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 955-0739.

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 amultisection course?: No Yes; Is it governed by a common syllabus?

Georganne Scheiner-Gillis
Chair/Director

Chair/Director (Signature)

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

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
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<tbody>
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1. Course is designed to advance basic understanding and knowledge about human interaction.
   Syllabus: course objectives

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - social epidemiology
   - gender studies
   Syllabus: course description and course objectives.

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   Syllabus: Exercises found on page 5 and 6

4. Course illustrates use of social and behavioral science perspectives and data.
   Syllabus: Required Reading and examples of text provided.

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST</td>
<td>365</td>
<td>Women and International Health</td>
<td>SB</td>
</tr>
</tbody>
</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. Course is designed to advance the basic understanding and knowledge about human interaction.</td>
<td>1. Provides 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.</td>
<td>Syllabus: course objectives</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: anthropology, social epidemiology, gender studies.</td>
<td>2. The 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. Course objectives include expectations that students will be able to understand the relationships between global health, societies and social sciences as well as develop a critical understanding of the major principles in the field of women's global health issues.</td>
<td>Syllabus: course description and course objectives.</td>
</tr>
<tr>
<td>3. Course emphasizes the distinct methods of inquiry of the social behavioral sciences (e.g., ethnography, historical analysis)</td>
<td>3. This criteria is demonstrated in the required Video Exercise and Book Exercise.</td>
<td>3. Syllabus: Exercises found on page 5 and 6</td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>4. Criteria 4 is met with the required readings for the course.</td>
<td>Syllabus: Required Reading and examples of text provided.</td>
</tr>
</tbody>
</table>
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 texting, 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 (90%): 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).

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A-</td>
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<td>D-</td>
<td>60-69%</td>
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<td>D</td>
<td>59% or less</td>
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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.htm#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 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
M 2/1 Book Discussion: Monique & the Mango Rains: Two Years with a Midwife in Mali.

W 2/3 READ on Blackboard: from ABC to GEM, and Global Gag Rule on HIV/AIDS
   Lecture: Women and HIV/AIDS

M 2/8 VIDEO: Something like a War (family planning in India)

W 2/10 Lecture: Sexual Health, Female Genital Cutting

M 2/15 VIDEO: The Right to Femininity: Fighting Female Circumcision

W 2/17 Book Discussion: Born in the Big Rains: A Memoir of Somalia and Survival

M 2/22 UNIT ONE EXAM

UNIT TWO

W 2/24 Lecture: Gender, Violence, and Warfare

M 3/1 VIDEO: Operation Fine Girl: Rape Used as a Weapon of War in Sierra Leone


M 3/8 VIDEO: UN Peacekeepers and the Women

W 3/10 Lecture: Water and Food Security

3/15 – 3/17 SPRING BREAK

M 3/22 Book Discussion: Dancing Skeletons: Life and Death in West Africa

W 3/24 VIDEO: Flow: For the Love of Water

M 3/29 UNIT TWO EXAM

UNIT THREE


M 4/5 Book Discussion: Sold

W 4/7 Lecture: Commercial Sex Work in Tijuana, Mexico

M 4/12 VIDEO: Highway Courtesans

W 4/14 Lecture: Gender, Occupational Health, and Migration

M 4/19 Lecture: Urbanization; VIDEO: Life. Slum futures

W 4/21 Lecture: Gender and Infectious Disease

M 4/26 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?
Dancing Skeletons
Life and Death in West Africa
Katherine A. Dettwyler
Table of Contents

1. Return to the Field 1
2. Of Mosquitoes and Men 13
3. Female Circumcision: Not Just Another Bit of Exotic Ethnographic Trivia 25
4. Of Worms and Other Parasites 37
5. The Grande Marché 49
6. Rural Africa at Last 59
7. Children, Snakes, and Death 75
8. Bad Breath, Gangrene, and God's Angels 91
9. Poulet Bicyclette 101
10. I Give You Rural Africa 115
11. Turtles All the Way Down 131
12. Dancing Skeletons 139
13. Mother Love and Child Death 149
14. Postscript, 1993 163

Further Reading and Sources of Quotes 165
Acknowledgments 169
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
MONIQUE
AND THE
MANGO RAINS

Two Years with a Midwife in Mali

Kris Holloway
CONTENTS

Acknowledgments xi
Introduction 1
Woman’s Birthing House 5
Weighing Babies and Eating Dogs 25
Behind Korotun’s Scarf 47
The Old Friend 61
A Coming Storm 85
Cutting 103
Coup d’État 123
Cool Resting Place 139
The Work Is Good 155
My Feet Are Dancing 165
Return 181
Postscript 207
Bibliography and Recommended Reading 209
MONIQUÉ 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)*

Waveland Press, Inc.
www.waveland.com

www.moniqueandtherains.com

Design: Lilly Pereira/Boheme ID

 CONTENTS

Acknowledgments ix

Introduction 1

1. A Decade of War—Centuries of Uncertainty 31
2. Gendered Lives in Rural Sierra Leone 57
3. Abduction and Everyday Rebel Life 95
4. From Rape Victims to Female Fighters 125
5. Reconciliation or Revenge 154
6. Surviving the Postwar Economy 181
7. Coming Home—Domesticating the Bush 208

Conclusion 237

Notes 255
References 269
Index 285
“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.
Laura María Agustín

sex
at the margin

Migration, Labour, Markets and the Rescue Industry

ARIZONA STATE UNIVERSITY
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CONTENTS

Acknowledgements vi

1 SEXUAL COMMOTION 1

2 WORKING TO TRAVEL, TRAVELLING TO WORK 10

3 A WORLD OF SERVICES 53

4 THE RISE OF THE SOCIAL - AND OF 'PROSTITUTION' 96

5 GRASPING THE THING ITSELF: METHODOLOGY 134

6 FROM CHARITY TO SOLIDARITY: IN THE FIELD WITH HELPERS 152

7 PARTIAL TRUTHS 191

Works Cited 196
Primary Sources 228
Index 240
‘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.
Contents

Acknowledgments ix
Foreword xiii
Preface xv

Introduction 1
1. South Africa 11
2. Uganda 40
3. Peru 67
4. Denmark 92
5. United States 109
6. Vietnam 139
7. Jordan 168

Conclusion: Commonalities across Borders 197

Appendix 1: Figures and Graphs 205
Appendix 2: Country-Specific Contact Lists 209
Notes 219
Bibliographies 255
Index 283
A young activist investigates problems and practices of abortion, contraception, and sex education in seven countries across five continents.

Traveling alone when she was between 17 and 22, with no institutional affiliation and no financial 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 Knudsen interviewed over 90 women's rights activists, health professionals, NGO workers, and government officials, gaining 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 vast 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. Knudsen is a graduate of the School of Population and International Development at the University of Washington. She currently serves as an assistant professor in the Department of Global Health at the University of Washington.

Vanderbilt University Press
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Acclaim for Nicholas D. Kristof and Sheryl WuDunn's

HALF THE SKY

"Passionate yet practical... [Half the Sky] is both stirring and sensible... This wonderful book combines a denunciation of terrible abuses with clear-eyed hope and some compelling practical strategies. The courageous women described here, and millions more like them, deserve nothing less."


"[A] gripping call to conscience."

"If you have always wondered whether you can change the world, read this book. Nicholas Kristof and Sheryl WuDunn have written a brilliant call to arms that describes one of the transcendent injustices in the world today—the brutal treatment of women."
—Fareed Zakaria, author of The Post-American World

"I think it's impossible to stand by and do nothing after reading Half the Sky. It does what we need most, it bears witness to the sheer cruelty that mankind can do to mankind."
—George Clooney

"How many books make a significant difference in matters that concern everyone who lives on earth? Nicholas D. Kristof and Sheryl WuDunn have certainly written such a book. Half the Sky is the most important book that I have read since Rachel Carson's Silent Spring, published in 1962... Half the Sky is a groundbreaking, eye-opening book, stunning in every sense."
—Charles R. Larson, ConnectTheWorld

"This stirring book is at once a savage indictment of gender inequality in the developing world and an inspiring testament to these women's courage, resilience, and their struggle for hope and recovery. An unexpectedly uplifting read."
—Khadija Husein, author of The kite Runner

"Stunning... belongs on the 'must-read' list because it offers perceptive insight, and clear-eyed optimism for why and how each of us can and should meet one of the great moral and humanitarian challenges of our times."
—Bill Gates, Sr., The Huffington Post
"These stories show us the power and resilience of women who would have every reason to give up but never do. They will be an inspiration for anyone who reads this book, and a model for those fighting for justice around the world. You will not want to put this book down."

--Angelina Jolie

"[Half the Sky] comes close to being a masterpiece of modern journalism... A thrilling manifesto for advancing freedom for hundreds of millions of human beings."

--Johann Hari, Slate

"Masterful storytelling and spot-on reportage... Half the Sky may very well be the literary equivalent of Mahatma Gandhi's Salt Satyagraha or Martin Luther King Jr.'s 1965 Selma-to-Montgomery Marches, wherein peaceful masses spotlighted, then helped stave off, an injustice historically tolerated... If you buy one book this year, please make this the one. In fact, put down this paper right now; shut your laptop. Stand up from your chair, head for a bookstore. You think one person can change the world? Just see if you can stop yourself from trying by the time you reach the last page."

--Ellen Urbani, The Oregonian

"A remarkable, life-changing book. It should be required reading for all adults (and more mature young adults)... If there is one book you read this new year, let it be this one... What Kristof and WuDunn miraculously accomplish here is to move beyond the mind-numbing numbers and present you with individual stories that will haunt and inspire you."

--Terry Hong, BookDragon

"Half the Sky is a passionate and persuasive plea to all of us to rise up and say 'No more!' to the seventeenth-century abuses to girls and women in the twenty-first-century world. This is a book that will pierce your heart and arouse your conscience."

--Tom Brokaw

Nicholas D. Kristof and Sheryl WuDunn
HALF THE SKY

Nicholas D. Kristof and Sheryl WuDunn are the first married couple to win a Pulitzer Prize in journalism for their coverage of China as New York Times correspondents. They received the 2009 Dayton Literary Peace Prize for Lifetime Achievement and many other prizes including the George Polk and Overseas Press Club awards.

Mr. Kristof won a second Pulitzer in 2006 for "his graphic, deeply reported columns that, at personal risk, focused attention on genocide in Darfur." He has also served as bureau chief for The New York Times in Hong Kong, Beijing, and Tokyo, and as associate managing editor.

Ms. WuDunn, now a banking executive, worked at The New York Times on both the business and news sides. She has been a foreign correspondent in Asia, a business editor, and a television anchor. She is the first Asian-American to receive a Pulitzer Prize.

They live near New York City.

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CONTENTS

INTRODUCTION  The Girl Effect  xi

CHAPTER ONE  Emancipating Twenty-First-Century Slaves  xii
Fighting Slavery from Seattle  xix

CHAPTER TWO  Prostitution and Prostitutes  xxxii
Rescuing Girls Is the Easy Part  xxxv

CHAPTER THREE  Learning to Speak Up  xxxvi
The New Abolitionists  xxxvii

CHAPTER FOUR  Rule by Rape  xxxviii
Militia's Select  xlix

CHAPTER FIVE  The Shame of "Honor"  li
"Study Abroad"—in the Congo  lii

CHAPTER SIX  Maternal Mortality—One Woman a Minute  liii
A Doctor Who Treats Countries, Not Patients  lixiv

CHAPTER SEVEN  Why Do Women Die in Childbirth?  lix
Edna's Hospital  xlii

CHAPTER EIGHT  Family Planning and the "God Guilt"  xlii
Jane Roberts and Her 34 Million Friends  xliii

x
CONTENTS

CHAPTER NINE  Is Islam Misogynistic? 149
   The Afghan Insurgent 151

CHAPTER TEN  Investing in Education 165
   Ana and Angelina 179

CHAPTER ELEVEN  Microcredit: The Financial Revolution 185
   A CARE Package for Geretti 199

CHAPTER TWELVE  The Axis of Equality 205
   Tours over Time Magazine 216

CHAPTER THIRTEEN  Grassroots vs. Treetops 221
   Girls Helping Girls 230

CHAPTER FOURTEEN  What You Can Do 233
   Four Steps You Can Take in the Next Ten Minutes 251

Appendix: Organizations Supporting Women 255
Acknowledgments 256
Notes 261
Index 261

INTRODUCTION

The Girl Effect

What would men be without women? Science, sir, mighty science.
— Mark Twain

Srey Rath is a self-confident Cambodian teenager whose black hair tumbles over a round, light brown face. She is in a crowded street market, standing beside a pushcart and telling her story calmly, with detachment. The only hint of anxiety or trauma is the way she often pushes her hair from in front of her black eyes, perhaps a nervous tic. Then she lowers her hand and her long fingers gesture and flutter in the air with incongruous grace as she recounts her odyssey.

Rath is short and small-boned, pretty, vibrant and bubbly, a whip of a girl whose negligible stature contrives an outsized and outgoing personality. When the skies abruptly release a tropical rain shower that drenches us, she simply laughs and invites us to cower under a flat roof, and then cheerfully continues her story as the rain drums overhead. But Rath’s attractiveness and winning personality are perilous bounties for a rural Cambodian girl, and her trusting nature and optimistic self-assuredness compound the hazard.

When Rath was fifteen, her family ran out of money, so she decided to go work as a dishwasher in Thailand for two months to help pay the bills. Her parents fretted about her safety, but they were reassured when Rath arranged to travel with four friends who had been promised jobs in the same Thai restaurant. The job agent took the girls deep into Thailand and then handed them to gangsters who took them to Kuala Lumpur, the capital of Malaysia. Rath was dazzled by her first glimpses of the city’s grand avenues and gleaming high-rises, including at the time the world’s tallest twin buildings; it seemed safe and welcoming. But then thugs questioned Rath and two other girls inside a