

**Summer Field Studies Program  
in Egypt and Ethiopia (2004)**

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**College of Arts and Sciences**  
**Department of Africana Studies**  
**Tennessee State University 3500 John Merritt Blvd. Nashville, Tennessee 3720**  
**Summer Field Studies Program**

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***I. Summary of Project***

The Department of Africana Studies at Tennessee State University in collaboration with the Institute of Ethiopian Studies of Addis Ababa University and the American Research Center in Egypt and its Consortium institutions in the United States will conduct a summer field studies program beginning 2004 summer session. The opportunity to write this program came as a result of five years research in the field; during this time we have developed a curriculum and a syllabus for the summer field studies program. The program is designed to take students to Egypt and Ethiopia during the summer session for four weeks of exploration of the cultural and historical linkages of these two ancient nations. The curriculum has three areas of concentrations: First, in the sphere of global cultural understanding, students will examine the communality and differences of the contemporary global culture and the quest for peace and harmony based on common culture trait. Particular emphasis on student's project depends on the interest of individual student. Second, in the field of African history, students will examine the relationship between Egypt and the rest of Africa particularly Ethiopia and Nubia; the recent discovery of the oldest human skulls in Ethiopia as the possible ancestor for Homo sapiens; the ethnic background of early Egypt; the ancient Kemetic languages; theoretical framework and analysis of the ancient mathematical and the solar calendar of Egypt will be the principal topics. Third, students will study the ancient African extended family. Since the first form of the traditional family in Africa was the extended family, students will examine the matriarchal and patriarchal social structure of ancient Africa.

In these field studies, archaeological, etymological and documentary evidences will be used as primary tools to establish a primordial link among the Nile Valley. Archaeologically, students will examine the obelisks at the temple at Karnak, the unfinished obelisk in Aswan and the Aksum Stella in Ethiopia. The

wall inscription at Luxor Temple is the best documentary evidence of the 'Ark Worship' of ancient Egypt and Ethiopia. This historical background will offer an alternative methodological framework to help develop curriculum for the classical study of the ancient world. By selecting important sources and using archaeological, botanical, etymological and documentary evidences, students will study the historical process of ancient Africa.

Admission to the summer field studies program is very competitive and students will be selected by the Faculty Committee on Field Studies Program. We will actively recruit students from Tennessee State University and the ARCE consortium institutions in the U.S. However, applications from other institutions will be considered. There will be a two weeks mandatory orientation and a two weeks workshop after the completion of the field studies program.

**Curriculum for Field Studies  
College of Arts and Sciences  
Department of Africana Studies  
Tennessee State University**

## **II. Plan Operation:**

### **1. The Objective of the Summer Field Studies Program**

This is a curriculum for field studies in Africa; the program is designed to take students to Egypt and Ethiopia during summer session to explore the cultural and historical linkages of these two countries in three areas. First, students will be able to study the institutions, values and traditions of these two ancient nations. Students will examine the literary texts and cultural documents and investigate the primordial linkages between Egypt and Ethiopia. Second, students will examine one selected community in the region as part of a global cultural study. Third, students will examine the African extended family as part of the ancient historiography of Africa. As it is stated above, student will focus in one of the concentrations and develop the necessary theoretical, methodological and analytical framework within their own discipline, such as, anthropology, classical studies, education, history and other humanities courses. This is a full summer field studies program and student can register for a maximum of nine credits hours (student may choose more than one area of concentrations).

### **2. Historical Background of the Curriculum:**

Ancient Egyptian historiography has been considered to be one of the sources for the civilization of the ancient world. Every culture and institution of the global communities owe its existence to the ancient world, namely the Nile valley civilization. However, one would expect a more cogent analysis of this ancient historiography and clearly establish a link and demonstrate how the ancient world narcissistically identifies itself beyond the descriptive and narratives of contemporary nationalism. Here students will make a brief inquiry and make an outline to help develop a new theory and a discipline of inquiry with regard to methodological framework. First, a typology will be developed to examine the narrative forms of the literary expression of myth, history, legends and tales. Second, a brief analysis of the historical mode of understanding of these societies will be made to help understand the level of consciousness of the community that produced the narrative forms and literary expression. Third, the history, myth, legends and

tales will be carefully identified and separated from the historical element which is characterized as historiography. Finally, based on these historical and theoretical backgrounds students in the field studies program will master the principle of writing a historiography, along with field research techniques.

The history of Egypt and Ethiopia are inextricably linked to the Nile. Ever since the earliest known people settled its valley, the Nile River has inspired and controlled the religious, economic, social and political life of the autochthonous inhabitants. It is, however, uncertain exactly when first mankind took the initiative step to settle as agriculturalist. The Paleolithic and Neolithic process has taken many centuries and we can only make an approximation of that period of transition. The Paleolithic period, for the greater Nile Valley, from the Mediterranean to the source of the Nile and the high lands of North East Africa is estimated to be 1 million to 500,000 BCE. From 200, 000 BCE (considering the newly discovered oldest human skulls in Ethiopia – 160,000 years old) onwards mankind has made a great stride in improving its tool making technique. This has been characterized as Middle Paleolithic, from 100,000 BCE to 30,000 BCE, a period of improved flint industry of refined stone tools. As Homo sapiens, mankind has reached to a level of advanced food gathering. From about 30,000 BCE to 12,000 BCE, the upper Paleolithic, mankind reached into a highly elaborate period of the hunting-gathering economy. For the people of greater Nile Valley, the momentous step from nomadic life into small scale agricultural and stock-raising communities began at about 12,000 BCE. The Neolithic period (12,000 BCE) was the beginning of the cultural, economic and political development of the region. Archaeological evidence of the Paleolithic man indicates that agriculture was first developed in the Great Nile Valley areas. There are many contending theories as to the origin of agriculture; however, the Neolithic period began independently in the Nile Valley. The Paleolithic flint improvements from Western Thebes that are now in display in various Museums around the world are evidence of a transformation from Stone Age to the age of Neolithic, the greatest of all things in human history. Since agriculture became the means of survival, villages and communities gradually evolved throughout the region, from the highlands of North East Africa to the Nile Delta. The building of homes, the domestication of animals, the production of pottery vessels, the making of rush basket and mats, and polishing of stone implements for grinding and, above all, the weaving of linen cloth followed by the land reclamation and irrigation were gradually developed.

At the beginning of the upper Paleolithic periods, between 20, 000 and 15, 000 BCE, the region has received a sufficient amount of flow of water from the highlands. The Nile, as the life giver to the people of the region, was the single important factor in changing the life style of mankind forever. From the highlands of Ethiopia to the Nile Delta, the inhabitants of the region followed the Nile trail and its tributaries and created what we now call the Nile Valley Civilization. The river, which was in the process of forming the surroundings valley, began allowing abundant water supply and well-watered plains, which produced a variety of wild plants and animals. The array of this phenomena, however, cannot be fully explained without understanding the physiological, botanical, psychological and the biomass of the living organism of both plants and animals. Indeed it was a painstaking examination of phenomena by the autochthonous inhabitants of the Nile Valley that mankind was able to select and adopt certain plants and animals that are edible and nutritious to human physiology. The development of various types of implements took place during the Paleolithic phases around the Nile terraces and gradually, but slowly disseminated throughout the region. In a confluence of circumstances, this was a historic moment of the highest order for mankind to forsake the nomadic life and turned to agriculture. It was a transition to the Neolithic period, the greatest in the epic of human history that changed the life style and brought the ultimate culture and civilization to the majority of mankind.

This historical background will offer an alternative methodological framework to help develop curriculum for the classical study of ancient Africa. By carefully selecting important sources and using archaeological, botanical, etymological and documentary evidences, students will study the historical process of the ancient history of Egypt and Ethiopia.

In these field studies, archaeological, etymological and documentary evidences will be used as primary tools to establish a primordial link among the people in the Nile Valley. Archaeologically, students will examine the obelisks at the Temples at Karnak, the unfinished obelisk in Aswan and the Axum Stella in Ethiopia. The wall inscription at Luxor Temple is the best documentary evidence of the 'Ark Worship' of ancient Egypt and Ethiopia. The Opet Festival is depicted in great detail, with the Pharaoh, the nobility and the common people joining the procession of Amun, Mut and Kohns and journey down the Nile to celebrate the annual inundation of the Nile. Students will compare the Ethiopian Tabot (the Ark of the

Covenant) procession, like the Opet Festival, to celebrate Timket (Epiphany). Etymologically, students will examine and analyze the morphology and vocabulary of the languages of these two ancient nations.

Finally, students will formulate and construct logical and historical understanding of the past, present and future of the human experiences. After all, understanding the global natural and social phenomena will bring cultural diversity and harmony among different nationalities within the regions and the rest of the global communities.

### **III. Goal and Mission.**

The goal and mission of the project is to train students in the culture and history of Egypt and the rest of Africa. Students will explore the cultural linkages of the Nile Valley with the rest of Africa, particularly Ethiopia and Nubia. Our curriculum has three areas of concentration: First, students will be trained to foster broader knowledge about ancient historiography of Africa. Second, the field studies program will promote and strengthen the cultural ties between the United States and the host countries. Third, the proposed field studies program will help to complete the curriculum for the future archaeological expedition . The cultural and ethnological connections of ancient Africa will help scholars to modify the methodological framework for the study of the ancient world including the classical studies of ancient Greece and Rome. This curriculum will be posted on the web site and regularly updated to inform students and faculties about the program; new information will be made public on the web site.

### **IV. Project Directors, Staff and Field Coordinators.**

The Project Director is responsible for day to day activities and reports to the Faculty Committee. He is head of the field studies group; he lectures, supervise students, and gives the final grade to students in accordance with the course evaluation given in the syllabus. The Associate Director is responsible for recruiting and screening applicants for admission in the field studies program. Faculty will be screened by the Faculty Committee. Two Adjunct Professors will teach intensive Arabic and Hieroglyphics during the two weeks orientation. The Field Coordinators in Ethiopia and Egypt will be responsible for lecture series and seminars. Because of the expressed desire for collaborative link between Tennessee State University and Addis Ababa University two students will join our group. One of the coordinators will also be part of the faculty groups.

## **V. Admission Criteria and Faculty Committee on Field Studies.**

The Department has nominated fifteen faculties from the College of Arts and Sciences, Allied Health, Office of Sponsored Research, Title III and Honors Program. The Associate Dean of the College of Arts and Sciences is the Chair of the Committee. The faculty committee will define the principal goal and objective of the program such as application for admission, scholarship and other criteria pertinent to the program. As it is stated in the eligibility section, the committee will make the final decision with regards to admission to the program. However, students must be registered through Tennessee State University admissions office before they are accepted in the field studies program.

## **VI. Field Studies I AFAS 460 (Independent Studies with variable credit)**

This is one of the field studies concentration that provide students the opportunity to explore, first hand, the institutions, values and traditions of historical people. The course will examine the communality and differences of the contemporary global culture and the quest for global peace and harmony based on common culture trait.

The course is designed to allow students to work independently or in-groups on significant topics and projects not covered in other courses. Students carry out their work through a special arrangement with international organizations in Addis Ababa such as the United Nations. Several of these organizations have agreed to give seminars and lectures to our students. The students will be given access to documents and will visit their activities in the field.

### **Principal Topics Covered:**

- a) The culture or pre-industrial nations of Africa.
- b) The global psychological implications of conflict.
- c) The impact of colonization.
- d) Traditional societies and the impact of modernization.
- e) The end of the Cold War and the Magnitude of the crisis in Africa
- f) The role of International Organizations, such as the African Union and the United Nations.

Rational:

This curriculum has been developed as a field study to educate students in the field of global cultural studies. Students will expand the range of their knowledge of cultural development in the past and gain fresh perspective on their own cultural assumptions of others. Since Addis Ababa is the seat of many international organizations, including the newly created Africa Union (AU), UN Economic Commission for Africa (ECA) UNDP, UNAIDS, UNESCO, UNICEF, ILO and UNHCR, students will visit these headquarters and, as stated above, attend lectures and seminars.

## **VII. Field Studies II AFAS 412 Classical African Civilization.**

This course is an exploration of the relation between Egypt and Greece from earliest time to the Roman era. Topics include Greek view of Egypt; ancient and modern perceptions of Egypt being an ancient African civilization; the role of Egypt in Greek myth and literature; religious syncretism and the cults of Osiris and Isis. Reading includes the period of Paleolithic and Neolithic; the development of hieroglyphics and the building of the pyramids; the ethnic background of early Egypt; the ancient Kemetic languages; the writing of historiography; theoretical framework and analysis of the ancient mathematical and the solar calendar of ancient Egypt will be extensively discussed.

### **Principal Topic Covered:**

- a) Pre-historic period: the Development of Predynastic culture
- b) The Neolithic Period- Upper Kemet
- c) The Neolithic period- Lower Kemet
- d) The Monogenesis Theory of Mankind and the Physiological Evidence of Kemet
- e) The Origin of Kemetic people
- f) The Alphabet out of the Pictography
- g) The Beginning of Kemetic Cosmogony
- h) Mathematical and Astronomical Observation

i) The Solar Calendar of Kemet

Rational:

This curriculum has been developed as a field study to educate students in the field of classical African civilization; the course has been designed to introduce students to the major approaches to knowledge in areas of non-Western cultures and civilization.

**VIII. Field Studies III AFAS 360 African Extended Family.**

The curriculum of this course will include study in the extended family as a cultural form of social and political organization in Africa. There will also be study of the concept of the queen mother in ancient Egypt and contemporary Africa; the matriarchal and patriarchal forms of social structure. Since the first form of the traditional family in Africa was the extended family, emphasis is placed on the values of economic of communalism, collective work, cooperative economics, and community self-reliance.

Attention is given to the family as the basic unit of social organization in African culture.

**Principal Topics Covered:**

- a) The matriarchal essence of Egyptian royalty
- b) The importance of the role of the queen-mother in Nubia, Egypt and the rest of Africa
- c) The Southern matriarchal System
- d) The Northern patriarchal system

Rational:

This is a field seminar addressing significant problems of historical interpretation and controversy in the study of ancient African social structures. The department offers the course for students in various concentrations or in a particular academic specialty to broaden their mind and develop their intellectual skills and habits of thought.

## IX. Orientation:

A two weeks mandatory orientation will be given to those students who are enrolled in the field studies program. The orientation includes an intensive study of the Arabic language and the reading and the translating skill of MDW NTR (the sacred speech) or hieroglyphics. Field studies technique and a methodology for analysis will be discussed extensively. Orientation about the host countries includes documentary videos and lecture. An introduction lecture will be given and, without exception, all students must attend the full two weeks mandatory orientation and take the first test.

### Week I.

1<sup>st</sup> day: 9: 00 AM. – 10:30 AM. Welcoming address (Al-Hadid)

10: 30 AM. \_ 11:30 AM. The Technique of Journal Keeping (Yefru)

1: 30 PM – 3: 00 PM. Travel Itinerary and Course Syllabus (Yefru, Elkhateeb).

2<sup>nd</sup> day 9: 00 AM.- 10:30 AM. Basic Arabic Conversation (Elkhateeb).

11: 00 AM -12:00 Noon. Global Cultural Studies (AFAS 312 Yefru).

1:30 PM. 3:00 PM. Reading, and transliterating of Hieroglyphics (Davis).

3<sup>rd</sup> day: 9: 00 AM. - 10: 30 AM. Basic Arabic Conversation (Elkhateeb).

11: 00 AM -12: 00 Noon. Classical African Civilization (Yefru).

1: 30 PM.- 3: 00 PM. Hieroglyphics Translation (Davis).

4<sup>th</sup> day: 9: 00 AM. –10: 30 AM. Basic Arabic (Elkhateeb).

11: 00 AM. –12: 00 Noon The Ancient World (Yefru).

1: 30 PM. – 3: 00 PM. Hieroglyphics Reading (Davis).

5<sup>th</sup> day: 9: 00 AM –10: 30 AM Video Documentary (Davidson).

11: 00 AM- 12: 00 Noon. Video (Davidson)

1: 30 PM. – 3: 00 PM. Discussion (Yefru).

3:30 PM. –5:00 PM. 1<sup>st</sup> Journal Report

### Week II.

1<sup>st</sup> day: 9: 00 AM – 10: 30 AM. Basic Arabic (Elkhateeb).

11: 00 AM – 12: Noon. Paradigm Formation and Paradigm Shift (Yefru).

1: 30 PM. – 3:00 PM. The African Origin of Egyptian Civilization (Guest).

2<sup>nd</sup> day: 9: 00 AM. – 10: 30 AM. Basic Arabic (Elkhateeb).

11: 00 AM. – 12 Noon. Field Study Technique (Yefru).

1: 30 PM. 3:00 PM. Ancient World Historiography (Guest).

3<sup>rd</sup> day 9: 00 AM. – 10: 30 AM. Basic Arabic (Elkhateeb).

11: 00 AM – 12: 00 Noon. The Luxor Temple and The Ark (Yefru).

1: 30 PM Video The Black Kingdom of the Pharaoh (Documentary Video)

4<sup>th</sup> day 9: 00 AM. – 10: 30 Basic Arabic (Elkhateeb).

11: 00 AM. – Noon The Holly land of Africa (Documentary Video)

1:30 PM. 3: 00 PM. Discussion (Yefru).

5<sup>th</sup> day: 9: 00 AM. – 10: 30 AM. Last day of orientation and the first test. (90 minutes).

1: 30 PM. –3: 00 PM. 2<sup>nd</sup> Journal Report

## X. Travel Itinerary

### Weeks III & IV

After two weeks orientation at Tennessee State University, registered students for the Summer Field Studies Program will meet at Newark International Air Port in New Jersey (specific time and place of meeting will be announced). From Newark Airport, take a direct flight to Addis Ababa (time of departure, arrival and Air carrier will be announced)

**Addis Ababa:** First day, visit the city and its surroundings. Second day, visit the National Museum and examine the skeleton of Dink Nash (Lucy), 1.5 million years old female found in Southern Ethiopia. Attend a three days lecture at the Institute of Ethiopian Studies. Lecture includes the newly discovered human skulls found in Ethiopia; the skulls are the oldest, 160,000 years, and could be the direct ancestors of Homo sapiens. Topics at the Institute of Ethiopian Studies include the following:

1. The Newly discovered skull.
2. The Ark Worship of Egypt and the Ark of the Covennat.
3. The 25<sup>th</sup> Ethiopian Dynasty: Painki and Tahrqa.
4. The Sabeian Ethiopian connection.

5. The Foundation of ancient Ethiopian Historiography.

We will also attend lectures at the following international organizations:

1. African Union (AU).
2. United Nations Economic Commission for Africa (UNECA).
3. United Nations Population Funds (UNPA).
4. United Nations Children Fund (UNICEF)
5. UNAIDS.
6. United Nations Educational, Scientific and Cultural Organization (UNESCO).
7. United Nations Development Program (UNDP).

**Bahir Dar:** From Addis fly to Bahir Dar for a two days visit of Lake Tana, the source of the Blue Nile (the life giver of Egypt). Take a boat to the Island of Lake Tana and visit the Monasteries and the mummified kings of Ethiopia.

**Gondar:** From Bahir Dar fly to Gondar for a two days visit of the 16<sup>th</sup> century Castle.

**Lalibela:** From Gondar fly to Lalibela for a two days visit of the 12<sup>th</sup> century Rock Hewn Churches.

**Axsum:** From Lalibela fly to Axsum, the ancient capital city of Ethiopia, for a two days visit; examine the world's tallest Stella and visit the Church of St. Mary of Zion, where the original Ark of the Covenant is believed to be placed in its sanctuary. Fly back to Addis.

## **Weeks V & VI**

**Cairo:** From Addis fly to Cairo; first day, visit the city and its surroundings; attend a three days lecture at the American Research Center in Cairo; visit the Cairo Museum and the Pyramids. Lecture include Egypt and Ethiopia, particularly the 25<sup>th</sup> Dyansty, Pianki and Tahrka; this dynasty believed to be the Ethiopian dynasty. The relationship between Egypt and Nubia and the primordial linkages of the Nile Valley people.

**Luxor:** From Cairo take a train to Luxor, 800 miles south of Cairo, for a three days visit; the visit includes the Luxor Temple at Karnak, the Valley of the kings and the Valley of the Queens. At the Temple at Karnak, study carefully the Opet Festival depicted on the wall to help you compare the Ethiopian Procession of the Tabot, the Ark. Remember also the etymology of Tabot is Theb.

**Aswan:** From Luxor, take the Nile cruise boat to Aswan, Egypt's southernmost city for a three days visit. In the Aswan Museum, study carefully the Nubian artifacts and observe the unfinished Obelisks in the vicinity of Aswan; this will help students to compare the obelisk at Luxor and the Stela in Axsum. Visit the Elephantine Island and the Aswan Dam. Return back to Cairo for a flight to Addis. From Addis fly back to New York.

## **Weeks VI & VII**

All Students will meet at Tennessee State University for two Weeks and participate in the workshop and seminar. All students are required to present their project in a seminar format. The presentation of the project can be audio or video and topics must be within the specific guide lines given in the curriculum.

## **XI. Evaluation**

Student will be evaluated based on the following criteria:

1. 1<sup>st</sup> Journal Report-----10%
2. 2<sup>nd</sup> Journal Report-----10%
3. Field Studies Technique-----10%
4. Discussion and Participation-----10%
5. Team Work and Collegiality-----10%
6. Major Project-----40%
7. Project Presentation-----10%
- Total Points -----100%

**Summer Field Studies Program  
College of Arts and Sciences  
Department of Africana Studies  
Tennessee State University  
3500 John A. Merritt Blvd.  
P.O. Box 9054  
Nashville, TN 37209**

**XII. Requirement: Students' Binding Contract (Form 101)**

Students who would like to enroll in the summer field studies program must fulfill the following requirements:

1. Student must be at least a sophomore and in good standing.
2. The Summer Field Studies Program is a full summer session and student must register for at least one course.
3. Student must pay tuition directly to Tennessee State University and send a copy of payment receipt to the Summer Field Studies Program.
4. Student who did not register through Tennessee State University cannot participate in the program.
5. An application must be filed and sent directly to the Summer Field Studies Program.
6. Along with the application a \$100.00 non-refundable application fee must be paid (payable to the Summer Field Studies Program).
7. Application will not be processed without the application fee.
8. The application does not guarantee automatic acceptance to the program. The Summer Field Studies Program has the right to reject application, which does not fulfill its criteria and requirements. There will be no refund for rejected application.
9. All students are required to attend the orientation and follow the syllabus.
10. All students are required to follow instruction from the program coordinators and staffs.

11. The TBR and TSU student disciplinary rules, as printed in TSU Student Handbook, students may be removed from the program for misconduct. There will be no tuition remission if a student is terminated from program due to his/her misconduct.
12. All students are required to have private travel insurance and Tennessee State University shall not assume any liability or damage to individuals or groups.
13. All students are required to have a valid passport and entry visa to the host countries.
14. Withdrawals from the program will be allowed only during the first week of the orientation.
15. All Students are required to select a topic as their project during the orientation. Upon consultation of the program coordinator, the topic may be changed during the field studies. The project must be completed a week after returning from the field studies and submitted to the program coordinator. As part of the grade for the course students must give oral presentations about their project; the presentations can be audio, video or slides and can be presented during the field studies or upon returning.
16. Students who do not complete the project will be given an incomplete grade. The incomplete project must be completed within thirty days after the due date.
17. Students must provide information about health problems, which could affect full participation in the program.
18. As an individuals or groups students are required to assume full responsibility in behaving and respecting the culture and custom of the host countries.
19. Student must agree to the drug free environment; violation of this rule may result in the dismissal of the student from the program.
20. All students are subject to the supervision and authority of the program coordinator.

**XIII. Student's Binding Contact (Form 102)**

I have read the Student's Binding Contract 1-20 and agreed to accept all the requirements without exception. I have also provided truthful information with regard to my health and other pertinent information in my application to join the program.

Name of applicant----- Signature----- Date-----

Last Name, MI First Name \_\_\_\_\_

Name of Parent or guardian -----Signature-----Date-----

**For office use only**

Approved----Disapproved----Comments-----

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Authorized Signature-----Date-----

Return this form along with your application and a nonrefundable \$100.00 fee to:

**Wosene Yefru, Project Director  
Summer Field Studies Program  
College of Arts and Sciences  
Department of Africana Studies  
3500 John Meritt Blvd P.O. Box 9050  
Nashville, TN 37209  
Tell (615) 963-7462  
Fax (615) 963-7472  
E-mail [wefru@tnstate.edu](mailto:wefru@tnstate.edu)**

#### **XIV. Eligibility.**

The Department of Africana Studies accepts students primarily from ARCE consortium; however, students from other colleges and universities may apply, provided that the student has completed at least his/her first year in college with a minimum of 3.0 grade point average. Preference will be given to those students who are majoring in Africana Studies or African history. The Summer Field Studies Program is designed to train students in three areas: First, students will be trained in the global cultural studies. The field studies program will provide the opportunity to explore first hand, the institutions, values and traditions of other peoples. Second, the study of classical African civilization, a course designed to train students in the major analytical framework in the field of non- Western culture and civilization. Third, an examination of the African Extended Family as a basic unit of social organization is part of the field studies program. Since the field study has limited space, acceptance to the program is very competitive.

Faculty and staff who would like to join the program are not required to register for the class. However, they have to file a special application and pay a \$100.00 non-refundable fee to cover the orientation cost.

The two weeks orientation is mandatory. The following are the criteria for eligibility:

1. Citizen or permanent resident of US.
2. Must have a valid passport and entry visa to the host countries.
3. Proof of traveler's Insurance.
4. Four year and Community college faculty with special interest in Africa.
5. Elementary or Secondary teachers with special interest in Africa.
6. Administrators and staffs of four year and community college.

Scholarship (*Pending*): The Summer Field Studies Program is seeking funding from external sources to cover travel expenses for those students who have been accepted to the program. If funding is available, scholarship will be awarded based on the following criteria:

- a) Students must fulfill the student's binding contract requirement (Form 101),
- b) Student must have at least 3 grade point average,
- c) Students must have completed at least nine credit hrs in the discipline of Africana Studies,
- d) Those who are majoring in Africana Studies will be given preference,
- e) Students from the ARCE Consortium will be given preference.
- f) Students must pay \$15 application fee and register through TSU Web Site at [www.tnstate.edu](http://www.tnstate.edu)



11. In case of emergency give full address and telephone number-----

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Phone number -----Fax No.-----

## II. Academic Background.

12. Status: ---First year ---Second year ---Third year ---Fourth year

13. Major field -----

-

14. Semester credit completed to date: Undergraduate-----Graduate-----

15. Grade point average-----

16. Academic advisor's name-----Telephone No.-----

17. Address of your current school-----

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18. Colleges or Universities attended-----

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**XVI. Confidential Reference Form (Form 202)**

I agree to waive --- my right to access to this reference completed by-----

**Or**

**I do not agree to waive my right----- Student Signature-----**

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**The student must complete this part and sign this form whenever requesting a reference.**

**This student is applying to join the summer field studies program sponsored by Tennessee State University. We would very much appreciate if you assess the student’s potential and capabilities to be in the field studies program.**

**1. Basis and extent of your acquaintance with the applicant:-----**

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**2. Academic attribute (please use the figure 1-5 No. 5 being excellent):**

**Competence in major field of Studies----**

**Academic interest and motivation-----**

**Capacity for independent study-----**

**Resourcefulness----**

**Reliability---**

**3. Non-academic attribute**

**Ability to adopt to a new environment—**

**Self-confidence and self-esteem---**

**Ability to relate well to others---**

**Level of maturity---**

Emotional stability---

Open mindedness---

Integrity---

Honesty---

4. Please briefly state on a letter head the applicant's chances of success in the field studies program and send it directly in the address written below.

Evaluator's Name (print)-----

Title----- Signature-----

Address-----

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Please send to:

**Wosene Yefru, Program Director  
Summer Field Studies Program  
Department of Africana Studies  
P.O. BoX 9054  
Tennessee State University  
3500 John Meritt Blvd.  
Nashville, Tn 37209**

## Admissions

Students who are interested in the summer field studies program must be admitted by the Tennessee State University and pay tuition directly to the university. For application write to:

Office of Admissions and Record  
Tennessee State University  
3500 John A. Merritt Blvd.  
Nashville, Tennessee 37209-1561  
1-888-463-6878

OR

For more information visit Tennessee State University Web Site at [www.tnstate.edu](http://www.tnstate.edu)

## 2003-2004 Fees

Undergraduate Tennessee Students: \$604.00 for 3hrs    \$ 1,063.00 for 6hrs    \$ 1,537.00 for 9hrs

Undergraduate out of State Students: \$ 1,636 for 3hrs    \$ 3, 127 for 6hrs    \$ 4,633.00 for 9hrs

## Residence Facilities and Meal Plans

Students must arrange their own facilities and meals plans either through the university or of campus for the first two weeks orientation period. Please call the Division of Students Affairs for special arrangement at (615) 963-5036.

## Travel Cost

1. Round Trip Ticket: New York, Addis Ababa, Cairo, New York -- \$ 1,500
2. Domestic Flights in Ethiopia----- \$ 170
3. Lodging in Ethiopia----- \$ 500
4. Institutional fee in Ethiopia----- \$ 100
5. Lodging (room and board) in Egypt----- \$ 600
6. Institutional Fee in Egypt----- \$ 100

Total Travel Cost

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\$ 2, 970.00

## **Scholarship (Pending)**

The Summer Field Studies Program is currently seeking funds from external sources. If the program is funded the scholarship will be available for qualified students. For more information see the eligibility section.