

ST. LAWRENCE UNIVERSITY

KENYA SEMESTER PROGRAM

DEVELOPMENT PLAN FOR 2000 AND BEYOND

PREPARED BY

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*Shared with Other administration + Assis
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INTRODUCTION

A few years ago St. Lawrence University purchased its present Kenya Semester Program facility in Karen Nairobi hence indicating its seriousness in continuing to support international education in Kenya. Before purchasing the said facility, the Kenya Semester Program was operating on the same premises but on a temporary condition since it was leasing use of that facility. Buildings were thus not structured to meet the standards that are officially required for institutions. It is no wonder therefore that much of the 1999-2000 academic year has been spent negotiating with the City Council of Nairobi on the way forward regarding structures and facilities at the Karen Center. It is with this in mind that I wish to offer some suggestions on the way forward for the development of the Kenya semester Program in order to meet its highly-placed academic status in international education.

This development plan will be divided into three sections:

- Physical facilities
- Academic affairs and
- Administration and Finance

The changes suggested will be discussed individually under the above sections .

PHYSICAL FACILITIES

Current State

The Program currently operates from a five-acre piece of land situated on Miotoni road in Karen [L.R. No. 1055/43] and approved to operate at the same premises as a higher education institution as per letter of approval dated 22nd November, 1999 [Ref. No. CP&ARCH/PIS/5783/1055/43] from the City Planning & Architecture

Department, City of Nairobi. The property has a wooden perimeter fence that needs constant maintenance as this area has lots of termites that keep eating away the wood.

Within the premises there is a student dormitory with a boarding facilities for 24 students, a kitchen, and dining facilities in two floors; an office block that houses administrative staff offices, a library, seminar room, four student computers, and two bathrooms; three senior staff houses; three permanent housing facilities for the driver, cook, and housekeeper; eighteen temporary structures that house thirteen junior staff, three house-helps and a driver for senior staff, and one store; three temporary structures that act as storage facilities; latrines for junior staff; and a basketball court. (see figure A)

By City of Nairobi standards for housing and office structures only the three senior staff houses, the office block, and student dorm will be approved albeit with minor improvements. The rest of the structures cannot be acceptable in the Department of Planning and Architecture, City of Nairobi. Besides the fact that many of the structures cannot be approved, the Program continually faces an acute shortage of water that necessitates daily purchase of water to cater for the needs of students and staff.

Suggestions for Development

It is my hope that the Kenya Semester Program will be developed to accommodate forty (40) students per semester. Therefore, the physical facilities will need to be improved to meet the increased needs of such a number of students. To meet these needs the following are suggested:

- A new student dormitory be constructed that would house forty students plus have space for a gymnasium, a seminar room, and two lounges. This facility would have twenty units with each unit accommodating students who would share a front door but have

partitioned rooms. Each room would have a wardrobe, a bed, a reading desk and chair. The wardrobe door would act as the door for the individual student's room to enhance privacy (see figure B). This facility would have two floors to maximize use of space. On each floor there will be a lounge and fully equipped bathrooms. The gymnasium and seminar room would be on the ground floor (see figure 1 and 2).

- The existing student dormitory to be renovated so that on the ground floor it houses a kitchen, dining facilities, a lounge, a store, a library, and a computer lab. The upper level would have three rooms, a bathroom, and a balcony (see figure 3) that could be used by guests to the program.
- A new two-storey block of staff housing to be constructed to accommodate all junior staff. This structure would have twenty-six (26) rooms, a staff lounge, a store, and a shop (see figure 4). Each house would have a bedroom, a kitchen, bathroom, and living room (see figure 5).
- The existing administration block to be renovated to have four large offices, one office for consultations and meetings with students, one guest office for visiting faculty and administrators, a lounge, two bathrooms, a store, and an archive (see figure 6).
- Build two classrooms to accommodate 15 students at any one given time. This would enable us to bring all our instruction in-house and avoid the commuting that is being done currently. We would be able to teach two courses concurrently and thus have six courses offered in a day with two in the morning and one in the afternoon. These classrooms will be fully equipped with modern instructional aids such as TV, VCR, overhead projectors etc..

It is estimated that these new structures and renovations would cost \$500,000 and can be completed in one year.

Also of importance is a concrete perimeter fence that is estimated at \$50,000 and a borehole estimated at another \$50,000.

ACADEMIC AFFAIRS

That the academic component is the backbone of the Kenya Semester Program is a truism. In order to maintain the prevailing high standards as well as improve on them I suggest the following:

- Offer up to nine courses. The courses to be offered would be:
 - Cultural change and Development
 - Ecology and Wildlife management
 - Kiswahili (required for all students)
 - Environment and Development
 - Gender Issues in Africa
 - Urbanization
 - History of Modern Kenya
 - Swahili culture and Organization
 - Democratic Change in Africa
- The courses offered to be structured as follows:

Cultural change and Development

This course will be designed so as to address the concept of culture as it relates to the East African communities in ways that are constantly changing and adjusting to new challenges and realities. It will address the issue of development as conceptualized in the West and its application, challenges, and strategies in East Africa. Students will be required to engage in an intellectual critique of how culture and development interrelate and critically analyze current models of development and how they fit or do not fit within various cultural practices explored in the course. This course will incorporate both classroom and field components and will be tentatively structured as follows:

- One week of rural homestays that will focus on agricultural communities and their challenges with "development" and what it means in their specific realities. Issues such as sustainable agriculture, health care, education, and communication will be addressed.

- Four weeks of instruction and theoretical basis that will ground students in the basic tenets of the course and prepare them for the field components.
- Two weeks in a pastoralist community (Samburu) to investigate how development as a concept can be realized in an arid and semi-arid area where four out of five years of attempted cultivation fail. Students will also explore issues such as polygamy and circumcision for girls and boys and how they relate to community and individual rights; large livestock keeping in an area where rain is low and erratic; and access to health care and education.

Ecology and Wildlife Management

This course will be designed in conjunction with the Outdoor Studies Program in Canton to incorporate field observation and classroom learning and discussions of issues relating to the outdoors. While in Kenya the students will delve into the scientific issues regarding various East African ecological zones as well as wildlife management. An extensive field component that will expose students to relevant areas is required. It is suggested that the course incorporate much of the current Tanzania field component by specifically focusing on wildlife protected areas such as National Parks, Game Reserves, Hunting Zones and the ramifications of such exclusive use to the human communities neighboring them. Further, a component that takes students to one of the major mountains of East Africa [Kenya or Kilimanjaro] should be included. In this component the students will further develop their outdoor skills as well as learn more about the fauna and flora of those specific areas. Overall the students will address issues such as, human activity and the resultant effects on environment, community based resource management, and human-wildlife interaction in and around wildlife protected areas. The course would tentatively be structured as follows:

- Two weeks of the Tanzania component
- Four weeks of instruction and theoretical basis
- Two weeks of outdoor and wilderness study on Mt. Kenya

Environment and Development

This course will be targeting those students with a keen interest in environment but without the desire for an outdoors experience. In this course students would be required to explore issues pertaining to environment, its management, community awareness of their own impact to their environment, environmental education, local and international environmental issues, and their overall relation to and with development. Students will also be required to explore the

social, political, and economic issues that impact the environment both negatively and positively. Short field trips will be organized for students to visit important sites and also meet with other people involved in environmental issues.

Gender Issues

Course to reflect current themes in the study of gender in a way that moves away from feminizing gender to bringing in a broad perspective that includes both men and women as key players. Besides giving students the essentials necessary for understanding socio-cultural constructions of femininity and masculinity, resource allocation, and sexuality, among others, this course will also give students a cross-cultural perspective to understanding gender as a cultural reality. Students will be challenged to relate sensitively to cultural practices regarding gender in communities other than their own and finding out how and why other cultures relate to gender issues differently. Overall students will explore issues of gender in relation to economic, political, and social realities.

Urbanization

This course would incorporate the current urban homestays into a theoretical perspective where students are encouraged to explore critical issues pertaining to the urban space and the way people configure and use that space to reflect class, gender, economic, and political realities. Issues relating to identity and the urban space, how men and women negotiate and navigate their time and use of the urban space plus the urban space as the melting pot for national identity, will be addressed. Numerous visits to different residential and commercial urban spaces will form part of the field component of this course. Currently urban homestays do not seem to fit in the larger core course compared to the other homestays [rural and Samburu] where there is an academic emphasis. This suggested course would rectify this situation by making the urban homestay experience both a learning and experiential component. The instructor of the course would have collaborate with the administrator in charge of the homestays in organizing and placing the students with hosts. Further, coordination is necessary to allow students time to really interact with their parents without too much worrying on papers due. In essence the homestays should be only two weeks.

History of Modern Kenya

This course be organized around the current course taught by Prof. Muriuki and will explore various themes in Kenya's history from the

colonial period to the present. Students will explore issues such as the scramble for and partitioning of Africa; impact of colonialism on Kenya's cultural, economic, and political realities as practiced today; the rise of nationalism and the coming of independence; and developments in contemporary Kenya.

Swahili Culture and Organization

This course apart from introducing students to the rich and complex Swahili culture, will also break the quintessential image of Africans as primarily rural-based and introduce a people who have not only continued to live all their lives in urban areas but who also challenge the very attempt to categorize Africans into ethnic or tribal groups. The idea of a Muslim Swahili in a nation that is 80% Christian will also be addressed with a view to exploring issues of identity, nationhood, and people living on borderlands of ethnicity.

Democratic Change in Africa

This course will combine Okech and Kadhi's current course by critically looking at contemporary trends in the democratization process in Africa. The course will allow students to explore critical current issues in development, governance, and the role of the mass media in reporting and depicting those issues. The course will also keep abreast of the current political and economic issues, inviting students to discuss critically those issues as they emerge and fitting them within the large global perspective.

Kiswahili

This will be taught as is currently taught by having an allowance for all levels of Swahili to match student needs. In addition, I suggest that this instruction be made for at least three weeks before students go on any field component where competence in Kiswahili gives them an added advantage.

- **Structure and logistics** of the courses will be as follows:

It is assumed that there will be limits put to the minimum and maximum number of students per course in order to enhance the quality of learning. Each course is required to get at least four students to be registered to be taught each semester. further each course will have a maximum of ten students. The instructor for each course will be required to coordinate and attend the relevant field

components. A proven ability to teach each course will be required for each instructor hired. Overall all the courses shall be under the academic arm of the program and the person in charge of the entire academic program will be a tenured or tenurable faculty member at St. Lawrence University.

- **Internships** have thus far been working albeit with a lot of misgivings due to poor structures, inability to have students actually contribute technically to the host organizations, and students inability to make own plans for the three/four weeks of internship. Three-four weeks are too short for a beneficial attachment/internship. It so happens that most of our internships work because the hosts have strong personal links with the administrators rather than the strength of the students resume or potential to contribute to the host organization. In a way we are to blame for having the rest of the semester components so structured and organized to an extent that no student input or adjustment is really necessary. However, when we place them with suitable and relevant hosts, they are unable first to order their time to work out some meaningful learning, second, unable to bring in own organizational and inquisitive skills to make a project work to their benefit. Indeed, other local universities have found it extremely difficult to place their own students in internships because many organizations do not really want short-term attachments. Many organizations want at least three months of placement otherwise the interns are mere observers. I suggest that some of the field components in the suggested courses be planned to commence at the time of internship leaving room for the very few students who are really capable of handling a three/four-week internship and contributing technically to the host while also gaining a lot of experience. I am confident that if courses were offering different opportunities for students to get field and hands-on

experience in Kenya, students may not necessarily need an internship. For instance, many students are interested in community service, development issues, community based resource management, and outdoor experience. If half of the courses could be able to offer these experiences and take the internship period as an extension of the course then we will be able to kill three birds with one stone. I envisage a situation where the course of urbanization would enable students to make inroads to the low income areas and have students have practical field experience in those areas either on a group or individual project.

- **Increase collaboration between St. Lawrence University and local Kenyan institutions** of higher learning. This can be achieved in two ways:
 - First, have two students (male and female) from a local public university who will join the program for the entire semester. These students will participate in the program just like students from America and hence give both parties a chance to interact at the same level. Further, it would be an opportunity to expose Kenyan students to the diversity of their own countries cultural and academic realities.
 - Second, collaborate with a department or institute in a public university where students and faculty from both institutions participate in a common seminar or course. Thus we could for instance, collaborate with the Institute of African Studies at the University of Nairobi where our students would take a seminar with Nairobi University students. The seminar would also be co-taught by faculty from St. Lawrence University and from the Institute. We could use facilities at the Institute to increase that cross-cultural interaction.

- The **semester dates** have also continued to vary each year and I would suggest setting dates that would apply for all semesters. For instance, we usually have students arriving on Saturdays mornings and departing on any day of the week. I suggest making the semester to run from 15th January / August through to 15th May / December irrespective of whether each date falls on what day. It would be up to the administrators to make the necessary adjustments to make the days correspond with the set semester schedules. This way we are assured of a total of seventeen weeks in each semester.

ADMINISTRATION AND FINANCE

Under this arm I envisage two lines of action to be followed: the first one is to revamp the administrative structure that is in use currently so as to make it more effective and efficient. Second is to streamline the finance arm so as to avoid any bottlenecks especially given an expanded student population and a revamped academic structure. I suggest that in the area of finances there be two separate budgets—one for the academic component and the other for the administrative and logistical aspects of running the program on a daily basis. This way the person(s) in charge of the academic arm will be able to negotiate for component hosts, guest speakers, field trips, etc.. Administratively, I suggest the program be structured into three categories:

- **Academic**
- **Administration**
- **Finance**

The duties and responsibilities of officers charged with these categories would be as follows:

ACADEMIC

The person or persons in charge of the academic component of the Program will have the following areas of responsibility:

- Adjunct faculty including their contracts, syllabi, course packets, semester calendars, and class scheduling
- Teaching a course and be in charge of all the attendant demands of that course
- Develop, organize, and maintain semester calendars, syllabi, and handbook
- Student orientation before and after they come to Kenya
- Coordinate Swahili teaching
- Oversee Swahili Scholars Fellowship
- Oversee Kenya scholarships
- Assist in incorporating urban homestays into a course
- All field components and independent studies by students
- Oversee the recruitment of adjunct faculty

ADMINISTRATION

The person or persons in charge of this component of the Program will have the following areas of responsibility:

- Supervision of junior staff
- In charge of the Program vehicle fleet
- In charge of the buildings and compound including updating, renovating, repairing as the situation demands.
- Booking of lecture rooms/allocating classrooms
- In charge of the student dormitory and other facilities making sure they are in a usable state.
- Liaison with relevant government offices including Ministry of Education, Immigration department, US Embassy for all official matters.
- In charge of students medical records and files
- Cater to student health needs as well as non-academic activities

- Oversee the maintenance and repair of computers, telephones, fax machine, photocopier, and other facilities.
- In charge of camping equipment and other inventory
- Junior staff contracts
- All travel matters for students, staff, and Program guests
- Oversee overall security of the program

STAFF RECRUITMENT AND TERMS OF SERVICE

In many organizations (both local and international), there are systems of hiring new employees that stipulate the scale of entry, the basic salary, required qualifications, annual increments, ceiling in each grade, and benefits. There is no such system here at the Kenya Program. This has led to an arbitrary negotiation of terms each contract year where no rationale is placed for whatever negotiations are undertaken. For instance, if we were to hire a new driver or housekeeper, how much would be the starting (basic) salary? How much would be the annual increment? How long would they have to work to make a certain amount of money? I suggest that we introduce a system where terms of service are clearly stipulated and that all these questions and many other related ones could be answered with such a system.

Currently we have housekeepers, groundskeepers, guards, cook, driver, secretary, administrator, assistant director, and acting director. We could introduce job scales and/or groups. Here is an example:

Job Group A: Guards, Housekeepers, groundskeepers, and cook

Job Group B: Driver and secretary

Job Group C: Administrator, Assistant Director, and Director

These categories would further be divided as follows:

JOB GROUP A:

Grade 1 – starting salary	Ksh. 84,000—Ksh. 96,600 per annum
-Annual increments	Ksh. 1,200

Grade 2 –Starting Salary	Ksh 90,000—Ksh.110,300 per annum
-- Annual increments	Ksh. 2,200

A person can be first hired in Job Group A directly into Grade 2 depending on experience and other necessary qualifications. This is where the Program again needs to come up with specific criteria for hiring or giving increments or promotions. The most common criteria for this would be education level or technical skills commensurate with the said job. Thus if a housekeeper trained in catering and was therefore deemed more useful in the kitchen than in the dorm, he/she would get a promotion and pay raise. Further, if we were to hire an askari who has more years of secondary education and thus can read and write [hence able to do more than just open the gate], then he or she would attract a higher salary than one who does not have such skill. Many organizations are actually emphasizing a multi-trained, multi-skilled workforce that helps achieve greater results while remaining thin. And since we are hoping to give our employees an opportunity for further training, it is only fitting that such skills be rewarded accordingly. This is not, however. Limited to the junior staff; senior staff have to undergo the same process.

FNANCE

The person or persons in charge of this component of the Program will have the following areas of responsibility:

- All program budgets
- All Program purchases
- All payments
- Payroll calculation and distribution
- Daily and monthly accounts for the Kenya Shilling and US dollar accounts

- Student payments including stipends, internships allowances, and other payments
- Preparation of procurement documents, invoice, and receipts
- All banking affairs
- Payments for field components
- Payment for faculty and guest speakers
- Money transfers
- Tax reports and payments
- Insurance matters
- Utafiti Cooperative
- Check requests, review, and signing
- Approval of payments, accounts, and invoices

It is my suggestion that these suggestions be implemented in phases with the restructuring of the administrative duties done before July 2000; physical plan be done in two years 2001 and 2002; and, revamping the academic program be done in the Fall of 2001.

END

Encls.

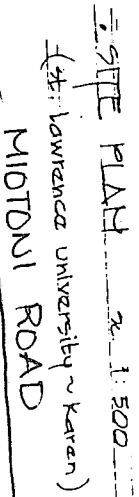


FIGURE A

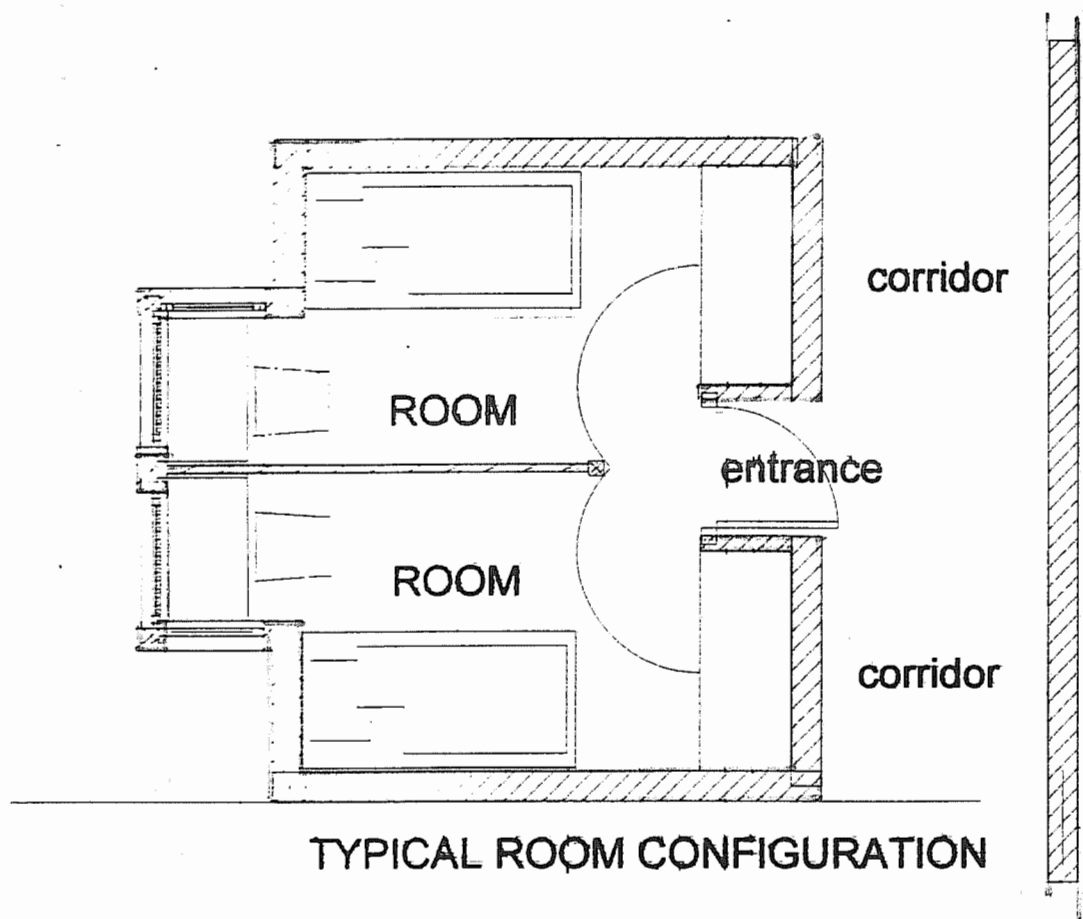
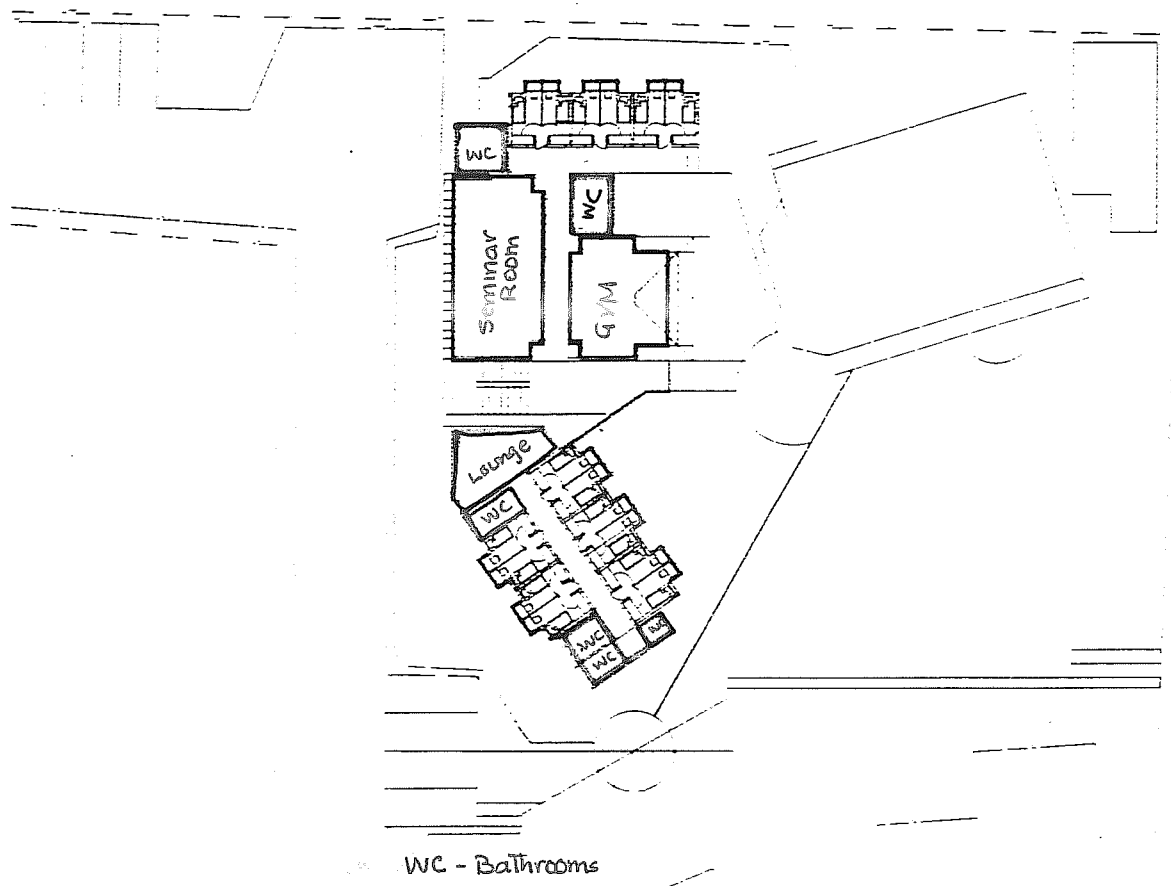
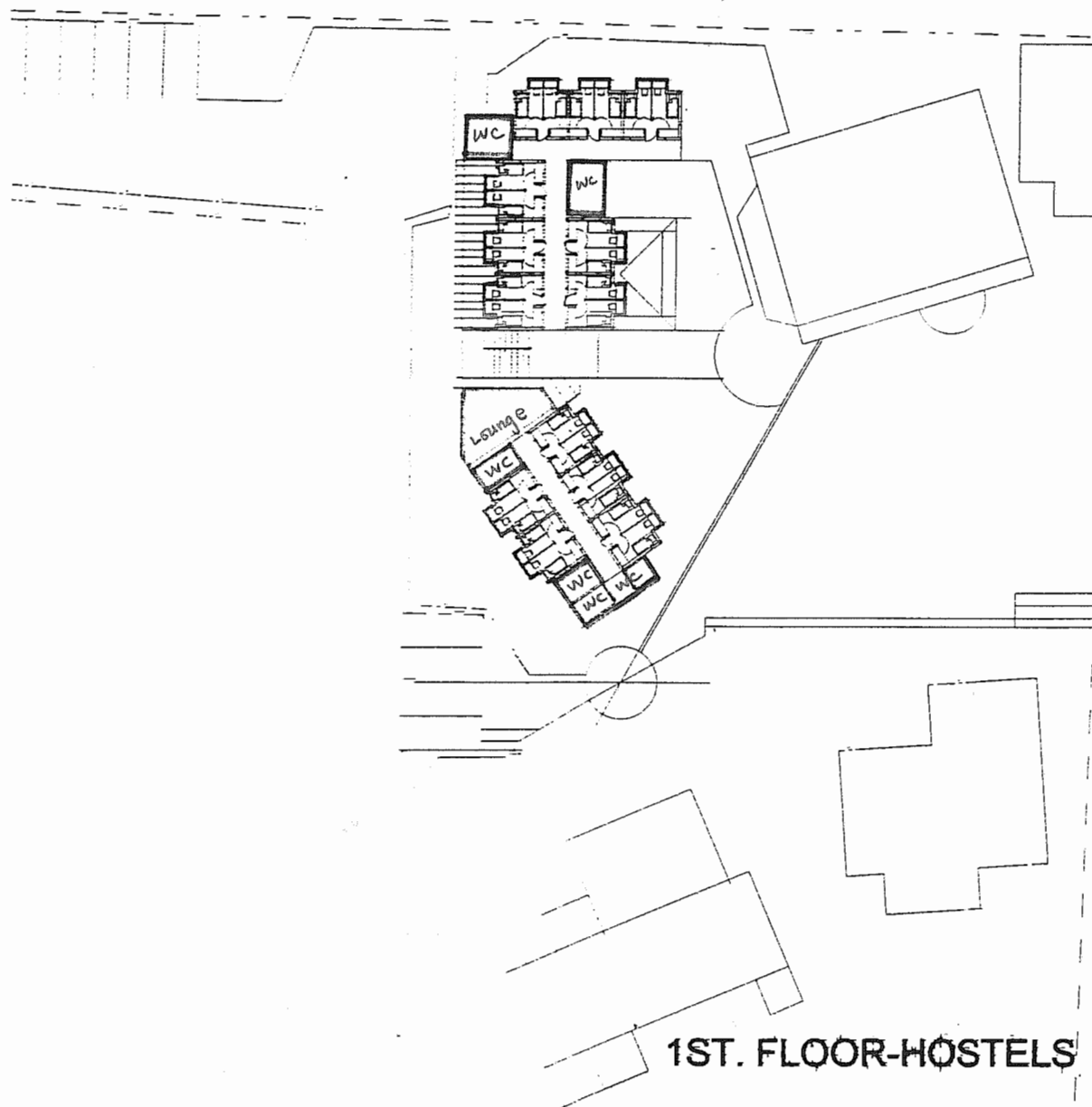


FIGURE 3A B

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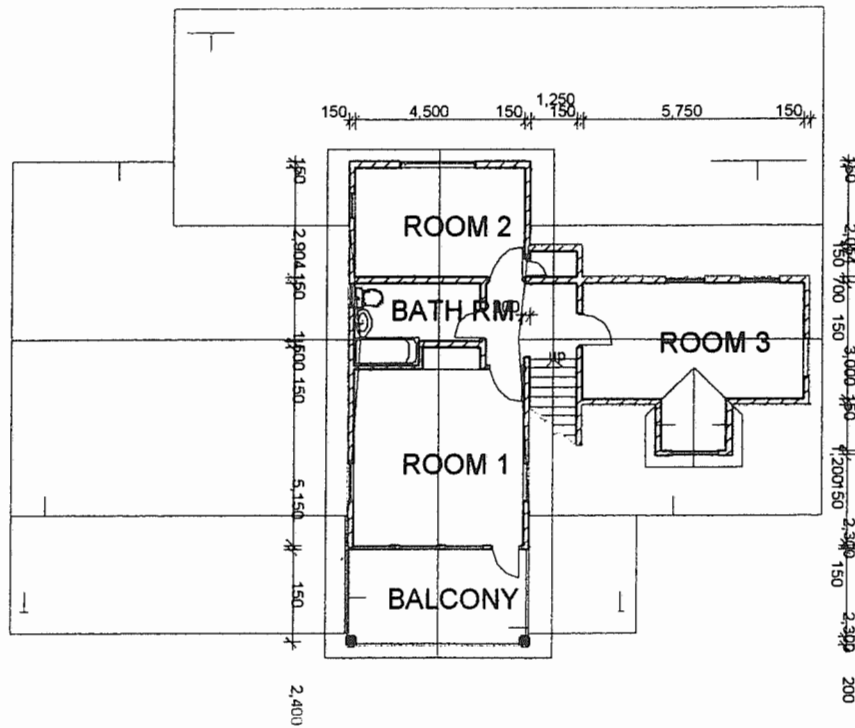
**GROUND FLOOR
HOSTELS.**



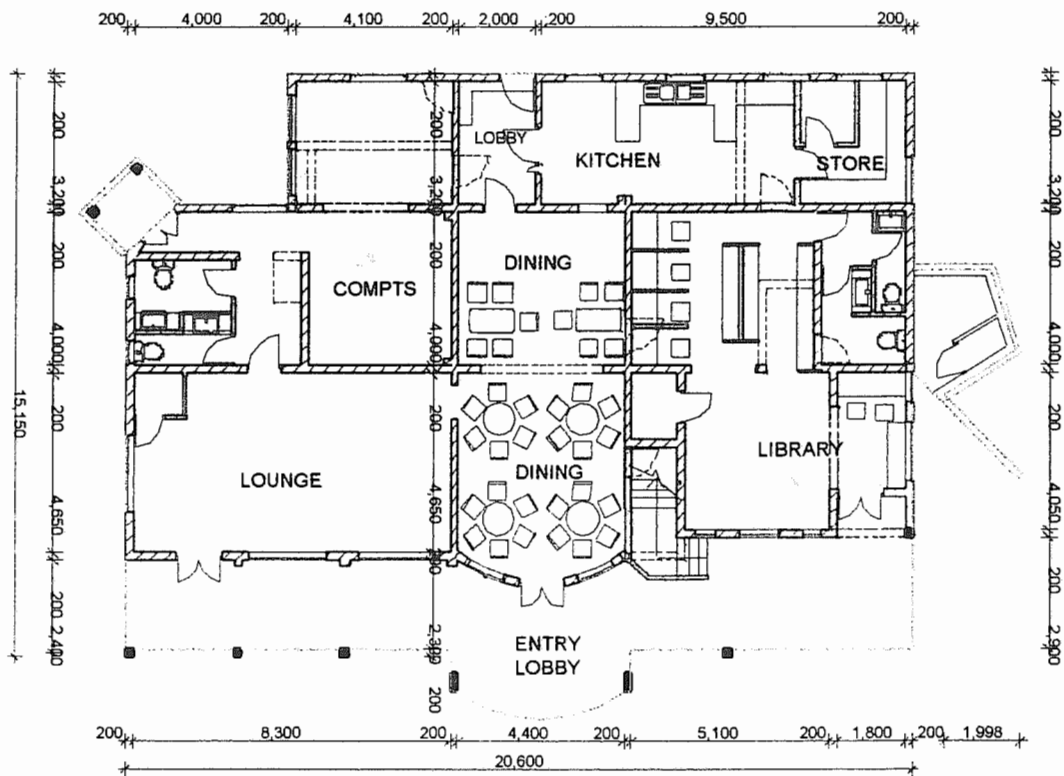
1ST. FLOOR-HOSTELS

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FIGURE 2

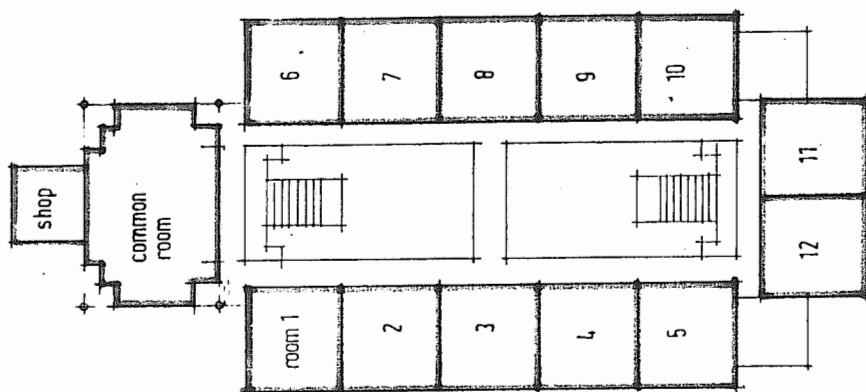


FIRST FLOOR PLAN



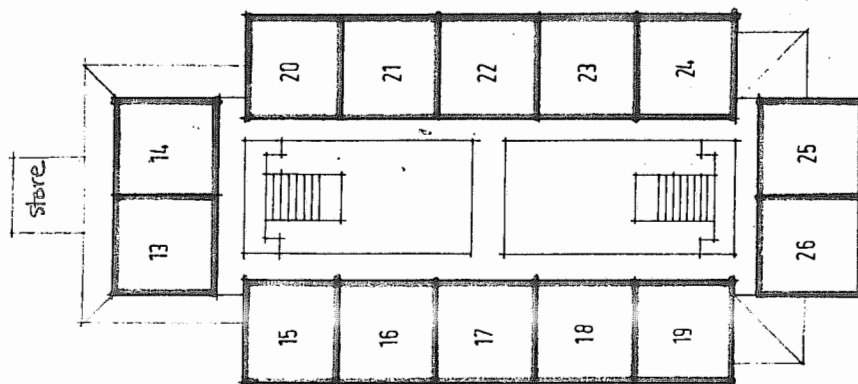
GROUND FLOOR PLAN

FIGURE 3

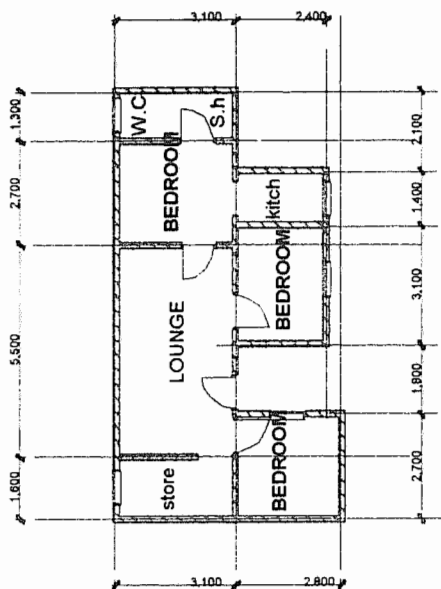


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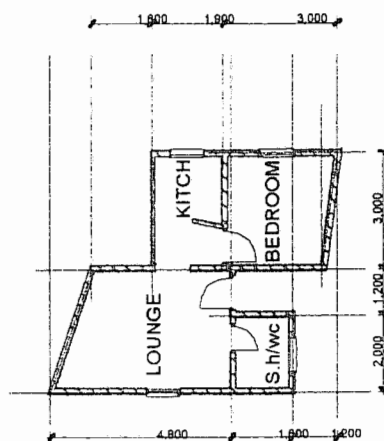
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• FIRST FLOOR PLAN

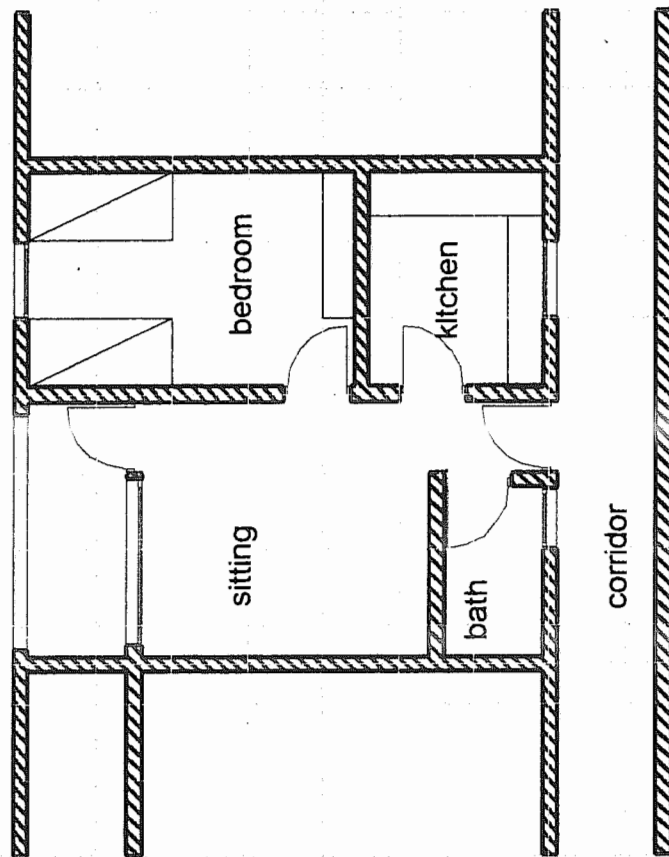


PLAN [staff house B]



PLAN staff house A

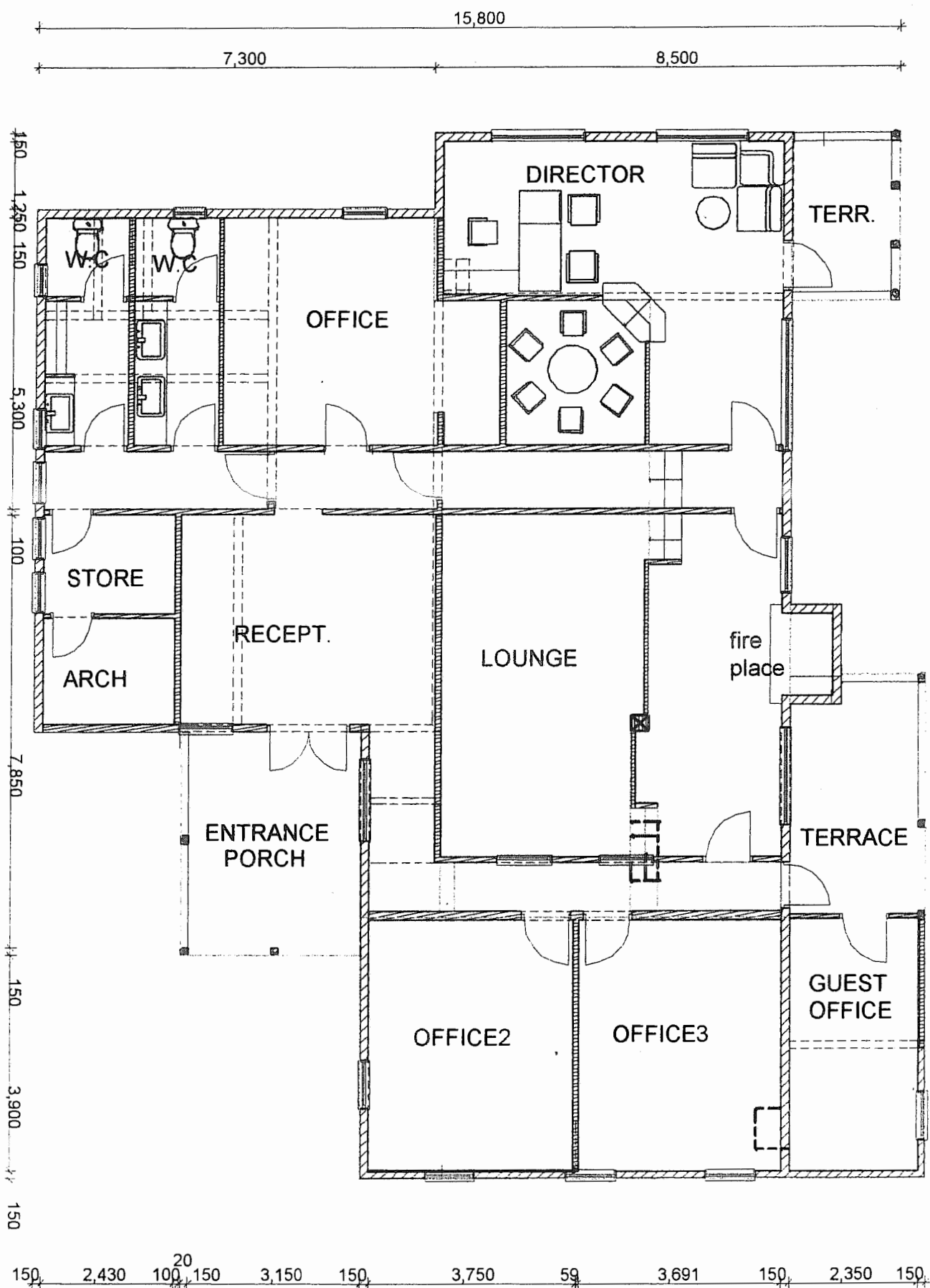
1:200



Typical staff quarters

1:100

FIGURE 5



GROUND FLLOR PLAN

FIGURE 6

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM

AFRICAN STUDIES 337/ANTHROPOLOGY 348N: CULTURE, ECOLOGY, AND DEVELOPMENT IN EAST AFRICA

COURSE SYLLABUS

Dr. Mwenda Ntarangwi
and
Dr. Wairimu Ndirangu

This course is required of all Kenya participants and constitutes one of four courses comprising your semester curriculum. It involves the exploration of crucial issues in East Africa, with a focus on Kenya and Tanzania. Its central aspects will involve exploration of these issues through field study component in a rural community in Kenya, in Tanzania, and among the Samburu of Northern Kenya.

We will prepare for each of these field components through course readings. Before your arrival in Kenya you are expected to have read the first set of readings that introduce you to our rural homestays component as well as giving you general readership on studying and living in a different culture. Upon arrival in Kenya you will be issued with two sets of readings—the Tanzania field component readings and the Samburu field component readings. You are supposed to acquaint yourself with these readings early enough to be able to project upon your field placement project where you undertake an independent study [also referred to as internship]. Further, you will be expected to have read the set of appropriate field course readings prior to the actual component and will be responsible for its contents.

During each of the field components each student will keep a field journal [as discussed in the Program Handbook]. In the field, you will pursue specific topical issues which you will discuss through presentations in a seminar at the close of each field component. There will be short quizzes at the beginning of each field component regarding the set readings. These quizzes will each count for 5% of your final grade in this course.

A week after returning from the field you will be required to submit an academic paper of not less than 6 double spaced pages on a 12 font analyzing a topic or issues encountered in the field and how they relate to the readings set for that component. These papers will thus incorporate data from your field observations through journal entries, reference to appropriate readings, work from other courses, and your own analysis. Citations will follow the American Anthropologist format as shown here below:

Ntarangwi, Mwenda

1999 *How to write a Good Paper*. *American Anthropologist* 44(6):345-356.

Doe, John

1999 *Development and Underdevelopment*. Baltimore: John Hopkins University Press.

In the Spring of 2000 we introduced a coastal component that takes us mainly to the Swahili island of Lamu. Details of this component will be made available in Kenya. The final component of the course will be an independent study or internship. Before any arrangements are made for your individual internship placements each

student will write a short paragraph indicating what they hope to achieve through their placements, what relevant readings will be used, and how their project relates to this course. Once this has been done and handed in arrangements for placements will commence.

COURSE SCHEDULE

Thursday August 24 th	Rural Homestays readings completed and quiz given out.
Friday September 1 st	Rural Homestays seminars.
Wednesday September 13 th	Rural Homestay Paper due in Wairimu's Mailbox by 5P.M.
Thursday September 14 th	Deadline for Internship project choices in writing in Wairimu's mailbox by 5 P.M.
Friday September 15 th	Tanzania readings completed and quiz given out.
Wednesday October 14 th	Tanzania paper due in Mwenda's mailbox by 5 P.M.
Friday October 13 th	Samburu reading packets completed and quiz given out.
Friday October 27 th	Samburu seminars at Naibor Keju.
Wednesday November 8 th	Samburu paper due in Mwenda's mailbox by 5 P.M.
Friday December 15 th	Internship paper due in Wairimu's mailbox by 5 P.M.

COURSE READINGS

To be completed before arrival in Kenya

Sorti Craig, "Mad Dogs and Englishmenr,"
Harris, Eddy L. "Into Africa Through the Back Door,"
Karp, Ivan "African Systems of Thought,"
Standa, Everett, "I Speak for the Bush,"
Schneider, H. "Encounter with a Rainmaker,"
Bohannon, Laura, "Shakespeare in the Bush,"
Bonner, Raymond, "Listening to Africa,"
Dankelman, Irene and John Davidson, "Land: Women at the center of Food Crisis,"
Chege, Michael, "Remembering Africa"

To be completed before departure for Tanzania

Quinn, Daniel 1992. *Ishmael: An Adventure of the Mind and Spirit*. New York: Bantam.
Conway, William , Excerpts from "Centennial Perspective," with comments by Thad Peterson.
Spear, Thomas 1993. "Introduction" in *Being Masaai: Ethnicity and Identity in East Africa*. London: James Currey.
..... "Being Masaai but not People of Cattle," in *Being Masaai: Ethnicity and Identity in East Africa*. London: James Currey.
Reader, John and Harvey Croze 1970 "Introduction" in *Pyramids of Life*. Philadelphia: Lippincott.

- McDowell, William 1981. "Hadza Traditional Economy and its Prospects for Development. Mbulu District Development Directorate.
- Woodburn, James "Egalitarian Societies," in *Man* (N.S.) 17, 431-51.
- 1995 "Discrimination against Hunting and Gathering: The Case of the Hadza," in *PROGROM*.
- Stiles, Daniel 1996. "Victims of Progress," in *Swara*.
- Reader, John 1997 "Footsteps," in *Africa: A Biography of the Continent*. London: Hamish Hamilton.
- Leakey, Richard and Roger Lewin "Upright Apes and Family Relations," in *Origins Reconsidered: In Search of What Makes us Human*.
- Shipman Pat "The Ancestor that Wasn't," in *Natural History*.
- Bonner, Raymond 1993. "Whose Heritage Is It?" in *At the Hand of Man: Peril and Hope for Africa's Wildlife*. London: Simon and Shuster.
- Homewood, K.M. and W. A. Rogers 1992. *Masaailand Ecology, Pastoralist Development and Wildlife Conservation in Ngorongoro, Tanzania*. Cambridge: Cambridge University Press.
- Otekat, John E. "Ecotourism: The People-Friendly Face of Conservation."
- Gowdy "Nothing Learned and Everything Forgotten" in *Limited Wants, Unlimited Means*.
- Western, David 1998. "Preface" and "Appendix" in *In the Dust of Kilimanjaro*.

To be completed before departure for Samburu

- Reader, John 1988. "Nomads" in *Man on Earth*. London: Collins.
- Western, David and Virginia Finch 1986. "Cattle and Pastoralism: Survival and Production in Arid Lands." In *Human Ecology*. Vol. 14, No.1.
- Bates, Daniel and Elliot Fratkin 1999. Pastoralism. In *Cultural Anthropology*. Boston: Allyn and Bacon.
- Fratkin, Elliot 1998. Pastoralism—an Adaptation to Arid Lands. In *Ariaal Pastoralists of Kenya Surviving Drought and Development in Africa's Arid Lands*. Boston: Allyn and bacon,
- Fratkin, Elliot 1996. Traditional Medicine and Concepts of healing among Samburu Pastoralist of Kenya. In *Journal of Ethnobiology*, 16(1):63-97.
- Spencer, Paul 1965. "The Status of Women." In *The Samburu: A Study of Gerontocracy in a nomadic Tribe*. London: Routledge and Kegan Paul.
- Spencer, Paul 1965. "Social Attitudes and Ceremony." In *The Samburu: A Study of Gerontocracy in a nomadic Tribe*. London: Routledge and Kegan Paul.
- Talle, Aud 1988. "Introduction: The Problem." In *Women at a Loss: Changes in Maasai Pastoralism and their effects on Gender relations*. Stockholm Studies in Social Anthropology.
- Talle, Aud 1988. "Property Rights and Male-Female Relations: Livestock as Property." In *Women at a Loss: Changes in Maasai Pastoralism and their effects on Gender relations*. Stockholm Studies in Social Anthropology.

Rainy, Michael E 1989. "Samburu Ritual Symbolism. An Adaptive Interpretation of Pastoralist Traditions." In *Social Science Information*. London: Sage 28,4.

Swift, Jeremy 1982. "The Future of African Hunter-Gatherer and Pastoral People's." in *Development and Change* . Sage, London, Vol. 13.

McCabe, J. Terrence and James Ellis 1987. "Pastoralism: Beating the Odds in Arid Africa." In *Natural History*, January.

Internship readings will incorporate the above selection plus others of individual choice.

To be completed before departing for Lamu

Ntarangwi, M. 1998. "Swahili Identity Reviewed," Taarab Texts, Gender, and Islam in an Urban East African Context: Social Transformations among the Waswahili of Mombasa Kenya. PhD. Thesis, University of Illinois: Urbana. Pp. 27-53.

Ntarangwi, M. 1998. "Gender Ideals, Interpretations, and Practices," Taarab Texts, Gender, and Islam in an Urban East African Context: Social Transformations among the Waswahili of Mombasa Kenya. PhD. Thesis, University of Illinois: Urbana. Pp. 54-75.

Middleton, J. 1992. *The World of the Swahili: An African Mercantile Civilization*. New Haven: Yale University Press. Chap. 3, pp. 54-82.

Romero, P.W. 1997. *Lamu: History, Society, and Family in an Esat African Port City*. Princeton: Marcus Wiener Publishers.

Grading for the entire course will be as follows:

• Quizzes on assigned readings	15% [each 5%]
• Performance in field-related seminars ¹	5%
• Papers for each field component	60% [each 15%]
• Internship paper and performance	20%
TOTAL	100%

The pacing of these components and their alternation/integration with other parts of the program leave little time, if any, for catching up. In view of this, therefore, **THERE WILL BE NO LATE PAPERS WHATSOEVER**. Late papers will not be graded.

¹ Field seminars include the rural homestay seminar at the end of the homestays, daily seminar discussion while on Tanzania component, and daily seminar discussions while on the Samburu component as well as the final seminar presentation while in Samburu.

Doornbos, M (1998) "Linking the Future to the Past: Ethnicity and Pluralism" in Ethnicity and the State in Eastern Africa ~~by~~ ^{by} Saah, M. M. A and John Mamakis, eds.
~~Uppsala Nordiska Afrikainstitutet~~ ^{Uppsala Afrikainstitutet}: Uppsala.
pp 17-29.

Intro Maren, M. (1997) "Introduction: Darkness and Light" The Road to Hell: The Ravaging Effects of Foreign Aid and International Charity. New York: The Free Press pp. 1-12.

Intro Aiyem, Ge B.N (1994) "Introduction: The Lost Continent" Africa in chaos London: Macmillan Press Ltd
pp 5-28.

Samburu Harden, B. (1993) "Good intentions," Africa: snapshots from a fragile continent. London: Harper Collins Publishers
pp 177-216

Lamb, D. (1987) "Cultureshock", The Africans. New York: Vintage Books. pp 226-242

Intro M'Imanyara, A.M. (1992) The Restatement of Bantu origin and Men History. Nairobi: Longman pp 26-28, 38-53; 77-123.

Intro Fadiman, J. A. (1993) When we began, There were witchmen: An oral History from Mount Kenya. Berkeley: Univ. of California Press - pp 205-228
