Women’s Health Seeking Behavior in Rural Uganda

Sophia Bay, an IDS student, who graduated this Spring with a degree in cultural and medical Anthropology. In fall 2012, as part of her undergraduate studies, Sophia enjoyed a semester-long IE3 internship with the Cheetah Conservation Fund (CCF) in Orjiwarango, Namibia. Sophia learned about the CCF from CCF’s founder, Dr. Laurie Marker. From there she worked with the UM’s Kevin Hood in internship services to make her dream of a semester abroad in Namibia a reality.

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Founded in 1990, the Cheetah Conservation Fund’s ongoing mission is to be an internationally recognized center of excellence in research and education on cheetahs and their eco-systems, working with all stakeholders to achieve best practice in the conservation and management of the world’s cheetahs. CCF’s stance is that understanding the cheetah’s biology and ecology is essential to stabilizing the population and managing cheetahs for future sustainability. The CCF’s strategy to save the wild cheetah is a three-pronged approach of research, conservation, and education.

While working at the CCF was extremely time consumptive and at times physically demanding the experience was well worth the lack of free time. Sophia chronicled her experience at CCF in a personal blog (cheetahtracks.blogspot.com) and talked a lot about the positive learning environment she was able to enjoy.

During her time working with CCF Sophia spent a lot of her time working with the facilities dogs; feeding, walking, weighing and training them. While working with the dogs at CCF, Sophia got to witness Aleya, an Anatolian Shepherd, give birth to a litter of 6 puppies who Sophia got to help raise. “It is great to finally be able to get to know the individual personalities of the puppies after the last 2.5 weeks,” wrote Sophia in her blog. “I cannot wait to watch them grow up more!”

Sophia also engaged with the cheetahs housed at the facility, helping with feeding a couple of days a week. Through this she was able to learn a lot about cheetah eating habits, care, and natural systems. The cheetahs are fed 6 days a week and before feeding begins the interns prepare the meat for each cheetah and then give ‘the meat speech’ to any visitors to the center. In her blog Sophia describes the first time that she was responsible for giving the speech and detailed its contents. “We give our cheetahs approximately 2 kg of meat 6 days a week. This is less than they would eat in the wild, but we feed them every day whereas wild cheetahs could go 3-4 days without a meal. One day a week we give them a starve day. This clears their system and is very natural and healthy for all cheetahs.”

Sophia not only received college credit for her time working with dogs and cheetahs, but thanks to IE3 she received a UM tuition waiver to help her fund her internship opportunity. To find out more about how you can make your internship dreams come true, contact Kevin Hood with UM Internship services at kevin.hood@mso.umt.edu or drop by and visit him in Lommasson 173.

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Fall 2014 IDS Courses
New IDS Director, Teresa Sobieszczyk, brought some new activities to IDS this past year. IDS began the 2013/2014 with our first annual IDS potluck. Students gathered at Teresa’s home to get to know each other over food and games. IDS also sponsored an International Careers workshop to assist IDS students in directing their educational experiences towards international careers. Later in the fall semester, IDS brought Janet Muthoni-Ouko, advisor to the Kenyan Minister of Education, to UM to talk about Civil Society Activism for Kenyan Education.

Spring semester started off with a workshop on Fundraising for International Travel featuring IDS graduate, David Schaad. The workshop explored potential fund raising opportunities both on and off campus for students who need help funding international internship opportunities as well as UM study-abroad courses.

The grand finale of the IDS year was Na Za Na Za, a cross-cultural simulation game IDS hosted during International Week. During the simulation participants were divided into two groups, each with their own set of cultural rules. Once each group had a chance to practice their cultural norms, spies are sent to observe the other culture and report back to their team.

Next, when trade missions from each group were exchanged, participants attempted to mimic the culture receiving the trade mission. The nearly 40 participants jumped right into their assigned culture and a good time was had by all (see photos).

Fall 2014 features two excellent IDS content courses. First, for the first time in 4 years, IDS Director Teresa Sobieszczyk will be offering SOC 212-Social Issues in Southeast Asia. The course is almost as good as sex, in that it provides both “S” (social science) and “X” (indigenous and global perspectives) general education credit in addition, to being an IDS content course. The course focuses on development issues in SE Asia, including marriage migration, human trafficking, urbanization, poverty, environmental and sustainability, race/class/gender issues, and equity issues related to development.

Another great IDS content course offered next fall is Dr. Kimberly Maynard’s Transitions from War to Peace (MANS 395). The course looks at the nature of conflict and conflict recovery while examining international assistance programming such as humanitarian, peace building, reconstruction, livelihoods, governance, and community driven development and the international organizations that implement them. It will also explore the role policy makers play in establishing priorities, aid funding, and foreign policy in various war-ridden countries (e.g. Afghanistan, Burma, South Sudan) and the question of what works and what doesn’t in helping societies recover.
KEITH BOSAK HELPS BUILD UM—KU EXCHANGE

IDS professor Keith Bosak is working with colleagues from India on a project titled Impacts of Climate Change and Changes in Socio-Economic Structure on Indigenous Populations: A Research, Education & Community Development Initiative between The University of Montana and Kumaun University in India. The project, funded by the Obama Singh grant, provides opportunities for graduate students, faculty, and administrators from UM to engage in research and cultural exchange in India, as well as Kumaun University (KU) students, faculty, and administrators to participate in research and cultural exchange activities in the Montana. The goal of this initiative is to develop meaningful partnerships between U.S. and Indian institutions that will lead to graduate student and faculty exchanges. KU is recognized for interdisciplinary research focused specifically on mountain environments. Given its location in the Indian Himalaya, KU closely interacts with Indigenous communities through active research agenda.

The University of Montana’s Native American Research Laboratory (UM NARL) will also play a key role in the OSI project.

Keith, along with two UM students, arrived in India last summer to work with KU collaborators and students to finalize the research projects. During their time at KU, a survey questionnaire was developed to assess impacts and perceptions of climate change and socio-economic change on the tribal Bhotiya population living within the Niti Valley (study site). Then, this fall the partners from Kumaun University spent two weeks at the University of Montana. During their visit the KU team had meetings with the OSI grant team, the UM Geography department, and explored associated UM labs. To round out there visit UM and KU colleagues participated in a 4 day cultural exchange with the indigenous Blackfeet Tribe of northern Montana and southern British Columbia. They traveled to the the Blackfeet reservation for a workshop as well as recreation including buffalo herding, participation in a Blackfeet pipe ceremony, and visits to archaeological sites. This four day exchange was very informative for both sides with the KU team learning about Blackfeet culture and tradition and the Blackfeet learning about Indian culture and tradition. As part of the cultural exchange there was a workshop where nine speakers from the Blackfeet Nation spoke on various topics from culture and history to combining indigenous knowledge with scientific knowledge for climate change adaptation. The trip also featured meetings with Blackfeet elders and homestays with local families.

IDS PROFESSOR GUEST LECTURES AT DRAKE UNIVERSITY

University of Montana Associate Professor of Environmental Studies and International Development Studies minor Steering Committee member, Dan Spencer had the opportunity to present a lecture entitled Globalization, Inequality, and the Good Life: Opportunities and Challenges for a Just and Sustainable World at Drake University March 6th, 2014. Professor Spencer’s lecture, part of the 2014 Hawley Foundation Lecture Series, focused on the paradox of the inequalities of development under globalization of the world economy.

Professor Spencer’s lecture examined the relationship between inequality, globalization sustainability, and our moral roles as consumers and citizens. Professor Spencer stated, “We live increasingly in a global world, where over 99% of the world’s population live in nations that participate in a single global market economy. Yet one of the paradoxes of globalization is that along with increased prosperity for some has come greater economic inequality and social insecurity for many. At the same time globalization strains the limits of the earth’s ecosystems and fuels the engines of climate change.”

The Drake lecture explored “different approaches to globalization and the moral vision of the ‘good life’ that grounds each model to better understand why there are such different views of globalization and inequality.” Spencer used case studies in Nicaragua, China, Vietnam, and South Africa to shed light on the relationship between poverty, inequality, and environmental degradation. Spencer concluded his lecture with a discussion of what we as consumers and citizens in wealthy, developed nations can do and what our moral responsibilities are in the current context of globalization, inequality and climate change.

IDS professor Ranjan Shrestha received a Luce Fellowship from the American Institute for Indonesian Studies (AIFIS) for his research on evaluating the health insurance program for the poor in Indonesia. Ranjan will spend time at the Gadjah Mada University in Yogyakarta and SMERU Research Institute in Jakarta this summer as part of the fellowship. Watch for a report back from Ranjan’s adventures in next fall’s IDS newsletter.

IDS faculty member Phyllis Ngai received a $14,700 grant from Montana Office of Public Instruction to support teachers in Missoula County Public Schools to integrate Indigenous perspectives into global education. Part of this grant program is a series of seminars connecting teachers to Indigenous Studies scholars at UM. One of main goals is to enhance teachers’ background knowledge for teaching international development issues at the high-school level.
What is International Development Studies?

International Development Studies is an interdisciplinary field of study focusing on the interconnected processes of social, political, economic, cultural, and environmental change taking place in low-income countries and disadvantaged regions of wealthy countries. Coursework in the minor emphasizes a global perspective on the process of change and development, critical analysis of the role of internal and external influences on the development process, and applications to local (including Montana) situations and challenges. The IDS minor takes advantage of existing faculty expertise and courses to offer an interdisciplinary experience for those students interested in either international or domestic development work. Students minoring in IDS will develop knowledge and skills appropriate for graduate study and for working in non-governmental organizations, international and bilateral government development organizations, the U.S. Peace Corps and other national/international equivalents, and/or community-development groups. In addition, completion of the IDS minor qualifies students for a Peace Corps Prep Program Generalist Certificate and IDS oversees seven PCPP specialization certificates.

KIMBER McKay: TEACHING THE NEXT GENERATION OF RESEARCHERS THROUGH STUDENT/FACULTY COLLABORATION

IDS Professor Kimber McKay’s work with students exemplifies the benefits of student/faculty research collaborations. With the assistance of a cadre of UM students, Kimber has been busy with research projects in both Nepal and Uganda. The research projects, which focus on health issues in development from a Medical Anthropological perspective, are a training ground for students in data management and analysis programs SPSS & NVIVO, research design, grant-writing, and paper/poster presenting. Throughout the semester Kimber holds bimonthly meetings with her research group which includes three undergraduate researchers, three MA students and three PhD students. By meeting together students have an opportunity to learn from each other as well as provide peer-to-peer support for their own endeavors while contributing to a larger research project.

In addition to development of students’ research skills, faculty/student collaboration provides students with an opportunity to collaborate on papers for publication with faculty members. Kimber is collaborating with three IDS students on papers for publication including a paper with Sophia Bay called “Health Seeking Behavior by Pregnant Women in Rural Uganda.” The research was funded by a Davidson Honors College (DHC) scholarship designed specifically to support student-faculty research. The paper was presented at UM Conference for Undergraduate Research (UMCUR) and is to be submitted to the East African Journal of Public Health. In addition, IDS student Desiree Acholla is collaborating with Kimber on a paper called “Addressing the Menstruation Gap in Ugandan Girls’ Education” and IDS student Lucy Tompkins is collaborating with Kimber on a paper called “Variations in Ideal Family Size and Contraceptive Use among Villagers in Humla, Nepal.” Both papers were presented at UMCUR and will be submitted for publication to East African Journal of Development Studies and the Contributions to Nepalese Studies respectively.

Working with IDS professors on development related research not only provides you with critical skills needed for graduate work, builds your academic resume and develops great relationships with mentors, it is also a great way to get IDS content credits! Independent study or research credits create room in your schedule to follow your passion and DHC undergraduate research scholarships can fund your work. For more information about student/faculty research collaborations talk to your favorite IDS professor!

FALL IDS CORE COURSES

COMX 204X International and Development Communication:  On-line
ENST 487 Globalization, Justice and the Environment (MW 3:10-4:30)
GPHY 141S Geography of World Regions (TR 9:40-11:00)
PTRM 451 Tourism and Sustainability (MW 12:10 to 1:30)
SOCI 270 Introduction to Development Sociology (F & Soph only) (TR 9:40-11:00)
SW 465 Social Work in a Global Context (W 6:10-9pm)

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