Professor Nikola Mirilovic

Issues in Domestic Security (INR7139.0001)
Credit: 3 Units
University of Central Florida, Spring 2021
Time: Wed 1:00PM - 3:50PM (weekly Zoom meetings)
Location: Zoom Class

Office	Phillips Hall 311 D
Office hours	Tue 12:30-3 PM and Wed 11:30 AM - 1 PM (or by appointment). Please call the SPSIA main office (407 823-2608) to have your call transferred to me during office hours.
Voice	(407) 823-5082
Email	Via the course page on Webcourses
Required books	Berinsky, Adam J. *In Time of War*. ISBN: 9780226043593. Chiozza, Giacomo. *Anti-Americanism and the American World Order.* ISBN: 9780801892080. Juergensmeyer, Mark. *Terror in the Mind of God: The Global Rise of Religious Violence.* 4th ed. ISBN: 9780520291355.

Course description: Domestic and international politics are often interconnected, including regarding security issues. In this course, we will address key theoretical perspectives that seek to explain those links. We will focus on the domestic politics of threat perceptions, including the question of what shapes American public opinion toward war and toward potential security challenges. Furthermore, we will focus on prominent domestic security issues, including terrorism, external intervention into civil war and secessionist conflicts, and immigration and diasporas and security.

Course Goals: 1) Students will learn the fundamental perspectives and the key analytical tools needed to address prominent domestic security issues. 2) Students will further their knowledge of key facts relevant to the study of issues such as terrorism and external intervention into secessionist conflicts. 3) Students will improve their writing, analytical and research skills.

Requirements: The final grade will be based on class participation, a short paper, a research presentation, and a research paper. Participation will count for 20% of the final grade. Participation is an important component of a seminar. Students should regularly participate in class discussions: active participation is expected in every class. Quality of participation is also important: quality questions and

comments are stated clearly, informed by the class readings, and offer insightful and original arguments. Students should be prepared to identify, explain and critique arguments from the readings.

The short paper (1,600 word maximum, double spaced, standard fonts and margins) will count for 25% of the final grade. The short paper is not a research paper; it will assess students' writing and analytical skills and their grasp of the class readings.

The research paper (9,000 word maximum, double spaced, standard fonts and margins) will count for 50% of the final grade. Students will complete an original research project on a domestic security issue. The research paper should include a research question, key hypotheses, an explanation of the relevant causal logic, a discussion of alternative arguments and a literature review, and a discussion of key findings and of the research method and the data used in testing the hypotheses. The research paper will be an original work that the student produced for this class.

Research presentations (5% of the final grade): students will formally present their research project to their colleagues and submit the presentation PowerPoint to the professor by uploading it on Webcourses.

Turnitin.com: In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. You will submit assignments through the Canvas Assignment Tool as pdf or docx files. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

Zoom and Synchronous Meetings: This is a remote, video-delivered course. No in-person classroom attendance is required. Students are expected to attend virtually at designated days and times as specified in the class meeting pattern. Internet access, browser, and e-mail required. Webcams and microphones will be required for class meetings. Moved to distance learning due to COVID-19.

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.
- 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.

Course Correspondence: All correspondence with the instructor will be via Webcourses. I will usually respond to your message within 48 hours on business days.

Paper Lateness Policy: The penalty for submitting a paper late is 10 points (one letter grade) for each calendar day of lateness (i.e., an A paper submitted a day late will receive a grade of B; if submitted two days late it will receive a grade of C, etc.).

Required Readings: In addition to the three required books listed on the previous page of the syllabus, required readings include articles and book chapters listed under "course schedule" below. Students should use their online UCF Library access to download all of those readings at the beginning of the class.

Academic Activity and Financial Aid: All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes or as soon as possible after adding the course: on the course page on Webcourses, post a brief description (up to a paragraph) of why you are interested in taking this course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Prerequsites/Corequisites: Admission to Political Science Ph.D. or C.I. Corequisite(s): None.

UCF Academic Integrity Statement: Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical

behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

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.

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.

Course Accessibility Statement: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus safety statement: Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students: Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Religious observances: Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

University Writing Center: Address and contact info: Colbourn Hall 105**;** Satellite Locations: Main Library, Rosen Library, Online**;** 407-823-2197 http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the Success Resources tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

Required Statement Regarding COVID-19:

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses

Grading Scale:

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points
F	59 and below

Introduction and Theoretical Perspectives

1) **January 13: Introductory Session**

No readings.

2) **January 20: Domestic and International Politics**

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.

Sandal, Nukhet A. & Patrick James. 2010. "Religion and International Relations theory: Towards a mutual understanding." *European Journal of International Relations* 17(1): 3–25.

3) January 27: Threat Perceptions and International Relations Theory

Jervis, Robert. 1982. "Deterrence and Perception." *International Security* 7(3): 3-30.

Walt, Stephen M. 1985. "Alliance Formation and the Balance of World Power." *International Security* 9(4): 3-43.

Wendt, Alexander. 1992. "Anarchy is What States Make of it: The Social Construction of Power Politics." *International Organization* 46(2): 391-425.

Kaarbo, Juliet. 2015. "A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory." *International Studies Review* 17: 189–216.

Public Opinion and Threat Perceptions

4) February 3: American Public Opinion and Foreign Policy

Almond, Gabriel A. 1956. "Public Opinion and National Security Policy." *The Public Opinion Quarterly* 20(2): 371-378.

Shapiro Robert Y. & Benjamin Page. 1988. "Foreign Policy and the Rational Public." *Journal of Conflict Resolution* 32(2): 211–247.

Kertzer, Joshua D., Kathleen E. Powers, Brian C. Rathbun & Ravi Iyer. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes." *The Journal of Politics* 76(3): 825–840.

Sides, John & Kimberly Gross. 2013. "Stereotypes of Muslims and Support for the War on Terror." *Journal of Politics* 75(3): 583–598.

Xie, Tao and Benjamin Page. 2010. "Americans and the Rise of China as a World Power." *Journal of Contemporary China* 19(65): 479-501.

5) February 10: American Public Opinion and War

Berinsky, Adam J. 2009. *In Time of War. Understanding American Public Opinion from World War II to Iraq*. Chicago, IL: University of Chicago Press.

6) February 17: Anti-Americanism

Chiozza, Giacomo. 2009. *Anti-Americanism and the American World Order*. Baltimore, MD: The Johns Hopkins University Press.

Terrorism

7) **February 24: Terrorism and Insurgent Violence**

NOTE: February 22 11:59 PM: short paper due (upload on Webcourses)

Betts, Richard. 2002. "The Soft Underbelly of American Primacy: Tactical Advantages of Terror." *Political Science Quarterly* 117(1): 19-36.

Pape, Robert. 2003. "The Strategic Logic of Suicide Terrorism." *The American Political Science Review* 97(3): 343-361.

Victoroff, Jeff. 2005. "The Mind of the Terrorist: a Review and Critique of Psychological Approaches." *Journal of Conflict Resolution* 49(1): 3-42.

Sarah Brockhoff, Tim Krieger and Daniel Meierrieks. 2014. Great Expectations and Hard Times: The (Nontrivial) Impact of Education on Domestic Terrorism. *The Journal of Conflict Resolution*, 59(7): 1186-1215

Duffy Toft, Monica & Yuri M. Zhukov. 2015. "Islamists and Nationalists: Rebel Motivation and Counterinsurgency in Russia's North Caucasus." *American Political Science Review* 109(2): 222-238.

NOTE: February 22: Short papers due at the beginning of class.

8) **March 3: Terrorism and Religious Violence**

Juergensmeyer, Mark. *Terror in the Mind of God: The Global Rise of Religious Violence*.

9) **March 10: Research paper presentations**

Migration, Diasporas and Security

10) **March 17: Migration and Security**

Rudolph, Christopher. 2003. "Security and the Political Economy of International Migration." *The American Political Science Review* 97(4): 603-620.

Bove, Vincenzo & Tobias Böhmelt. 2016. "Does Immigration Induce Terrorism?" *The Journal of Politics* 78(2): 572-588.

Salehyan, Idean. 2008. "The Externalities of Civil Strife: Refugees as a Source of International Conflict." *American Journal of Political Science* 52(4): 787–801.

Huysmans, Jeff. 2000. The European Union and the Securitization of Migration. *Journal of Common Market Studies* 38(5): 751–777.

11) March 24: Diasporas, Foreign Policy, and Security

Shain, Yossi. "The role of diasporas in conflict perpetuation or resolution." *SAIS Review* 22, no. 2 (2002): 115-144.

King, Charles, and Neil J. Melvin. "Diaspora politics: ethnic linkages, foreign policy, and security in Eurasia." *International Security* 24, no. 3 (2000): 108-138.

Haney, Patrick J., and Walt Vanderbush. "The role of ethnic interest groups in US foreign policy: the case of the Cuban American National Foundation." *International Studies Quarterly* 43, no. 2 (1999): 341-361.

Mirilovic, Nikola. 2016. "Regime Type and Diaspora Politics: A Dyadic Approach." *Foreign Policy Analysis* 4: 275–300.

12) March 31: Authoritarianism and Extraterritorial Repression

Glasius, Marlies. "Extraterritorial authoritarian practices: a framework." *Globalizations* 15, no. 2 (2018): 179-197.

Moss, Dana M. "Transnational repression, diaspora mobilization, and the case of the Arab Spring." *Social Problems* 63, no. 4 (2016): 480-498.

Tsourapas, Gerasimos. "The long arm of the Arab state." *Ethnic and Racial Studies* 43, no. 2 (2020): 351-370.

Adamson, Fiona B. "Non-state authoritarianism and diaspora politics." *Global Networks* 20, no. 1 (2020): 150-169.

External Intervention into Civil Wars and Secessionist Disputes

April 7: External Intervention and Civil War

Dylan Balch-Lindsay, Andrew Enterline, & Kyle Joyce. 2008. "Third-Party Intervention and the Civil War Process." *Journal of Peace Research* 45(3): 345–363.

Fearon, James D. "Civil War & the Current International System." *Daedalus* Volume 146 | Issue 4 | Fall 2017 p.18-32

Fortna, Virginia Page. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* (2004) 48, 269–292

Walter, Barbara F. "The Critical Barrier to Civil War Settlement." *International Organization* 51, 3, Summer 1997, pp. 335–64

Regan, Patrick M. and Richard W. Frank. 2014. Migrant remittances and the onset of civil war. *Conflict Management and Peace Science*. 31(5) 502–520

13) **April 14: Spring Break - No class**

14) **April 21: International Recognition**

Coggins, Bridget. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65: 433-67.

Ker-Lindsay, James. 2012. *The Foreign Policy of Counter Secession: Preventing the Recognition of Contested States*. Ch1 Secession and Recognition in International Politics. Available via the UCF library.

Fazal, Tanisha M. & Ryan D. Griffiths. 2014. "Membership Has Its Privileges: The Changing Benefits of Statehood." *International Studies Review* 16(1): 79–106.

Mirilovic, Nikola & David S. Siroky. 2020. "International recognition, religion, and the status of Western Sahara" *Acta Politica*.

NOTE: 4/28 – research paper due by 11:59 PM (upload on Webcourses).

Note: This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus, if any, will be announced in class and the updated syllabus will be posted on Webcourses.