**Women & Conflict**

**INR 4932.001**

Mondays, 4-6:50pm

GCS #109 and via Zoom
Spring 2021, 3 credits

Prof. Angela D. Nichols

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 *All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

*COVID-19 Statement*

**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 30% 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.

 **Instructional Method**

This is a mixed course with options for meeting both online via zoom and in person. *After two full weeks of face to face instruction with consecutive ‘no show’ of any students in person in the classroom, the modality of this course section may be changed to remote instruction only at the discretion of the university.* You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](http://www.fau.edu/oit/accounts/index.php).

When we meet in-person, there will always be a synchronous (at the same time as class) online option using zoom. You will receive information, links, and notifications for this course through Canvas.

Please have the necessary equipment to participate if you choose to do so remotely in this course:

* Dependable computer
* Computer speakers
* Headset with microphone
* Webcam
* Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
* To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
* [Check your Internet speed here.](http://www.speedtest.net/)

**Technical Support**

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

* Report a Problem
* Live Chat with Canvas Support
* Search Canvas Guides

**Additional Technical Support**

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions.](http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows)
3. Complete a [Help Desk ticket](https://helpdesk.fau.edu/TDClient/Home/). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
	1. Select “Canvas (Student)” for the Ticket Type.
	2. Input the Course ID.
	3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
	4. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## 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. (referred to as “Crawford” in schedule)

McKelvey, Tara. 2007. One of the Guys: Women as Aggressors and Torturers. Seal Press. (referred to as “McKelvey” in schedule)

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.](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

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. You will describe the case you have chosen and why you have chosen it in a one-page (not more than 300 words) proposal by February 22. Your case study must be a minimum of 1,000 words, but may not exceed 2,000 words, not including your references page(s). A minimum of 10 sources must be cited appropriately (APSA, APA, Harvard, or Chicago), 7 of these must be scholarly. Make sure to include language, sources, and themes discussed in class in your case study. 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 REICEIVE A PASSING GRADE IN THIS COURSE.

Discussion Boards: Prior to each class meeting, you must engage in a conversation about the readings on the corresponding canvas discussion board. Do not simply summarize the readings. Engage with one another and discuss the strengths, weakness, and things you do not understand. Respond to one another. Pose questions. Discuss examples and counterexamples of the concepts from the week’s readings. This will serve as a baseline for our conversation during our class meetings. You are allowed to miss one discussion board without penalty. Missing more than one will result in a reduction of your cumulative discussion board grade. *All the discussion boards together are worth 40% of your 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 discus- sions. Thus, attending class and participating regularly are key to achieving the course objectives discussed above.

To this end, *attendance and participation is worth 30% 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:

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| --- | --- | --- |
| 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*−* |

**Classroom Etiquette Policy**

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.

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate.For more in-depth information, please see the [FAU statement on netiquette](http://www.fau.edu/oit/student/netiquette.php).

**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 provide 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/*

**Disability Policy**

*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/**.*

**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**.*

Classroom Response Time & Feedback

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 72 hours.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 72 hours.

**Electronic Communication Policy**

In addition to the University’s policy, please consider the following:

* Privacy, confidentiality, and security in all electronic communications.
* All electronic communication resources must be used for the course and in alignment with to the University mission.
* Prohibited use of false identity, false identity pseudonyms, or anonymous (sender’s name or electronic identification is hidden).
* Access without consent.
* Disruption of services including introducing computer contaminants (viruses).
* Harassment of any kind.

Please see the Office of Information Technology’s policies on [Cyber Security Awareness](http://fau.edu/security/policies/).

**Course Content & Schedule**

The following is an approximate calendar of class discussions. 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.

*Monday, January 11: Introduction*

Introduction, no required reading

*Monday, January 18: MLK JR DAY, no class*

*Monday, January 25: Sexual Violence as a Security Issue*

Crawford Introduction and Chapters 1-2

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

*Monday, February 1: State and International Responsibility*

*UNSC Resolution 1820*

Crawford Chapter 3-4

*Monday, February81: The Weapon of War Frame*

Crawford Chapter 5 and Conclusion

*Monday, February 15: 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.

*Monday, February 22: 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.

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

case study proposal due

*Monday, March 1: 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.

*Monday, March 8: Women and Post-Conflict Peace*

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.

*Monday, March 15: 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.

*Monday, March 22: Gender and War & One of the Guys*

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

McKelvey pages 1-36

*Monday, March 29: One of the Guys*

McKelvey pages 37-90

*Monday, April 5: One of the Guys*

McKelvey pages 91-144

*Monday, April 12: One of the Guys*

McKelvey pages 145-188

*Monday, April 19: One of the Guys*

McKelvey pages 189-266

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