated base camp near Maasai Mara Game Reserve under expedition conditions which can occasionally be difficult and stressful. It is absolutely essential that all participants must be sensitive to how their behaviour can affect others and must work to make these effects positive. During the introductory week in the Mara and also during the two week Samburu field course students will be able to determine whether or not they can live and work productively under expedition conditions. If this seems not to be the case, the instructor reserves the right to ask any individuals who seem unable to accept this responsibility not to participate.

**b) academic**

There are no formal pre-requisites for this course. Students may find previous biology or science courses helpful, however many students from non-science backgrounds have done very well in the field course.

In a series of seminars held prior to the field component of the course, we will review important ecological and conservation issues in Africa, concentrating on issues facing pastoralists in general and the Maasai in particular in the Mara ecosystem.

**2) READING LIST**

Core text: Anderson, David and Richard Grove. **Conservation in Africa: People, Policies and Practice.** Cambridge: Cambridge University Press, 1987.

Other texts to follow.

### **3) COURSE DESCRIPTION**

The Biology 347 course will seek to explore the relationship between ecology and conservation, particularly in respect to the use of pastoral rangeland by Kenya's growing tourist industry and the practical support for the development of pastoral people on these rangelands.

Central to the course will be carrying out a high resolution total ground census of the Maasai Mara National Reserve and the adjacent pastoral rangelands. This area is part of one of the world's richest and most complex terrestrial ecosystems. Pastoral people have co-evolved with and protected the ecosystem for at least the past 2,000 years.

Now, for the first time, tourism in Kenya is the country's leading foreign exchange earner. This industry threatens to displace pastoralist people from the very rangelands they have had such an important part in producing and maintaining, and which support large concentrations of wildlife.

The field course will use ecological methods to try and visualize and quantify some of the most important characteristics of the interacting resource utilization strategies of tourism and pastoralism, and as well between wildlife and livestock. The course will explore the issues and the evidence in developing practical conservation strategies to enable all components of the ecosystem to prosper and develop.

In the Fall of 1989, students participated in a field study which provided important background information on the Maasai Mara ecosystem in the dry season, following the end of the the annual wildebeast migration. Data generated by this study was submitted to the newly formed Kenya Wildlife Service.

In the Spring 1990 field course, it is planned that students will conduct a similar survey of the ecological status of the area during the wet season, prior to the annual wildebeast migration. Again, the data will be submitted to the Kenya Wildlife Service, to assist them in developing ways of practically implementing a scheme for linking pastoral economic development and wildlife conservation issues in the region. Specific details for the Spring Semester field course will be contingent on suggestions made by KWS in reaction to data from the Fall course.

Further syllabus and course details will be made available during the Maasai Mara week, January 28 - February 3, when all Kenya Program participants will visit the Mara and be introduced to its people and wildlife.



**St. Lawrence University Kenya Program Syllabus**  
**Samburu Field Study Course**

**Instructors:** Michael Rainy  
(Pakuo) Lesorogol  
Judy Rainy

**Host Organization:** Explore Mara, Ltd.

**SAMBURU FIELD COURSE INTRODUCTION AND SEMINAR NOTES**

The 15 day Samburu Field Course will explore directly many facets of the complex physical, biotic, and social environments in which Samburu cattle pastoralists live. The field trip has been designed as a separate academic and experiential course.

The Samburu Field Course is a challenging experience which seeks to encourage student participation on both a physically demanding level and as a rigorous mental exercise. The field course is a unique 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. Michael Rainy, his wife, Judy, and his Samburu partner, Pakuo Lesorogol, 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 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 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*. The course work in Nairobi will give you the necessary fundamentals to compliment your practice with the Samburu. **YOU ARE STRONGLY ENCOURAGED TO LEARN AT LEAST ONE KENYAN LANGUAGE!** It is possible. Indeed, lasting rewards on this course very much depend on it.

In a lecture and slide show given in Nairobi just before the Field Course, Michael Rainy will introduce the relationship between environmental and cultural variety in Kenya, between the environment and pastoral culture of the Samburu people, and discuss pastoralism as an adaptation to semi-arid conditions.

During the first week of the Field Course students will be guided on foot through three distinct Samburu Lowland habitats, montaine, riverine, and dry thorn bushland. These days will provide 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 Course will culminate in four 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 from the Field Course will be directly related to the amount of continuous effort you make on daily journal entries as well as on lectures and more informal discussions. These will all be resource material for the final seminars of the Field Course at Naibor Keju and at Kikwal cave in the Karrisia forest.

During the trip the group will be subdivided into smaller units of 5 or 6 people each. As camping units, these smaller groups will share more closely many of the Field Course activities and will attempt to focus on some broad aspect of the Samburu pastoral culture during the course, e.g., the early education of children, or the polygamous marriage system. 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 behaviour, 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.

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

### **SAMBURU FIELD STUDY COURSE**

- A. The survival value of Samburu pastoral ideas.
- B. Specific introduction to the Samburu Field Course. Introduction to the variety of pastoral populations and their environments in East Africa: Pastoralism is a sensible strategy for dry land living, not a cause of dryness and desertification.
- B. Introduction to the ecology, land, and people of south Samburuland in the context of other pastoral populations in Kenya. Samburu seasonality and reactions to drought.

**Day 1** Drive to Ldonyo Sabachi. Emphasis on the ecological zonation of the agricultural - pastoral transition of Central Kenya. Base Camp 1 orientation, followed by a summary of the pastoral problems and adaptations that have emerged from previous study by History 479 students.

**Days 2 and 3** Climb and explore the Sabachi massive with student groups of 6 each led by a Samburu Elder. Emphasis on understanding the pastoral grazing system of the Samburu using Sabachi as a microcosm of the principal ecological gradients and factors of the Southern Samburu ecosystem. Swahili practice for cross cultural communication and evening discussions.

**Day 4** Descend Sabachi. Compare the old and new settlements at Lerata Bore Hole. Drive to Nguyuk Lmuget on the Uaso Nyiro river. We should arrive in time to have a wash and to get some laundry done. Evening journal writing.

**Day 5** Morning is free until 09:30, then a lecture on Samburu history will give a functional interpretation of a pastoral oral tradition. After lunch, re-provision for the next outing. About 15:00 two smaller groups of students again led by Samburu Elders will walk to and camp nearby Samburu pastoral settlements. After setting up our own shelter we will try to meet the settlement livestock as they return for evening milking and follow them home. Emphasis will be on observing and describing lowland settlement organization, structure and land use strategies, including the effects of the preceding dry season.

**Day 6** After observing the beginning of a lowland pastoral day we will walk back to Base Camp 2 before driving to our next camp at Naibor Keju hill in the western highlands of Samburu land. Emphasis will be on the ecological contrast between Lowland and Highland Samburu. 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 7** Early morning climb of Naibor Keju hill. Emphasis will be on relating Highland Samburu settlement organization and movement strategies to ecological patterns. Talk on past and present attempts to change traditional grazing practices on the Leroki Plateau (Colonial grazing schemes and Group Ranching). Rest of the morning free for journal writing. After lunch there will be a specific introduction to Samburu homestays. In the evening the initiation of males and females in Samburu society will be compared so that you can appreciate your homestays more fully.

**Day 8** In the late morning we will meet informally with a small group of Elders from *Sitat* sub-clan, please be prepared with useful and answerable questions. After an early lunch you will leave for your homestays. In most cases you will walk there with your hosts from Naibor Keju.

**Day 9 and 10** 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.

**Day 11** After returning to base camp from the settlements, students will have time to relax and clean up after a challenging cross cultural experience. It is intended that students use this day in quiet discussion and journal writing to develop a lasting mental overview of your stay amongst the Samburu. Seminar presentations will begin at 1500.

**Day 12 and 13** 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. On the second day in the forest we intend to walk to Soit L/Melani which offers a superb overview of the Samburu low country. It will be a last chance to talk to and to question our Samburu guides. It will also be a time to ask our Samburu elders to respond to some of the issues and questions raised by the seminars.

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.

**Day 14** We will meet back at Nairbor Keju in the morning. After showers and brunch, we 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. Near Rumuruti we will make our final camp on highland section of the Uaso Nyiro River, where you can reflect on the experience just past. You will have time to catch up on your mail and on world news, and take a controlled step through the first tremors of culture shock to be more prepared with dealing with Nairobi on the following day.

**Day 15** We will leave Rumuruti at about 09:00 and should be back in Nairobi by 1600.

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

**St. Lawrence University Kenya Program Syllabus**  
**Interdisciplinary Studies 337 (Internships)**  
**and**  
**Interdisciplinary Studies 339 (Independent Study)**

**Title:** Internships and Independent Study

**Instructor:** Dr. Howard Brown

**GENERAL**

We consider the internships to be one of the most important phases of the Program. The internships give each of you an opportunity to spend a concentrated period of time on an in-depth project. Each of your hosts will be expecting you to give the Internship your 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 you **CAN**.

Also keep in mind that you may not be the first student, nor are you likely to be the last student, to be offered this particular internship. 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. Please ensure that your performance will live up to the expectations of your 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 your internship.

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

**COURSE REQUIREMENTS:**

The internships will last for a period of four weeks, from 16 April - 11 May, 1999. It is expected that you will devote your full energies to the Internship. 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 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.

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.**

**PAPER:**

The following should be included in your internship paper:

1. A completed **Internship Report form** (see attachment).
2. Description of the Agency/host.
  - public or private sector
  - size of agency
  - scope of activities
  - role of expatriates and Kenyans in the organization
  - is the agency commercial or service oriented
  - goals of the agency or host
3. Description of the Internship (you may include journals or your project paper).
4. Analysis. Assess the contribution the agency/host is making to Kenyan society and development, needs being met, income distribution or redistribution being affected, and the impact on social values. Utilize anything from your Kenyan experience in a perceptive judgement of the impact and role of the agency/host/project on Kenyan society.

This format is intended as a set of guidelines; you may arrange alternative paper formats with us depending on the nature of your internship project.

Evaluation will be calculated on the following basis:

- supervisor/host evaluation 25%.
- project paper 75%

**THE INTERNSHIP PAPERS ARE DUE ON  
SATURDAY, May 12, 1990.**

HAVE A GREAT INTERNSHIP!!

Howard Brown  
Associate Director, Kenya Semester Program

## **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*