

ST. LAWRENCE UNIVERSITY

KENYA SEMESTER PROGRAM



KENYA

**KENYA SEMESTER
PROGRAM**
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SPRING 1996 SEMESTER



PROLOGUE

I did much of my learning--by sitting and observing what was going on around me. I have come to realize that doing, moving and even questioning are not necessarily the most fruitful ways to spend an hour learning, that just being a silent observer can be the best means to gain the most from an experience. After hours of sitting in the shade of an *acacia* tree with my Samburu brother as he contemplates his grazing cattle, after hours spent quietly shelling groundnuts with my Abaluhya mother and sisters, after hours spent waiting in bank queues in Nairobi while the teller catches up on his colleague's social calendar, I have come to know that time is not yours to waste or save or spend. It isn't what you have, it is what you live in. Life is not measured by what you get done, but life is doing.
[Julie Convisser, Student]

THE HISTORY OF THE

The history of the world is a long and varied one, filled with many interesting events and people. It is a story that has been told for thousands of years, and it continues to be told today. The history of the world is a story of progress, of discovery, and of the human spirit. It is a story that has shaped the world we live in today, and it will continue to shape the world of the future.

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REPORT

1. The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development since 1945. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's history and development.

2. The second part of the report deals with the economic situation. It is a very detailed and thorough study of the country's economy since 1945. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's economic development.

3. The third part of the report deals with the social situation. It is a very detailed and thorough study of the country's social development since 1945. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's social development.

4. The fourth part of the report deals with the political situation. It is a very detailed and thorough study of the country's political development since 1945. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's political development.

5. The fifth part of the report deals with the cultural situation. It is a very detailed and thorough study of the country's cultural development since 1945. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's cultural development.

INTRODUCTION TO THE KENYA SEMSTER PROGRAM

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

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

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

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

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

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

THE KENYA SEMESTER PROGRAM: HISTORY AND OBJECTIVES

The St. Lawrence University Kenya Semester Program was established in 1974, and since then more than a thousand students have participated in the Program. The Program has emphasized both the maintenance of high academic standards and learning about Kenya from Kenyans.

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

Educational Aims and Objectives. The general educational aims of the St. Lawrence University Kenya Semester Program are to expose and introduce American university students to new values and cultural traditions, to increase cross-cultural understanding, and to introduce students to a disciplined study of African history, anthropology, language, politics, geography, literature, and ecology. The program challenges students to broaden their views of the world and themselves through critical examination and personal reflection, combining academic demands with experience of living in East Africa. It addresses these goals through an integrated structure of classroom and field learning situations including: rural homestays; urban homestays; classroom teaching; field teaching and study components; internships/ independent study; and non-directed activities.

A. Rural Homestays. The Rural Homestays enable students to live with Kenyan families, offering the opportunity to understand something of their traditions as well as the modern issues they face. The Rural Homestays begin after a week-long intensive orientation at the St. Lawrence University Study Center in Karen, immediately after the students arrive in Kenya. During the past fifteen years, the rural homestays have been among the Kikuyu, Akamba, Luo, Abaluhya, Kisii and Taita peoples.

B. Urban Homestays. Students live with urban Kenyan families for a period of four weeks, during which time the students are also taking courses in Nairobi. This extended period of contact provides students with their best opportunities to understand the processes of modernization and urbanization in a Kenyan context, and facilitates the development of close and long-term relationships with Kenyans.

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

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

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

2. Field Study Components. Field study components are part of the Program's curriculum. They offer additional perspectives, in various field contexts, on many of the issues the curriculum address.

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

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

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

(d) Field Course. In any given semester, a separate field course may be offered by the Program Director(s), which students may elect to do in lieu of an internship. This semester the field course will be multi-disciplinary, combining the fields of anthropology and geography, team-taught by Dr. Alice Pomponio and Dr. Asenath Omwega. Entitled "Human issues and Coping Strategies in East Africa," this course will examine a range of coping strategies in East Africa through time, using a combination of readings and seminar discussions focused around field exploration of selected case studies. Students will consider specific human activities that have environmental, social, economic and health impacts in both rural and urban contexts. Case studies will include the Swahili coast, the Baganda state system of lacustrine Uganda, and refugee camps in northern Kenya. Comparative material will also be brought in from the field components.

D. Non-directed Activities. Students may decide to travel and experience Kenya on independent travel opportunities. After the conclusion of the semester's formal curriculum, students must realize that their pupil's pass will expire, and that subsequent travel will be as private individuals. They must make the appropriate arrangements well in advance, including acquiring the proper documentation from the Government of Kenya.

Conclusion

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

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

1. increasing cross-cultural understanding and sensitivity;
2. increasing an appreciation of Kenyan history and culture in particular;
3. providing opportunities for the exchange 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. To date, over twenty Kenyan 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.

ST. LAWRENCE UNIVERSITY

KENYA COLLEGE

| MON | TUES | WED | THURS | FRI | SAT | SUN | | |
|----------------------------|-------------------------------------|-------|-------|-------------------|-------------------|-------------------------------|----------|----------|
| Jan 22 | 23 | 24 | 25 | 26 | 27 | 28 | JAN | |
| ORIENTATION | | | | Travel to RHS | RURAL HOMESTAYS | | | |
| 29 | 30 | 31 | Feb 1 | 2 | 3 | 4 | FEBRUARY | |
| RURAL HOMESTAYS | | | | End HS To Tsavo | Return to Nairobi | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | | |
| CLASS Week 1 | | | | | | WEEKEND | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | MARCH | |
| CLASS Week 2 | | | | | | TZA FIELD COMP. | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | | |
| TANZANIA FIELD COMPONENT | | | | | | | | |
| 26 | 27 | 28 | 29 | March 1 | 2 | Homestay ³ | MARCH | |
| TANZANIA FIELD COMPONENT | | | | Return to Nairobi | FREE DAY | Orientation | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| CLASS Week 3 | URBAN HOMESTAYS: (Mar 4 - April 13) | | | | HOMESTAY WEEKEND | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | APRIL | |
| CLASS Week 4 | | | | | | SAMBURU F.C. | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | | |
| SAMBURU FIELD COMPONENT | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | APRIL | |
| SAMBURU FIELD COMPONENT | | | | | | Free Day | | |
| April 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
| CLASS Week 5 | | | | | | Easter / Spring Break Weekend | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | APRIL | |
| Easter | CLASS Week 6 | | | | | | | H.S. BBQ |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | | |
| CLASS Week 7 | Class, Review, Study | | | EXAMS | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | MAY | |
| INTERNSHIPS / FIELD COURSE | | | | | | | | |
| 29 | 30 | May 1 | 2 | 3 | 4 | 5 | | |
| INTERNSHIPS / FIELD COURSE | | | | | | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | MAY | |
| INTERNSHIPS / FIELD COURSE | | | | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | | |
| INTERNSHIPS / FIELD COURSE | | | | | Evaluation. | PROGRAM ENDS | | |

ORIENTATION SCHEDULE
Spring Semester 1996

Friday, January 19

9:00 a.m. Arrival at Jomo Kenyatta Airport
11:00 a.m. Arrive at the S.L.U. Study Center. Unpack and settle in
12:00 p.m. Lunch
3:30 p.m. Tour of campus
4:00 p.m. Formalities - passport registration, health cards, etc.
Introduction to the Kenya Semester Program and staff
6:30 p.m. Welcome Dinner

Saturday, January 20

7:00 - 8:30 a.m. Breakfast
8:30-12:00 Introduction to the curriculum, course requirements,
semester schedule, journal keeping/field reports (Drs. P)
12:00 Lunch
1:30 p.m. Living in Kenya: Culture Shock
- Relax/Readings -
6:30 p.m. Dinner
Evening Free

Sunday, January 21

a.m. Sleep in
1:30 p.m. National Museum of Kenya
6:00 p.m. Dinner
Evening Free

Monday, January 22

7:00 a.m. Breakfast
7:40 a.m. Depart for Hekima Language Services
8:00 a.m. Swahili Language Instruction (8-11)
12:00 p.m. Lunch at center
2:00 p.m. Living in Kenya: Kenyan cultures and expectations,
gender roles, appropriate dress, etiquette
3:30 p.m. Chai
4:00 p.m. Living in Kenya: Intra-group Dynamics
6:00 p.m. Dinner
Evening Free

Tuesday, January 23

7:00 a.m. Breakfast
7:40 a.m. Depart for HLS
8:00 a.m. Swahili
12:30 p.m. Lunch
2:00 p.m. Living in Kenya: Personal health care (Dr. Chunge)
6:00 p.m. Dinner
7:00 p.m. Living in Kenya: Asian-Kenyans (Sunnil Kapur)

Wednesday, January 24

| | |
|---------------|--|
| 7 - 7:40 a.m. | Breakfast |
| 8:00 a.m. | Swahili |
| 12:30 p.m. | Lunch |
| 2 - 5:00 p.m. | Introduction to faculty and Classroom Components |
| 6:30 p.m. | BBQ with faculty followed by further discussion |

Thursday, January 25

| | |
|---------------|---|
| 7 - 7:40 a.m. | Breakfast |
| 8:00 a.m. | Swahili |
| 12:30 p.m. | Lunch |
| 2:00 p.m. | Rural Homestays orientation (David Kitawi, Taita Host and Dr. Perry) |
| 6:30 p.m. | Dinner |

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

Friday, January 26

| | |
|-----------|----------------------------|
| 7:30 a.m. | Breakfast |
| 8:30 a.m. | Depart for Rural Homestays |

ST. LAWRENCE UNIVERSITY
STUDY CENTER POLICIES

1. **ROOM CLEAN-UP.** Each student is responsible for the general cleanliness and orderliness of his/her own space (ie. bed, dresser and immediate surroundings). Clothes, books, etc. should be off the floor to allow room for Joyce and Douglas to sweep and clean.
2. **MAIL.** Mail will be taken into town and posted daily. Make sure that your letters are properly stamped and leave them in the outgoing mail box in the seminar room. Incoming mail will be collected daily by one of the drivers, and distributed to your mailbox at the seminar room or at the downtown classroom.
3. **CAMPING EQUIPMENT.** Tents, water bottles, cooking gear, ensolite pads, etc. are located in the safari storage room. 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. Be sure to contact Douglas during working hours, rather than disturbing him at home in the evening.
4. **VISITORS.** In consideration for the group as a whole, **overnight guests at the Center are not permitted.** It is necessary to clear all invitations to dinner guests with one of the Directors or Coordinators at least one day in advance. Charges for meals, in advance, are:

| | |
|-----------|-------------|
| Dinner | - Sh. 300/- |
| Lunch | - Sh. 200/- |
| Breakfast | - Sh. 100/- |
5. **LAUNDRY.** Laundry facilities are located at two locations on the property which will be pointed out to you. Our staff will wash and hang out your laundry; it will be your responsibility to take your clothes off the clotheslines. You will have your laundry done once per week while you are at the center, and at other times during the semester (e.g., after field trips) as arranged. A fee for the laundry service will be deducted from your deposit. Please check the posted lists for your laundry day and adhere to it! Water supplies are limited so it is necessary to stick to this schedule. Please drop off your bag no later than 8:00 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, times of departure and return, traveling companions, and mode of

transportation. We ask that you not travel alone, but in groups of three or more of possible.

7. **LIBRARY.** You are free to use the library at any time. The system for checking out books is based entirely on an honor system. After selecting a book(s) please sign it out in the log book near the door. Upon returning the book sign it back in. If the library is locked, see one of the administrative staff for the key. The library and seminar room are intended to be quiet areas. Please respect the needs of other students and use appropriate parts of the Center for socializing.
8. **COMPUTERS.** We have several computers available for student use. The computer room is located off the library. All computers **MUST remain in this room at all times.** Instructions are posted as to how to use these. Please adhere to sign-up policies in fairness to other students.
9. **DOUG'S DUKA.** We have a small kiosk, where you may purchase items such as stationary, stamps, sodas, snacks toiletries and other items. When you are in residence in Karen, the duka will be open each afternoon from 5:30 p.m. to 7:00 p.m.
10. **WATER.** Water shortage is a chronic problem in the Nairobi area. While we generally have enough for normal use, please avoid prolonged showers and other actions that waste it. There will probably be many times when our city water supply is interrupted, and it may be necessary for us to order tank trucks to keep us supplied. We ask you to use the outdoor choo whenever feasible.

MAPS

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

MAP 1 *Map 1 is a map of the continent of Africa, with the political divisions outlined. You may want to fill the country names in during the semester as you learn about the continent.*

MAP 2 *Map 2 is a map of the language regions of Kenya. These correspond to the major ethnic groups of the country. There are three major language groupings under which all the languages may be subsumed--Bantu, Nilotic and Cushitic.*

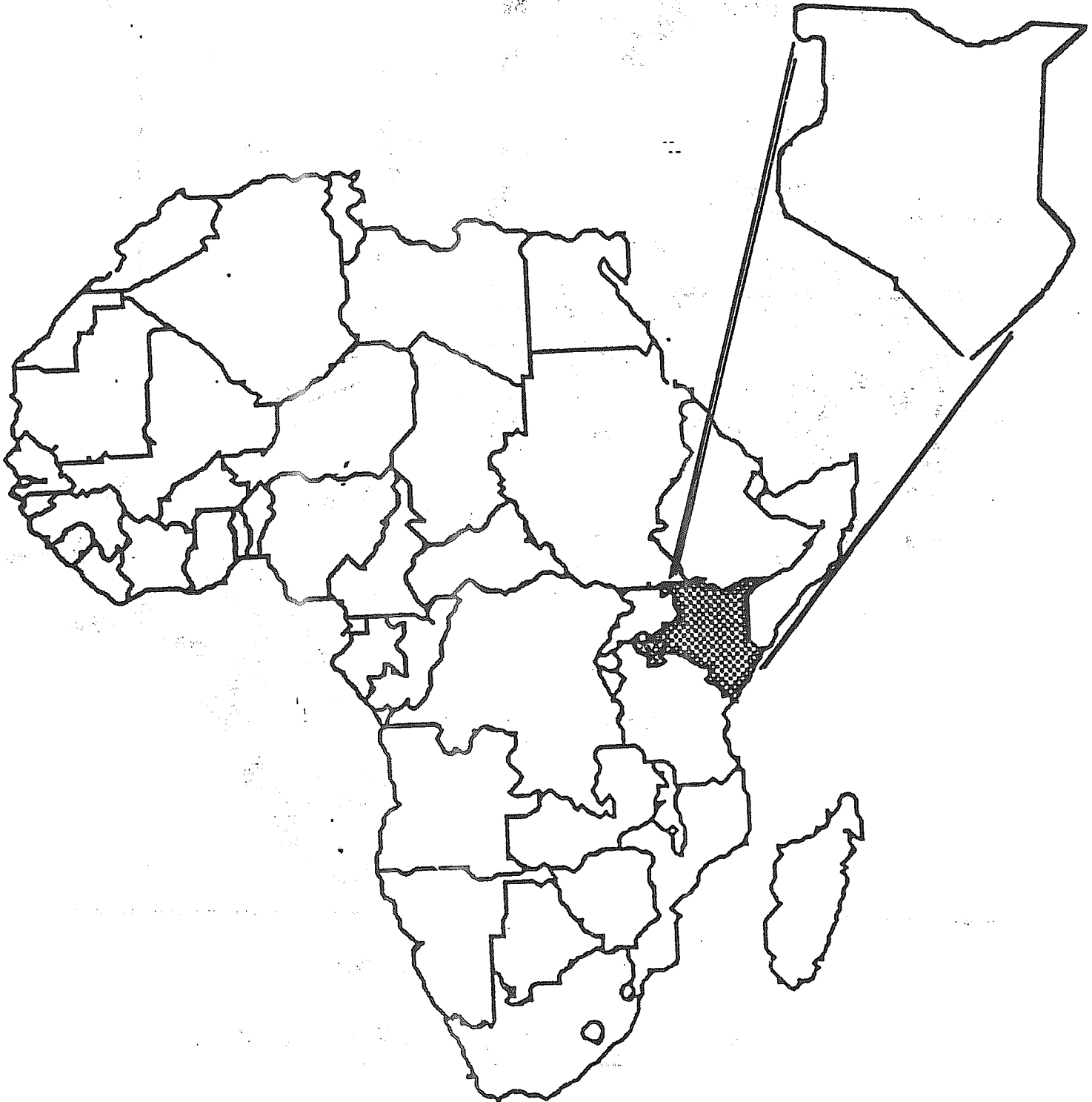
MAP 3 *Map 3 is a sketch map of the Nairobi area, showing the major roads linking the city center to the suburbs, including Karen, where we are located.*

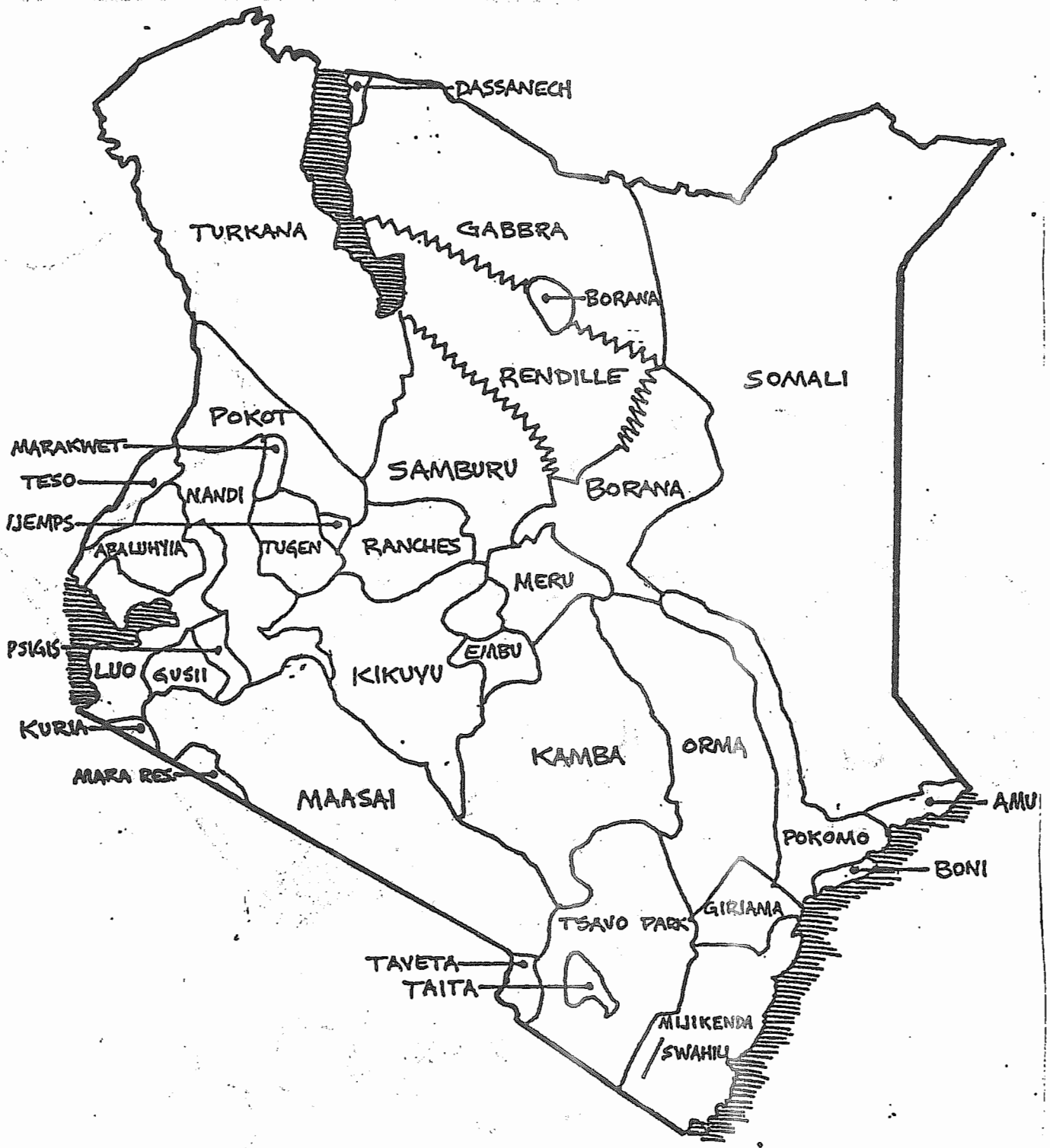
MAP 4 *Map 4 is a sketch map of the neighborhood in which the Study Center is located.*

MAP 5 *Map 5 is a street map of downtown Nairobi, including the location of the University of Nairobi and the YMCA, the latter of which is the location of our classroom.*

MAP 6 *Map 6 shows the major streets in the city of Mombasa. Mombasa city is an island, accessed by causeway from Nairobi, by ferry to the south coast, and by bridge to the north coast.*

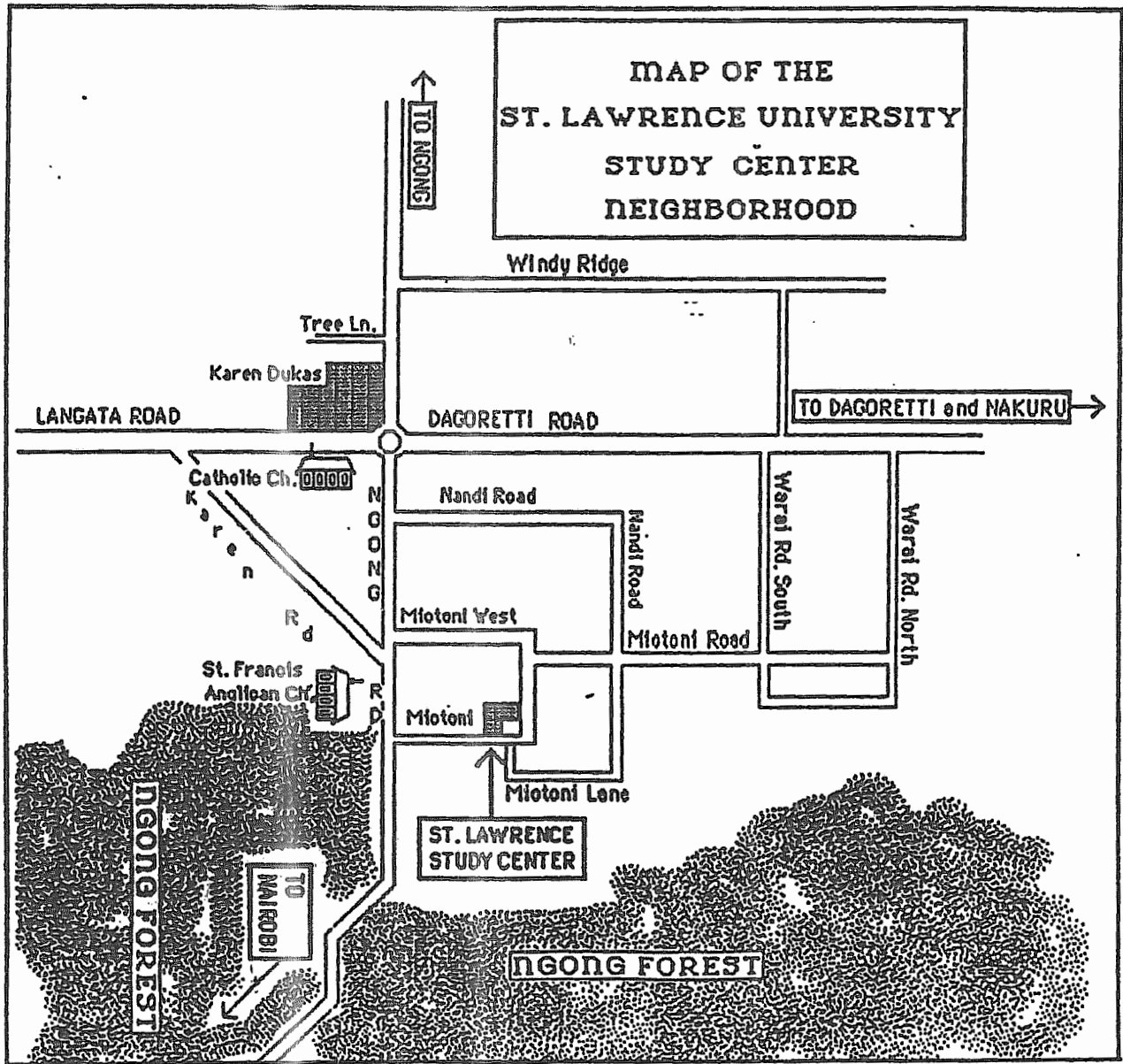
MAP 7 *Map 7 is a historical map of the boundaries of Kenya.*

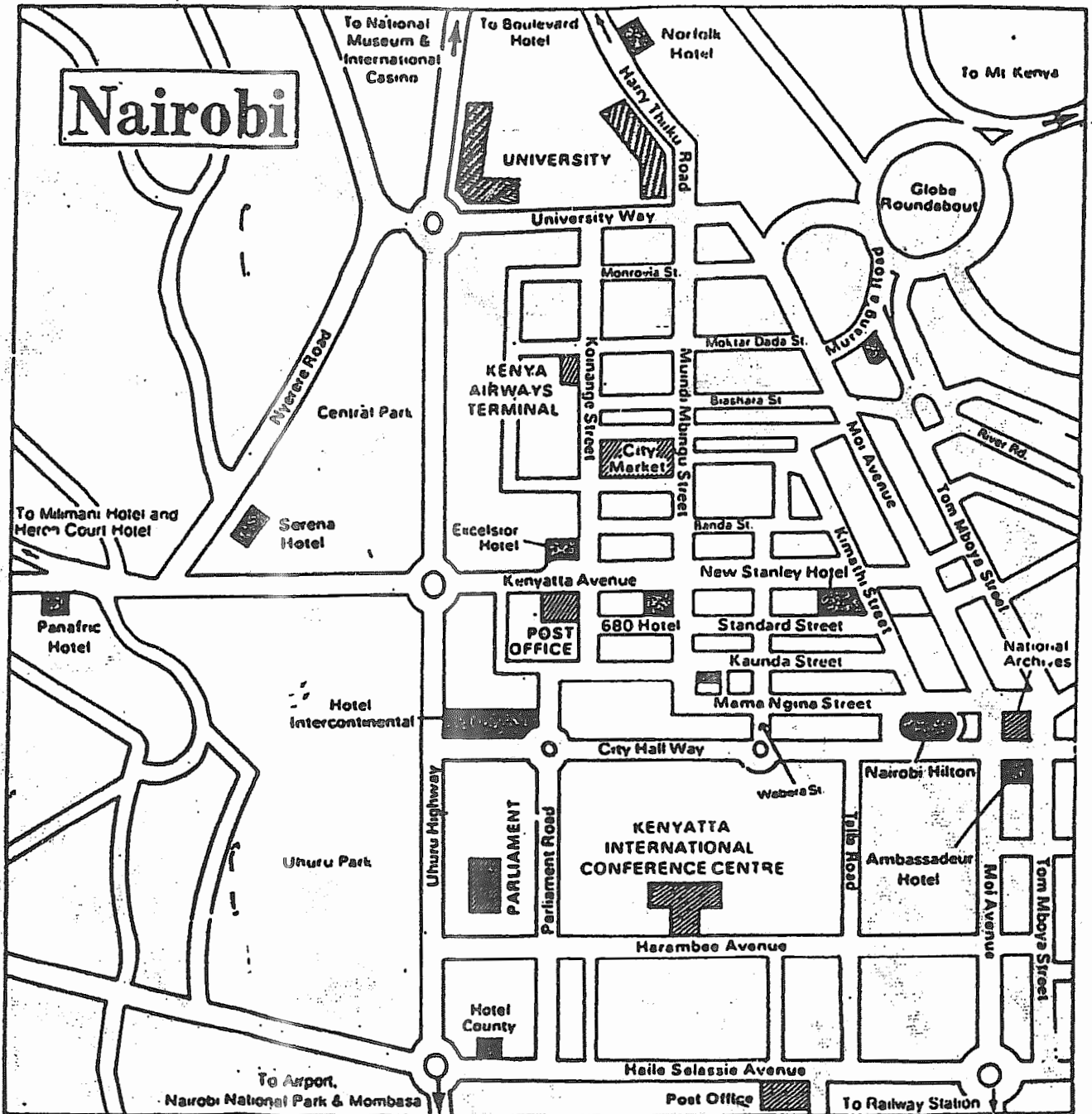


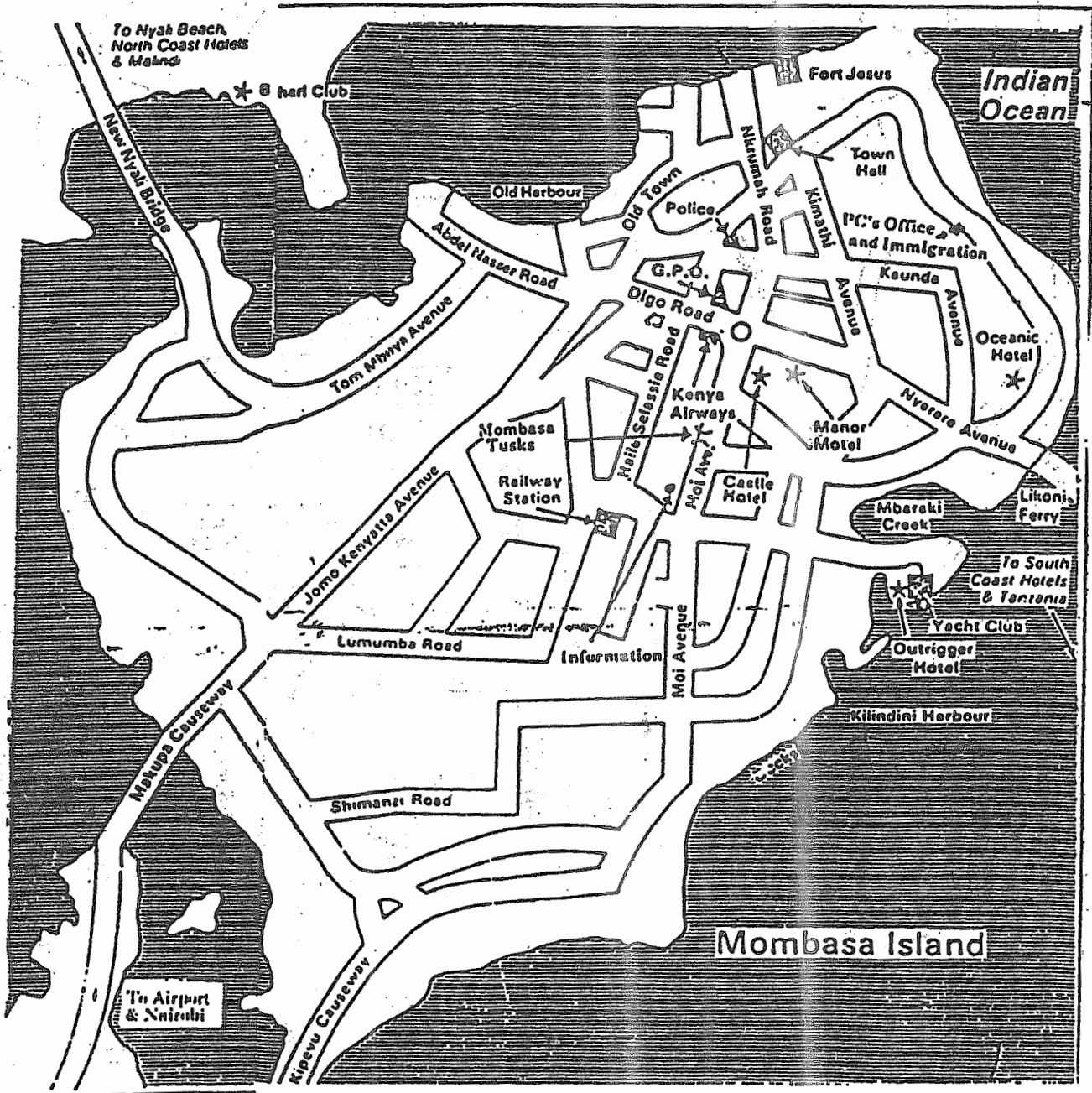


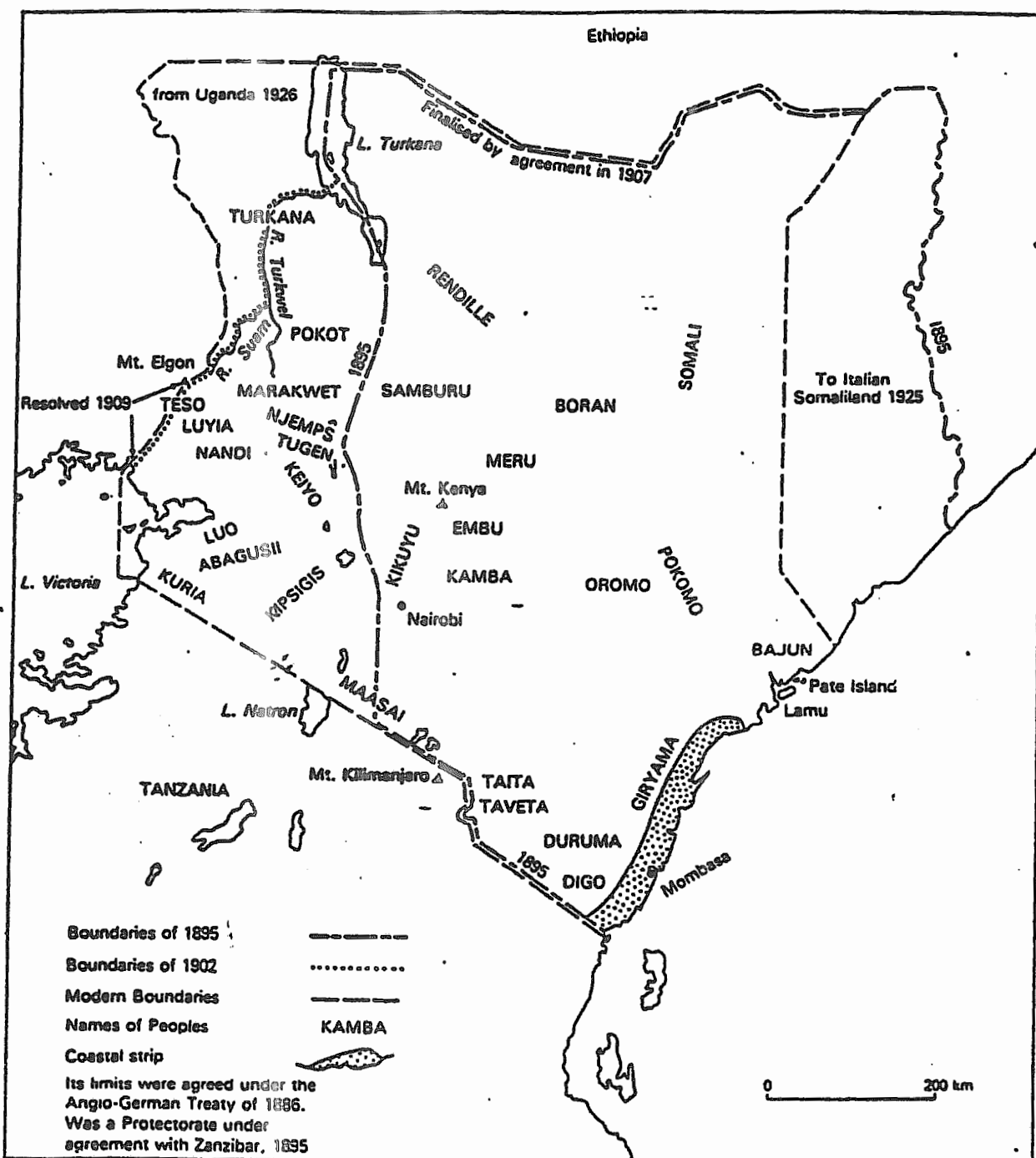
50 0 100 200 KM

LANGUAGE REGIONS OF KENYA









Kenyan peoples and boundaries

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It includes a detailed description of the experimental procedures and the tools used for data collection.

3. The third part of the document presents the results of the study. It includes a series of tables and graphs that illustrate the findings and trends observed during the experiment.

4. The fourth part of the document discusses the implications of the findings and the potential applications of the research. It highlights the significance of the results and the need for further investigation.

5. The fifth part of the document provides a conclusion and a summary of the key points. It reiterates the main findings and the overall objectives of the study.

6. The sixth part of the document includes a list of references and a bibliography. It cites the sources used in the research and provides information for further reading.

7. The seventh part of the document contains a list of appendices and supplementary materials. It includes additional data, charts, and documents that support the main text.

8. The eighth part of the document provides a list of contact information and a list of authors. It includes the names and affiliations of the researchers involved in the study.

9. The ninth part of the document includes a list of acknowledgments and a list of funding sources. It expresses gratitude to the individuals and organizations that supported the research.

10. The tenth part of the document contains a list of footnotes and a list of references. It provides additional information and citations for the research.

SPRING 1996 CALENDAR

- 19 JANUARY** Students arrive in Nairobi on KLM Royal Dutch Airways arriving 09:00 hrs.
- 19 - 25 JANUARY** *Orientation* - Concentration will be on an Introduction to Kenya, the Kenya Semester Program, Swahili and the Rural Homestays. Venue will be the St. Lawrence Study Center and Hekima Language Svcs.
- 26 JANUARY** Travel to Kishamba Location, Taita-Taveta District Coast Province, for the Rural Homestay Program.
- 27 JANUARY -
2 FEBRUARY** *Rural Homestay Program*, Kishamba Location, Taita-Taveta District, Coast Province.
- 2 FEBRUARY** Depart Rural Homestays. Overnight at Kitani bandas in Tsavo West National Park. Seminars in afternoon.
- 3 FEBRUARY** Travel back to Nairobi via Tsavo West National Park.
- 5-9 FEBRUARY** *Classes: Week 1.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 12-16 FEBRUARY** *Classes: Week 2.* Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.
- 17 FEBRUARY -
1 MARCH** **TANZANIA FIELD COMPONENT.** Field study component in northern Tanzania. The trip is designed to give students an introduction to physical and human geography, geology and development in the northern Tanzanian Rift Valley, and will explore issues of conservation, behavioral ecology and development in the area. The course is designed to provide students with a comparative framework to the approaches developed by Kenya.
- 1 MARCH** Depart from Tanzania.
- 4 MARCH** *Urban Homestays.* Students will be resident with Kenyan Nairobi families for a period of 2 weeks, before the Samburu field component, then for one week after that study trip. The homestays will begin with an introductory tea to be held at the Karen Study Centre.
- 4-8 MARCH** *Classes: Week 3.* Classes will be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi.

| | |
|------------------------------|--|
| 9-10 MARCH | <i>Homestay Weekend.</i> Students will spend the weekend with their Urban Homestay families. Events may include a visit to the family's rural home. |
| 11-15 MARCH | <i>Classes: Week 4 .</i> Classes will be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi. |
| 16-19 MARCH | <i>Samburu Field Component.</i> Organized and conducted by Explore Mara, Ltd. of P.O. Box 56923, Nairobi, Mr. Michael E. Rainy, Mrs. Judy Rainy, Mr. Saidimu Lenarankoito and Mr. Ngagan Lesorogol, Directors. |
| 31 March | Free day. |
| 1-4 APRIL | <i>Classes: Week 5.</i> Classes to be held at the Y.M.C.A. Conference Hall, State House Road, Nairobi. |
| 5-8 April | Easter Holiday/Spring Break |
| 9-12 APRIL | <i>Classes: Week 6</i> Classes to be held at the Y.M.C.A. |
| 13 APRIL | Urban Homestays end with a Bar-B-Que for the students and their families. |
| 14 - 17 APRIL | EASTER - FREE WEEKEND |
| 15-18 APRIL | Students will have review sessions for their classes, study for final examinations and prepare final papers . |
| 19-20 APRIL | Final Examinations. |
| 21 APRIL | Prepare for Internships, Independent Study and Field Course. |
| 22 APRIL - 17 MAY | Internship and Field Study. |
| 18-20 MAY | <i>Evaluations.</i> Program evaluation days. Students return to St. Lawrence University Study Centre, Karen. Preparation of final internship/independent study reports and semester evaluations. |
| 21 MAY | SEMESTER ENDS. Group Flight leaves, Center closes for the academic year. |

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM
SPRING 1996 Student List

| NAME | CAMPUS ADDRESS & TELEPHONE NUMBER | MAILING ADDRESS & TELEPHONE NUMBER |
|--|---|--|
| 1. Barden, Jamie 577-94-7218 '97 5/30/74 Psychology/Economics | Grinnell college 01-02 P.O. Box 805 Grinnel, IA 50112 515-269-3890 | Mr. Luther Barden 7101 Garmon Road Bethesda, MD 209817 (301) 365-1311 |
| 2. Brooks, Sarah 013-54-9265 '97 6/20/75 Sociology | St. Lawrence University CMR 1901 Canton, New York 13617 379-7075 | MrWilliam Brooks 1411 Delaware Turnpike Kingfield, ME 04947 518-768-2920 |
| 3. Brown, Christina 110-66-3448 '97 12/18/74 Geology | St. Lawrence University CMR 1912 Canton, New York 13617 379-6887 | Mr. & Mrs. Thomas Brown 2 East Shore Path Cazenovia, NY 13035 315-655-4901 |
| 4. Campbell, Elizabeth 385-74-7901 '97 6/10/75 Environmental St./ Govt | St. Lawrence University CMR 1933 Canton, New York 13617 379-7166 | Mr/Mrs John Campbell 309 East Dixon Avenue Charlevoix, MI 49720 616-547-2478 |
| 5. Cuttino, Elizabeth (Joy) 237-53-3462 '967 10/18/74 Psychology | St. Lawrence University CMR 1979 Canton, New York 13617 379-7068 | Jace Tilton Cuttino P. O. Box 683 Carlisle, MA 01741 508 371-2120 |
| 6. Farrell, Jennifer, 964-60-4408 '97 3/25/76 Environmental Chemistry | St. Lawrence University CMR 1428 Canton, New York, 13617 | Mr. & Mrs. Joseph Farrell 4 Hawthorne Hill Road Newtown, Ct. 203-426-7760 |
| 7. Francis, Anika 258-33-9247 '97 12/31/74 Environment St/English | University of Pennsylvania Box 169, 3900 Walnut Street Philadelphia, PA 19104 215-417-8443 | Mr. & Mrs. Ernest Francis 1433 Newman Road, No. 207 Lakewood, OH 44107 216-521-1207 |
| 8. Frey, Julie 029-66-0830 '97 7/26/75 Psychology | St. Lawrence University CMR 6509 Canton, New York 13617 379-6509 | Ms. Laurie Frey 124 Upland Circle Brewster, MA 02631 508-255-9244 |
| 9. Galit Gelbort 560-97-5462 '97 6/5/75 Foreign Service/Concentration in Comparative Studies between Africa & Middle East | Georgetown University Box 578006 Washington, DC 20057-8006 | Mr. Abraham Gelbort 46 Chativat Golany Street Ra'ananna ISRAEL |

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| 10. Gibbs Charmaine 170-58-1462 '97 5/30/75 English | University of Pennsylvania 3900 Walnut Street Philadelphia, PA 19104-6138 215-417-8508 | Mr. & Mrs. Steven Jamison 1104 Bergan Road Oreland, PA 19075 215-233-8988 |
| 11. Griesser, Jon 065-66-0698 '98 7/18/76 Environmental Stud.Gov't. | St. Lawrence University CMR 1464 Canton, New York 13617 379-6877 | Mr. & Mrs. Griesser Alpine Road Oliverea, NY 12410 914-254-5026 |
| 12. Johnson, Joi 227-78-9897 '97 10/30/75 History | Princeton University 1937 Hall Wilson College New Jersey 609-258-9198 | Mr. & Mrs. Richard Johnson 450 West Avenue Ocean City, NJ 08226 609-399-2885 |
| 13. Krejci, Keith 220-82-8732 '97 9/4/75 Environmental St./Chem. | St. Lawrence University CMR 7020 Canton, New York 13617 379-7020 | Mr/Mrs Richard Krejci 101 Daleview Court Timonium, MD 21093 410-252-7147 |
| 14. Leclair Larissa 016-54-4647 '97 9/5/75 Anthro/Photography | Washington Univ. 6163 Pershing, Apt. 1E St. Louis, MO 63112 314-725-918 | Mr. & Mrs. R. Leclair 59 Summit Avenue Longmeadow, MA 01106 (413) 567-9537 |
| 15. Lee, Chris 034-70-3108 '98 10/30/75 Anthr./Envir./Educ | St. Lawrence University CMR 7050 Canton, New York 13617 379-7050 | Michael Lee/ Doone Marshall P.O. Box 1768 Lenox, MA 01240 413-274-3793 |
| 16. Lindell, Megan 052-70-2956 '96 2/24/74 | St. Lawrence University CMR 355 379-7170 | Mr. Kenneth Lindell 4 Howe Boulevard Canton, NY 13617 |
| 18. MacNeish, Anna 210-52-3852 '97 11/6/74 English | Grinnell College P.O. Box 07-46 Grinnell, IA 50112-0810 515 269-4134 | Mr. & Mrs. William MacNeish Jr 427 Garden Lane Bryn Mawr, PA 19010 610-525-6054 |
| 19. Mansfield, Jeannine 095-74-32d27 Geology | St. Lawrence University CMR 2166 Canton, New York | Mr. & Mrs. James Mansfield 8143 Wesley Road Bloomfield, NY 14469 |
| 20. Marshall, Stacie 031-58-2159 '97 16/5/75 Biology | St. Lawrence University CMR 2172 Canton, New York 13617 (379- | Mr/Mrs Paul Marshall R.R. 4, Box 103 Enfield, NH 03748 603-632-4901 |

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| 20. Mathias, Emily 336-72-4523 '97 9/3/74 English Writing/FineArts | St. Lawrence University CMR 2173 Canton, New York 13617 379-0324 | Mr/Mrs richard Mathias 422 Cummor road Kenilworth, IL 60043 708 256-0393 |
| 21. Merliss, Eugenia 152-66-4280 '97 3/5/75 Psychology/Education | Bryn Mawr College Box C-484 Bryn mawr, PA 19010-2899 610-526-5611 | Mr. & Mrs. Harry mreliss 916 Amaryllis Avenue Oradell, NJ 07649 201-461-5366 |
| 22. Panek, Amy 123-56-8958 '97 11/22/75 Env. Studies/Soc. | St. Lawrence University CMR 2238 Canton, New York 13617 379-6722 | Mr & Mrs. Josheph Panek 404 Lynwood Street Rome, NY 13440 315-336-1138 |
| 23. Patenaude, Christene 025-62-6375 '97 3/5/75 Fine Arts/biology | St. Lawrence University CMR 2282 Canton, New York 13617 379-6979 | Mr. Roland Patenaude Jr. 222 Bay Point road Swansea, MA 02777 508-676-0287 |
| 24. Richardson, Robert 051-72-6773 '97 3/11/75 Gov't/Environmental | St. Lawrence University CMR 6879 Canton, New York 13617 379-6879 | Mr/Mrs Bruce richardson 1028 Fulton Road Lisbon, NY 13658 315-386-5278 |
| 25. Ruane, Joel 475-15-7045 '97 10/25/75 Government | St. Lawrence University CMR 1733 Canton, New York 13617 379-6706 | Terry Ruane 5207 Elliot Avenue South Montpelier, VT 05601 (612) 822-8069 |
| 26. Sharlow, Scott 042-66-2431 1/19/76 Geology & Env. Stud. | St. Lawrence University CMR1752 Canton, New York 315-379-6877 | Ms. Peggy A. Sharlow 23 Circle drive Ridgefield, CT 06877 |
| 27. Shaw Amelia 076-68-7878 '97 6/8/74 anthropology | Yale University New Haven Ct 06520 203 436 1288 | Mr. & Mrs. William Shaw 13 Center Street Ellenville, Ny 12428 914-647-5510 |
| 28. Stein, Julie 067-68-5448 '98 3/23/76 Chemistry/ Env.Std. | St. Lawrence University CMR 1778 Canton, New York 13617 379-7020 | Ms. Gloria Stein 651 Parkside Boulevard Massapequa, NY 11758 516 795-4253 |
| 29. Tremberth, Michael 001-50-0717 '97 6/26/75 Environmental St Biology | St. Lawrence University CMR 2370 Canton, New York 13617 379-7020 | Mr/Mrs Francis Tremberth 16 Milepost Road Reading, MA 01867 617-944-6497 |
| 30. Wethey, Jennifer 062-72-0229 '97 7/8/76 English | St. Lawrence University CMR 1844 Canton New York 315 789-8757 | Mr. Jeff Roelofs 159 Newbury Street Boston, MA 02116 617-721-9603 |

WHOM TO ASK - RESPONSIBILITIES

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

Drs. Alice Pomponio and Richard Perry:

- program calendar and general information
- academic advisement
- rural homestays
- field study component information (Tanzania, Samburu)
- courses and professors
- journals and field reports
- field course information (Anthropology 448)
- internships/independent study
- cultural adjustment/counseling
- evaluations

Davis Kiondo:

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

Andrea Mshila:

- accounts info.
- urban homestays
- international travel
- government regulations
- telephone accounts and procedures
- cultural adjustment/counseling
- student deposits

CURRENCY AND CURRENCY REGULATIONS

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

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

CURRENCY VALUES

For the sake of simplicity, reckon there are Shillings 50.00 per U.S. dollar.

NOTES

| | |
|--------------|------------|
| KShs 1000.00 | US\$ 20.00 |
| KShs 500.00 | US\$ 10.00 |
| KShs 200.00 | US\$ 5.00 |
| KShs 100.00 | US\$ 2.00 |
| KShs 50.00 | US\$1.00 |
| KShs 20.00 | US 50¢ |
| KShs 10.00 | US 20¢ |

NOTE OR COIN

| | |
|------------|--------|
| KShs 10.00 | US 20¢ |
| KShs 5.00 | US 10¢ |

SILVER COINS

| | |
|-----------|-------|
| KShs 1.00 | US 2¢ |
| KShs 0.50 | US 1¢ |

COPPER COINS

| | |
|-----------|------------|
| KShs 0.10 | negligible |
| KShs 0.05 | negligible |

CRISIS MANAGEMENT

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

Things to do:

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

Things not to do:

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

When traveling, most problems can be avoided by:

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

Quotable Quotes:

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

KITAITA: A FEW KEY WORDS AND PHRASES

GREETINGS:

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

NAMES OF FOOD

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

DOMESTIC ANIMALS

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

NAMES OF PEOPLE

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

MISCELLANEOUS:

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

RURAL 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 (kangas). In rural Kenya, women do not wear shorts, slacks or transparent dresses/skirts!

Men: 2-3 pair of jeans or pants, shorts. (Shorts are totally acceptable for men)

Short sleeved shirts or T-shirts.

Everyone: 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 (The Taital hills are often subject to fog/showers even during the dry times of the 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 500/- 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 for others in the home to read them. It is best to be discreet and sensitive when you are writing.

RURAL HOMESTAY/URBAN HOMESTAY SEMINARS

These seminars are designed to help evaluate what you have learned from the several Kenyan societies you have visited and to give you practical opportunity to practice the field journal methodology.

For the purposes of these seminars, students will be divided into 5 groups. Each group will choose one major topic [from the list below] for presentation. We will select topics as early as possible in order to allow adequate opportunities for observation, preparation and discussion among each group prior to the seminars. Each group should meet together before and after the homestays, and should jointly prepare written statements that members of the group will deliver during the seminars. We suggest the following format:

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

Although you will focus on specific topics for your seminars, do not make the mistake of narrowing your vision to the point that you exclude consideration of the interrelatedness of things that is a feature of African life. (Africans -- especially rural -- would not compartmentalize phenomena as we do.) The field experiences are far too short to produce 30 different cultural specialists.

The function of the seminars is to examine some of the interrelationships between culture and environment in several contexts and to draw them together through joint experiential and intellectual effort. You will have a unique opportunity to be a participant observer in at least three very different Kenyan societies. The seminars will help you process a vast array of often confusing stimuli so that, eventually, you will be able to do more than react to them: you will be able to understand them, both emotionally and intellectually.

CULTURAL TOPICS AND PERSPECTIVES

From the list which follows, choose a cultural topic that allows you to make systematic comparisons among the people you live with and your own culture. You will probably find that some of the topics are more manageable than others.

Suggested Topics

Parental investment/child discipline
 Employment/unemployment
 Religion and symbolism
 Health and healing
 Family structure
 Music and dance
 Consumption/economic class
 The aged/retirement
 Population
 Ethno-botany/pharmacology
 Etiquette
 Competition/cooperation

Division of labor
 Education
 Diet and nutrition
 Access to food resources
 Death/inheritance
 Cross-cultural interaction
 Social status and mobility
 Maternal and infant care
 Mental illness
 Specialized knowledge
 Peer pressure
 Reciprocal altruism

In addition to choosing specific topics for each group, you should also consider the ways in which individuals from various age/sex categories within society view these topics. Such categories might include:

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

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

Each group should inform one of the directors of their topic in order to coordinate the seminars and presentations.

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

Have an enjoyable, exciting and very different learning experience.

RURAL HOMESTAY SEMINAR GROUPS

GROUP 1

Jamie Barden
Jennifer Farrell
Jon Briesser
Megan Lindell
Eugenia Merliss
Scott Sharlow

GROUP 2

Sarah Brooks
Anika Francis
Joi Johnson
Anna MacNeish
Amy Panek
Amelia Shaw

GROUP 3

Christina Brown
Charmaine Gibbs
Keith Krejci
Jeannine Mansfield
Christene Patenaude
Julie Stein

GROUP 4

Elizabeth Campbell
Julie Frey
Larissa Leclair
Stacie Marshall
Robert Richardson
Michael Tremberth

GROUP 5

Joy Cuttino
Galit Gelbort
Chris Lee
Emily Mathias
Joel Ruane
Jennifer Wethey

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

CURRICULUM

The Kenya Semester Program will be offering the following courses during the Spring 1996 semester. There will be classroom and field components, which together will constitute the courses which carry university credit. All students must register for four courses: two of these are required, and two are electives.

I. REQUIRED COURSES

All students in the Kenya Semester Program are required to take two courses: Swahili at the appropriate level; and one of the field component-related courses, Anthropology 448 (field course) or Interdepartmental Studies 337 (Internship).

A. SWAHILI (Modern Languages 101, 102, 289)

The Kenya Semester Program recognizes that language skill is imperative to successful cross-cultural learning. The study of Swahili is deemed essential and is therefore required of all student participants. The Swahili course is taught in small group situations in order to facilitate better student-instructor ratios and hence increased contact time. The emphasis of the course is to provide students with an intensive introduction to practical conversational Swahili through grammar and conversation.

B. FIELD COMPONENTS

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

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

Each student keeps an organized field journal throughout the semester, and in particular throughout each field study component. This journal forms the data base for field reports, which will be assessed at several intervals during the course of the semester by the Program Director(s). The field report average carries a percentage of the Anthropology 448 and the Interdisciplinary Studies 337 grades. ALL students participate in rural and urban homestays, and the Tanzania and Samburu field components as part of this requirement. The actual course registration number depends on what you choose to do in the last month of this course.

1. Tanzania Field Component. The fourteen-day Tanzania field study component provides students with an integrated perspective on issues of wildlife conservation and development in Tanzania. Tanzania has since

agriculture, for example, have different implications for human populations and ecosystems. Urbanization involves considerable alteration of the natural environment. Human political activity and warfare have caused influxes of refugees and semi-permanent settlements which have their own consequences. We will explore these and other issues in selected case studies such as the Swahili coast, the Baganda state system of lacustrine Uganda, to refugee camps in northern Kenya. Comparative material will also be brought in from the field components (as per in IDS 337, described below).

Interdisciplinary Studies 337. *"Integrated Field Study in East Africa."* Credit for this course is derived in two parts: (1) participation in each of the homestays and field components offered during the program and evaluation of the field reports; and (2) a one-month (minimum of 160 hours) internship with an approved host organization or individual on a project relating to their area of academic interest and specialty. In addition to providing practical experience in the student's field, this course provides students with the means for holistically integrating their entire semester in East Africa as well as an opportunity during the concluding month of their stay in Kenya to contribute their skills to various Kenyan organizations. Internships are arranged with the Directors on an individual basis, as discussed in the "History and Objectives" section of this handbook.

II. CLASSROOM COMPONENTS: ELECTIVES

Students choose two electives from the following list of classroom components.

1. **Non-departmental 348** *"Cities on the East African Landscapt."*

This course will explore the environmental consequences of rapid urban growth in Africa, particularly the hydrological and geomorphological problems, with special reference to Kenya. An understanding of the geology, the geomorphic and hydrological processes of the urban environments and how they are affected by human activities is essential in appreciating the effects on the physical processes and the potential negative impacts; hence the need for environmental urban planning. Actions being taken at the local, national and international levels will also be discussed and used as case studies. Videos and slides taken from developing countries will demonstrate the problems from a wider perspective. The course will also involve some field trips in nearby towns to observe specific issues.

2. **History 337.** *"Introduction to the History of Kenya 1895 to Present."* This course surveys the political and economic history of Kenya during the colonial period. Themes within the course include: the pre-colonial political economy, reasons for the European scramble for Africa, African responses to imperialism, features of the colonial system and the legacy of colonialism in contemporary Kenya. The objective of the course is to understand the history of Kenya and so to better understand the contemporary situation. The course includes a combination of lectures, readings, guest lectures and group discussions.
3. **Sociology 326N** *"Critical Issues in Socio-Economic Development in Kenya."* Drawing its strength from a team teaching format and guest contributions, this course studies the concept of "development" as it is being applied to Kenya, examining political organization as a context for development, the position of groupings within society, factors affecting economic health and growth and the socio-legal framework of development.
4. **English 348** *"The Press and the Search for Democracy in Africa."* This course will explore the role of the press in the democratization process in Africa, with special reference to Kenya. It will also help them understand the world-wide importance of freedom of the press.

LIBRARY RESOURCES IN NAIROBI

UNIVERSITY OF NAIROBI

Kenyatta Memorial Library--Main Campus

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

Kabete Library for Veterinary Medicine and Agriculture--Kabete Campus

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

Chiromo Library for Biological Sciences--Chiromo Campus

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

Education Library--Main Campus

Hours: Same as Kenyatta Memorial Library

Medical Library--Faculty of Medicine, Kenyatta National Hospital

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

Institute for Development Studies--behind Engineering on Main Campus

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

AMERICAN CULTURAL CENTER LIBRARY

Location: Rear entrance of National Bank Building, Harambee Avenue

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

Notes: Telephone: 337877

BRITISH COUNCIL LIBRARY

Location: Mezzanine Floor, ICEA Building, Kenyatta Avenue

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

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

KENYA NATIONAL LIBRARY SERVICES HEADQUARTERS LIBRARY

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

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

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

MAISON FRANCAISE

Library of the French Cultural Centre (1st floor)

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

Notes: Telephone 336263

Library of the Alliance Francaise (3rd floor)

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

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

MCMILLAN MEMORIAL LIBRARY

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

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

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

THE BRITISH INSTITUTE IN EASTERN AFRICA

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

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

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

THE NATIONAL MUSEUMS OF KENYA

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

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

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

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

COURSES

| <u>COURSE DISCIPLINE</u> | <u>TITLE</u> | <u>INSTRUCTOR</u> |
|------------------------------------|--|--|
| English XXX | Media and Democracy | Mr. Joseph Kadhi Lecturer, University of Nairobi School of Journalism |
| Modern Languages 101, 102, 289 | Swahili | Hekima Language Services |
| Non-departmental XXX | Cities on the African Landscape | Dr. Asenath Omwega UNEP |
| History 337 | Introduction to the History of Kenya, 1895 to Present | Dr. Godfrey Muriuki, Sr. Lecturer, University of Nairobi |
| Sociology 326N/ Government 326N | Critical Issues in Socio- Economic Develop- ment in Kenya | Mr. Okech-Owiti and Ms. Winnie Mitullah Faculty of Law, University of Nairobi |
| Interdisciplinary Studies 337 | Internships | Prof. Pomponio and Perry St. Lawrence University Kenya Semester Program |
| Anthropology 448 | Changing Human Issues and Coping Strategies in East Africa | Dr. Alice Pomponio and Dr. Asenath Omwega |
| ----- | Samburu Field Study Component | Ms. Judy Rainy, and Mr. Ngagan (Pakuo) Lesorogal, Directors, Explore Mara |
| ----- | Tanzania Field Study Component | Mr. David, Thad and Mike Peterson, Directors, Dorobo Expeditions |

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

C L A S S

S C H E D U L E

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Main body of handwritten text, organized into several vertical columns, likely representing a list or a structured document.

Handwritten text at the bottom of the page, possibly a signature or a concluding note.

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

ACADEMIC POLICIES

GRADES

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

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

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

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

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

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

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

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

ACADEMIC HONESTY

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

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

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

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

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

DEADLINES

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

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

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

Keeping a personal journal is one of the best ways to preserve and enhance the benefits of your experience, whether you happen to be in Kenya or anywhere else. It not only allows you to record your impressions and observations at the moment, but to refer back to them later; to reflect on your experience, to analyze it, and perhaps even enjoy the extent to which you come to see things differently. From an academic standpoint, journal keeping is an essential method of recording information in a field setting. During the semester you will find yourselves confronting a dazzling amount of information. Unless you record it, most of it will be lost.

Keeping a journal is an important part of the program, although the journals themselves will not be subject to grading directly. These are your notes, your raw material, your thoughtful observations, your personal questions. The journals will be the major basis for three short written reports, each due a week after you return from one of the field components (Taita, Tanzania, and Samburu). These reports should focus on some topic or issue of particular interest to you, derived from your field observations. The reports should also include whatever reading you've done bearing on the subject, lectures and discussions you've heard, or course work that has some bearing on the topic.

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

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

For this purpose it will be useful to divide your journal into at least two sections: a narrative component and a series of topics or subjects to which you can add information throughout the semester. The narrative section can be just that: an account to yourself, or to whomever you might someday wish to read it, about day-to-day occurrences. The subject entries should have more objective data. They could be anything from "gender relations" to "wildlife conservation" to "housing." You will find a list of likely subjects below. The main idea is to begin subject entries early in the semester and add to them throughout the rest of your time in Kenya. If you have "child rearing" as a subject, for example, you can take notes on the lives of children in the Taita community, in Tanzania, in your urban homestays in Nairobi, among the Samburu, and wherever else you have the opportunity to make relevant observations.

Ideas for possible journal subject entries

Art/creativity
Child-rearing/socialization
Clothing/dress
Conflict resolution/avoidance
Diet/nutrition
Economic issues
Education
Environmental issues
Etiquette
Gender
Health/medicine
Language
Music
Oral literature/traditions
Power relationships
Recreation
Religion/beliefs
Social organization/relationships
Subsistence/making a living
Wildlife

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

EQUIPMENT

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

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

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

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

KEEPING THE FIELD JOURNAL

You should keep your field notebook in four sections:

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

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

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

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

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

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

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

One of the subject entries in your journal could be "impressions." Much of what is new and different to you on one day, will become "old hat" by the next. The exciting and different is all too soon the everyday and mundane. Keep a record of those sights, smells, sounds and thoughts that accompany each new experience you have. But don't let this take the place of other, more dispassionate observations.

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

4. Personal reflections. It is in this final section of your journal, that you will use to record your personal feelings, your subjective reasonings and your memories, discussions with yourself or other real and imagined persons/things, etc. You will find that entries in this section are very personal and intimate, and often accompanied by strong emotion.

CONCLUSIONS

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

The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

In addition, it highlights the role of internal controls in preventing fraud and ensuring the integrity of the financial statements. The document also mentions the importance of regular audits and reviews.

The second part of the document focuses on the implementation of these principles. It provides detailed instructions on how to set up a robust system of internal controls and how to conduct regular audits.

Furthermore, it discusses the importance of training and education for all employees involved in financial reporting. The document also mentions the need for ongoing monitoring and evaluation of the system.

The final part of the document concludes by reiterating the importance of these practices and encourages all stakeholders to take full responsibility for their actions. It also provides contact information for further assistance.

For more information, please contact the Finance Department at [phone number] or visit our website at [website URL].

We are committed to providing the highest quality of service and ensuring that all our stakeholders are satisfied with the results. Thank you for your cooperation and support.

Yours faithfully,
[Signature]
[Name]
[Title]