

**Women and Global Terrorism**  
**HIST 486B**  
**W 2:50-5:50PM ; AB125**  
**Spring 2020**

**J – Joined Composition and Oral Communication; N – Humanities**

**Professor:** Dr. Chelsea Gibson, [cgibson2@binghamton.edu](mailto:cgibson2@binghamton.edu)

**Office:** LT714

**Hours:** Tuesdays 3:15-4:30PM; Wednesdays 12:15-2PM; and by appointment\*

### **Course Description**

This seminar explores women as participants in global terrorist movements with a particular focus on the gendered meanings of violence. Women, imagined often as mothers, are not seen as the prototypical terrorist -- we will therefore investigate women's relationship to violence, why women turn to terrorism, and how different cultures try to explain the presence of terrorist women in national liberation movements. In the process, we will challenge the assumption that women are inherently non-violent. Due to the nature of the topic this course, although it is a history seminar, will be interdisciplinary. You will encounter theories of terrorism in the fields of political science, feminist international relations, sociology, and literature.

### **Learning Objectives**

Students will:

1. Learn basic gender theory & become proficient in using gender as a method of historical analysis
2. Be able to think critically about the interplay between gender, violence, politics, warfare, religion, culture, and society as well as compare and contrast the different ways global cultures understand those relationships
3. Be exposed to the debates surrounding terrorism's definition, meaning, and purpose and the way that gender directly influences those debates
4. Master the ability to read & analyze primary and secondary sources and express these ideas effectively in papers & oral presentations
5. Develop the ability to communicate effectively in writing in a manner that is coherent, well-developed, and expressive of complex thought.
6. Acquire the skills to analyze a variety of different types of primary sources and be able to identify how each of them is shaped by author, audience, and the context in which they were constructed.

N -- Social Science Courses will:

- impart a knowledge of major concepts, models and issues of anthropology, economics, geography history, political science, and/or sociology as recognized academic disciplines.
- provide an understanding of the methods used by social scientists to explore social phenomena including, when appropriate to the discipline, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

J – Joined Composition & Oral Communication Courses will:

- require that each student give at least 2 presentations.
- base at least 15% of the course grade on oral presentations, including critiques of such presentations and other listening skills.
- provide ample opportunity for students to critique presentations, based on criteria such as: rapport with audience; voice, projection, and audibility; clarity of purpose; originality of ideas; organization; persuasiveness of evidence; and ability to respond to questions.
- provide as much opportunity as possible for students to improve their oral presentations in response to feedback.
- emphasize listening as well as speaking skills.

- require at least 20 pages of formal expository writing, which must count for at least 50 percent of the course grade.
- The course must include a longer paper of at least 7 pages or at least two papers of at least 5 pages.
- One paper of at least 5 pages must undergo a substantial revision process based on instructor feedback (not just peer feedback)

### Requirements

Students are required to:

1. Participate in weekly discussions on the reading material
2. Complete all assignments in good faith
3. Be attentive in class and leave cell phones **off their desk**
4. Be respectful to their peers

### Required Texts

Caron Gentry & Laura Sjoberg, *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics* (2015) [Online @BU]

Carrie Hamilton, *Women and ETA: The Gender Politics of Radical Basque Nationalism* (2007) [Online @BU]

Patricia Melzer, *Death in the Shape of a Young Girl: Women's Political Violence in the Red Army Faction* (2015) [Online @BU]

Martin Miller, *Foundations of Modern Terrorism* (2013)

Paul Rael, [\*Reading, Writing, and Researching for History: A Guide for College Students\*](#) (2004)

### Recommended

Walter Laqueur, *A History of Terrorism* 7<sup>th</sup> Ed (2012)

### Course Expectations

This course is 4-credit, which means that in addition to our weekly meetings, students are expected to do at least **9.5 hours** of course-related work outside of class every week. **Your weekly will be anywhere from 100 to 300pgs.** (We will discuss strategies on how to accomplish this and balance your other obligations).

### Grade Breakdown

Searching the Stacks for Terrorism	5%
Participation & Attendance	20%
Oral Presentations (2)	15%
Primary Source Analysis (1)	5%
Research Paper Assignments	(55%)
Topic Proposal & HQ	2%
Preliminary Bibliography	3%
Annotated Bibliography	5%
Abstract, Outline, & Methodology	5%
First Draft	10%
Final Draft	20%
Peer Review/Writing Groups	10%

### Grading Scale

A	100-92.0
A-	91.99-90.0
B+	89.99-87.0
B	86.99-82.0
B-	81.99-80.0
C+	79.99-77.0
C	76.99-72.0
C-	71.99-70.0
D	69.99-60.0
F	59.99-below

*Please note—All written assignments should be in 12pt, Times New Roman, double-spaced font, and will be turned in online via Turn-it-in unless otherwise specified.*

### **Searching the Stacks for Terrorism (5%)**

For this assignment, you must go to the library and find a book on the topic of women, gender, and terrorism. You then should check that book out, read its introduction, and write me a short analysis of approximately 500 words that explains the author's major argument, how they define terrorism and/or political violence, the kind of sources they used, their methodology, and what you can learn from this source when you go to write your own paper. Include one thing you admire and would like to imitate, and one thing you want to avoid. As part of the assignment, please include the call-number of your book. This will be due in week 3, and we will discuss your findings in class.

### **Participation & Attendance (20%)**

Attendance will be taken every day. Students will receive **one (1) "free" absence**, but after that any further absence will harm your grade. Participating in discussions is essential to your success in this course, and your full attention, participation, and regular attendance are all expected. You should arrive for every class with your readings completed (and printed off if appropriate), with **written notes**, and ready to have a conversation. Participation means not just coming to class but actively participating, either in group work or in our larger class discussions.

Your participation grade includes 2 mandatory meetings with me, one on week 5, another on week 13.

### **Oral Presentations (15%)**

You will give two oral presentations in class during the semester that will be graded for their concision, clarity, and successful communication of ideas. Your presentations will have a time limit, meaning that they must be well-planned and rehearsed before you give them in class. Each student will give a 10-minute presentation on their research in week 16, and students will also choose one "extra reading" during the course of the semester to read and prepare a 7-10 minute in-class presentation that explains the source's argument, sources, methodology, and relation to the week's readings. You should include a powerpoint or other visual media with your presentation. Your peers will evaluate these presentations, which will be part of your grade, and questions from the audience will follow each presentation.

Please see the section below in the syllabus on "How to Give Good Presentations" to help prepare.

### **Primary Source Analysis (5%)**

In order to increase your skills of historical analysis and deepen your understanding of the course's key concepts, you will complete one analysis of a primary source in week 5. I have provided some guidelines for analyzing sources below in the syllabus and we will also be reading a section in Rael's book to this end.

Your PSA should be 3 pages. In addition to analyzing how the source presents a terrorist woman—that is, you must do some gender analysis—you should also address (1) the author's background and motivation, (2) the historical context of the source, (3) the limitations of the source, and (4) what kind of information you would need to better interpret the source.

### **Topic Proposal & Historical Question (2%)**

You must turn in a 4-5 sentence proposal for your potential topic which includes your historical question in week 4.

### **Preliminary Bibliography (3%)**

Your preliminary bibliography will be due in week 7. You should include at least 10 titles of articles, books, and primary sources that you have found.

I recommend that you compile your preliminary bibliography by mining the citations of the articles we will read in class. If you are interested in exploring a topic we won't get to until the last few classes, go ahead and mine the bibliographies of those assignments before you read them.

### **Annotated Bibliography (5%)**

This will be due in week 9. You should include a synopsis of each source you've chosen to use. For secondary sources, you should include the author's major argument, methodology, and overall contribution to your research. For primary sources, you should include a brief summary as well as how you intend to use the source in your paper.

### **Abstract, Outline, & Methodology (5%)**

Due in week 11. This should include a 1-pg abstract of your paper, a bulleted outline of its structure, and 1-pg defining your methodology (i.e. how you have chosen your sources and the methods you will use to analyze them).

### **First Draft (10%)**

A **completed** first draft is due in week 14. I define "complete" as a paper at least 15pgs in length that has a clear thesis and structure. It does not have to be perfect, but you should put as many of your ideas into the paper as possible at this stage so I can help you revise it effectively.

### **Final Draft (20%)**

The final draft of your research paper is due on May 12<sup>th</sup>. It should be between 15 and 20 pages in length and pursue an original research question on a topic that combines issues of gender, political violence, and terrorism. One central question driving this class is whether or not all cultures see women's violence through the same gendered lens. Because of this, I would like you to include some kind of commentary/argumentation in your essay about the way that women & violence are viewed in the country/culture of your choosing and try to compare/contrast that with other cultures globally.

### **Peer Review/Writing Groups (10%)**

Good research is often the product of good collaboration. As a result, part of your grade in this class will come from a peer group. You will review and comment on your partners' topic proposal, abstract/outline/methodology, rough draft, and final draft. For the first three assignments, you can send comments via email and copy me. For the final draft, you will fill out a peer evaluation form and send it to me via email.

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## **LxC Component**

Because of our global and cultural focus on women, violence, and terrorism, this course fulfills criteria to internationalize the curriculum and is recognized by the Languages Across the Curriculum (LxC) program. Every student who receives a grade of 80% or higher in this course will receive a zero-credit LxC notation on their transcript.

The goals of the LxC program that are most relevant to our course are to:

- Encourage students to incorporate language and cultural knowledge into discipline-specific research
- Extend intercultural information and international perspectives on course subject matter
- Underscore the intricate connections between language, culture and meaning
- Heighten long-term motivation to maintain and enhance language cross-cultural knowledge
- Foster connections that enable intellectual, cross-cultural, and personal re-evaluations by considering material learned in the course and relating it to students' own lives and the world around them

Please note that this does *not mean* you have to know a separate language to succeed in this class. Cultural knowledge acts as a “second” language, and you will develop these “language skills” all semester.

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### Student Hours

I cannot tell you how many students I have visit my office for the first time and leave saying, “Wow, that was really useful!” Student hours (AKA office hours) are an opportunity for me to help you one-on-one on literally anything in the class. Are you uncomfortable writing? Come visit. Do you have a question about an assignment? Stop by. Are you confused about a grade? Come ask me about it.

### Late Work & Missed Assignments

Students may turn in assignments late for a penalty of 3 points per day. **Please note that due to the time restrictions on this course, I will only accept assignments three days late.** If you need more time on an assignment or something comes up, please contact me immediately and I will work with you.

### Plagiarism

You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. You can avoid plagiarizing by doing the following: When you incorporate another person's words into your work, you must enclose them in quotation marks and provide a citation (footnote, endnote, or parenthetical citation). Even when you *paraphrase* another person's words or use another person's ideas or information, you *must* provide a citation. Only when the ideas, information, and words are yours alone is it permissible to include no citation.

Binghamton University defines plagiarism as:

Presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals or other sources). Plagiarism includes:

- quoting, paraphrasing or summarizing without acknowledgement, even a few phrases;
- failing to acknowledge the source of either a major idea or ordering principle central to one's own paper;
- relying on another person's data, evidence or critical method without credit or permission;
- submitting another person's work as one's own; using unacknowledged research sources gathered by someone else.

You may also consult the following web resources on plagiarism:

Binghamton University Student Academic Honesty Code  
<https://www.binghamton.edu/watson/about/academic-honesty.html>

Binghamton University Library's Guide to Citing Sources  
<https://libraryguides.binghamton.edu/citation>

If you find yourself struggling with your writing assignments, please contact me and make an office appointment. You can also visit the BU Writing Center:

<http://www2.binghamton.edu/writing/writing-center/>

**Plagiarism is a serious issue. If you plagiarize an assignment, you will receive a zero.**

## Services for Students with Disabilities

Students requesting disability-related accommodations should register with the Services for Students with Disabilities office (SSD). They are the appropriate entity on campus to determine and authorize disability-related accommodations. The office is located in the University Union, room 119. Phone number 607-777-2686. For students already registered with SSD, please provide your academic accommodation letter as soon as possible so that we can discuss the implementation of your accommodations.

## Mental Health & Academic Stress

If you are feeling extremely stressed and/or depressed due to your academic workload or personal issues, I encourage you to seek out the resources that Binghamton University provides on campus. You are always welcome to visit me in my office if you are having trouble with my course; for other issues that may be troubling you, you can consult the following:

- \* Dean of Students Office: 607-777-2804
- \* Decker Student Health Services Center: 607-777-2221
- \* University Police: On campus emergency, 911
- \* University Counseling Center: 607-777-2772
- \* Interpersonal Violence Prevention: 607-777-3062
- \* Harpur Advising: 607-777-6305
- \* Office of International Student & Scholar Services: 607-777-2510
- \* Ombudsman: 607-777-2388
- \* Services for Students with Disabilities: 607-777-2686

If something major comes up this semester that you know will impact your academic performance or cause you to miss classes, please contact me! **Your mental health is always more important than my class.**

## Commitment to Diversity and Inclusion

I am committed to ensuring that students from all diverse backgrounds and perspectives are well-served by this course, that students' learning needs are addressed in and out of class, and that the diversity that the students bring to this class is used as a resource, strength and benefit. I endeavor to present materials and activities that reflect the vast diversity of human experience which is shaped by: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, level of language proficiency, race, nationality, religion, and culture. I am also committed to creating a welcoming course that does not discriminate against students based on the previously enumerated factors. If you experience discrimination, I encourage you to contact me personally or to reach out to the Binghamton University [Division of Diversity, Equity, and Inclusion](#).

Please see the [Binghamton University Nondiscrimination Notice](#) and the [Binghamton University Diversity Statement](#).

## Special Accommodations & Athletes

If you need special accommodations for any reason, please let me know **during the first two weeks of class**. Athletes should similarly let me know if and when you will be missing my course for your scheduled meets. It is the student's responsibility to ensure this happens, and to consult with me to provide arrangements for missed assignments or other issues.

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## PRIMARY SOURCE ANALYSIS GUIDELINES

Please note: You should write your PSA like I have not read the document before. You are acting like a historian, taking a document and making an interpretive argument. That argument must stand on its own without the reader having any prior knowledge.

### Purpose:

1. To improve your reading skills, meaning how in-depth and attentively you read.
2. To improve your analytical skills, meaning how well you can understand the argument of a document and assess what influenced its creation.
3. To improve your writing skills, meaning your ability to articulate a thesis (central argument), use primary examples from the text, and logically organize a paper.

### Formatting:

1. 12pt, Times New Roman, double-spaced, with your name written at the top (don't waste space with lots of extra information)
2. **2pgs length**
3. Must submit to Turn-it-in on MyCourses

### Structure:

1. Your analysis should provide a **brief summary** of the document explaining its content.
2. You must also include a **thesis** – this is where you articulate **your argument** about the document.
  - a. The thesis normally comes at the end of your introductory paragraph.
3. You must consider the **creation** of the document in your analysis:
  - a. **Who** is the author? (if you do outside research, cite it!)
  - b. What was their **motivation** for creating the document?
  - c. **When** was it created?
4. You must explain its historical significance. That means explaining what the document tells us about the **historical moment** in which it was created. (**very important!**)
5. You must **define all your terms** – never assume the reader knows what you're talking about.
6. You must use **direct quotes/citations** from the text AND from a secondary source we read in class. Use page numbers, if the document has them.
  - a. Do not simply copy an entire sentence from the text and put quotes around it. Try instead to **integrate** the quotes into your own words.
    - i. An example of an integrated quote → When the framers wrote the Constitution, they intended it to “form a more perfect union” and also “promote the general Welfare” of the new citizens of the United States of America.
7. You must include a **conclusion** that reinforces the historical significance of the document and provides a clear conclusion to your analysis.

### Suggestions:

1. Have me read a draft of a PSA and/or look over your thesis statement
2. Plan time to make several revisions. This is a short assignment but a difficult task.
3. Read your PSA out loud at least once before turning it in to catch awkward or nonsensical phrases

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### How to Analyze Primary Sources (adapted from the [Carleton Dept of History](#))

We will be engaging with a number of different sources in this class, but you need to ask yourself the same basic questions of each text, be it primary or secondary. Here is a good break-down of the intellectual steps you should first follow as you approach any source:

1. When and where was the source created?
2. What kind of source is it, physically? Is it a letter, an interview, a paper, etc.?
3. Who created it? What do you know about that person?
  - a. Did their sex, race, class, occupation, religion, age, or political beliefs impact the source? How? Why?
4. What is the source's purpose? I.e., why was it created? For whom? Who was the expected audience?
  - a. What kind of methods did the author use to convey his/her purpose?

5. What information does the source convey? Either about the author, the subject, or the historical moment that it was created?

Now that you've thoroughly read the source, it's time to think about how you would analyze it as a historical document:

1. What does this source tell you about the moment of its creation?
  - a. Does it describe political ideology, religious beliefs, cultural ideals, gender expectations, etc?
2. Is it a source from the "top," meaning that it was created by a government or other authority, or from the "bottom," that is, "regular" people?
3. Whose perspective is excluded from the source and how did that influence its creation?
  - a. Eg. An article written by a white feminist about birth control in the 1970s likely does not reflect how black women felt about birth control
4. What historical questions can we answer from this source? What can we not answer?
  - a. Eg. A presidential speech can tell us about a government policy, but cannot tell us much about what "ordinary" citizens thought about that policy

Did we read something in class that can help you understand the source? How do historians traditionally use this source? Is your analysis the same as theirs, or does it differ? How?

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### How to Give Good Presentations

To create a good presentation, you will employ the same skills you use in writing—namely research and analysis—but the actual act of presenting itself is a wildly different exercise. A primary goal of this class is to improve your ability to present information in an engaging, succinct, and professional way.

Here are a few tips for good presentations. I have synthesized these from the **links below**, which I would encourage you to read thoroughly:

1. Prepare your presentation carefully—this requires you to do a lot of research beforehand and then decide what information is the most important for the purpose of your talk.
  - a. Ask yourself: what is one thing I want my audience to come away with? Then focus everything around that one idea.
2. Consider your audience and location of the presentation—this can help determine your tone (professional versus more conversational).
3. Create some type of visual aid—the most important thing is that you *do not read off your powerpoint slide*. Your visual aids should be complementary to your talk.
4. Make eye contact with your audience and engage with them when possible.
5. Approach your material with a calm enthusiasm—don't feel like you need to fill every second with words or noise or sound, take time to breath, to pace, and to let some ideas sink in.
6. Try not to make self-deprecating remarks during your presentation—don't apologize for a slide not working, or make excuses for yourself. Try to be confident (which is different than arrogant!)
7. *Practice your presentation until you have it memorized*. This is especially important for this class when you have a set amount of time to present. If you have 5 minutes, practice so that you know your presentation will not go over time.

[Tips for Good Public Speaking & Class Presentations](#)  
[Harvard - How to Structure a Presentation](#)  
[Grand Valley State University - Oral Presentation Tips](#)  
[Linked-in – How to Start a Presentation](#)  
[10 Tips for a Good Presentation -- UT](#)

### How to be a Good Audience Member

There are a few simple necessities to being a good audience member (and therefore a good peer or colleague!):

1. Pay attention; do not try to multitask while someone is speaking.

2. Take notes, even if you throw them away at the end of the class. These help you to engage with the content of the talk.
  3. Purposefully come up with follow-up questions *that will help the speaker*. (Do not ask a question that serves to make you look smarter, and certainly do not start a question with, “This is more a comment than a question...”)
    - a. Example: ask the speaker about some piece of information they obviously had to explain quickly (i.e., give them time to talk about something they’re clearly interested in)
    - b. Example: ask a question that you think will help the speaker improve their research/thinking
  4. Compliment the speaker afterwards on something you genuinely enjoyed or took away.
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## Presentation Rubric

All presentations in this class will be judged by the following rubric:

Category	Criteria	Score (1-5)
Organization & Preparation	Information is well organized, with a clear structure, and presented in a logical manner	
	Speaker clearly has practiced the presentation and does not rely heavily on slides or notecards	
Communication	Speaker is comfortable and confident, maintains eye contact, is engaging, and uses his/her body language effectively	
	Speaker's voice is clear and confident and uses vocal inflections to emphasize key ideas to the audience	
	Speaker uses appropriate language and has a low UM-to-word ratio	
Visual Aids	Speaker has visual aids that are clear, easy to read, and enhance the presentation	
Content & Presentation	Information is well-researched and is relevant to the presentation	
	Presentation includes a clear argument and supporting evidence	
	Presentation includes a clear conclusion that summarizes the major idea/argument	
	Any unfamiliar terms are clearly defined for the audience	
	Presentation does not go over the time limit	
Comments: _____		Total Score: _____

	5 – Excellent	4 – Very Good	3 – Adequate	2 – Limited	1 – Poor
<b>Organization &amp; Preparation</b>	<p>-presentation has a clear structure with clear transitions and arguments</p> <p>-speaker is well-rehearsed</p>	<p>-presentation has a mostly clear structure</p> <p>-speaker has rehearsed their presentation but may rely on aids</p>	<p>-presentation has some structure but lacks clear statements, transitions, and arguments</p> <p>-speaker clearly has rehearsed, but inadequately</p>	<p>-presentation has little-to-no structure or clear argumentation</p> <p>-speaker relies heavily on aids</p>	<p>-presentation has no discernable structure</p> <p>-speaker relies exclusively on aids and demonstrates a lack of preparation</p>
<b>Communication</b>	<p>-speaker is very comfortable and confident</p> <p>-speaker maintains good eye contact &amp; engages the audience</p> <p>-speaker moves and keeps energy up</p> <p>-speaker's voice is strong and clear</p> <p>-speaker does not fill empty space with filler words "um," "like," or "so"</p> <p>-speaker talks at a comfortable pace</p>	<p>-speaker is fairly confident and comfortable</p> <p>-speaker generally maintains good eye contact and audience engagement</p> <p>-speaker moves somewhat and is generally energetic</p> <p>-speaker's voice is relatively strong</p> <p>-speaker uses a few filler words</p> <p>-speaker talks at a generally comfortable pace</p>	<p>-speaker is mostly at ease and confident</p> <p>-speaker makes some eye contact and engages the audience once or twice</p> <p>-speaker moves a little, energy is flat</p> <p>-speaker's voice is sometimes inaudible or shaky</p> <p>-speaker uses a moderate amount of filler words</p> <p>-speaker's pace is a little too fast/slow</p>	<p>-speaker is uneasy speaking</p> <p>-speaker makes very limited eye contact and is turned away from the audience</p> <p>-speaker barely moves and communicates little energy</p> <p>-speaker's voice is difficult to understand</p> <p>-speaker uses many filler words</p> <p>-speaker's pace is too fast/slow</p>	<p>-speaker is extremely uneasy</p> <p>-speaker does not face the audience at all</p> <p>-speaker never moves and lacks energy</p> <p>-speaker is inaudible</p> <p>-speaker constantly uses filler words, to distraction</p> <p>-speaker has a pace that is distractingly too slow or too fast</p>
<b>Visual Aids</b>	<p>-visual aids are very clear, creative, and easy to read</p> <p>-presentation is enhanced by visual tools</p>	<p>-visual aids are usually clear, creative, and easily legible</p> <p>-presentation is often enhanced by visual aids</p>	<p>-visual aids are moderately clear, creative, and legible</p> <p>-presentation is sometimes enhanced by visual aids</p>	<p>-visual aids are not very creative or are difficult to read</p> <p>-presentation is not enhanced by visual aids</p>	<p>-presentation lacks visual aids, or they are difficult to read and boring</p> <p>-presentation is weakened by visual aids</p>
<b>Content &amp; Presentation</b>	<p>-content is original and well-researched</p> <p>-presentation has a clear central argument &amp; conclusion</p> <p>-presentation defines all necessary terms</p> <p>-presentation does not go over time limit</p>	<p>-content is original and generally well-researched</p> <p>-presentation has a central argument and identifiable conclusion</p> <p>-presentation defines most terms</p> <p>-presentation goes over by 1-20 seconds</p>	<p>-content is lacking originality but is well-researched</p> <p>-presentation has weaker argument &amp; conclusion</p> <p>-presentation defines some terms</p> <p>-presentation goes over by 20-40 seconds</p>	<p>-content is unoriginal and poorly researched</p> <p>-presentation has a very weak argument &amp; conclusion</p> <p>-presentation does not define most terms</p> <p>-presentation goes over by 40-60 seconds</p>	<p>-content is clearly unoriginal or plagiarized</p> <p>-presentation has no argument or conclusion</p> <p>-presentation does not define any necessary terms</p> <p>-presentation goes over by 1 minute or more</p>

*Please note: I will take off one (1) point for every 15 seconds you go over your time!*

### Peer Review Worksheet for Final Research Paper

Writer's Name \_\_\_\_\_ Reviewer's Name \_\_\_\_\_

**Grade Evaluation** - Please TYPE these and leave comments to explain your grade

How well did your peer:

Use a variety of historical sources and cite them correctly 1 2 3 4 5

Evaluate primary sources effectively and analytically 1 2 3 4 5

Integrate gender analysis successfully 1 2 3 4 5

Have a clear and successfully supported argument 1 2 3 4 5

Structure the paper clearly and successfully 1 2 3 4 5

Demonstrate good historical knowledge of their subject 1 2 3 4 5

Accurately describe the cultural context of their subject 1 2 3 4 5

Compare & contrast their region with other cultures/groups 1 2 3 4 5

Final Comments?

TOTAL \_\_\_\_/40

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## Library and Research Skills

I highly recommend that you complete the [research skills tutorial](#) offered on our library website. I recommend especially the following videos:

- [Thesis Statements](#)
- [Primary and Secondary Research](#) and [Types of Sources](#)
- [Searching as Exploration](#)
- [Evaluating Sources](#)
- [Synthesizing Information](#)
- [Plagiarism](#)
- [Copyright](#)

## Class Schedule

Please note that this schedule reflects all your assigned readings and should be consulted each week. This schedule is subject to change at the instructor's discretion.

**A Note on Course Structure** – Our class will be a mixture of lectures and discussion based on the day's assigned reading. You should **always** come to class prepared to talk, both to me and to your peers. That means you should bring the assigned reading AND bring your notes (if you don't take notes, start taking notes!)

### **Week 1**

Jan 22 – Introduction and Expectations; Gender as a Category of Analysis

\*Lorber, "The Social Construction of Gender" (1994)

\*Scott, "Gender as a Category of Historical Analysis" (1986)

*Please bring your favorite history book/article and be prepared to talk about it!*

HQ: What are the expectations of this course? What makes good history? What is gender?  
How can we employ it as a category of historical analysis?

### **Week 2**

Jan 29 – Terrorism, Gender, & History

\*Schraut & Weinbauer, "Terrorism, Gender, and History – Introduction" (2014)

\*Rael, "[How to Read a Secondary Source](#)," "[Predatory Reading](#)," "[Some Keys to Good Reading](#)"

*Please bring your notes to class, printed out or handwritten.*

Extra Reading:

\*N/A

HQ: Why should we gender the history of terrorism? What are some of the basic contours of the current field regarding women and terrorism? How do you effectively read a source and take notes on it?

### **Week 3**

Feb 5 – Historicizing & Defining Terrorism

\*Miller, *Foundations of Modern Terrorism* (2013)

\*Rael, "[How to Ask Good Questions](#)"

Extra Reading:

\*N/A

HQ: How do historians approach the study of terrorism? How can we define terrorism?

**Searching the Stacks for Terrorism due**

### **Week 4**

Feb 12 – Gendering Terrorism

\*Gentry & Sjoberg, *Beyond Mothers, Monsters, Whores* (2015)

\*Rael, "[The Research Process](#)," "[The Thesis](#)"

Extra Reading:

- \*Nacos, "The Portrayal of Female Terrorists in the Media" (2005)
- \*Laster & Erez, "Sisters in Terrorism? Exploding Stereotypes" (2015)
- \*Ahall, "Motherhood, Myth and Gendered Agency in Political Violence (2012)

HQ: In what ways are female terrorists political actors? How do feminist international relations theorists approach the question of women and terrorism? Is women's violence interpreted the same by diverse cultures and religions?

**Topic Proposal & Historical Question due**

**Week 5**

Feb 19 – Charlotte Corday & the French Revolution

- \*Kindelberger, "Charlotte Corday in Text and Image" (1994)
- \*Van Alstine, *Charlotte Corday*, ch. 9 (1890) [PSA]
- \*Gillray cartoon, "[The Heroic Charlotte la Corde](#)" (1793)
- \*Rael, "[How to Read a Primary Source](#)"

Extra Reading:

- \*Corazzo & Montfort, "Charlotte Corday: *femme-homme*" (1994)
- \*Green-Barteet, "Charlotte Corday's Gendered Terror" (2019)

HQ: How can you effectively analyze sources in translation? What kind of questions should a historian ask of visual media?

**Mandatory Meeting with Dr. Gibson about Topic this week  
PSA on Van Alstine Source due Feb 21<sup>st</sup> @ 11:59PM**

**Week 6**

Feb 26 –The Power of Terrorist Propaganda in Revolutionary Russia

- \*Knight, "Female Terrorists in the Russian Socialist Revolutionary Party" (1979)
- \*Hilbrenner, "The Perovskaia Paradox" (2016)
- \*Patyk, "Dressed to Kill and Die: Russian Revolutionary Terrorism, Gender, & Dress" (2010)

Extra Reading:

- \*Petrusenko, "Women in the World of Gender Stereotypes" (2011)
- \*Morrissey, "The 'Apparel of Innocence': Toward a Moral Economy of Terrorism in Late Imperial Russia" (2012)

HQ: How has the interpretation of women's violence changed over time? How do terrorists control their own image and how can scholars account for that?

**Week 7**

Mar 4 – Is Political Violence Feminist? The Red Army Faction in Germany

- \*Melzer, *Death in the Shape of a Young Girl* (2015)

Extra Reading:

- \*Jones, "Anti, Anti, Anti! Counterviolence and Anti-Sexism in Hamburg's Autonomous Rote Flora Culture Center" (2019)
- \*Karcher, "Deeds Not Words! A Comparative Analysis of Feminist Militancy in Pre- and Post-1968 Europe" (2019)
- \*Grisard, "History of Knowledge, Terrorism and Gender" (2014)

HQ: What are the historical links between feminism and female political violence?

**Preliminary Bibliography due**

### Week 8

Mar 11 – The Nationalism Question

\*Hamilton, *Women and ETA: The Gender Politics of Radical Basque Nationalism* (2013)

\*Rael, "[Keeping a Research Journal](#)"

Extra Reading:

\*Dowler, "Women and War in Belfast, Northern Ireland" (1998)

\*MacDonald, *Shoot the Women First* (1991), Intro & Ch. 1

HQ: How does gender shape the idea of the "nation"? What is the relationship between nationalism and women's political violence? How can you keep track of your sources while you are researching?

### Week 9

Mar 18 – Weather Underground

\*Lee, "Fashioning Revolutionary Women in Cold War America: Women and Violence in the Black Panther Party, Weather Underground, and Radical Feminist Organizations, 1966-1981" (PhD dissertation, 2015)

Extra Reading:

\*Third, "Mediating the Female Terrorist: Patricia Hearst and the Containment of the Feminist Terrorist Threat in the United States in the 1970s" (2014)

\*Churchill, "Exploring Feminism's Complex Relationship with Political Violence: An Analysis of the Weathermen, Radical Feminism, and the New Left" (2007)

HQ: How is a dissertation different than a finished book? How have the two phenomena of terrorism and feminism been linked in the 20<sup>th</sup> century? In what ways did US terrorism of the 1960s/70s compare to that in Germany during the same decades?

**Annotated Bibliography due**

### Week 10

Mar 25 – Women as Suicide Bombers

\*Rajan, *Women Suicide Bombers: Narratives of Violence* (2011), Intro, Ch. 3, & Ch. 4

\*Rael, "[Structuring Your Paper](#)"

Extra Reading:

\*Naaman, "Brides of Palestine/Angels of Death" (2007)

\*Bloom, *Bombshell*, chap. 2 "Black Widow Bombers" (2011)

\*Ness, "In the Name of the Cause: Women's Work in Secular & Religious Terrorism" (2005)

HQ: How has the rise of women suicide bombers in the Middle East especially transformed the field of terrorism studies? What similarities and differences are there between the portrayal of these women and terrorist women in earlier movements? How does religion influence the motivations and reception of terrorist women?

**Week 11**

Apr 1 – NO CLASS (Dr. Gibson at a conference)

**Abstract, Methodology and Outline Due**

**Week 12**

Apr 8 – NO CLASS – SPRING BREAK

**Week 13**

Apr 15 – NO CLASS – **Mandatory one-on-one meeting with Dr. Gibson about rough drafts**

\*Rael, "[Paper-Writing Checklist](#)," "[Presenting Primary Sources in Your Paper](#)," "[The Three Parts of a History Paper](#)," "[Hints on Crafting Historical Prose](#)" (Read before your meeting please!)

**Week 14**

Apr 22 – NO CLASS – **Rough drafts due by 11:59PM**

**Week 15**

Apr 29 – NO CLASS – Drafts back from Dr. Gibson

**Week 16**

May 5 – **Student Presentations**

*Please plan to stay about a half-hour longer to give us time for presentations & Q&As*

**\*\*FINAL PAPER DUE MAY 12<sup>th</sup> at 12PM\*\***