INR 7332 The Scientific Study of Security

University Course Catalog Description. Principles of research design and evaluation of studies on domestic and international security; preparation of an empirical research paper.

Overview of the scope and purpose of the course. Review articles and papers; complete a research paper for journal submission.

Learning Outcomes. Enhance skills in developing and reviewing research designs in security studies. Getting a research manuscript ready for journal submission.

Credits: 3

Class Hours: 3

Lab and Field Work Hours: 0

Contact Hours: 3

Prerequisite(s): Admission to Security Studies Ph.D. or C.I.

Instructor: Michael Mousseau / Michael.Mousseau@UCF.edu / 407-823-2608. I usually respond to emails within 24 hours.

Office & Office Hours: Howard Phillips Hall 302M, Mondays 5:00-6:00 and Tuesdays 11:00-12:00 & 1:00-3:00. If you can't make these hours you can email for an appointment. If you can't make these hours email for an appointment.

Academic Engagement Quiz: Are You Alive? T/F Answer Due by Friday Aug 30

This course has two primary goals: 1) enhance your skills in research design; and 2) help you get your manuscript ready for submission. To achieve these goals, we will review and critique both published research designs in the field and everyone's own research papers. Everyone will submit their own papers to the class, twice, once at first draft and again at the second draft. At each round, the paper will be discussed at length in seminar. In addition, on Nov. 18 each student will present a dataset to the class.

Accordingly, each half of most weekly seminars will be devoted to either one article or one student paper. Students will lead discussions of both, but everyone is expected to read everything and contribute to the overall seminar. Paper due dates and assigned discussions are listed in the schedule.

Course Schedule

August 26	Course Introduction APSA Practice Presentations: Tad & Sara
September 2	Labor Day (Holiday) Paper Due, Draft 1: Sara
September 9	Article: Stuart A. Bremer, "Dangerous Dyads: Conditions Affecting the Likelihood of Interstate War, 1816-1965," *The Journal of Conflict Resolution* 36 (2 Jun., 1992): 309-341. Article Discussion Leader: None Paper to be Discussed: Sara Paper Discussion Leader: Thomas Paper Due, Draft 1: Logan
September 16	Article: David Spiro, "The Insignificance of the Liberal Peace," *International Security* 19 (2 Fall 1994): 50-86. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Logan Paper Discussion Leader: Tad Paper Due, Draft 1: Thomas
September 23	Article: Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science* 51 (2007):166-191. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Thomas Paper Discussion Leader: Sara Paper Due, Draft 1: Tad
September 30	Article: Allan Dafoe, John R. Oneal, and Bruce Russett. "The Democratic Peace: Weighing the Evidence and Cautious Inference," *International Studies Quarterly* 57 (2013): 201–214. **Need read only section "Analyses" on pages 207-2010. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Tad Paper Discussion Leader: Logan Paper Due, Draft 1: Doug
October 7	Article: Errol A. Henderson and Resat Bayer, "Wallets, Ballots, or Bullets: Does Wealth, Democracy, or Military Capabilities Determine War Outcomes?" *International Studies Quarterly* (2013) 57, 303–317. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Doug Paper Discussion Leader: Oner Paper Due, Draft 1: Gus
October 14	Article: Frank S. Cohen, "Proportional Versus Majoritarian Ethnic Conflict Management in Democracies," *Comparative Political Studies* 30 (5 1997): 607-630. Article Discussion Leader: To be assigned (TBA)

	Paper to be Discussed: Gus Paper Discussion Leader: Doug Paper Due, Draft 1: Oner
October 21	Article: Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97 (3 August 2003): 343-361. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Oner Paper Discussion Leader: Gus Paper Due, Draft 2: Sara
October 28	Article: James I. Walsh and James A. Piazza, "Why Respecting Physical Integrity Rights Reduces Terrorism," *Comparative Political Studies* 43(5) 551–577. Article Discussion Leader: To be assigned (TBA) Paper to be Discussed: Sara Paper Discussion Leader: Doug
November 4	Dataset Presentations.
November 11	Armistice Day (Holiday) Paper Due, Draft 2: Logan & Thomas
November 18	Paper to be Discussed: Logan Paper Discussion Leader: Gus Paper to be Discussed: Thomas Paper Discussion Leader: Oner Paper Due, Draft 2: Tad & Doug
November 25	Paper to be Discussed: Tad Paper Discussion Leader: Sara Paper to be Discussed: Doug Paper Discussion Leader: Logan Paper Due, Draft 2: Gus & Oner
December 2	Paper to be Discussed: Gus Paper Discussion Leader: Tad Paper to be Discussed: Oner Paper Discussion Leader: Thomas

Course Policies

Method of Grade Reporting: Webcourses@UCF.

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

Final exam date: No Final Exam.

****Note: Improper citation indicates plagiarism and can result in a zero grade.** Academic integrity is not just about avoiding plagiarism. It includes too:

1. **Proper attribution** of work at all levels, with particular emphasis on correct citation of summarized literature and quoted material, as well as accurate and professional use of data. For specifics, see the Writing Center's guide.
2. All material you turn in is to be **original work** that has not been used in other classes, or appropriated from others.
3. The purpose of citing is less about the getting the commas in the right place of the **citation** than it is about proper intellectual attribution of your sources. Importantly, citations allow for the reader to be able to easily find the exact source, sometimes the exact passage, where you found your information; thus, your citations must be complete and systematic. In this course, whenever you use an idea from someone else, you must cite them at that point in your essay, and any group of more than 3 words that are not your own must be in quotes or it will be considered plagiarism. Unless stated otherwise, all assignments must correctly use a standard citation system (such as APA, MLA Chicago, etc.) formatting, correctly identify and use sources and quoted material. Note that citation style guides are available at the library website here: http://guides.ucf.edu/?group_id=1813. And, free software that helps you manage citations for various styles are found here: http://library.ucf.edu/about/departments/scholarly-communication/citation-management-tools/.

UCF Official Syllabus Addendum

This page contains course policies that are standardized across all UCF courses and are supplemental to all UCF course syllabi.

1. **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://www.academicintegrity.org/icai/assets/FVProject.pdf

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 comes from the Council of Writing Program Administrators <http://wpacouncil.org/node/9+> and has 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 acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

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 appropriately.

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

Faculty have reported errors in class notes being sold by third parties, and the errors may be contributing to higher failure rates in some classes. The following is a statement appropriate for distribution to your classes or for inclusion on your syllabus:

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.

In-Class Recording Policy. Outside of the note taking 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 note taking 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 may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Embrace Diversity. The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

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. (Insert class-specific details if appropriate)

- 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/workplacesafety.html (click on link from menu on left). (insert class specific information if appropriate)
- 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 (You CAN Survive an Active Shooter) 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.

University Writing Center. The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/