CJRU 202: 497 The Role of Females in Terrorism
[Fall 2017]
Monday and Wednesday 6:00 pm - 9:00 pm
May 30 – July 20

Instructor(s): Dr. Michele Muni
Location: Freehold
Email: **mlmuni@crimjust.rutgers.edu**
Course description

Throughout history society has fostered a myth, that females are helpless bystanders of terrorism. This is a tragic view that puts society at risk by overlooking the dangerous potential of the female terrorist. Female terrorism is not new, instead they are like the box jelly fish, an unrecognized potentially fatal species. Since female terrorism is not new, who are these women, why do they join terrorist groups and are their reasons different than their male counterparts? This course offers students a glimpse into the worldview of female terrorists. Throughout the semester, we will explore definitions of female terrorism and the female terrorist's worldview.

Program in Criminal Justice Rutgers, The State University of New Jersey

Learning Goals:
A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty makes about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach, that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political, and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

- **Competence:**
  a.) **Theory.** Students who complete the major in criminal justice should understand

  and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

1

b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

- **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro- level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

- **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

School Policies

1. **STUDENT RESPONSIBILITIES**

   a) **Read all assigned materials:** As indicated above, not only does active participation in course discussions promote independent thinking, but it also creates an atmosphere that generates thoughtful reflection and stimulates others to comment and ask questions.

Materials and Access

Davis, Jessica. 2017. *Women In Modern Terrorism, From Liberation Wars To Global Jihad And the Islamic State.* Roman and Littlefield. New York. New York.

Blackboard Articles

Assignments and Grading Procedures
A: 90-100
B+: 87-89
B: 80-86
C+: 78-79
C: 70-77
D+: 68-69
D: 60-67
F: Below 60

Course Goals and Objectives

Goals:

This course aims to achieve two purposes: (1) to increase your awareness of the role of women in terrorist activity and women in domestic terrorism and (2) to give you academic skills and literary knowledge that will help you in your careers in academia or the practitioner world.

a) **Professional Objectives**
- This course will help you hone in on your reading skills. The goal in this course is for you to question everything that you read. Read for detail and key concepts.
- This course will help you become more comfortable working in a group setting.
- This course will help you develop skills in listening to others and increasing your knowledge through learning from others. Remember you can learn a little something from EVERYBODY.

b) Course Objectives

Objective	Why	What (Project)	How (Assessment)
Be familiar with the history and definitions of terrorism.	As future criminal justice practitioners or academics students should understand the role of terrorism in society and why it is so difficult to define. In the words of Sun Tzu, "If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle."	Weekly readings/videos and discussion	Midterm Quiz Discussions
At the end of this course students will be able to critically discuss whether women have always been involved in terrorism.	**As future criminal justice practitioners or academics students should understand whether terrorism is a new concept and whether women have always been involved in terrorist activity.** In other words, learn from history. In the words of Sun Tzu, "If ignorant both of your enemy and yourself, you are certain to be in peril." It is not enough to simply memorize certain facts and theories about violence. Such facts and theories are useless unless you can apply them to your own lives and the larger community.	Weekly readings/videos and discussion	Final Paper Final Poster Forum
At the end of this course, students will be able to discuss the causes of female terrorism.	**As future criminal justice practitioners or academics students should understand the role of female terrorism why women are involved in terrorism and what makes them so valuable.**	Weekly readings/videos and discussion	Final Paper Final Poster Forum Discussion Board
At the end of this course, students will be able to discuss methods used by society to deter and prevent female domestic terrorism.	**As future or current criminal justice professionals or academics, students should be familiar with and understand the current policies used to prevent and intervene in female domestic terrorism.**	Weekly readings/videos and discussion	Discussion Board Final Paper Final Poster Forum

c) **Course Assignments**

Midterm Proposal and Abstract: 25 points

Midterm Quiz: 10 points

Discussion Board: 20 points

Find a recent news article that discusses female terrorism. After considering your views, discuss your views with classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post. Do not simply state, I agree or disagree, support your opinions with academic proof.

- **Original Post Due: June 6 (Title the post with your name and an original title)**
- **Response Posts Due: June 11 (Title your response with your name and who you are responding and their original title)**

Final Paper: 30 points

The final paper should reflect any subject within female terrorism that you would like to research. The paper must be 6 pages or less.

- APA style
- Appropriate use of in text citations
- Scholarly sources (books or peer reviewed journals) – 5 sources

Final Poster Forum: 30 points

Total: 105 Points

- ❖ See the rubrics at the end of the syllabus

Module One

This module focuses on definitions of terrorism. During this module we will discuss and debate whether terrorism is a new concept, why terrorism is difficult to define, and whether women have always been involved in terrorist activity. In the words of Sun Tzu, "If you know the enemy and know yourself, you need not fear the result of a hundred battles. If you know yourself but not the enemy, for every victory gained you will also suffer a defeat. If you know neither the enemy nor yourself, you will succumb in every battle."

<div align="center">

Week One: Wednesday, May 30
Introductions and What is Terrorism

</div>

This is an introductory week in which you will learn about your classmates, reflect upon your goals for the course, and consider questions that you may have about the class.

Schedule

6:00	7:00	Welcome to Female Terrorism and Course Overview
7:00	7:30	Student Introductions
7:30	8:30	Explanation of Assignments

<div align="center">

Week Two

June, 4
What is Terrorism

</div>

6:00	6:15	Attendance and review from previous class
6:15	7:15	What is Terrorism?
7:15	7:30	Dinner
7:30	8:00	Women in Modern Terrorism_ Who are Female Terrorists
8:00	8:30	Review Discussion

Hoffman, Bruce. (1998) *Inside terrorism /*New York : Columbia University Press. Chapter 1

Davis, Jessica. (2017) *Women in Modern Terrorism, From Liberation Wars to Global Jihad and the Islamic States*. Introduction

Module Two:

This module explores the role of females in terrorist activity. During this module, we will study the role of female terrorism, why women are involved in terrorism, and what makes them so valuable. In the words of Sun Tzu, "If ignorant both of your enemy and yourself, you are certain to be in peril." It is not enough to simply memorize certain facts and theories about violence. Such facts and theories are useless unless you can apply them to your own lives and the larger community.

June, 6
Radicalization of Women

6:00	6:15	Attendance and review from previous class
6:15	7:15	Radicalization of Women
7:15	7:30	Dinner
7:30	8:00	Video
8:00	8:30	Review Quiz_Not graded

Original Post DUE

Davis, Jessica. (2017) *Women in Modern Terrorism, From Liberation Wars to Global Jihad and the Islamic States.* Chapters 1-2. Pgs. 19-45

Strømmen, Ester E.J. 2017. "Jihadi Brides or Female Foreign Fighters? Women in Da'esh – from Recruitment to Sentencing," GPS Policy Brief, PRIO Centre on Women, Peace and Security.

Week Three

June11: Women as Tactical Operatives: Lebanese Hizballah and Palestinian Terrorist Groups

6:00	6:15	Attendance and review from previous class
6:15	7:15	Women as Tactical Operatives
7:15	7:30	Dinner
7:30	8:00	**Video**
8:00	8:30	Review Quiz_Not Graded

Response Post DUE

Davis, Jessica. (2017) *Women in Modern Terrorism, From Liberation Wars to Global Jihad and the Islamic States.* Chapter 3. Pgs. 49-65

June 13: Women in Ethno-Nationalist Conflict

6:00	6:15	Attendance and review from previous class
6:15	7:15	Ethno Nationalist Conflicts and Support
7:15	7:30	Dinner
7:30	8:30	**Documentary: Female Suicide Bombers**

Davis, Jessica. (2017) *Women in Modern Terrorism, From Liberation Wars to Global Jihad and the Islamic States.* Chapter 4. Pgs. 69-81

Wahidin, A., & Powell, J.L. (forthcoming 2017) '"The Irish Conflict" and the Experiences of Female ex Combatants In the Irish Republican Army: Power, Resistance and Subjectivity'. The International Journal of Sociology & Social Policy

Week Four
June 18: Women as Suicide Bombers

6:00	6:15	Attendance and review from earlier class
6:15	7:15	Women as Suicide Bombers
7:15	7:30	Dinner
7:30	8:00	**Midterm Prep for Proposal**
8:00	8:30	Review Quiz

O'Rourke, Lindsey. 2009. "What's Special about Female Suicide Terrorism," Security Studies 18(4): 681-718.

 Bloom, Mia. 2005. "Mother, Sister, Daughter, Bomber." Bulletin of the Atomic Scientists November/December.
June 20: MIDTERM QUIZ

Week Five

June 25: Women in Global Jihad from Al Qaeda To Chechnya

6:00	6:15	Attendance and review from earlier class
6:15	7:15	Women in Global Jihad from Al Qaeda To Chechnya
7:15	7:30	Dinner
7:30	8:30	Documentary*: Terror in Moscow*

Davis, Jessica. (2017) *Women in Modern Terrorism, From Liberation Wars to Global Jihad and the Islamic States.* Chapter 4. Pgs. 69-81

June 27:
Evolving Jihad: Boko Haram and Al Shabab

6:00	6:15	Attendance and review from previous class
6:15	7:15	Evolving Jihad: Boko Haram and Al Shabab. More on Suicide Bombing

7:15	7:30	Dinner
7:30	8:00	**Videos**
8:00	8:30	Review Quiz

https://www.theguardian.com/world/2017/may/05/dressed-for-death-the-women-boko-haram-sent-to-blow-themselves-up

Week Six
July 2: Women's Role in Iraq and Syria

6:00	6:15	Attendance and review from earlier class
6:15	7:15	Women in Global Jihad from Al Qaeda To Chechnya
7:15	7:30	Dinner
7:30	8:00	**Videos**
8:00	8:30	Review Quiz

Gowrinathan, Nimmi. 2014. "The Women of Isis: Understanding and Combating Female Extremism," Foreign Affairs, August 21.

Module Three: During this section of the class, we will review current policies used to prevent and intervene in female domestic terrorism. The course concludes with a poster session of individual student papers.
July 4: NO CLASS – HAPPY INDEPENDENCE DAY CELEBRATE AMERICA AND FREEDOM

Week Seven
July 9: Domestic Terrorism
Reading TBA

July 11: RESEARCH PAPERS

6:00	6:15	Attendance and review from earlier class
6:15	7:15	Research Paper Questions and Answers • Class presents their abstract to the class • Class responds with questions • Students question and answer session with professor re final paper revisions.
7:15	7:30	Dinner
7:30	8:00	Make final revisions on paper
8:00	8:30	Final Paper Due

Week Eight
July 16: FREE DAY
July 18: FINAL Poster Session

Discussion Board Rubric

	Dormant	Promising	Developed	Mastered	Total
Use of an appropriate article	Student does not have a grasp on information that could offer useful discussion	The student used an old article, but has a grasp on information that could offer useful discussion.	Student clearly provides a recent article (within 2 years), but does not explain why the article is important.	Student selected a recent article (within the last 2 years) and began a detailed discussion based on the article.	___ of 6
Knowledge (8 points)	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but does not elaborate.	Student demonstrates full knowledge (more than needed) by answering all questions with explanations and elaboration.	____ of 8
Question to one other student on their posting.	The question is poorly framed and inappropriate.	The question is fairly framed, but jumps around.	The question is framed well and organized.	The student presents the question clearly, uses critical thinking skills and offers research to back his or her thoughts.	____ of 8
Instructor's Choice			Points awarded based on creativity, originality, professionalism, keeping filler words ("um", "like") to a minimum when presenting the research idea to the class. Few grammatical errors within the paper.		_____ of 2
On Time					___ of 1
Total Points					25
	This rubric adapted in part from a rubric developed by Information Technology Evaluation Services, NC Department of Public Instruction http://www.ncsu.edu/midlink/rub.pres.html and from assessment documents from Lisa Sieverts, Facilitated Change/MSM Program Director, and Ralph Meima, MBA Program Director, Marlboro College Graduate School, Brattleboro, VT (last updated Nov. 21, 2011). Adapted for use at Harvard Extension School by Jen Kramer, Lecturer in Digital Media, Cambridge, MA (last updated Nov. 7, 2016). This rubric was adapted for use from Prof. Jen Kramer, for use at Rutgers University.				

Midterm Paper Rubric

	Dormant	Promising	Developed	Mastered	Total
Abstract	Student does not have a grasp on abstract writing.	The student rarely offers useful information and the word count is over 200.	Student clearly offers useful information, but does not include research questions.	Student clearly and concisely provides a description of the research in 200 words or less.	___ of 6
Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but does not elaborate.	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.	____ of 8
Organization of Draft and Presentation	Audience cannot understand the presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Audience can follow the presentation. The presenter is clear and organized.	The student presents the material clearly and engages the audience in discussion.	____ of 8
Instructor's Choice			Points awarded based on creativity, originality, professionalism, keeping filler words ("um", "like") to a minimum when presenting the research idea to the class. Few grammatical errors within the paper.		_____ of 2
On Time					of 1
Total Points					25
	This rubric adapted in part from a rubric developed by Information Technology Evaluation Services, NC Department of Public Instruction http://www.ncsu.edu/midlink/rub.pres.html and from assessment documents from Lisa Sieverts, Facilitated Change/MSM Program Director, and Ralph Meima, MBA Program Director, Marlboro College Graduate School, Brattleboro, VT (last updated Nov. 21, 2011). Adapted for use at Harvard Extension School by Jen Kramer, Lecturer in Digital Media, Cambridge, MA (last updated Nov. 7, 2016). This rubric was adapted for use from Prof. Jen Kramer, for use at Rutgers University.				

Final Paper Rubric

	Dormant	Promising	Developed	Mastered	Total
Abstract (6 points)	Student does not have a grasp on abstract writing.	The student rarely offers useful information and the word count is over 200.	Student clearly offers useful information, but does not include research questions.	Student clearly and concisely provides a description of the research in 200 words or less.	___ of 6
Research	Student uses superfluous supporting material.	Student uses material that rarely supports his/her research.	Student uses material that supports his/her research, but does not adequately use critical thinking skills when analyzing the research.	Student exhibits confidence and critical thinking skills. The paper is well organized, structured, and uses appropriate research to support his or her research.	___ of 12.
Editing	Student has several spelling and grammatical errors. APA style is not applied.	The student has 4 or 5 spelling and grammatical errors. APA style is not applied.	Student is at ease with APA style and there are only 2 or three spelling and grammatical errors.	Student demonstrates full knowledge of APA style and there are little to know spelling or grammatical errors.	___ of 8
Instructor's Choice			Points awarded based on creativity, originality, professionalism, keeping filler words ("um", "like") to a minimum when presenting the research idea to the class. Few grammatical errors within the paper.		_____ of 2
Use of Appropriate References	1	2	3-4	5 or more	___ of 2
Total Points					30
	This rubric adapted in part from a rubric developed by Information Technology Evaluation Services, NC Department of Public Instruction http://www.ncsu.edu/midlink/rub.pres.html and from assessment documents from Lisa Sieverts, Facilitated Change/MSM Program Director, and Ralph Meima, MBA Program Director, Marlboro College Graduate School, Brattleboro, VT (last updated Nov. 21, 2011). Adapted for use at Harvard Extension School by Jen Kramer, Lecturer in Digital Media, Cambridge, MA (last updated Nov. 7, 2016). This rubric was adapted for use from Prof. Jen Kramer, for use at Rutgers University.				

Final Poster Presentation Rubric

	Dormant	Promising	Developed	Mastered	Total
Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but does not elaborate.	Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration.	_____ **of 8**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Audience can follow the presentation. The presenter is clear and organized.	The student presents the material clearly and engages the audience in discussion.	_____ **of 8**
Research and Supporting Material (visuals, handouts, media)	Student uses superfluous supporting material.	Student uses material that rarely supports the presentation.	Student's voice is clear. Student's research helps explain and augment the presentation.	Student exhibits professionalism and confidence. Student's supporting materials explain and reinforce the presentation.	_____ **of 12**
Instructor's Choice				Points awarded based on creativity, originality, professionalism, keeping filler words ("um", "like") to a minimum, professional-looking poster.	_____ **of 2**
Total Points					