INR 7139:
Issues in Domestic Security
Department of Political Science
College of Sciences
3 Credit Hours

Course Syllabus

Instructor:	Jonathan Powell, PhD	Term:	Spring 2019
Office:	305D Howard Phillips Hall	Class Meeting Days:	Wednesday
Office Hours:	T 9-11; W 9-11	Class Meeting Time:	1-3:50
Phone:	407-828-2082	Class Location:	HPH 305G
Email:	Jonathan.powell@ucf.edu	Course Modality:	Face to face

Course Description
Examination of national issues such as domestic terrorism, with a particular emphasis on challenges arising at the state level

Student Learning Outcomes
1. Studies will gain familiarity with academic approaches to domestic security challenges.
2. Students will develop analytical skills associated with conducting academic research.
3. Students will improve writing skills as they relate to different types of academic research.

Enrollment Requirements
Admission to Security Studies Ph.D. or C.I.

Important Dates
See course schedule for important dates regarding class requirements. Below are other dates that may be of importance to students.

January 7 Classes Begin

January 10 Drop/Swap Deadline

March 11-16 Spring Break

March 20 Withdrawal Deadline

April 22 Classes End

May 3 Grades due in myUCF (12:00pm)

May 6 Grades available on myUCF

Assignment Submission
Some assignments will require submission via webcourses. Consequently, students will need to have access to a reliable computer and internet connection.

Assessment and Grading Procedures
The semester grade will be determined by student performance on the tasks briefly described below. Letter grades will be assigned in accordance with the percentages described in the table to the right.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92.99 points
B+	87 – 89.99 points
B	83 – 86.99 points
B-	80 – 82.99 points
C+	77 – 79.99 points
C	73 – 76.99 points
C-	70 – 72.99 points
D+	67 – 69.99 points
D	63 – 66.99 points
D-	60 – 62.99 points
F	59 and below

Discussion (5% of semester grade)
This is a graduate seminar, so verbal communication is essential to the success of the class. Students should arrive to class prepared to effectively discuss the assigned readings (without having to rely on the documents themselves or notes). As a part of assessing discussion preparation, the instructor reserves the right to assign unannounced quizzes during any class session.

Student Background (5% of semester grade)
Each student will submit a form indicating a range of interests and academic and/or career objectives.

Research Proposal (5% of semester grade)

Data Assignments (10% of semester grade)
Students will complete four data assignments during the class. These will require students to accomplish tasks including deciding on appropriate measures to use to account for a specific concept, coding and/or recoding data in order to be able to use it for a specific purpose, merging different datasets, identifying problems with data, running basic tests of association, and interpreting basic statistical results. Examples will be provided in class.

Data Presentation (5% of semester grade)
Each student will provide a brief presentation (10-12 minutes) that demonstrates the successful use of appropriate datasets. These presentations do not necessarily have to be quantitative in nature, in the sense of running statistical models. Instead, emphases will be placed on presenting descriptive trends and identifying interesting cases from what might otherwise be referred to as “large-N” data.

Article Review (5% of semester grade)
Each student will complete a review of an academic article. In essence, the student will act as if they are reviewing the paper for a peer reviewed journal. Students are not expected to have the range of knowledge and skills of a typical, seasoned reviewer, but students will be expected to comment on strengths and weaknesses on different aspects of the theory, use of data, research design, and conclusions. Examples will be provided in class.

Briefing and Blog (10% of semester grade)
Each student will write two assessments of a current or (currently relevant) historic event. This will be done in one of two ways. First, students will write an 800-1000 essay in a manner accessible to the general public, as if being written for an academic blog like The Monkey Cage or Political Violence at a Glance. Second, students will complete a 1500-2000 word essay in a more academic fashion, as seen with short briefing papers seen in many academic journals. Examples of each will be provided in class. Though not explicitly required, students are especially encouraged to develop topics that can be directly incorporated into their research designs (you can borrow text, verbatim, as is appropriate), and to actually submit their work to a suitable outlet.

Professional Development in Research (20%)
Students will complete a variety of tasks that will increase their familiarity with different opportunities in the discipline. This will include identifying appropriate outlets for publication, internal and external sources of funding, relevant conference activities, etc.

Research Design Draft 1 (20% of semester grade)
Students will complete a 4000-5000 word research design. These papers will include all "front end" elements of a paper, including an introduction, literature review, theoretical argument, and a discussion of the preliminary data to be used. Effectively, this will be all aspects of a research paper short of the analysis.

Research Design Draft 2 (20% of semester grade)
After receiving comments from the instructor, students will complete a revised version of the research design. This will be treated as a revised version of a journal submission, with the instructor providing each student with the opinions of two "outside reviewers." Aside from merely incorporating (or not incorporating) suggested edits, students will complete a brief memo that summarizes changes and responds to the "reviewers." Examples will be provided.

Make-up Assignments
The Catalog states, "Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays." Excused absences will require proper documentation and/or prior consent of the instructor.

Materials turned in late will be assessed a penalty of 10% for each day past due, beginning at 1 minute past the announced deadline, up until 48 hours after the due time. Enrolling in

this class indicates you have access to a reliable internet connection and an electronic device that meets all system and browser requirements (https://cdl.ucf.edu/learn-online/what-are-the-technology-requirements/). Technical problems associated with your device and connection will not result in extensions or retakes on assignments. Extensions due to technical issues will only be allowed when UCF IT can verify the problem was on UCF's end.

Attendance/Participation
Attendance is essential for success in the class. The instructor will generally not distribute notes. As discussion preparation and participation is a component of the grade, an accumulation of absences can have an important impact on the semester grade.

Extra Credit
There will be no extra credit opportunities for this class.

Academic Integrity
The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.

http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators (http://wpacouncil.org/node/9 and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledg-ing its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

All components of every assignment should reflect the individual work of the student.

Further, the UCF Golden Rule specifies that work completed for a class should be original to that class. In other words, re-use of any work (in part or in its entirety) is forbidden unless the student receives permission from the instructors of the relevant classes. I strongly encourage students to continue to develop work they have begun in other classes, and to continue to develop work from this class in subsequent classes, but students should make it a point to communicate the re-use of material to their instructors.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropri-ately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk. As this is the first time I have taught this class, all materials I will be using this semester are completely new.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter should be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Childcare Emergencies
If necessary (e.g., babysitter fails to show), I am open to allowing students to bring a child to class under three conditions. First, the child should not be ill. Second, the child should not be a distraction to the class. Third, if the child does become a distraction to the class, the student will need to leave.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left). Our AED is on the second floor of HPH, next to the elevator.
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Communication
Students should be prepared to

- Correspond directly through webcourses or via their official UCF Knights email account (this is required by UCF; instructors are not permitted to correspond with your non-UCF email accounts and messages from those accounts may be ignored)
- Include the course number in the subject line of messages (I will prioritize emails I see coming from the class
- Include a salutation and write messages in proper English (I don't actually get offended by this, but it is a good habit)

Class Schedule (subject to change)

1. January 9 - Conceptual Foundations
   - Kendall-Taylor, Andrea, and Erica Frantz. 2014. "How Autocracies Fall." *Washington Quarterly* 37(1):35-47.
   - Tsebelis, George. 1995. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism, and Multipartyism." *British Journal of Political Science* 25(3):289-325.
     - Israel election readings
   - Svolik Codebook
   - Regime change cases

2. January 16
   Theory foundations
   - Waltz, Kenneth N. 1996. "International Politics is not Foreign Policy." *Security Studies* 6(1): 54-57.
   - Fearon, James D. 1998. "Domestic Politics, Foreign Policy, and Theories of International Relations." *Annual Review of Political Science* 1: 289–313.
   - Putnam, Robert D. 1988. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42(3): 427-460.
   - Nye, Joseph S. 1990. "Soft Power." *Foreign Policy*. 80: 153-171.
   - Gourevitch, Peter. 1978. "The Second Image Reversed: The International Sources of Domestic Politics." *International Organization* 32(4):881-912.

Security of the State

3. January 23
   Domestic Sources of Alliances & Conflict
   - David, Steven. 1991. "Explaining Third World Alignment." *World Politics* 43(2):233-256.

- Tamm, Henning. 2016. "The Origins of Transnational Alliances: Rulers, Rebels, and Political Survival in the Congo Wars." *International Security* 41(1):147-181. Read front end, skim cases.
- Fumagalli, Matteo. 2007. "Alignments and Realignments in Central Asia: The Rationale and Implications of Uzbekistan's Rapprochement with Russia." *International Political Science Review* 28(3):253-271.
- Pickering & Kisangani
- Weeks, Jessica. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review* 106(2):326-347.
- Henderson, Errol. 2008. "Disturbing the Peace: African Warfare, Political Inversion, and the Universality of the Democratic Peace Thesis." *British Journal of Political Science* 39(1):25-58.

4. January 30
   Civil-Military Relations
   - Feaver, Peter. 1999. "Civil-Military Relations." Annual Review of Political Science 2(1): 211–41.
   - Selection from Huntington
   - Selection from Bueno de Mesquita
   - Atkinson, Carol. 2006. "Constructivist Implications of Material Power: Military Engagement and the Socialization of States, 1972-2000." *International Studies Quarterly* 50(3):509-537.
   - Savage, Jesse Dillon, and Jonathan Caverley. 2017. "When Human Capital threatens the Capitol: Foreign Aid in the Form of Military Training and Coups." *Journal of Peace Research* 54(4):542-557.

5. February 6

Coups
- Bell, Curtis, and Jun Koga Sudduth. 2017. "The Causes and Outcomes of Coup during Civil War." Journal of Conflict Resolution 61(7): 1432-1455.
- Souaré, Issaka. 2014. "The African Union as a Norm Entrepreneur on Military Coups d'état in Africa (1952-2012): An Empirical Assessment." Journal of Modern African Studies 52(1): 69-94.
- Lindberg, Staffan, and John F. Clark. 2008. "Does Democratization Reduce the Risk of Military Interventions in Politics in Africa?' Democratization 15(1): 86-105.
- Marinov, Nikolay, and Hein Goemans. 2014. "Coups and Democracy." British Journal of Political Science 44(4): 799-825.
- Thyne, Clayton, and Jonathan Powell. 2016. Coup d'état or Coup d'Autocracy?: How Coups Influence Democratization, 1950-2008. Foreign Policy Analysis 12(2): 192-213.

6. February 13

Coup-Proofing & its Consequences
- Quinlivan, James T. 1999. "Coup-proofing: Its Practices and Consequences in the Middle East." International Security 24(2): 131-165.Talmadge
- Talmadge, Caitlin. 2013. "The Puzzle of Personalist Performance: Iraqi Battlefield Effectiveness in the Iran-Iraq War." Security Studies 22(2): 180-221.Pollock (Libya)

- Sudduth, Jun Koga. 2017. "Strategic Logic of Elite Purges in Dictatorships." Comparative Political Studies 50(13): 1768-1801.
- Selection from Pollack, Kenneth. 2002. Arabs at War: Military Effectiveness, 1948-1991. Lincoln, NE: University of Nebraska Press.

7. February 20
   Protest/popular movements/Revolution
   - Stephan, Maria, and Erica Chenoweth. 2008. "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict." *International Security* 33(1):7-44.
   - Pion-Berlin, David, Diego Esparza, and Kevin Grisham. 2014. "Staying Quartered: Civilian Uprisings and Military Disobedience in the Twenty-First Century." Comparative Political Studies 47(2): 230-259.
   - Demarest, Leila, and Arnem Langer. 2018. "The Study of Violence and Social Unrest in Africa: A Comparative Analysis of Three Conflict Event Datasets." *African Affairs* 117(467):310-325.
   - Brockett, Charles. 1992. "Measuring Political Violence and Land Inequality in Central America." *American Political Science Review* 169-176.
   - Goodwin

8. February 27
   Civil War & Terrorism
   - Tezcur, Gunes. 2016. "Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion." *American Political Science Review* 110(2):247-264.
   - Roessler, Philip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." World Politics 63(2): 300-346.Hughes & Tripp
   - Posen, Barry. 1993. "The Security Dilemma and Ethnic Conflict." *Survival* 35(1):27-47.
     - Kenya election violence reading
   - Kustra, Tyler. 2016. "HIV/AIDS, Life Expectancy, and the Opportunity Cost Model of Civil War." *Journal of Conflict Resolution*. Forthcoming.
   - Aksoy, Deniz, David B. Carter, and Joseph Wright. 2015. "Terrorism and the Fate of Dictators." World Politics 67(3): 423-468.

9. March 6
   Military Professionalization
   - Worboys, Katherine. 2007. "Peacekeeping Operations and Civil-Military Relations in Argentina, 1989-1999." *Armed Forces & Society* 33(2):149-168.
   - Larsdotter, Kersti. 2015. "Security Assistance in Africa: The Case for Less." *Parameters*.
   - Harkness, Kristen. 2015. "Security Assistance in Africa: The Case for More." *Parameters*.
   - Dwyer, Maggie. 2015a. "Peacekeeping Abroad, Trouble Making at Home: Mutinies in West Africa." African Affairs 114(455): 206-225.
   - Lundgren, Magnus. 2018. "Backdoor Peacekeeping: Does Participation in UN Peacekeeping Reduce Coups at Home?" *Journal of Peace Research*.

Security of People

10. March 20
    Environmental Change and Security
    - Collier, Paul. 2008. "The Politics of Hunger: How Illusion and Greed Fan the Food Crisis." *Foreign Affairs* 87(6):67-79.
    - Hendrix, Cullen, and Idean Salehyan. 2012. "Climate Change, Rainfall, and Social Conflict in Africa." *Journal of Peace Research* 49(1):35-50.
    - Myers, Samuel, and Jonathan Patz. 2009. "Emerging Threats to Human Health from Global Environmental Change." *Annual Review of Environment and Resources* 34:223-252.
    - Myers et al. 2017. "Climate Change and Global Food Systems: Potential Impacts due to Sea-Level Rise." *Annual Review of Earth Planetary Sciences* 36:601-647.
    - Adger, W. Neil. 2006. "Vulnerability." *Global Environmental Change* 16:268-281.
    - Page, Edward, and Clare Heyward. 2017. "Compensating for Climate Change Loss and Damage." *Political Studies* 65(2):356-372.

11. March 27
    Health Prioritization
    - Dionne, Kim Yi. 2018. *Doomed Interventions.* (full book-ebook available for free through the UCF library)

12. April 10
    Human Security
    - Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." American Political Science Review 97(1):57-73.
    - Fariss, Christopher. "Respect for Human Rights has Improved over Time: Modeling the Changing Standard of Accountability." American Political Science Review 108(2):297-318.
    - Hoeffler, Anke, and James Fearon. 2018. "Conflict and Violence: Benefits and Costs of the Conflict and Violence Targets for the Post-2015 Development Agenda." Copenhagen Consensus Center.
    - Arat, Zahra. 2015. "Feminisms, Women's Rights, and the UN: Would Achieving Gender Equality Empower Women?" American Political Science Review 109(4):674-689.
    - Murdie, Amanda, and David Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." International Studies Quarterly 56(1):1-16.
    - O'Brien, K. and J. Barnett. 2013. "Global Environmental Change and Human Security." *Annual Review of Environment and Resources* 38:373-391.

13. April 17
    Presentations