ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.
(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  October 8, 2010

1. ACADEMIC UNIT:  Women and Gender Studies

2. COURSE PROPOSED:  WST 365 Women and International Health 3

(prefix)  (number)  (title)  (semester hours)

3. CONTACT PERSON:  Name: Amanda Smith  Phone: 5-3897

Mail Code: 4902  E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
- Literacy and Critical Inquiry-L
- Mathematical Studies-MA
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ

Awareness Areas
- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  ☑ No  ☐ Yes; Please identify courses: __________________________

Is this a multisection course?:  ☑ No  ☐ Yes; Is it governed by a common syllabus? __________________________

Georganne Scheiner-Gillis
Chair/Director  (Print or Type)

Chair/Director  (Signature)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: 1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, 2) the study of contemporary non-English language courses that have a significant cultural component, 3) comparative cultural studies with an emphasis on non-U.S. areas, and 4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>GLOBAL AWARENESS [G]</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
<td>Syllabus: course objectives and required readings. Examples of text provided.</td>
</tr>
<tr>
<td></td>
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<td>2. Course must be one or more of following types (check all which may apply):</td>
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<tr>
<td></td>
<td></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</td>
<td></td>
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<td>b. Contemporary non-English language courses that have a significant cultural component.</td>
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<td>c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
<td>Syllabus: course schedule, pg 3-4.</td>
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<td>d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.</td>
<td>Syllabus: required readings and schedule (pg 3-4) Examples of text provided.</td>
</tr>
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</table>
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the U.S.</td>
<td>This class is designated to provide students with an in-depth examination of the field of women’s global health and human rights by illustrating the realities of everyday life outside the industrialized world, including the impact of poverty, discrimination, and gender-based disparities in health and access to health care. All of the required text deal with this criteria.</td>
<td>Syllabus: course objectives and required readings. Examples of text provided.</td>
</tr>
<tr>
<td>2C. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
<td>2C. This criteria is met with various course topics and lectures. For example in the syllabus provided: week of 1/25, 2/24, 3/10, and 4/21 just to name a few.</td>
<td>Syllabus: course schedule, pg 3-4.</td>
</tr>
<tr>
<td>2d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of</td>
<td></td>
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<td>2d. This criteria is specifically met with required text such as Sex at the Margins, and Reproductive Rightst in a Global Context. Also, various course topics are also important to meet this criteria. For example, in the syllabus provided: week of 3/10, 3/24, and 4/14.</td>
<td>Syllabus: required readings and schedule (pg 3-4) Examples of text provided.</td>
</tr>
</tbody>
</table>
nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.
WST 365: WOMEN & INTERNATIONAL HEALTH  
SS 208  
M/W 2-3:15 PM

Instructor: Yasmina Katsulis, PhD  
Email: yasmina.katsulis@asu.edu  
Office Phone: (480) 727-6354  
Cell Phone: (480) 677-9461 (emergency)

Assistant Professor of Women & Gender Studies  
Office: WEST HALL 227  
Office Hours: M/W 12 - 1:30pm  
Website: www.profkat.info

TEACHING ASSISTANT: Jennifer Apple (jennifer.apple@asu.edu)

OFFICE HOURS: I will be as accessible as possible to students outside of class. I encourage you to come speak with me during office hours. For brief communication, e-mail is the best way to be in touch with me. My cell phone is provided above in case of emergency. I keep office hours for a reason, and that reason is to provide additional assistance to any student who is having trouble mastering concepts, writing study notes, or getting through the more challenging readings. I will also provide guidance and/or discussion about honors work, independent readings, community service, graduate school, or any other related activities.

COURSE DESCRIPTION: This course presents in-depth, grounded ethnographic studies of women’s global health and human rights in the face of the myriad changes that are remaking the face of contemporary societies. This class is designed to provide you with an in-depth examination of the field of women’s global health and human rights by illustrating the realities of everyday life outside the industrialized world, including the impact of poverty, discrimination, and gender-based disparities in health and access to health care.

STUDENT LEARNING OUTCOMES: This course fulfills a Science and Society requirement. After passing this course, you should be able to:

1) understand the relationships between global health, societies, and the social sciences;
2) develop a critical understanding of the major principles in the field of women’s global health issues; and
3) demonstrate (through class participation and an analytical paper) the ability to formulate, communicate, and defend well-informed views of your own concerning these issues.

KEYS TO SUCCESS: 1) Stay on top of your readings. There is a lot of material covered in this class. The readings are interesting, and you will get a lot out of them, in addition to improving your grade. 2) Come to class as often as possible. The exams will be much easier for you if you attend lectures. 3) Utilize lecture notes and slides to prepare for your exam. You should be familiar with everything we covered prior to the exam. The sample questions on blackboard are meant to TEST your knowledge. They are no substitute for lecture notes.

REQUIRED READINGS: You are expected to complete readings during the week for which they are assigned. You are accountable for all readings through in-class discussions and activities. There are five books required for this course. These books are very readable, and you will breeze through them quickly. There is also an additional reader for the course that is optional. The books are available for purchase through the ASU bookstore and online. Purchasing your books online at the beginning of the semester is the best way to save money. The bookstore runs out of books quickly – they also return unsold books a few weeks into the semester. Don’t let this happen to you!

REQUIRED
5. Agustin. Sex at the Margins

OPTIONAL

Readings and exams are broken into three units. Several additional readings for each unit are provided via Blackboard.
FORMAT: This course will be conducted as a combined lecture and discussion course. Lectures often cover materials NOT covered in the readings – so it is important that you give attention to both. In class, lectures and discussions will be supplemented by in-class writings, occasional in-class exercises and screening of selected videos. All students are expected to come to class prepared to participate. This means, at a MINIMUM, that you have read and thought about the readings before coming to class. My hope is that you will make an effort to make connections between your readings and the outside world (current events, personal experiences, your own relationships, film and TV media, etc.). These are precisely the sort of informed comments and queries that make class discussions rich and exciting. Have a media clip, cartoon, or article to share? Email it to me!!

REQUIRED VIDEOS: We will be watching several videos in class, and discussing them. Dates for in-class videos are subject to change, depending on how things progress. Exam questions will draw upon reading AND video material, so it is very important that you give attention to both.

WHAT NOT TO DO: I find text messaging, web surfing, intermittent chatting, arriving late for class, and leaving early highly disruptive. If you cannot provide me and your classmates with your full attention, don't come to class.

VIDEO (5%) AND BOOK EXERCISES (5%): Instructions for these exercises are attached to your syllabus.

EXAMS (80%): There are three exams required in this course, each of these is worth 30% of your final grade. The exams are not cumulative. The exams are comprised of true/false and multiple choice questions based on main ideas, concepts, and scientific findings illustrated in assigned readings, lectures, and videos. You should NOT expect that a separate comprehensive study guide will be provided for you. Some sample questions will be posted on blackboard. The questions reflect the style and content you can expect on the exam. You can practice answering these questions via the quiz option in blackboard, and you can take the quizzes as many times as you like (the quizzes are neither graded nor required). Please note that these are SAMPLE questions, and that you can expect to see additional or slightly altered questions on the actual exams.

*** YOU MUST BE IN CLASS, AND READY TO TAKE THE EXAM, WITHIN 20 MINUTES OF THE STATED STARTING TIME.

MAKE UP EXAMS: THESE ARE ONLY ALLOWED IN CASES OF DOCUMENTED MEDICAL EMERGENCY. THERE ARE NO EXCEPTIONS TO THIS POLICY. YOU WILL NOT BE ALLOWED TO SCHEDULE YOUR EXAM DATE AND TIME FOR YOUR OWN CONVENIENCE, OR BECAUSE YOU WILL BE OUT OF TOWN. PLEASE CHECK ALL EXAM DATES AND TIMES ON THE FIRST DAY OF CLASS, TO MAKE SURE YOU WILL BE AVAILABLE. IF YOU HAVE A SUDDEN (DOCUMENTED) MEDICAL EMERGENCY ON THE DAY OF THE EXAM, PLEASE CONTACT JENNIFER APPLE WITHIN 48 HOURS. YOU ARE REQUIRED TO TAKE YOUR EXAM WITHIN ONE WEEK OF THE ORIGINAL DATE. YOU WILL ONLY BE ALLOWED ONE OPPORTUNITY TO RETAKE THE EXAM, IF YOU DON'T SHOW UP FOR YOUR SCHEDULED, PROCTORED EXAM, YOU WILL RECEIVE A ZERO FOR THAT EXAM.

GRADING POLICY: The grading policy follows. It is important to remember that no grade is "given". Instead the student earns points which will be objectively calculated on percentage scale (see below).

The following are the cutoff points for each grade (the +/- grading system is used in this class).

90-91% (A-) 92-97% (A) 98-100% (A+)
80-81% (B-) 82-87% (B) 88-89% (B+)
70-77% (C) 78-79% (C+) 60-69% (D)
59% or less (E)

QUALIFIED DISABILITIES: Please see me before the end of the second week of classes if you need accommodation for a qualified disability.

COMPUTERS, BLACKBOARD SYSTEM, AND EMAIL:
You are required to have weekly access to email and a computer for this course. I may posting notes, articles, and announcements on blackboard as well as my lecture slides. I do send class emails as needed – the email
address used is your ASU email address (no exceptions!). If you do not regularly check your ASU EMAIL address, you need to go to webmail.asu.edu/emma - Log in, then click on the left hand frame that says “IMAP forward,” and follow the directions to forward your ASU email to your preferred address. If you have questions, speak to someone at Computing Commons.

ACADEMIC HONESTY: In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” as using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:

http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.html#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

MISSING CLASS: Every one of you is likely to miss at least one class this semester. If/When you do, please note the following: I will be able to provide you with study notes, or overviews of what you missed in class. Don’t ever ask your teacher, “Did I miss anything?”...

Instead, follow these steps:
1) check Blackboard in case you missed any important announcements
2) review the lecture outlines posted online and make sure you comprehend the basic concepts and findings covered
3) ask a fellow student to see their notes (lectures will reinforce reading materials, but they will also contain NEW information that you are responsible for)
4) if you have questions, visit me during my regular office hours

Please do not contact me with reasons as to why you missed class – given that 20% of the class is absent any one particular day, these emails can quickly become overwhelming.

HONORS CREDIT: This course can be taken for honors credit. Please discuss your ideas with me within the first few weeks of class before submitting a footnote 18 contract. Sample projects include: Short Analytical Paper (5-7 pages); Mini-lecture (10 min); Creative Project; Service learning project.

Need some ideas? Look for videos online at the ASU library. There are many videos that will increase your understanding of how women are working around the world to create change in their quality of life, and the health outcomes of themselves and their families. You might view these videos to improve your knowledge of a specific area or issue, or to get ideas for something new to cover for your project. Look for the “Why Women Count Video Clip Collection Series”, anything from Women Make Movies, or keyword “human rights”.

COURSE SCHEDULE

UNIT ONE

W 1/20 Course Overview, VIDEO: Africa’s Children: Kenyan Women in Transition

M 1/25 Lecture: Reproductive Health, Maternal Mortality

W 1/27 VIDEO: A Walk to Beautiful
Book Discussion:  *Monique & the Mango Rains: Two Years with a Midwife in Mali.*

READ on Blackboard: from ABC to GEM, and Global Gag Rule on HIV/AIDS
Lecture: Women and HIV/AIDS

VIDEO: *Something like a War* (family planning in India)

Lecture: Sexual Health, Female Genital Cutting

VIDEO: *The Right to Femininity: Fighting Female Circumcision*

Book Discussion: *Born in the Big Rains: A Memoir of Somalia and Survival*

UNIT ONE EXAM

UNIT TWO

Lecture: Gender, Violence, and Warfare

VIDEO: *Operation Fine Girl: Rape Used as a Weapon of War in Sierra Leone*

Book Discussion: *Bush Wives & Girl Soldiers: Women’s Lives through War & Peace in Sierra Leone*

VIDEO: *UN Peacekeepers and the Women*

Lecture: Water and Food Security

3/15 – 3/17 SPRING BREAK

Book Discussion: *Dancing Skeletons: Life and Death in West Africa*

VIDEO: *Flow: For the Love of Water*

UNIT TWO EXAM

UNIT THREE

VIDEO: *Lives for Sale: Human Trafficking*

Book Discussion: *Sold*

Lecture: Commercial Sex Work in Tijuana, Mexico

VIDEO: *Highway Courtesans*

Lecture: Gender, Occupational Health, and Migration

Lecture: Urbanization; VIDEO: *Life. Slum futures*

Lecture: Gender and Infectious Disease

Lecture: Breastfeeding, Vaccines, and Infant Mortality


UNIT THREE EXAM:  **Monday, May 10   12:10 - 2:00 PM**
VIDEO EXERCISES (5%) 

INSTRUCTIONS:  
When you watch the video, make notes about:

1) Discussion questions that we can use in class.  
This might include asking people to give their opinion about a controversial topic, exploring issues that could have been covered in more depth, comparing how certain situations are dealt with in different settings or cultures, making connections between different health topics or human rights issues, etc.

2) Potential test questions that would make sense to have on an exam.  
This can include (well-written) multiple-choice or true/false questions about key issues or concepts. A well-written question is challenging enough that you probably wouldn’t guess the answer if you hadn’t actually watched the video. The question should help a student to demonstrate they understand an issue or concept of importance (not something trivial).  
*Make sure you include the correct answer!!!

Please use as much space as you need, but PRINT CLEARLY.

You must submit one question of each type in order to receive credit.

- You need to submit 5 exercises to receive full credit.  
- You can do this exercise for any (and every) video used in this class. There are about ten videos schedules to be shown in class. You can do more than 5 exercises if you wish, in order to receive a small amount of extra credit. (Just remember, you will not receive any credit (extra or otherwise) if you do not submit your exercise before the end of the class period)
- If time allows, I will request volunteers to share what they’ve written down. Make sure you submit your notes (along with your name) before leaving class.
- Remember, these exercises make up 5% of your final grade. Late submissions will not be accepted for credit.
- If your questions are either illegible or don’t demonstrate to us that you have taken the exercise seriously, you may receive no, or partial, credit.
- If you are ill on the day that a video is shown, some (but not all) are available through the ASU library. It is your responsibility to make arrangements to watch the video on your own, and to send your assignment to jennifer.apple@asu.edu. If you elect this option, it is your responsibility to submit the assignment BEFORE the end of the class period on the scheduled date for the discussion. If you miss this deadline for ANY reason, you will not receive credit for the exercise. Remember, not all videos will be available to you outside of class. You will not be allowed to substitute any videos for a scheduled video.
BOOK EXERCISES (5%)

INSTRUCTIONS:
When you read the book, make notes about:

1) Discussion questions that we can use in class.
   This might include asking people to give their opinion about a controversial topic,
   exploring issues that could have been covered in more depth, comparing how
   certain situations are dealt with in different settings or cultures, making
   connections between different health topics or human rights issues, etc.

2) Potential test questions that would make sense to have on an exam.
   This can include (well-written) multiple-choice or true/false questions about key
   issues or concepts. A well-written question is challenging enough that you
   probably wouldn’t guess the answer if you hadn’t actually watched the video.
   The question should help a student to demonstrate they understand an issue or
   concept of importance (not something trivial).
   *Make sure you include the correct answer!!!

Please use as much space as you need, but PRINT CLEARLY.

You must submit one question of each type in order to receive credit.

• You will do this exercise for all five books required for this course in order to receive full
  credit.
• On the day that we are scheduled to discuss the book, I will request volunteers to share
  what they’ve written down. Make sure you submit your exercises (along with your name)
  before leaving class.
• Remember, these exercises make up 5% of your final grade. Late submissions will not be
  accepted for credit.
• If your questions are either illegible or don’t demonstrate to us that you have taken the
  exercise seriously, you may receive no, or partial, credit for that exercise.
• If you are ill on the day that your assignment is due, you can send your assignment to
  jennifer.apple@asu.edu. However, if you elect this option, it is your responsibility to
  submit the assignment BEFORE the end of the class period on the scheduled date for the
  discussion. If you miss this deadline for ANY reason, you will not receive credit for the
  exercise.
SAMPLE EXERCISE

NAME: (print clearly) ________________________________
VIDEO: Africa's Children: Kenyan Women in Transition

TEST QUESTION
According to the film Africa's Children: Kenyan Women in Transition, the barbed wire fence around the AIC girl’s boarding school in Kenya is meant to:
   a) keep the girls inside, so that they don’t turn to street prostitution and drugs
   b) protect the girls from their families or future bridegroom, so that they aren’t persuaded to leave school and become child brides
   c) protect the school from the soldiers and incidents of violent civil warfare
   d) protect the girls from the gang rapes that they are vulnerable to as children living away from their families

The correct answer is “b”.

DISCUSSION QUESTION
Traditionally, the price of a Masai bride is paid in cattle. This is known as the “bride price”. How do you think this tradition might impact young women and girls when they get married?
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‘In restoring those living on the fringes of western societies to their full humanity, this invigorating book undermines our stereotypes and provides a challenging but unforgettable picture.’

JEFFREY WEEKS, London South Bank University

This groundbreaking book explodes several myths: that selling sex is completely different from any other kind of work, that migrants who sell sex are passive victims, and that the multitude of people out to save them are without self-interest.

Laura Agustín makes a passionate case against these stereotypes, arguing that the label ‘trafficked’ does not accurately describe migrants’ lives and that the ‘rescue industry’ disempowers them. Based on extensive research amongst both migrants who sell sex and social helpers, *Sex at the Margins* provides a radical analysis. Frequently, says Agustín, migrants make rational choices to travel and work in the sex industry. Although they are treated as a marginalised group, they form part of the dynamic global economy.

Both powerful and controversial, this book is essential reading for all those who want to understand the increasingly important relationship between sex markets, migration and the desire for social justice.

LAURA MARÍA AGUSTÍN studies cultural and postcolonial issues linking commercial sex, migration, informal economies and feminist theory.
Reproductive Rights in a Global Context

South Africa
Uganda
Peru
Denmark
United States
Vietnam
Jordan

Lara M. Knudsen
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A young activist investigates policies and practices of abortion, contraception, and sex education in seven countries across five continents.

"Reproductive Rights in a Global Context" offers a feminist vision of reproductive health care that bridges the divide between North and South, without neglecting the societal distinctions that characterize the diverse countries covered by the book. The book is an essential primer on the comparative experiences of reproductive rights for practitioners, activists, and scholars of reproductive health and rights.

—Lisa Ann Riches, Radcliffe University

Training alone when she was between 14 and 22, with no institutional affiliation and no formal assistance, the author visited five developing countries and two developed ones on five continents. Her goal was to extend her own experience in an abortion clinic in Portland, Oregon. Lara Knudson interviewed over 90 women's rights activists, health professionals, NGO workers, and government officials, earning a sense of both official policies and the actual delivery of services in local clinics.

In each setting, she asked, "How much control do women have over their bodies and fertility-related decisions?" To begin to understand the answer to this question, the book examines women's access to sex education, maternity care, family planning, and abortion, and analyzes how much power women in diverse contexts have to negotiate sexual practices.

The book places the experiences of women within the global context of how international population control agendas have influenced women's reproductive rights in the past and how the changing international discourse on reproductive health continues to influence those rights today.

Lara M. Knudson, born in Portland, Oregon, graduated from Middlebury College in Vermont in 2003. She is currently a student of medicine and public health at George Washington University in Washington, D.C., and plans to pursue a career in women's health.

Vanderbilt University Press
Nashville, Tennessee 37235
www.VanderbiltUniversityPress.com

Bush Wives and Girl Soldiers
WOMEN’S LIVES THROUGH WAR AND PEACE IN SIERRA LEONE
Chris Coulter
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"Chris Coulter's painstaking and compassionate ethnography focuses on the diverse experiences of Sierra Leone women during a decade-long civil war. But by broadening her horizons to include prewar and postwar perspectives, Coulter provides a compelling account of the family tensions, moral quandaries, gender conflicts, economic hardships, and structural violence with which many African women have always had to contend, often with remarkable resilience and resourcefulness."

—MICHAEL D. JACKSON, Distinguished Visiting Professor of World Religions, Harvard University

"Chris Coulter's *Bush Wives and Girl Soldiers* is a groundbreaking study of female ex-combatants in Sierra Leone. Through one of the most sensitive ethnographies of conflict available, she explores young women's predicaments and strategies for living in a violent conflict, their renegotiation of gendered lives in postwar families and communities, and their responses to contradictions generated by international processes of disarmament, demobilization, and reintegration. Her nuanced, gendered analysis provides a strongly compelling study of postwar intervention that forces us to rethink ideas about child and youth combatants."

—ROSALIND SHAW, Tufts University

During the war in Sierra Leone (1991–2002), members of various rebel movements kidnapped thousands of girls and women, some of whom came to take an active part in the armed conflict alongside the rebels. In a stunning look at the life of women in wartime, Chris Coulter draws on interviews with more than a hundred women to bring us inside the rebel camps in Sierra Leone. Coulter weaves several themes through the work, including the nature of gender roles in war, livelihood options in war and peace, and how war and postwar experiences affect social and kinship relations.

CHRIS COULTER is a lecturer and researcher at Uppsala University and coauthor of *Young Female Fighters in African Wars*. 

Cornell Paperbacks
Cornell University Press
www.cornellpress.cornell.edu

Cover photograph: Bush wife of CDF fighter
Used by permission of the photographer, Daniel J. Hoffman.
MONIQUE
AND THE
MANGO RAINS

Two Years with a Midwife in Mali

Kris Holloway
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MONIQUE AND THE MANGO RAINS is the compelling story of a rare friendship between a young Peace Corps volunteer and a midwife who became a legend...

Monique Dembele saved lives and dispensed hope in a place where childbirth is a life-and-death matter. This book tells of her unquenchable passion to better the lives of women and children in the face of poverty, unhappy marriages, and endless backbreaking work. Monique's buoyant humor and willingness to defy tradition were uniquely hers. In the course of this deeply personal narrative, as readers immerse themselves in the rhythms of West African village life, they come to know Monique as friend, mother, and inspired woman.

As heard on NPR and PRI/BBC’s The World
A Boston Globe pick

"There have been many accounts of studying people from other cultures, but few of actually being friends with them. Anyone who is curious about what such a friendship feels like from the inside should read this respectful but intimate account."

ANNE FADIMAN
Author of The Spirit Catches You and You Fall Down

"This funny, poignant book connects us immediately with women in a far-off land; their triumphs become ours, their struggles become ours."

CAROL BELLAMY
Former Director of UNICEF & U.S. Peace Corps

"...as compelling as any novel."

Entertainment Weekly (EW Pick)
DANCING SKELETONS
LIFE AND DEATH IN WEST AFRICA

KATHERINE A. DETTWYLER
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Freedom from Hunger: Self-Help for a Hungry World  171
DANCING SKELETONS
LIFE AND DEATH IN WEST AFRICA

This personal account by a biocultural anthropologist illuminates important, not-soon-forgotten messages involving the more sobering aspects of conducting fieldwork among malnourished children in West Africa. With nutritional anthropology at its core, Dancing Skeletons presents informal, engaging, and oftentimes dramatic stories from the field that relate the author's experiences conducting research on infant feeding and child health in Mali.

Through fascinating vignettes and honest, vivid descriptions, Dettwyler explores such diverse topics as ethnocentrism, culture shock, population control, breastfeeding, child care, the meaning of disability and child death in different cultures, female circumcision, women's roles in patrilineal societies, the dangers of fieldwork, and the realities involved in researching emotionally draining topics. Readers will alternately laugh and cry as they meet the author's friends and informants, follow her through a series of encounters with both periurban and rural Bambara culture, and struggle with her as she attempts to reconcile her very different roles as objective ethnographer, subjective friend, and mother in the field.

Waveland Press, Inc.

ISBN 10: 0-88133-748-X
THE SKY

Nicholas D. Kevles and Sherri Winn

HALF THE SKY

The image contains text from a page, but the content is not clearly readable due to the quality of the scan. It appears to be a page from a book discussing topics such as sky, with possible contributions from Nicholas D. Kevles and Sherri Winn. The text is not legible enough to transcribe accurately.