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. Knowledge of latest advances in the cumulative study of security. 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 Hours: Tuesdays & Wednesdays, 11:00 to 1:00 on Zoom. Just send an email and I'll send a Zoom link. If you can't make these hours email for an appointment.

Academic Engagement Quiz: Are You Alive? T/F Answer **Due by Friday Aug 28**

This course has two primary goals: 1) Enhance skills in research design; and 2) Help students get their manuscripts ready for submission to field journals. To achieve these goals, we will review and critique both published research designs in the field and your own research papers. Therefore, everyone will submit their own papers to the class, three times. At each round, the paper will be discussed at length in seminar.

Each half of most weekly seminars will be devoted to either one article or one student paper. Everyone is expected to read everything and contribute to the overall seminar. Students whose papers are up should prepare a 10 minute presentation on Zoom. The aim is for students to polish their presentation skills, so immediately after each presentation we will critique the style (not content) of the presentation. We will then spend the remaining half of the seminar (about one hour) offering suggestions on ways the paper can be improved. After the seminar, everyone must send the student's paper back to her with comments: the more extensive your comments, the more help you are giving your peers.

After a paper is discussed in seminar, the student will have three to four weeks to make revisions according to recommendations. Regarding larger issues of research question viability and research design, students should discuss the criticisms/suggestions raised in seminar with their advisors before proceeding with recommended revisions. In addition, on Oct. 19 each student will present a dataset of their choice to the class.

Evaluation

- Final Paper 50%
- Participation 45%
- Dataset Presentation 5%
- Course Schedule

Papers

You will submit your paper three times. Submit to class as an attachment in the course discussion page. Each draft should appear as if ready for submission, other than single space and font size. Your paper grade is an A if your third and final submission is ready for submission to a journal, or if the dissertation proposal is ready. Exceptions allowed if one could only plan but not complete the research by the final submission.

1. Try to stay below 9,000 words, including references but not tables and figures. Students not planning on submitting articles in their careers can have longer papers, but are encouraged to keep their papers as short as possible.
2. Please use a sans-serif, 14-point font, including footnotes. This makes papers easier to read, and enter comments, on screens.
3. Please use 1.1 spacing, align left.
4. Use Word's "paragraph keep with next" function to prevent sections from losing their headings.
5. No space between paragraphs. Instead indent, but do not indent the first paragraph after a section heading if the section heading is aligned left.
6. Number all pages.
7. Place footnotes at the bottom of page for our convenience (journals differ on this requirement).
8. Tables and figures should be submitted together in a separate Word file, each on a separate pages. THis will make it easier for everybody to read the tables and text simultaneously, using multiple screens or prints. In the paper, enter "[Table 1 about here]", centered with space above and below it, immediately following the first paragraph wherein the table or figure is mentioned.
9. The first time a variable is defined, capitalize the first letter and use italics. After words only capitalize. Variable names in text must match those in the tables and figures. Avoid undescriptive computer names: "Democracy" is better than "D332LXX."
10. Always include bibliography.
11. Follow the APA citation format. If you have a journal already in mind you may format for that journal.

Writing Tips

1. Tables & Figures.
    1. Have tables and figures only if needed.
    2. All should be self-explanatory.
    3. Often a simple figure is useful to present an important point or concept.
    4. Walk readers through tables and figures in the text.
2. Abstract – neutral descriptive tone; direct and active prose; look at examples. Journals vary in preferred style.
3. In the introduction and other parts of the paper, don't say what you are going to do; say what you did (or just do it). Journals do vary in this preference, however.
4. Write in clear, concise, direct sentences. Express exactly what you intend to express: do not simply imply things and assume the reader gets the implication. Similarly, do not merely allude to things, employ word games, or use slang or jargon. Write as if your audience is from a different culture: make every sentence representative of what you mean to say. For instance, do not use catch phrases like "play the democracy card," or write that "X only did Y." The word "only" means something else was supposed to be done - what? Never leave anything for the reader to guess at or interpret.
5. Do not make reference to events occurring now and assume everybody knows what you are meaning (eg., Covid): write so an audience can understand a hundred years from now.
6. Tone varies by research group. One way to start is to know your research group, find a paper you think is well written in this group, and model it.
7. Some say we should try to avoid the em dash. Suggest using only if sentence is already broken with commas. Em dash is best limited to two appearances per sentence. Use shorter en dash only to show ranges in numbers and dates.
8. Try to avoid distracting footnotes in the first paragraph.
9. Four things that must be in every introduction: the topic, why it matters, what the paper does about it, and the organization of the paper.
10. Don't cite common knowledge. Always cite sources of controversial assertions of fact.
11. Assume minimal common knowledge. If you know your field well, you know the common knowledge to assume in its journals.
12. Having trouble with a sentence: Just say what you want to say out loud. That often works for me.
13. Every sentence must be needed. If not, drop it.
14. The topic sentence of each paragraph is the most important.
15. Explain concepts with examples.
16. Try to make your paper fun to read; make readers interested!
17. Some suggest that rather than "him" or "her," try "it" or "they". Certainly, do not use the male gender only.
18. Make sure to be sensitive to gender and cultural identities in your tone.

To submit your papers to the class, just attach it in a discussion. Please see paper guidelines.

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 http://uwc.ucf.edu/.Links to an external site.

Participation

Critiquing your peers is crucial to their success. Therefore, everyone must read every paper to identify its weaknesses and specify ways it can be improved. All issues for every paper are open for discussion, including:

- Justification of topic
- Clarity of aims and objectives
- Organization of paper
- Background research
- Research question and logical flow
- Appropriateness of design/methodology
- Sentences and paragraphs
- Tone and style
- Use of references

Regarding the assigned articles, focus on the design issues: think about potential threats to validity, and alternative ways to get at the same research question. Do not presume that all articles in the course are flawed: in fact all research articles have weaknesses. My goal is to get everyone fine tuned in finding them.

Every week other than weeks 1 (introduction) and 8 (dataset presentation), I will assign a participation grade. Highest grades go to students who:

- Spot multiple weakness in a paper or article
- Share thoughtful ways of addressing the identified weaknesses
- Address a wide range of issues in the student papers, from grammar to organization and design
- Return drafts to their peers with multiple comments and suggestions

Presentation of Dataset

In 10 to 20 minutes present a dataset in security studies that interests you. Your presentation should include, inter alia, the dataset title, unit of analysis if applicable, the spatial/temporal

coverage of the data set, a list of variables included in the data, and some summary statistics. You should select a key variable (or 2-3) and discuss how it is operationalized and coded (for example, alliances are coded into 3 types), and perhaps a description of 1 or 2 sample cases. And of course add anything else you think matters (i.e., possible uses; criticisms of codings, etc).

Course Schedule

Date	**Seminar Part 1**	**Seminar Part 2**	**Papers Due**
Aug 24	Course Introduction		Jennifer
Augt 31	Jennifer 1	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.	
Sept 7	Labor Day (Holiday)		
Sept 14	David Spiro, "The Insignificance of the Liberal Peace," *International Security* 19 (2 Fall 1994): 50-86.	Erik Gartzke, "The Capitalist Peace," *American Journal of Political Science* 51 (2007):166-191.	Erika and Kinnari
Sept 21	Erika 1	Kinnari 1	Ozgur and Victoria
Sept 28	Ozgur 1	Victoria 1	

Oct 5	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.	Robert Pape, "The Strategic Logic of Suicide Terrorism," *American Political Science Review* 97 (3 August 2003): 343-361.	Jennifer
Oct 12	Jennifer 2	James I. Walsh and James A. Piazza, "Why Respecting Physical Integrity Rights Reduces Terrorism," *Comparative Political Studies* 43(5) 551–577.	
Oct 19	Dataset Presentations		Erika and Kinnari
Oct 26	Erika 2	Kinnari 2	Ozgur and Victoria
Nov 2	Ozgur 2	Victoria 2	
Nov 9	Frank S. Cohen, "Proportional Versus Majoritarian Ethnic Conflict Management in Democracies," *Comparative Political Studies* 30 (5 1997): 607-630.	Douglas M. Gibler and Mark D. Nieman, "Peaceful Neighborhoods and Democratic Differences." Forthcoming in Journal of Politics.	Jennifer

Nov 16	Jennifer 3	Michael Tomz and Jessica L Weeks. 2013. "Public Opinion and the Democratic Peace." American Political Science Review 107(4): 849-865.	Erika and Kinnari
Nov 23	Erika 3	Kinnari 3	Ozgur and Victoria
Nov 30	Ozgur 3	Victoria 3	

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 guideLinks to an external site..
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=1813Links to an external site.. 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/Links to an external site..

UCF Official Syllabus Addendum

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

Covid Statement

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for some synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

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 (Links to an external site.)

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 (Links to an external site.)+> 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/zgradeLinks to an external site..

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

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 ServicesLinks to an external site. (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.htmlLinks to an external site..

- 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.htmlLinks to an external site. (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.eduLinks to an external site. 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 (Links to an external site.)) 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.