

ST. LAWRENCE UNIVERSITY KENYA SEMESTER PROGRAM
THE CORE COURSE: CULTURE, ENVIRONMENT AND DEVELOPMENT
AFRICAN STUDIES 337/ENVIRONMENTAL STUDIES 337/ANTHROPOLOGY 337/ GLOBAL STUDIES 337
THEMES AND ASSIGNMENTS_FALL 2010

INTRODUCTION

The East African region is undergoing a rapid transition from traditional to modern means of livelihoods that has affected all aspects of the society. This transition started with the advent of colonization but has recently been accelerated by westernization, development, education, and globalization. As a result, traditional land use practices (hunting-gathering, pastoralism and subsistence agriculture) are quickly being replaced with modern ones (ranching, agro-pastoralism, tourism, cash crops, and cash-based economy). Christianity, Islam and secularism are fast eroding traditional beliefs, cultural practices and religions. Modern education has changed traditional gender- and age-based roles along with the associated traditional cultural practices (female circumcision, polygamy, wife, inheritance, etc), widened the gap between the rich and the poor, and introduced even more western values. The formation of modern states is gradually shifting ethnic to national affiliation and is also introducing new and unfamiliar governance systems. It seems that in just a few decades traditional Africa will no longer exist. Replacing old cultures that have evolved over thousands of years with new and foreign ones has not been easy for individuals and societies who are struggling to deal with the change, sometimes successfully but more often, the results are devastating. Traditional, modern and global Africa lives simultaneously within every African, creating identity crises as well as conflicts between the traditional and the modern, the young and the old, the rural and the urban and between the rich and the poor. These changing dynamics present a unique opportunity to study the dynamics of the change in an integrated approach that examines the contemporary situation, links it to the past, and project future outcomes.

St. Lawrence University Kenya Semester Program offers an integrated, issue based and problem solving oriented liberal arts education that aims at exposing students to contemporary issues facing the East African Region and its people. Theoretical and technical learning are not emphasized but are employed mainly to contribute to understanding of these issues. The approach is integrated and interdisciplinary in which the electives courses focus on class based study and the core course serves as a field laboratory for the electives. This integration enables students to experience and analyze issues addressed by the electives at the local level during the different field components of the core course. To fulfill this role the core course exposes students to diverse aspects of the East African societies including an agricultural, hunter-gatherer, and pastoralist community. Students also experience the contrast between urban and rural Kenya and between two East African countries – Kenya and Tanzania – with contrasting political and economic histories. The core course is designed to have a wider scope that covers the three elements of society environment and, development. Moreover, these elements are not studied in isolation but in an interdisciplinary manner that examines how development is producing new dynamics within the various societies and the resultant changes in their traditional relationship with each other and with their environment. Typically, any of the core course components begins with a study of the past and contemporary aspects of the target community, highlighting recent changes, analyzing the causes and consequences of the change, and projecting future trends. This is achieved in several, interconnected stages that roughly follow the following sequence:

Exposure: We use powerful experiences as entry points to put the students face to face with real life issues and problems. These experiences profoundly affect the hearts and minds of the students and also challenge their comfort levels because they also involve people with whom the

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students became familiar. Eliza Singer, a Fall 2006 St. Lawrence University Kenya Semester Program student summarized her feelings after visiting Kibera, the world's largest slum as follows: "Walking through the crowded streets of Kibera has left me with a powerful and deeply impacted impression of the changes that are crucial to the improvement of more than 2 billion humans worldwide. But as I continue to involve myself in the academic conversation about urbanization, my own thoughts, feelings and solutions are challenged. In a sense, one is both overwhelmed personally by the direct experience and one is overwhelmed in a more impersonal way by the enormity of the facts of the problem". Such feelings motivate the students to become active and responsible learners who do not only want to learn more about the situation but also to seek solutions and to act upon them. This is in sharp contrast to the impassionate (motivates the mind more than the heart) learning that characterizes most class based learning. Cultivating on the now heightened interest we guide the students to learn the details of the problem, engage the host community, solicit the opinion of local experts who have a deeper understanding of the problem and the issues, and analyze and resolve the problem.

Knowledge: The problems and issues addressed by our program are local in nature but global in magnitude. To be able to analyze them and recommend solutions students need to acquire background information, examine the current situation, learn about similar situations elsewhere, and understand the theoretical framework surrounding them. This knowledge is acquired through readings and lectures delivered by program staff, local experts and, local community members during each component. Every student learns about the main and general aspects of the component that focus on the people and their livelihood. In addition, every student is required to carry out a thorough analysis of at least one aspect of the component and to contribute to a factual and analytical group presentation that analyzes that particular aspect and engages the entire student body on a problem solving oriented discussion. Every student is also required to write a factual, analytical, and problem solving oriented paper that may be limited to a single component or may cut across more than one component. Students usually pursue topics related to their electives or to their academic and personal interests. This way they make use of knowledge gained from the electives to understand the local issues. On the other hand, the local experiences make students develop an appreciation and understanding of topics covered in the electives. The graded exercises do not only focus on acquiring knowledge but also in processing this knowledge and translating it to resolutions and realistic action plans.

Engagement: Engagement is an important component of cultural immersion which is highly emphasized by our program. Engagement is a prerequisite for active learning in which the learning process is not abstract, but is also experiential, collaborative, passionate, and emotional. By living, interacting, and discussing with members of the host community, students gain a deeper understanding of the local dimensions of the issues as well as understanding and sympathizing with the host community's perspectives. Students often establish interpersonal relationships and friendships with members of the host communities (especially with host families) some of which last for a lifetime.

Analysis and Resolution: Students usually propose ideas and solutions, many of which may not be realistic because they do not take into consideration the local realities on the ground. These ideas are refined during several guided and unguided discussions with other students, program staff, local experts, and community members. The discussions, often involving contested values

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and foster critical thinking, collaborative work, and also enhance students' analytical skills. They are enriched by the diversity of the students' academic backgrounds, experiences, and insights gained during the component. Several field exercises, field visits, and structured interviews are specifically designed to focus on some specific but important aspects of the component.

Action: This approach to learning almost forces students to become active learners. The problems are real; they affect people with whom the students have lived and interacted. Students end up developing a good understanding of the issues and learn about possible solutions. Many become so passionate about certain problems to the extent that they want to translate their passion and knowledge to meaningful action.

Cultural immersion is a significant component of our program and is achieved through the study of the Swahili language, rural and urban homestays, the independent study, as well as formal and informal engagements between the students and the host community. It enhances the development of inter-personal relations between students and host communities, results in a deeper understanding of the local realities of the host country and its people, and fosters greater empathy for people whose lives are structured with different norms and values.

Four weeks are devoted to an independent study that takes place towards the end of the semester. These are arranged individually according to each student's academic field of specialty and interest and are meant to expose students to the daily work of a Kenyan organization. Students carry out activities as instructed by a supervisor from the host organization. The independent study familiarizes students with the slow pace, inefficiency, lower productivity as well as the other problems that typically characterize the workplace in developing countries and prepares them to work in developing countries. Students also learn about and evaluate approaches adopted by the organization aimed at providing solutions and making a change. The IDS thus offers opportunities for growth, personal challenge, and self-discovery, perhaps unparalleled in most undergraduate education. They also provide opportunities to apply academic learning to practical experience and allow students to contribute their intellectual and physical skills directly to the host country.

Unlike many other study abroad programs, our students are not confined to a bubble from which they are given measured doses of exposure to the host country. Right from day one they are trained to gain independence and confidence, to immerse in the host culture, to develop close relationships with the host communities, to be able to live independently as true residents, and to manage their own individual and group affairs. Indeed one of the main strengths of our program is the ability to foster independence and confidence while maintaining an excellent security record. By the end of the program, our students have taken important steps toward becoming responsible and independent global citizens who have a deep understanding of and respect for foreign cultures, who are familiar with the working situation in the host country, and who are capable of transforming information and practical experiences into knowledge and knowledge into meaningful action.

COURSE THEMES

CULTURE: As defined by the pioneer 19th century anthropologist E.B. Tylor as: "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and

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habits acquired by man as a member of society” (1958: 1, originally published 1871). Since Tylor wrote this, hundreds of anthropologists have written thousands of words on this topic; but as the following recent definition shows, the key elements of Tylor’s definition remain; “Behavior peculiar to Homo Sapiens, together with material objects used as an integral part of this behavior. Thus, culture includes language, ideas, beliefs, customs, codes, institutions, tools, techniques, works of art, rituals, and ceremonies, among other elements” (“Culture” Encyclopaedia Britannica. 2003. Encyclopaedia Britannica Premier Service, 07 Aug. 2003. <http://www.britannica.com/eb/article?eu=118246>).

ENVIRONMENT: This may be defined as the totality of the surrounding external conditions--biological, chemical, and physical--within which an organism, community, or object exists. The term is not exclusive in that organisms can be and usually are part of another organism's environment. Thus one can speak of the environment as that within which humankind lives, i.e., separate and external; or, one can speak of humankind as a component of the environment: <http://www.cnie.org/nle/AgGlossary/letter-e.html>. The term `environment' cannot stand on its own and should always be used in combination with a given object, region or condition. Thus, human environment can be defined as a set of natural, social, cultural values which exist in a given place and point in time that influences the material and psychological life of man. Thus, `environment' clearly means much more than nature and/or natural resources while the natural world is but one aspect of the total human environment.

DEVELOPMENT: In its broadest context, to develop means to grow. However in a course of this kind, and in the discussions of life in Kenya and the contrasts with (for example) life in North America, we are essentially talking about economic development. A fairly ‘traditional’ definition of economic development is as follows: “The process whereby simple, low-income national economies are transformed into modern industrial economies. Although it is sometimes used as a synonym for economic growth, generally it is used to describe a change in a country’s economy involving qualitative as well as quantitative improvement”. (“Economic development” Encyclopaedia Britannica. 2003. Encyclopaedia Britannica Premier Service, 07 Aug. 2003. <http://www.britannica.com/eb/article?eu=1089965>). In recent decades, much attention has been paid to the qualitative aspects of economic development from, among others, the perspectives of both national and international equity, sustainability, quality of life and human rights. This is illustrated in the following quotation: “Development is a product of many things: good education, effective health and welfare services, good and open government, environmental sustainability, high rates of saving and investment, a dynamic private sector, a vibrant civil society and a healthy trading regime are all required”. (Ian Smillie in *The alms bazaar: non-profit organizations and international development* quoted on the website of New Zealand’s Volunteer Service Abroad (<http://www.vsa.nz.org>)).

The culture and livelihood of traditional societies are largely a product of the physical environment. The rapid development currently sweeping the East African region, on the other hand, has significantly changed these well established relationship by introducing new means of livelihood which more often than not are incompatible with prevalent cultures. This, in turns, has resulted in redefining the existing relationship between the people and their environment and caused a rapid change in people’s culture to cope with these changes. Such interconnected relationships can’t be fully apprehended unless the three themes of the core course (culture,

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environment and development) are treated in an interdisciplinary manner. We, therefore, highly encourage you to embrace an interdisciplinary, analytical and, problem solving oriented approach. We also encourage you to think about practical solutions that are acceptable to the people as well as being compatible with the local realities.

COURSE REQUIREMENTS AND ASSESSMENT

Your grade for this course will be based on the following:

| | ITEM | DUE DATE (at 22:00h unless otherwise stated) | GRADED BY | % OF TOTAL GRADE |
|---|--|---|-----------------------------|---------------------------------|
| 1 | Rural Journal | 6 th September | Wairimu | 10% |
| 2 | Rural/Urban Paper | 11 th October | Sinnary | 15% |
| 3 | Hadza/Pastoral Paper | 29 th October | Sinnary | 15% |
| 4 | IDS paper | 10 th December | Sinnary and Wairimu | 20% |
| 5 | Preparations for IDS (application form/ proposal/ summary/Evaluations) | Details included in the IDS section | Both Wairimu & Sinnary | 10% |
| 6 | IDS Journal | Weekly during IDS | Both Sinnary and Wairimu | 10% |
| 7 | Group Presentations | See Calendar | Both Sinnary and Wairimu | 20% |

ALL WRITTEN ASSIGNMENTS MUST BE SENT ELECTRONICALLY TO SINNARY asinnary@stlawu.edu OR WAIRIMU wndirangu@stlawu.edu or both AS INDICATED IN THE ABOVE TABLE.

The Analytical Papers (Rural/urban, Hadza/pastoral and IDS)

Topic and nature of the paper:

All papers are topical, factual and analytical. The experiential and reflection aspects should, therefore be kept to a minimum. You may refer to or reflect on certain experiences or incidents but you should quickly move on to analyze these experiences and draw conclusions and recommendations. You are free to choose your topic for any of the three analytical papers. The topic, issue or problem of choice should be of significant human dimensions and should also significantly impact the livelihood of the affected group as well as their culture and/or their environment. It is based on or is inspired by readings, observations, experiences, interactions and or thoughts during the particular component(s). Thus, your topic of choice for the rural/urban and the Hadza/pastoral papers may be based on any of the two components or my cut across the two components. The topic for your IDS paper, on the other hand, may be based on or inspired by readings, observations, experiences, interactions and or thoughts during the IDS component.

Structure: The analytical paper is supposed to introduce a problem or an issue and then elaborate on the following aspects: how important the issue is, what has caused it, how it is manifested, what impact it has on the people, what has been done about it, are the solutions

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effective (why or why not?) and, what more needs to be done about it and what are the future perspectives. The paper should include:

1. A title: A concise and shortest possible description of the contents of the paper.
2. An introduction: Attracts the reader's attention, gives an idea of the paper's focus, explains the significance of the topic, and states what points will be made in the paper.
3. Problem statement or background information: A concise statement of the problem or the issue, what has caused it, how it is manifested, and what are the various consequences of it on the affected people.
4. Main body: The main body of the paper states, explains, describes, and, argues the main aspects of the topic.
5. Solutions and analysis: Evaluates the attempted solutions, how successful they are and, how can they be improved. Please do not shy away from giving your personal opinion and presenting your own arguments, recommendations and, solutions.
6. Conclusions and recommendations: The conclusion brings closure to the paper, sums up your points and or provides a final perspective on your topic.

Content and general guidelines: The paper should reflect a good amount of knowledge and understanding of the different aspects and details of the topic. This should be reflected in the cited literature, stated facts, presented arguments and also in your conclusions and recommendations. Arguments should make logical sense, should be backed by facts and, should demonstrate critical thinking and understanding of the issues. They should also stem from and should be relevant to the facts and discussions included in the main body of the paper. The information flow of the paper should make logical sense and should be easy to follow and understand. Address issues one at a time and establish clear connections when moving from one issue to another. The paper should demonstrate good writing skills as well as creative writing and should contain minimum language, spelling and grammatical mistakes. Sentences must flow smoothly from one another. All papers should be typed in double spaced lines using the Times New Roman font, 12 point. Follow standard bibliographic guidelines in citing your sources by either using the APA style: <http://www.stlawu.edu/writing/apastyle.doc> or the MLA style: <http://www.stlawu.edu/writing/mlastyle.doc>.

Please do not hesitate to contact or email any of us if you like to discuss your ideas and thoughts or to seek clarifications for any paper.

Both the rural/urban and the Hadza/pastoral paper are 6 - 8 pages long. Please send electronic copies of these two papers to Sinnary.

The Journal: (Only during the rural component)

We expect that many of you will be keeping your own personal journals, and we hope you will continue to do this. The journals that are required as part of the work for this course are **analytical and reflective** as outlined below. If you have personal or emotional issues that you would like to share with the program administrator, please do this on an individual basis, either in writing or with a face-to-face conversation. For your program journals, we require the following:

- You are required to provide **three** journal entries during the week of rural homestay.
- Your journals should be seen partly as a record of important things or events that you

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saw, heard or experienced, and partly as a record of your thoughts, reflection and analysis of these points, and your identification of things that relate to the course themes (Culture, Environment and Development).

- Every entry should begin in a new page with the date on top of each page. First, provide a summary of the events, experiences or, thoughts: what you did, saw or experienced. Then provide your comments/analysis/reflection, if possible relating it to the course themes. Each entry should be between 2-3 pages long bringing your total entries between 5-6 pages.
- Following is an example on a journal entry:
 - **Observation, experience or, thoughts:** When walking downtown this afternoon, I saw City Council security men arresting street hawkers and confiscating their property (Give details of what happened).
 - **Statement of the problem and background information:** The Nairobi city council recently issued a decree to remove all hawkers from the city center and relocate them elsewhere (Provide details including citations of the sources of your information).
 - **Reflection/analysis:** The council argument is that hawkers make the streets congested and dirty. My homestay father says they should all be deported back to their rural areas". I believe that at least they are earning an honest living (Provide details of arguments and counterargument and do not feel shy to state your own opinion. You can then discuss what policies should the government adopt to address the issue.
- Try to vary your reflections so that you cover a range of topics. Do not focus on one theme only; you may observe a car accident, the things on sale at the Maasai Market, a volcanic landscape, soil erosion on a deforested hill slope, a church service, popular music - the list is endless! But, as always, try to fit your observations and comments within the themes of the core course. Some of your observations may reinforce or contradict each other, and this can be very interesting. You may make a comment in Week 2 and later see a comparable thing that changes your perception or understanding of what you saw earlier. This kind of reflection will be extremely valuable - so read back in your journal and feel free to reflect on your own earlier reflections and observations.
- Avoid asking for clarifications in the journal. We expect you to do your research beforehand (newspapers, internet, academic literature, discussions, etc) and to submit complete entries that also include reflection and analysis.
- You may include personal experiences but such entries should always be accompanied by reflection and analysis.
- Send an electronic copy to Wairimu at the end of home stay and before the deadline.
Late work will not be marked!

Group Presentations

The group presentations will take place during the closing seminar following the rural and urban homestays and during the two extended field trips. They provide a venue for in depth discussions and exchange of experiences and ideas on some of the most prominent issues associated with the field components.

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- Each student will choose one topic from the topics listed for each of the four field components.
- Students who chose the same topic will work as a team to prepare a 7 - 10 minutes presentation to the rest of the class followed by a 10 - 15 minutes discussion by the class (The total length of the presentation should not exceed 20 minutes).
- The presentations should not take a lecture format. The group is expected to make a statement, support it by facts and arguments, draw some conclusions and raise questions for discussion. If the team is divided on the issue, the presentations could take a debate's format.
- Team members are encouraged to prepare, discuss and share roles of their presentations well in advance. This is essential since most of the field activities are relevant to one or more of the group presentation topics. Moreover, it is expected that team members conduct interviews with various people in the field and incorporate them in the presentation. The entire team will receive the same grade for each presentation.
- Your literature sources should not be limited to the reading package but should also be supported by outside sources including published and unpublished sources; books, newspaper articles, your journals, conversations with other people.
- The presentation will be graded based on the level of preparedness, the team's knowledge and understanding of the relevant issues, quality and clarity of the presentation, quality of issues brought for discussion, ability to generate a fruitful discussion, ability to answer student and staff questions and, time management.
- Please choose your topic at the beginning of your component. Take every opportunity to discuss the topic with different members of the host community. At the end of the component, there will be a **debriefing session** on the cross-cultural educational experiences during the week(s). Bring along your thoughts for active discussions at the end each component.

List of topics for the Rural Agricultural Component:

- Development, social change and changing gender roles
- The church as an agent of development, social change and conflicts with traditional cultures
- Problems and challenges of education in rural Kenya
- Agriculture, development and natural resources management: The socio-economic and environmental impacts of moving from subsistence to cash-based economy

List of topics for the Hadza component:

- The Hadza have lost more than 90% of their traditional land since independence: What are the main factors responsible for this loss? What does it take to keep the little land that they currently own? Do the Tanzanian village and land acts ensure security of tenure of the remaining Hadza land or do they enable neighboring tribes and rich foreign investors take land away from the Hadza?
- Are the Hadza in need of formal education? What are the successes and failures of current efforts to educate them? What type of education is more suitable for them and how can it be implemented?

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- Tourism and sport hunting could generate the most needed cash to enable the Hadza buy some of the essential items that they may not obtain otherwise: Given how these two industries are organized in Tanzania, would tourism and sport hunting benefit the Hadza? What are potential positive and negative socio-economic and environmental impacts on the Hadza? How can these negative impacts be minimized?
- Outsiders are divided about the Hadza's traditional hunter-gathering means of livelihood: How are the Hadza viewed by the Tanzania people and government, tourists, development agencies and researchers? How justified are these views (based on your personal opinion), and what is the Hadza's reaction to these contrasting views?

List of topics for the urban component:

- The informal settlements: their past, present and future.
- Women's role in urban development within the rich and poor urban settings.
- Planning, infrastructure and urban development.
- Popular culture and the urban scene.

List of topics for the pastoral component:

- Pure pastoralism is rapidly being replaced by agro-pastoralism and the Maasai are adopting a sedentary lifestyle. Maasai culture is undergoing a rapid process of evolution to cope with the many changes brought about by westernization, development and, education, among other factors: What are the main factors causing the disappearance of the pure pastoral lifestyle? Is the Maasai culture and their pastoral lifestyle dying or evolving in the face of globalization? Is there any chance for the Maasai to join the development process and at the same time keep their traditional cultural practices? If change is inevitable then how can some of the irrelevant cultural practices be modified to cope with the realities of modern life?
- The Amboseli region is Kenya's foremost horticultural producer but it hardly benefits the resident Maasai. At the same time, the many conflicts revolving around agriculture undermine the Maasai' pastoral way of livelihood: What are the main conflicts and problems revolving around agriculture and water in the Amboseli region and how can they be resolved? What are the impacts of agriculture on the environment, the resident Maasai and their livestock and also on wildlife? How could the resident Maasai reap more benefits from agriculture?
- The Amboseli region is in the forefront of Kenyan's tourism. However, tourism has not resulted in developing the region or in poverty eradication. Moreover, tourism income is not being equally shared and the Maasai are the biggest losers. How can tourism be a factor of development and poverty eradication, how can tourism revenue be more equitably shared to the benefit of everyone, especially the local Maasai?
- The group ranches have helped the Maasai keep their land from intrusion by other tribes. However, many Maasai are not happy with the group ranch system and many group ranches in the region have already been sub-divided or in the process of being sub-divided: What are the main arguments for and against sub-division? What are the consequences (both positive and negative) of sub-division on the Maasai people, their livelihood and their environment?

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IDS Procedures and Assignments

Wairimu supervises and grades IDS' in the humanities and development fields and is in charge of IDS logistics. Sinnary, on the other hand, supervises and grades IDS's in the fields of biology, natural resources or environment. Please send all IDS assignments to both of them.

Below is a step by step summary of the IDS procedures:

- Look through the existing information from past students in the IDS Box (located in the seminar room). Please do not remove either the card box so that other students can access it. Also remember to return the card under the relevant title as soon as you are done.
- Sign up for an appointment with Wairimu and Sinnary (initial joint meeting) to discuss your choices during the first week of class.
- Complete the IDS application form indicating your first, second and third choices as well as the other required information and send it electronically to WAIRIMU before your departure for Tanzania.
- Your final IDS will be confirmed by Wairimu who will assist you to confirm your acceptance with your host organization.
- After receiving confirmation from your IDS host you will be required to follow up with your IDS host contact to work out the details of your IDS (Please remember to copy us in all your communication to enable WAIRIMU to help you with hard questions regarding accommodation, food, travel and other financial requirements). These details should be included in a written IDS proposal that describes your IDS preparations which is to be sent TO WAIRIMU before leaving for Amboseli.
- Emergencies and urgent problems should be addressed immediately via email or phone conversations TO AVOID PENALTY if the IDS journal is not sent in time as described below.
- At the end of IDS, submit your IDS paper(s) and fill the IDS Evaluation Form and send these to the instructors in electronic format. Failure to submit this and all other work within the deadlines provided (unless prior approval is sought for late work) will result to a loss of grade as late papers will NOT MARKED.

The IDS journal entries will be sent electronically on a weekly basis on the Monday of each beginning week during the IDS. Please ensure that your weekly journal entries are submitted on time to ensure continued supervision of your work. The IDS journal consists of two parts:

1. Keeping a concise and detailed record of your **official** activities. This is to be done in daily entries, each entry should include a summary of what you did that day including a short description of all official activities. You are not obliged to include entries for non-official activities. If it is your day off, your entry for the day could simply read "day off". However, feel free to document any fun activities that you want future students to know about.
2. Reflecting on your IDS work during the week by including a single entry at the end of your weekly IDS journal to highlight what you have gained during the week in terms of personal and professional growth. Also reflect on your work achievements and challenges and how you have dealt with them.

The IDS paper should be between 8 - 10 pages long. A copy will be sent to your IDS host organization. If for any reason you do not want us to give a copy of your original IDS paper to

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your host organization you may provide an edited version (electronic) to be handed to your host organization. We want to stress the need for careful time management of your work on this paper, beginning with the very first days of your IDS. You need to keep a careful record of your activities, observations and thoughts, and to keep copies of any relevant documents you may get access to. Whether or not you have access to computer facilities, beginning serious work on a first draft of your paper while still on your IDS is almost essential, if you are to complete a reasonable piece of work in time for the closing date. This is particularly true for those of you who are planning to take several days' holiday immediately the IDS end. PLEASE REMEMBER THAT THIS RESPONSIBILITY LIES WITH YOU!

Guidelines for Earning Biology Credit for the Independent Study Component (IDS)

Biology students in the Kenya Program can earn between 1 and 1.5 units of Biology credit. Students who take BIO242: Biodiversity Conservation and Management in East Africa and participate in an independent study (IDS) project with significant biology content may receive 1.5 units of biology credit. This credit will not be major credit restricted (MCR). These students will receive only 1 unit of African Studies, Anthropology, Environmental Studies or Global Studies credit for the Core Course: African Studies/ Anthropology/ Environmental Studies/ Global Studies (337): Culture, Environment and Development in East Africa. Students who take BIO242: Biodiversity Conservation and Management in East Africa but do not participate in an independent study project with significant biology content may receive 1 unit of biology credit (major credit restricted) for the BIO242 course and 1.5 units of African Studies, Anthropology, Environmental Studies, or Global Studies credit for the core course. An IDS with significant biological content is one in which the student spends at least 50% of the IDS official time working on an existing or developing a new biological project, collecting and analyzing primary biological data and or analyzing secondary biological data. Students interested in receiving biology credit for their IDS must consult with the Academic Director to ensure that their IDS qualifies for receiving biology credit. Interested students may appeal in writing to the biology department for consideration of receiving biology credit within the first month of the semester following the student's return from Kenya. The letter of appeal must be accompanied by a copy of the IDS Paper and the IDS Journal. On request from the Biology Department the academic director will submit a breakdown of the core course grades into core course and IDS grades.

A warning about academic honesty

During your time in Kenya you will be writing papers for several different courses (the core course and your two electives), and you will often be given considerable freedom to write on a topic of your choice. In addition, several of the same issues are likely to come up in your discussions and readings for different courses, whether related to specific examples of Kenyan culture, development or environment. We would like to remind you that the St. Lawrence University Student Handbook provides a definition of academic dishonesty that includes "submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) without the knowledge and permission of the instructor of the second course". Please note that the course instructors for the core course and the various electives will NOT give credit for written work that shows a substantial degree of similarity with that submitted for another course. If there is a topic of great interest to you that you would like to cover in two different ways for different courses, please discuss this with BOTH the instructors in advance.

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Appendix 1/IDS Application Form

| | | | |
|--|--------------------|------------------|--|
| Your Name | | | |
| Major(s) | | Minor(s) | |
| Year of Graduation | Overall GPA | Major GPA | |
| <p>Name of IDS</p> <p>1st Choice.</p> <p>2nd Choice.</p> <p>3rd Choice.</p> | | | |
| <p>Relevant courses.</p> | | | |
| <p>Relevant work experience.</p> | | | |
| <p>Other experience/interests.</p> | | | |
| <p>Rationale/Justification. (use back of sheet if needed)</p> <p>Since students occasionally compete for the same IDS, explain why you feel you are the most suitable candidate. Include in your rationale what you feel you might contribute to the IDS and what you hope to gain from the experience.</p> | | | |

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Appendix 2/ IDS Proposal Form

| | |
|---|------------------|
| Your Name and Semester : | |
| Major(s): | Minor(s): |
| Name of IDS Host Organization: | |
| Name(s) of IDS Supervisor(s): | |
| Supervisor's Mail Contact: | |
| Supervisor's Phone Numbers: | |
| Supervisor's Fax Number: | |
| Supervisor's Email: | |
| Give a brief description of the organization, its objectives, and main achievements: | |
| | |
| What are you going to do? (include as much detail as possible): | |
| | |
| What are you going to contribute to the host organization: | |
| | |
| Any skills that may enable you to contribute to the organization? | |
| | |
| How effective was your communication with the organization? (include achievements and problems): | |
| | |
| Any pending work yet to be completed? | |
| | |

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Appendix 3/IDS Evaluation Form

| |
|--|
| Your Name and Semester: |
| Your Email Contact in the USA: |
| Name of IDS Host Organization: |
| Name(s) of IDS Supervisor(s): |
| Supervisor's Mail Contact: |
| Supervisor's Phone Numbers: |
| Supervisor's Fax Number: |
| Supervisor's Email: |
| Give a brief description of the organization, its objectives, and main achievements: |
| |
| What did you do? (include as much detail as possible): |
| |
| Describe your contribution to the host organization: |
| |
| What skills did you acquire during the IDS? |
| |
| Give a summary of personal and professional growth achieved during the IDS: |
| |
| Would you recommend future IDS placements with the organization? (Give a brief explanation: |
| |
| What do you recommend future students to do to improve their IDS experience with this organization? |
| |