



THE SCHOOL
FOR FIELD STUDIES

Introduction to Swahili Language and East African Tribal Communities SFS 2060

Syllabus

The School for Field Studies (SFS)
Center for Wildlife Management Studies (CWMS)
Karatu, Tanzania

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise.
Course content may vary from semester to semester.



COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that may be present. In other words, the elephants are not always where we want them to be, so be flexible!

Course Overview

This course contains two distinct but related modules: Swahili language and Kenyan/Tanzanian Tribal/Maasai Socio-culture. The Swahili language module offers listening, oral and written practice of the Swahili language at a basic level of proficiency (beginner only) to increase students' communication and comprehension skills. Much of the Maasai population does not speak Swahili, but it is the national language of Kenya and Tanzania. The Kenyan/Tanzanian Tribal/Maasai socio-culture module emphasizes understanding of, and direct contact and interaction with, the native communities with which the Center works, primarily the Maasai but also the Iraqw in Tanzania. This exposure to culture and language will be reviewed and processed through lectures, field exercises and classroom discussion. The socio-cultural module is designed to help students experience intense immersion in the culture and be therefore more adept at working effectively in their community based directed research efforts.

Swahili Language Module

This module is designed to provide students with a basic understanding of the Swahili language at a rudimentary level. The vast majority of our students have no prior Swahili language training. This module will help students communicate more effectively with community members, clients and others who speak Kiswahili, offer them insight into the Kenyan/Tanzania culture via language history and development, and enable students to increase their basic conversation and comprehension skills in Kiswahili.

There are 8 noun classes in the Swahili language, which are the key to learning the language. To assist the students grasp the language quickly, we will first cover these noun classes and their concord-prefixes and the various rules of the grammatical structure. After this, the course will proceed by learning and practicing grammar and vocabulary, including terms and phrases commonly used. Students will engage in oral and written practice exercises to assist them to develop skills to understand and communicate in Kiswahili.

Socio-culture Module

This module provides students with an understanding of the various Tanzanian ethnic groups' history, society, and culture; Iraqw/Maasai roles in natural resource conservation; and the challenges facing pastoralism and wildlife conservation in Tanzania. Particular emphasis will be given to the historical and current issues that affect the Maasai/Iraqw culture and society. The course will cover topics on the role of cultural practices including ceremonies and rituals in shaping the Maasai/Iraqw social systems. Historical process of change in the territorial and socioeconomic conditions of the Maasai/Iraqw and how this has influenced natural resource conservation will also be covered. Other areas to be covered will be the cultural and ecological significance of cultivation in the livestock-based production system of the Maasai/Iraqw in Tanzania. Students will participate in various community projects that will expose them to day-to-day community activities.

Learning Objectives

Maasai / Iraqw Cultures Module

The objective of this module is to introduce students to:

- Natural Resource exploitation by the Maasai/Iraqw; mainly exploitation of wild fauna and flora for cultural reasons and how this influences the conservation of these resources.
- The role of Rituals, Ceremonies, Kinship (clans and family) and Age sets (age group) system in Maasai social organization and livestock production

- Maasai and cultural interactions through a day long home stay
- Iraqw and cultural interactions through a day long home stay
- Community activities where students will visit local schools to observe the extent of the spread of education among Maasai/Iraqw children and compare the number of girls to boys. Also visit a Maasai Manyatta and Iraqw boma to observe the role of women in the production economy

Swahili Language Module

In this module students will:

- Learn the various Swahili noun classes and their concord prefixes which will help the student in grasping the use of the language
- Practice pronunciations, greetings, counting and reading in Kiswahili
- Practice conversation including asking and answering questions
- Conduct exercises on translating words and phrases from Swahili to English and vice versa.

Assessment

<i>Kiswahili Exercises</i>	<i>Assessment Item</i>	<i>Value (%)</i>
SSC01, SSC02 & SSC03	Exercise I: Written exercise covering: self-introduction , greetings, counting, days of the week, parts of human body, family members, and animal names, Verbs, Vocabularies, Pronouns, tenses,	20
SSC04, SSC05 & SSC06	Exercise II: Oral and Written Exercise on constructing sentences using prefixes, tenses, noun classes, question words, translation words, phrases, speech and communication	20
SSC TEST	Some Items from both SSC 01 – 06	40
	Language Total Percentage	80

<i>Culture Course Exercises/Essay</i>	<i>Assessment Item</i>	<i>Value (%)</i>
FE-SSC 09	FE I: A critical analysis of Maasai Manyatta as ecotourism enterprises and/or cultural entities	20
	Socio-culture Total Percentage	20

Grading Scheme

A	95.00 - 100.00%	B+	86.00 - 89.99%	C+	76.00 - 79.99%	D	60.00 - 69.99%
A-	90.00 - 94.99%	B	83.00 - 85.99%	C	73.00 - 75.99%	F	0.00 - 59.99%
		B-	80.00 - 82.99%	C-	70.00 - 72.99%		

General reminders

Readings and handouts: Assigned readings and hand outs (exercises / assignments) will be available prior to the scheduled activities. Course readings must be read and clarification on issues sought where necessary since ideas and concepts contained in them will be expected to be used and cited appropriately in assigned course essays and research papers.

Academic Honesty: SFS has adopted a zero-tolerance policy towards student cheating, plagiarism, data falsification, and any other form of dishonest academic and/or research practice or behavior (including but not limited to, standards set by any college or institution with which the student is associated). As a result, any SFS student found by SFS to have engaged in or to have facilitated academic and/or research dishonesty will receive no credit (0%) for that particular activity.

Deadlines and expectations: Deadlines for written field exercises and other assignments are posted to promote equity among students and to allow faculty ample time to review and return assignments in good time. As such, deadlines are firm and extensions will only be considered under the most extreme circumstances. Late assignments will carry a 10% grade reduction for each day late; after three days no material or request for review will be accepted.

Class attendance and participation: Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while at CWMS. Therefore, it is important that you are prompt for all course activities.

Lectures

Type- L: Classroom lecture, **FL:** Field lecture, **FEX:** Field Exercise, **FEX/D:** Field exercise combined with a class discussion

Type and Time	Titles	Instructor	Readings
Swahili Language Module			
SSC 01 (L, 3.0 hr)	Greetings, Self-introduction, reading, counting, family members, parts of human body and animals names	FR	Alice W. Mangat 2004. Swahili for Foreigners. Kenway Publications, Nairobi, Kenya. (Required)
SSC 02 (L, 3.0 hr)	Useful Vocabulary and phrases. Verbs and Verbs infinitives, personal pronouns, tenses	FR	Wilson. P.M. 1985. Simplified Swahili. Longman. (Suggested) Kiswahili na Utamaduni (Required)
SSC 03 (L, 2.0 hr)	Sentences formation and order. The first four noun classes and their concord prefixes	FR	Baba Malaika- Dictionary (Required) Hassan et al 2004. Test Yourself Swahili

Type and Time	Titles	Instructor	Readings
SSC 04 (L, 4.0 hr)	Conversation, Question words, (asking and answering questions)	FR	
SSC 05 (L, 4.0 hr)	Oral and written Exercises on translating words , phrases and sentences	FR	
SSC06 (L, 4.0 hr)	Practice on communication and Speech	FR	
20.0	Language Hours		
Socio-Cultural Module			
SSC 07 (L, 1.5 hr)	Policies and Rules for Living within the communities of SFS and the surrounding community An introduction to both SFS wide and center specific policies and sensitizing students on community living	BK/AG	No Readings
SSC 07 (L, 1.5 hr)	Playing it safe in a foreign place: Risk Management and Health issues in Tanzania SFS safety guidelines Introduction to various hazards students are likely to encounter while at the center and most common diseases	BK/AG	No Readings
SSC 08 (FL, 6 hr)	Natural Resource exploitation and kinship in the Iraqw and hadzabe production system How do the Iraqw utilize wild fauna and flora? Which plant and wild animal species do they utilize? Do women play a significance role in the Iraq livestock and Agricultural production? Individual and family role in the Iraq social and production system	BK/FR/GUEST	Kiringe, J.W.2005. Ecological and anthropological threats to ethno-medicinal plant resources and their utilization in Maasai communal ranches in the Amboseli region of Kenya. <i>Ethnobotany Research and Applications</i> 3: 231-241 (Required) Kiringe, J. W. (2006). A survey of traditional health remedies used by the Maasai of Southern Kajiado District, Kenya. <i>Ethnobotany Research and Applications</i> 4:57-69 (Required)
SSC 09 (FEX/D, 3.0 hr)	A critical analysis of Maasai Manyattas as ecotourism enterprises and/or cultural entities What role do cultural	BK/FR/AG	Bruner, M. E and Kirshenblatt-Gimblett, B 1994. Maasai on the lawn: tourism realism in East Africa (Required) Hitchcock, Robert K., Brandenburgh

Type and Time	Titles	Instructor	Readings
	Manyattas play in exposing the Maasai culture to tourists and what benefits do the Maasai derive from this activity?		and Rodney L.1990. Tourism, Conservation, and Culture in the Kalahari Desert, Botswana. <i>Cultural Survival Quarterly</i> . Cambridge, 14 (2): 20(Required) Donald Macleod, 2002. Disappearing Culture? Globalization and a Canary Island Fishing Community. <i>History and Anthropology</i> ,.13 (1): 53-67(Suggested)
SSC 10 (L, 1.5 hr)	Ceremonies, Rituals and Festivals among the Maasai. What rituals and ceremonies do the Maasai continue to perform and what is their significance?	BK/FR/GUEST	Paul Spencer 1991. The Loonkidongi Prophets and the Maasai: Protection Racket or Incipient State? <i>Africa</i> 61 (1):334-342(Required) Elliot Fratkin. 1991 The Loibonas Sorcerer. A Samburu LoibonAmong the AriaalRendille, 1973-87. <i>Africa</i> 61 (3): 318-333(Required)
SSC 11 (L, 1.5 hr)	The role of sections, kinship and the age-group structure in the Maasai society	BK/FR/GUEST	John L. Berntsen. 1979. Maasai Age-Sets and Prophetic Leadership: 1850-1910. <i>Africa</i> 49 (2) 134-146 (Required)
SSC 12 (FEX, 7.0 hr)	Experience of Iraq Tradition/Modern Lifestyle (a full day home-stay)	BK/FR/AG/ALL	See Additional readings included in folder
SSC 13 (FEX, 15.0)	Community service activities	AG/BK/DK	No readings
SSC 14 (L, 1.5 hr)	Cultural sensitivity for the DR and analyzing the communities you will work with	AG	NO readings
45.5	Socio-Cultural Hours		
65.5	TOTAL HOURS		