

## **POS 394: Women and Rebellion**

### **Course Information:**

POS/SGS 394  
MW: 3:05-4:20  
PBE 219

### **Contact Information:**

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### **Office Hours:**

MW: 1:30-2:45;  
other times  
by appointment

### **Course Description**

War narratives have traditionally focused on the roles and actions of men and, to the extent that women are included, have framed them as innocent bystanders and victims. Yet, women often actively participate in civil wars and in terrorist campaigns, either as supporters of these groups or as armed fighters. Thus, women are both willing to and capable of engaging in the same violent actions as their male counterparts during wartime. However, there is also ample evidence that the inclusion of women in political processes—particularly in positions of political authority—may help promote peace, resolve political conflicts, and increase stability after armed conflict. In addition to acknowledging the profound impact that civil conflicts have on women (including sexual violence and displacement), this course explores the many important roles that women often play in terrorist and rebel organizations and examines women's potential contributions to post-war peace building and conflict resolution. The objective of the course is that students gain a better understanding of the roles women play in the production and resolution of political violence and the manner in which gender and gender attitudes influence war and armed conflict.

### **Academic Expectations**

While there is no official prerequisite for this course, please note that this course assumes a basic knowledge of world politics. Students who have not previously taken courses such as POS 150 (Comparative Government) or POS 160 (Global Politics) may experience difficulty with the material and basic concepts. Social science research methods courses such as POS 301 and 401 are also helpful. Please evaluate your own level of preparedness for this course.

The reading load for this course is fairly demanding. There is no textbook for the course, per se; rather, readings are drawn from a variety of scholarly sources, including both academic articles and books. Students will be expected to read, comprehend, and comment on multiple articles or book chapters for each class. Readings should be completed before the class for which they are assigned. Completing readings is a critical component of the course because failing to complete assigned readings will inhibit your ability to contribute to class discussion. On a related note, this course is designed to function more as a seminar rather than a lecture course. At times, lectures might be necessary in order to convey specific information. However, the majority of course time will be devoted to discussion of the assigned readings. Students are therefore expected to participate in class discussion by raising questions, critiquing readings, and applying the theories discussed to real world cases. Part of your grade will depend on your participation in the course (see below). Lastly, this is a writing intensive course.

## Assignments and Grading

**Quizzes (20% [5% each]):** There will be 4 quizzes or short tests over the course of the semester. They will include only the material covered since the previous quiz.

**Research Paper (30%):** Each student will write a formal research paper based on the course material. You will apply the theories, themes, and concepts covered in the class to answer an important question about a group or conflict. These papers should be **10-12 pages** in length and will be due **April 28<sup>th</sup>**. Late papers will be penalized **1 letter grade** per day. You must turn in a hardcopy of the paper. As always, there is a zero-tolerance policy for plagiarism! If you are caught plagiarizing or cheating in any way I must report a violation of university academic integrity standards, and you will receive an “E” for the course. There are no excuses and no exceptions. I will provide more specific instructions on the papers in a few weeks.

**Research Presentation (25%):** The last few class sessions of the semester are reserved for research presentations. During these class periods, each student will be given 8 minutes to present the central findings from their research paper and will then have an additional 5 minutes to respond to questions from the class about their research. Students should prepare slides, handouts, or any other materials that they believe will assist the class in understanding and appreciating their findings. Note: You must present your project during the scheduled time. There are **no exceptions**.

**Participation (25%):** Students are expected to read all material prior to the start of class, to attend class, and to actively engage in discussion. Missing class or attending but failing to participate in discussion will adversely impact your grade in the course. Routinely missing class will result in “0” points for this portion of the grade. In addition, note that attendance does not mean participation—you are expected to contribute to discussion, and only students that routinely contribute will receive full points.

**Grading Scale.** The following grading scale is used for this course:

99-100: A+	93-98: A	90-92: A-	87-89: B+	83-86: B
80-82: B-	77-79: C+	70-76: C	60-69: D	< 60: E

## Behavior and Expectations

**Classroom behavior:** Students are expected to show respect for the professor, teaching assistants, and other students. This means arriving a few minutes prior to the start of class, so that lectures and sections can begin on time without disruption; refraining from distracting behaviors during lectures and sections; and generally paying attention to what’s being said in class. Laptops should be used **only** for taking notes. Any behavior that would be inappropriate while watching a live performance (arriving after the first act has started; leaving your cell phone on; talking during the performance) is also inappropriate for lecture.

Texting, answering your phone in class, surfing the web, etc. will adversely affect your participation grade. I may also ask you to leave if you decide that these activities are more interesting or important than participating in the course.

Students are encouraged to ask questions during lecture. If you do not understand something, please ask questions; others in the class likely will thank you for doing this! We will not be able to cover every reading or idea in class; if a concept is unclear, please ask questions during lecture, in section, or during office hours.

**Email etiquette:** When you contact me (or any other faculty member or teaching assistant) via email, you should communicate professionally and avoid informal salutations and unprofessional or casual language. The appropriate salutations in emails to me are “Dear Dr. Wood” or “Professor Wood.” I will not read emails that lack a salutation or begin with an informal salutation such as “Yo” or “Hey”. You should also include your name at the end of any email. If you do not include your name I will not take the time to look you up based on your email address, will have no idea who sent the email, and will therefore not respond.

**Cell phone etiquette:** Generally, don’t use them in class. You should only leave class to make or receive a call in an absolute, life or death emergency. Answering calls in class as well as sending texts will result in deductions from your participation grade.

**Student Obligations to Academic Integrity:** Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

- A. Engages in any form of academic deceit;
- B. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
- C. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D. Acts as a substitute for another person in any Academic Evaluation or assignment;
- E. Uses a substitute in any Academic Evaluation or assignment;
- F. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;
- G. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
- H. Engages in Plagiarism;
- I. Uses materials from the Internet or any other source without full and appropriate attribution;
- J. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K. Claims credit for or submits work done by another;

- L. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- M. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

\*Note: There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. An initial incident will result in the student receiving an E and zero points for exam. A second incident will result in a failure (E or possibly an XE – failure for academic dishonesty) for the course. All work must be yours and it must be original to this class. If you have questions about this, please ask us. All instances of academic dishonesty will, per CLAS policy, be reported to the appropriate authority in CLAS.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

### **Required Texts and Readings**

The following books are required. Students should read these texts with the goals of identifying, comparing, evaluating, and contesting contending arguments. In general, **any editions of these works are acceptable.**

\*Bloom, Mia. 2010. *Bombshell: Women and Terrorism*. Philadelphia, PA: University of Pennsylvania Press (available via [lib.asu.edu](http://lib.asu.edu) as e-book).

\*Goldstein, Joshua. 2001. *War and Gender*. Cambridge, UK: Cambridge University Press

\*Viterna, Jocelyn. 2013. *Women in War: The Micro-processes of Mobilization in El Salvador*. Oxford, UK: Oxford University Press.

Other reading materials come from academic journals or from academic books. These reading will be made available via **Blackboard**. They will be organized by date. Be sure to read them – either in electronic or printed form—prior to class. Please email me if you can't find a reading that is supposed to be on Blackboard.

## Tentative Readings Schedule

### **1/9 (M) Introduction to course**

- \*Miroff, “See the Female Fighters Who Strike Fear in the Hearts of Colombian Troops”
- \*Salih, “Meet the Badass Women Fighting the Islamic State”

### **1/11 (W) Background and Overview**

- \*Goldstein, *War and Gender* (1-10)
- \*Mazurana, “Girls in Fighting Forces and Groups”

### **1/16 (M) Martin Luther King Day (no class)**

### **1/18 (W) Gendered and Feminist Theories of War**

- \*Goldstein, *War and Gender* (34-58)
- \*Sjoberg, “Wars(s) As If Gender Mattered”

### **1/23 (M) Women Warriors: A Brief Overview**

- \*Goldstein, *War and Gender* (59-106) (106-128 optional but recommended)

### **1/25 (W) Women as Agents of Violence and Atrocity**

- \*Cohen, “Female Combatants and the Perpetration of Violence”
- \*Sjoberg & Gentry, *Mothers, Monsters, Whores: Women’s Violence in Global Politics*

### **1/30 (M) Understanding Gender and Conflict: Biological Explanations**

- \*Goldstein, *War and Gender* (128-169) (169-183 optional but recommended)

### **2/1 (W) Understanding Gender and Conflict: Socialization and Identity**

- \*Goldstein, *War and Gender* (194-250) (183-194 optional)
- \*Film: *To See if I’m Smiling* (watch in class)

### **2/6 (M) Gender and Narrative in War**

- \*Goldstein, *War and Gender* (264-279; 301-321)

**Quiz 1**

### **2/8 (W) Gender and Narrative in War**

- \*Carpenter, “Women, Children and Other Vulnerable Groups”
- \*Sjoberg, “Women Fighters and the ‘Beautiful Soul’ Narrative”

**2/13 (M) Gender and Narrative in War**

\*Nacos, "The Portrayal of Female Terrorists in the Media"

**2/15 (W) Women and Terrorism**

\*Cunningham, "Cross Regional Trends in Female Terrorism"

**2/20 (M) Women and Terrorism**

\*Bloom, *Bombshell* (1-67)

**Quiz 2**

**2/23 (W) Women and Terrorism**

\*Bloom, *Bombshell* (140-172)

\*Film: *My Daughter the Terrorist* (Watch online)

\*Note: We will not meet in class this day. Please be ready to discuss assignments on 2/27.

**2/27 (M) Women and Terrorism**

\*Bloom, *Bombshell* (68-139)

**3/1 (W) Women and Terrorism**

\*Bloom, *Bombshell* (173-249)

**3/6-3/9 Spring Break (No class)**

**3/13 (M) Women, Jihad, and Radical Islamist Terror**

\*Cook, "Women Fighting in Jihad?"

\*Von Knop, "The Female Jihad: Al Qaeda's Women"

**Paper Topic Due**

**3/15 (W) Paths to Rebellion**

\*Viterna, *Women in War* (1-62)

**Quiz 3**

**3/20 (M) Paths to Rebellion**

\*Viterna, *Women in War* (63-116)

\*Film *Sari Soldiers*

\*Note: We will not meet in class this day. Please be ready to discuss assignments on 3/22.

**3/22 (W) Paths to Rebellion**

\*Viterna, *Women in War* (117-151)

**Annotated Bibliography Due**

**3/27 (M) Rules and Regulations and Wartime Sexuality**

- \*Viterna, *Women in War* (151-172)
- \*Kyrstalli, “Why Free Love in the FARC Isn’t So Free”

**3/29 (W) Women and the Legacy of Civil Conflict**

- \*Viterna, *Women in War* (172-202)
- \*Alpert, “To Be a Guerrilla, and A Woman, in Colombia”
- \*Krystalli, “The Colombian Peace Agreement has a Big Emphasis on the Lives of Women. Here’s How.

**4/3 (M) Women and Peacebuilding**

- \*Goldstein, *War and Gender* (322-330)
- \*UNSCR 1325
- \*Hunt and Posa, “Women Waging Peace”
- \*Wynne-Jones, “Irish Talks: Men Posture; Women Progress”
- \*Film: *Pray the Devil Back to Hell* (watch in class)

**4/5 (W) Women and Peacebuilding**

- \*Charlesworth, “Are Women Peaceful?”
- \*Anderlini, *Women Building Peace* (introduction)

**Paper Summary/Outline Due**

**4/10 (M) Women and Peacekeeping**

- \*Simic, “Does the Presence of Women Really Matter?”
- \*Sion, “Can Women Make a Difference”

**4/12 (W) Women’s Rights, Peace, and Security**

- \*Hudson et al., “The Heart of the Matter”
- \*Hudson and Cohen, “Women’s Rights are a National Security Issue”

**Quiz 4**

**4/17-4/26 Student Research Presentations**

**\*\*Final Papers Due by Friday 4/28 at 4pm.**