

**INR4932.003**

Spring 2019, 3 credit hours

Meeting Time: T,R 2:00–3:20pm

Meeting Place: FL 404

Personal website: <http://angeladnichols.weebly.com/>**Professor: Angela D. Nichols**

Office: SO 384D

Office Hours: T 9:30–11:00pm

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**Women and Conflict****Course Description and Objectives**

When do women pick up arms and actively engage in conflict? A new body of work in conflict studies explores the characteristics of rebel groups that make them attractive to women. While some literature asserts that women are more pacific and less likely to engage in conflict than men, women have only increasingly participated in armed conflict. In Colombia, for example, women comprised at least 40% of The Revolutionary Armed Forces of Colombia (FARC) and 25% of National Liberation Army (ELN) rebel forces. This course examines the causes and consequences of women's participation in conflict and the post-conflict period, as well as the impacts of war on women in general. Issues examined include gender norms, sexual violence, forced recruitment, women's support roles during and after conflict, women's leadership roles during and post-conflict, and the implications of women's participation in the peace process.

**Course Materials**

The following books are required for this class:

Crawford, K.F., 2017. Wartime sexual violence: From silence to condemnation of a weapon of war. Georgetown University Press.

Hudson, V.M., Caprioli, M., Emmett, C.F. and Ballif-Spanvill, B., 2012. Sex and world peace. Columbia University Press.

The following book is recommended for this class:

Sjoberg, L., 2014. Gender, war, and conflict. John Wiley Sons.

Other reading assignments typically come from academic and policy journals, and are available from three sources:

- my website
- google scholar
- directly from an online provider (typically JSTOR)

JSTOR is likely your best option to access the assigned material. JSTOR is an academic journal service that FAU provides for us. Access is free from any FAU computer (e.g., in computer labs or dorms, or via FAU wireless networks); you can search for individual articles by author or title, or browse by journal name and issue at [www.jstor.org](http://www.jstor.org). Additionally, you can access the FAU electronic journal library via <http://www.fau.edu/library/ecollect/ejournals.php>.

The remaining readings are available online, via links provided in this syllabus. Be sure to access these readings early in the semester, because pages on the Web may move or disappear at inconvenient times.

## **Student Assignments & Responsibilities**

Midterm Exam: Thirty percent of your grade will be determined by an exam. The exam will be a combination of short answer, multiple choice, and essay and take place about half-way through the semester. The Midterm Exam is worth 30% of your final grade.

Make-up Exams: If you cannot attend one of the exams, you need to notify me as soon as possible by email and in person. Make-up exams will only be given to students who have been unable to sit for the examination as a consequence of illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation and/or prior permission is required. Additionally, an alternative exam may be provided. I reserve the right to assign a short answer or essay make-up exam in place of the standard exam for this class.

Case Study: You must complete a case study for this course. You will select one case of conflict and analyze the role of women in that conflict. More information regarding this assignment will be distributed throughout the course. The final version of this assignment is worth 30% of your final grade. ***THIS ASSIGNMENT IS NOT OPTIONAL AND MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE IN THIS COURSE.***

Homework Assignments: All other assignments will makeup your homework grade. These assignments are due at the beginning of class and are designed to help you learn and demonstrate your competence in applying statistics to political science. Most of these assignments will be started during class. Late assignments will not be accepted. Homework Assignments are worth 20% of your final grade.

Attendance & Participation: The topics and issues we will cover throughout the semester can be most clearly understood through discussion and the evaluation of alternative perspectives. In other words, participation increases active learning. While this course will have a substantial lecture component, there will also be opportunities for participation in classroom exercises and discussions. Thus, attending class and participating regularly are key to achieving the course objectives discussed above.

To this end, attendance and participation is worth 20% of your final grade. I will take attendance daily throughout the semester. I will also take note of how regularly you participate in class, both in productive and distractive ways. Your base attendance and participation grade will be based upon the proportion of times you are in class. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and willing to participate. Merely showing up and occupying a seat will not constitute full participation. Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes), repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

## Grading & Evaluation

Grades are assigned in accordance with the following scale:

90 - 100% = A	86 - 89% = B+	76 - 79% = C+	66 - 69% = D+	below 60% = F
	83 - 85% = B	73 - 75% = C	63 - 65% = D	
	80 - 82% = B-	70 - 72% = C-	60 - 62% = D-	

## Other Policies

- Lecture notes and slides will not be posted online or otherwise handed out to students under any circumstances.
- Materials handed out in class by the instructor (e.g., review sheets, simulation materials, etc.) will under no circumstances be distributed electronically or outside of class.
- Allow a reasonable amount of time for a response when you send me an email. Do not email me an hour before an exam and expect me to respond to or receive the email before class. I will not answer questions that can be answered by reading the syllabus or accessing blackboard via email. I encourage students to utilize office hours to answer their questions whenever possible.
- Grades will not be released to any student via email, phone, or other electronic means. If you wish to discuss your grades, report to the appropriate office hours or make an appointment, and come prepared with your university identification.
- You can expect to be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar.

## Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 or [http://wise.fau.edu/regulations/chapter4/Reg\\_4.001\\_5-26-10\\_FINAL.pdf](http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf).

## Accommodations (SAS)

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses, Boca Raton, Davie and Jupiter, however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

## University Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

## Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services, individual counseling, support meetings, and psychiatric services, to name a few offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

## Classroom Conduct

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: laptops, cell phones, and the like, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from unnecessary surfing. I reserve the right to suspend the use of laptops if this policy is abused. If you need a phone for *emergency purposes*, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

## Course Content & Schedule

The following is an approximate calendar of class readings and *assignments*. Please complete each reading prior to class. Every attempt will be made to adhere to this schedule. However, departures from the schedule may occasionally occur. Exam and activity dates should be considered firm, and you should arrange your personal schedule to be present at the appointed dates and times.

*Tuesday, January 8: Introduction*

- Introduction, no required reading

*Thursday, January 10: Gender and War*

- Goldstein, J.S., 2003. War and gender. In Encyclopedia of sex and gender (pp. 107-116). Springer, Boston, MA.

*Tuesday, January 15: Sexual Violence as a Security Issue*

- Crawford Introduction and Chapter 1
- Cohen, D.K., 2013. Explaining rape during civil war: Cross-national evidence (1980?2009). American Political Science Review, 107(3), pp.461-477.

*Thursday, January 17: DRC*

- Crawford Chapter 2

*Tuesday, January 22: UNSC Resolution 1820*

- Crawford Chapter 3

*Thursday, January 24: State-Led Advocacy*

- Crawford Chapter 4

*Tuesday, January 29: The Weapon of War Frame*

- Crawford Chapter 5 and Conclusion

*Thursday, January 31: Sex and World Peace*

- Hudson et al. Chapter 1-2

*Tuesday, February 5: The Global Picture*

- Hudson et al. Chapter 3

*Thursday, February 7: The Heart of the Matter*

- Hudson et al. Chapter 4

*Tuesday, February 12: Top-Down Approaches to Change*

- Hudson et al. Chapter 5

*Thursday, February 14: Bottom-Up Approaches to Change*

Hudson et al. Chapter 6–7

*Tuesday, February 19: Realism and Feminism*

- Tickner, J.A., 1988. Hans Morgenthau's principles of political realism: A feminist reformulation. *Millennium*, 17(3), pp.429-440.

*Thursday, February 21: Female Rebels*

- Wood, R.M. and Thomas, J.L., 2017. Women on the frontline: Rebel group ideology and women's participation in violent rebellion. *Journal of Peace Research*, 54(1), pp.31-46.
- Nivat, A., 2005. The black widows: Chechen women join the fight for independence and Allah. *Studies in Conflict Terrorism*, 28(5), pp.413-419.

*Tuesday, February 26: Midterm Review*

- Review for Midterm

*Thursday, February 28: Midterm*

- Midterm

*Tuesday, March 12: Where Women Rebel*

- Henshaw, A.L., 2016. Where Women Rebel: Patterns of Women's Participation in Armed Rebel Groups 1990-2008. *International Feminist Journal of Politics*, 18(1), pp.39-60.
- Alpert, M., 2016. To be a Guerrilla, and a Woman, in Colombia. *The Atlantic*.

- case study proposal due

*Thursday, March 14: Women and Violence*

Thomas, J.L. and Bond, K.D., 2015. Women's participation in violent political organizations. *American Political Science Review*, 109(3), pp.488-506.  
sign up for presentations

*Tuesday, March 19: Women and Peacebuilding*

- Gizelis, T.I., 2011. A country of their own: Women and peacebuilding. *Conflict Management and Peace Science*, 28(5), pp.522-542.
- Aharoni, S.B., 2017. Who needs the Women and Peace Hypothesis? Rethinking modes of inquiry on gender and conflict in Israel/Palestine. *International Feminist Journal of Politics*, 19(3), pp.311-326.

*Thursday, March 21: Cont'd*

- Shair-Rosenfield, S. and Wood, R.M., 2017. Governing Well after War: How Improving Female Representation Prolongs Post-conflict Peace. *The Journal of Politics*, 79(3), pp.995-1009.
- Haglund, J. and Richards, D.L., 2018. Enforcement of sexual violence law in post-civil conflict societies. *Conflict Management and Peace Science*, 35(3), pp.280-295.
- Krystalli, R., 2016. The Colombian peace agreement has a big emphasis on the lives of women. Here's how. *The Washington Post*.

*Tuesday, March 26: Women and Terrorism*

- Speckhard, A., 2008. The emergence of female suicide terrorists. *Studies in Conflict & Terrorism*, 31(11), pp.995-1023.
- Sjoberg, L., 2018. Jihadi brides and female volunteers: Reading the Islamic State's war to see gender and agency in conflict dynamics. *Conflict Management and Peace Science*, 35(3), pp.296-311.

*Thursday, March 28: Guest Lecture*

- TBD

*Tuesday, April 2: Quiz and Catch-up Day*

- TBD

*Thursday, April 4: Case Studies*

- TBD

*Tuesday, April 9: Case Study Presentations*

- Presentations

*Thursday, April 11: Case Study Presentations*

- Presentations

*Tuesday, April 16: Case Study Presentations*

- Presentations

*Thursday, April 18: Last Class*

- TBD

This syllabus is a guideline and is subject to change at any time.