INR 7139
Issues in Domestic Security
Spring 2024

Credit: 3 hours

Time: M 1:00 - 3:50

Place: HPH 305G

Instructor: Andrew Boutton

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Office: 302 Howard Phillips Hall

Office Hours: W 3:00-5:00 PM

Overview:

This course is intended for doctoral students and will be most beneficial for those who have completed an introductory statistics and research design course. Broadly, the emphasis of the course will be on a variety of domestic/internal security issues, with a particular focus on the causes, consequences, and management of internal violence. You will be introduced to some of the most important research in the fields of comparative politics, international relations, and security studies, including both older works that continue to affect our thinking, and more recent work that represents new substantive and methodological trends.

This course has three primary goals. The first is to introduce students to the primary methodological and substantive approaches to the field of security studies, with an emphasis on new research, and research that speaks to contemporary policy challenges. Second, students will learn how this research is conducted, as well as the obstacles to assembling and providing evidence for or against a variety of security-related arguments. A result of this is that students will learn how to read, evaluate, and critique the work of others. Finally, students will initiate at least one of their own research projects, which will give them practical experience in elaborating a theoretical argument, drawing out testable implications, assembling and analyzing relevant evidence, and ultimately presenting their work in front of their peers. These goals necessarily constrain our ability to cover the entire subfield, and to read many of what are considered "classic" works in the field of security studies, although I'm happy to suggest reading that may be useful in preparing for comprehensive exams.

The course will be roughly divided into discrete units or topics. We will spend one week on some units, while others consist of a number of sub-topics and will stretch over the course of several weeks. We will cover a fair amount of academic literature on each topic, and will also discuss both contemporary and historical cases that illustrate how the theoretical mechanisms work in "real life". You will notice that many of the weeks contain a considerable amount of reading. That is by design; the philosophy behind graduate school is similar to that of boot camp: it may hurt now, but you will be stronger in the future because of it.

Finally, recurring theme throughout this course will be the gap between research and policy in the realm of security. As you read and think about the material, it would be useful to consider 1) why academic research fails to inform policy actions in many cases; 2) how this gap manifests itself; and 3) what, if anything, can be done to construct a more symbiotic relationship between the academic and policy worlds.

Requirements:

Students are expected to: 1) *physically* attend all class meetings (as this is an in-person class, there will be no ZOOM or remote accommodations); 2) read assigned material prior to the start of each meeting, and be prepared to contribute meaningfully to the discussion of the material during class; 3) submit discussion questions based on the readings the night before class; 4) co-lead seminar discussion; and 5) complete a number of written assignments, discussed in greater detail below.

Grading

This class is worth 1,000 points, which you can earn by completing the assignments below. Your final grade will be based on the percentage of the 1,000 points that you earn.

Attendance, participation, and discussion leader (300 points)

In-class participation

This is a seminar, not a lecture. While I will generally guide the discussion (typically alongside two students; more on this below), I will not spend time lecturing, and I want you to do most of the talking. Thus, the quality of the class is dependent upon students actively engaging the material along with the instructor and other students. Therefore, students should read the required material *closely* before each class meeting, and come to class prepared to break down each reading in excruciating detail and contribute meaningfully to the discussion.

Weekly discussion questions

As part of the participation grade, each student will submit—by 11:59 PM the night before class, via the Webcourses discussion feature—three questions drawn from that week's reading. Students should view these questions as a partial basis for their contribution to the in-class discussion that week. These could be real questions (e.g. "What did Powell mean when he said X?" "How does this theory account for case Y"?) or merely observations intended to spark discussion (e.g. "I think Brooks' observation is exactly right" or "Kalyvas is dead wrong here"). While you only need to submit three questions, the more of these points you have written down before class, the more interesting and productive our discussions will be. The questions you submit will be accessible to everyone before class, and the discussion co-leaders should also use them as a partial guide when structuring the discussion.

Discussion leader

Beginning in Week 4, two students will lead the seminar discussion along with me, although I will play a supporting role. The purpose of this exercise is 1) to force students to think critically about the material; 2) to ensure that as a class, we discuss what you find interesting and/or puzzling; and 3) to improve presentation and public-speaking ability, an essential skill-set regardless of the career path you choose.

The role of discussion leaders is not to simply present or summarize the material. It's assumed that we will all have read the assigned readings, so simply summarizing them is boring and adds nothing to the class. Rather, your job as discussion leader is to facilitate in-class discussion by raising questions and thinking about the following:

- Working through the logic of the argument and research design, identifying flaws and areas for improvement
- Is the question important? Does it contribute to our knowledge of security studies?

- What do the data look like? Does the measurement of key variables actually capture the concepts we're interested in?
- Discuss the testable implications of the theory.
- Assess the quality of main empirical finding; Can we be confident in the results based on the research design employed? Do the results support the theory?
- Connections–if any–with research we've already covered in class and with other research in the field.
- What case(s) don't fit the conclusions or theoretical assumptions, and why? How could you amend the theory to accommodate this data?
- What is the real-world importance of the research? Should those in the policy community be made aware of these findings? How could the conclusions be applied to contemporary conflicts or other security issues?
- Think about the readings as a whole: Why do they agree or disagree? What are the reasons for different findings and/or conclusions?
- What is the next step in this research agenda? Propose something: it doesn't have to be right, just plausible. If you could have any type of data, what question would you try to answer as an extension of this research?

A few things you should NOT do as discussion leader:

- Summarize the readings. Assume that we are all at least familiar with them, in which case too much summarizing is pointless. Ideally, summary should comprise at most 1/8 of your presentation, and should consist of little more than identifying the motivating question or argument, describing the research design, and highlighting the most important findings or conclusions.
- Rip apart the readings exclusively. Criticism certainly has its place in a seminar, but it is most productive when tempered with recognition of the contribution a piece of research makes to the overall debate.
- Place large chunks of text on slides, or copy and paste quotes from the article unless it serves a clear purpose. Tables and plots are the exception. Try to aim for < 50 words per slide. If you can say it with a picture, graph, or diagram, all the better.
- Read your presentation directly from the slides.

Discussion co-leaders will be assigned as Week 3 approaches. If necessary, the discussion co-leaders can and should schedule a time to meet with me briefly before the class meeting to ensure that we are each on the same page.

Keep these guidelines in mind as well when reading for class, writing your peer reviews, response papers, and during in-class discussions. As always, I encourage you to see me, or otherwise let me know, if I can answer any questions about the readings or provide guidance on any of the points above. Visual aids (i.e., slides of some sort) are strongly encouraged for use during the discussions.

Substantive assignments (5 @ 50 points each = 250 points)

Lave and March assignment

For Week 3, we will read an excerpt from the classic book by Lave and March, *An Introduction to Models in the Social Sciences*. This is an excellent guide for learning how to think like a researcher, ask questions, and propose testable scientific explanations. For the assignment, I will give you two prompts in the form of facts. Select one, and following in the framework of Lave and March, you will then construct a "model" that accounts for this fact and all of its observable implications. Write up a 750 word explanation of your model and how you arrived at each stage. We will all give short presentations of our models in class during Week 3.

Short critique papers (4)

To help you think critically about the material we cover, you will prepare a number of 500-word thought papers conducting critical analyses of articles or chapters we read. These papers should help you to crystallize your thoughts on particular readings and will serve in part as a basis for your contribution to the seminar discussion that week. **You must turn in 4 of these over the 15 weeks of the semester**. You may choose any piece in a given week to write on, but you can do no more than one analysis per week. **These reviews are due at the beginning of class the week we discuss the applicable reading**, although I encourage you to turn in the reviews early when you can, as this will allow me to guide the discussion to cover points that may be of interest or that need to be emphasized. Students should be prepared to talk about their arguments in the seminar as appropriate.

These reviews should contain a commentary or critique of one of the week's readings (you may also choose to write about more than one reading if you'd like). It should not summarize them, but rather engage the material meaningfully and critically analyze it from the perspective of theory, logic, design, method, evidence, conclusions, other research, and/or its overall contribution to international relations research. This critique could take several forms. It could directly critique the arguments or methods in a stand-alone fashion, for instance by discussing why the measures or methods used do not serve to prove the author's point, how they misinterpret the evidence, or why their argument omits some important factor(s) that would call into question their conclusions.

Alternatively, your critique could compare or tie the work into other literature that we have discussed, and comment on how other literature/insights could improve the piece. You may provide some insight into other readings by showing how the central piece is connected to them, but be careful not to stray too far from a central focus on one piece. Finally, your paper could suggest questions or issues raised by the piece that must be analyzed further, for instance alternative hypotheses, alternative theoretical perspectives, or suggest comparisons to other readings that would prove valuable. This analysis should be written in the spirit of constructive criticism - you should identify a weakness or problem in the piece and then offer suggestions about how to improve it. To be successful, your paper will not just throw stones or raise complaints. The first paragraph of your response paper should make clear the central theme of your response/commentary, and you should continue to work that theme throughout the remainder of the paper.

Note that in general an academic review contains three sections: 1) a brief summary of the major theory, method(s), and evidence; 2) a critique of the work on its own terms (i.e., does it answer the question it asks, is the method used correctly, is the evidence convincing, what improvements could be made); 3) a critique of the book from a broader perspective (i.e., is the question important, is the method the right one to use, does it tie into other work, what contribution does the book make). In general, follow the discussion leader guidelines above. Because these are intended to be short reviews, I do not expect you to deal with each of these elements completely, but keep them in mind as another guide.

Final paper project

The final project will consist of three parts:

- Proposal (100 points)
- Presentation (50 points)
- Final paper (250 points)

The tentative due dates for the proposal and final paper are, respectively, **Friday, March 15**, and **Friday, April 26, by 5:00 PM** via Turnitin.
For the final paper, you will prepare an original research design on some topic related to security (the topic does not have to be drawn from the syllabus). The paper should lay out a clear plan for analyzing a key theoretical or empirical issue in security studies. The research designs should include:

1. A review of the extant research related to your question. The literature review should justify your research question by noting problems or lacunae in the existing literature.
2. A clear and succinct statement of a theoretical argument on an important question that you extract from the literature or develop yourself.
3. A research design section detailing how you plan to make inferential claims, either detailing an identification strategy or outlining how your theory implies a set of observable relationships that are inconsistent with competing arguments.
4. A description of the data and characterization of the population of cases to which the theoretical argument/hypotheses apply, and the description of a sample (or way of sampling) from this population.
5. A preliminary assessment or "plausibility probe" based on brief examination of one or more cases from a sample, or a "quick" coding of variables for a simple descriptive analysis or reduced-form regressions.

The point of the final project is to encourage you to think about and develop ideas you wish to pursue in your research after the seminar, and to begin developing your skills as researchers. You will be graded on the quality of the paper, as well as your effort to incorporate the comments you receive at each stage, from feedback on your proposal and from the final presentation. We can discuss the particulars of the final paper as the semester moves along. All students should at least briefly discuss their paper topics with me no later than **February 28**. **If you are having trouble coming up with a research question or finding the right data, PLEASE see me. I'll be happy to help point you in the right direction**

Paper presentations (50 points)

The last 1-2 weeks of class will be entirely devoted to presentations in which each student will give a 20-minute presentation of his/her final project (with visual aids/slides). This will be followed by a collegial Q & A session in which I and the rest of the class can ask questions and offer constructive criticism. The point of this exercise is to allow students one final opportunity to get feedback and suggestions on the project before submitting the final product to me. Since papers are due a week or so after the presentations, it is expected that students will make an effort to incorporate whatever comments they receive into the final draft.

Readings:

Required readings will be articles in published journals, which should be available on Google scholar or through the UCF library website. On occasion, I will assign online content or an excerpt from a book. In both cases, I will let you know in advance how to access the readings.

Course Schedule:

Week 1 (January 8): ***Course intro***

Week 2 (January 15): ***MLK Day (no class)***

Week 3 (January 22): ***Model-building***

Lave, Charles, and Jean March. 1975. An Introduction to Models in the Social Sciences. University Press of America (selection)

Sir Arthur Conan Doyle "Silver Blaze" (`http://www.eastoftheweb.com/short-stories/UBooks/SilvBlaz.shtml`)

Kevin A. Clarke & David M. Primo. 2012. A Model Discipline: Political Science and the Logic of Representations. Oxford University Press (Ch 1-3) (skim)

Week 4 (January 29): ***Types of political violence***

Week 5 (February 5): ***Causes of domestic conflict***

Week 6 (February 12): ***"New" wars vs "old" wars: Has violence changed over time?***

Week 7 (February 19): ***Ethnic conflict***

Week 8 (February 26): ***Terrorism***

Week 9 (March 4): ***Militaries, police, & civil-military relations***

Week 10 (March 11): ***Authoritarian regimes & repression***

Week 11 (March 18): ***Spring Break (no class)***

Week 12 (March 25): ***Democratization & violence***

Week 13 (April 1): ***State failure***

Week 14 (April 8): ***International sources of domestic conflict***

Week 15 (April 15): ***Presentations***

Week 16 (April 22): ***Presentations***

Academic Integrity

Students should familiarize themselves with the UCF 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. 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 [mark "D" on the syllabus quiz] 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.

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) (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

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 here.
- 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 here.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to www.getrave.com/login/ucf and logging in. On the "My Account" tab, fill out the information, including email address and cell phone number.
- 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.

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 www.getrave.com/login/ucf and logging in. On the "My Account" tab, fill out the information, including email address and cell phone number.
- 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.

Make-Up Assignments for Authorized University Events or Co-curricular Activities

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy here.

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 here.

Title IX Policy

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options here and here.

University Writing Center

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.