Get Inspired by *Half the Sky*

- “I read that at the [Indian] border, the security guards check for DVDs but not for trafficked little girls. This broke my heart. I’m also a father and I have a daughter. It made me realize that what we value in western culture matters to other countries. So unless we value [these issues], other cultures won’t value them, too.” – Ryan Astengo, ELAC student

- “In the nineteenth century, the central moral challenge was slavery. In the twentieth century, it was the battle against totalitarianism. We believe that in this century the paramount moral challenge will be the struggle for gender equality around the world.” – Nicholas D. Kristof and Sheryl WuDunn

- “You know, in the past, we could think in terms of our local problems, and one of the things we finally recognized is the big problems that we face cannot be solved, unilaterally or in one corner of the globe. It requires working across the entire globe to solve the big issues.” - Ruth Simmons, former President, Brown University

- “Women aren’t the problem but the solution. The plight of little girls is no more a tragedy than an opportunity.” – Nicholas D. Kristof and Sheryl WuDunn

*Here is what ELAC students said after the November 2017 student screening:*

- “I would like to pursue this issue as a psychology major and somehow get involved helping not just women in India, but women everywhere.”

- I think it was an eye-opening film. Living in the U.S., we don’t realize what’s going on to little girls becoming prostitutes at such a young age. What’s being done?!”

- My reaction to the film is heartbreak and anger, but also a sense of hope because OBOC is shining light on this topic.”

- I now know that one person CAN make a difference.”
Suggestions for Teaching \textit{HTS/ Resources}

- The name of our textbook is \textit{Half the Sky: Turning Oppression into Opportunity for Women Worldwide.} Explain the meaning of this title. How can oppression become an opportunity?
- Integrate NGO video content from organizations working on women's empowerment, education, and health issues in India, Kenya, Liberia and Somaliland into CANVAS.
- Adapt the documentary discussion guide for in-class book discussions.
- Use the discussion questions created by John Rude and Krishana Hodgson-Silva.
- Assign the first half of the book to the entire the class. Then have students complete a research project where they pick one chapter and/or one woman from the book to focus on.
- Have students write a problem/solution research essay on human trafficking using \textit{HTS} as a primary source.
- Connect issues in the book to current events.
- Organize an essay or art contest.
- Encourage students to attend an OBOC event. Have them do a write-up in which they discuss what happened at the event and what they got out of the event. Make it a regular assignment or offer extra credit.

\textbf{Link to Library Guide with additional resources:}
\url{http://researchguides.elac.edu/onebook}

\textbf{For questions and comments, please contact:}

Dina Szklarek \hspace{1cm} and \hspace{1cm} Grace Lee

\url{Szklard@elac.edu} \hspace{1cm} \url{leegs2@elac.edu}