

# INTL 8200: Special Topics in IR: International Interventions and Human Security

Mondays, 3:35 pm - 6:35 pm

Candler Hall 117

Fall 2018

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Office Hours: 1:00 pm - 3:00 pm Mondays and other times by appointment

## Course Description and Objectives

Billions of dollars have been spent by the international community on efforts to help human security. Sometimes, these efforts are heralded as successful; sometimes, these efforts produce devastating consequences. This course looks at the causes of various types of interventions and the consequences these interventions have on various human security outcomes. In particular, we will focus on both military and civilian interventions, including kinetic military action, peacekeeping, foreign aid, sanctions, intergovernmental structural adjustment programs, and efforts by international non-governmental organizations. Special attention will be paid to the underlying theoretical logic that governs various human security outcomes and how these various intervention types fit within our theoretical understanding of how human security improvements occur. Additionally, we will focus on the process that leads to the involvement of certain interventions in particular situations.

This is a graduate course designed to make students both consumers and producers of state-of-the-art research in this area. As such, the focus will be on the social scientific study of these phenomena. The course is **not** a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization or discussion of these events. Instead, the focus will be on understanding the underlying interests of important actors for human security, the arenas in which these actors interact, and the rules which govern their interactions. At the end of this course, students should be prepared for comprehensive exam questions relating to the topic and/or to begin dissertation or thesis level work on the topic. Students will produce first drafts of empirical papers that could be submitted to academic journals or be incorporated into their dissertations/theses.

## Grading

Your course grade is calculated from the following components:

- **50%** - Practice Take-Home Comps - 7 page maximum, 4 opportunities, you will choose 2

- **25%** - Research Paper -Opportunity for Co-Authored Work
- **10%** - Active Participation
- **15%** - Outside Presentations - 5 minute outside reading presentation and 5 minute outside dataset presentation

## Practice Take-Home Comps

The goal of the exams in this class is to offer you a low-cost way to prepare for comprehensive exams. I will provide 4 opportunities for mini take-home comps; you will complete two of these on your own in the time period before the next class meeting. For each opportunity, you will be given a choice of two questions for which you will craft one 5-7 page response. A rubric will be provided. Your response to this question should demonstrate that you grasp the basic arguments of the readings and are able to synthesize and critique the social scientific literature we've gone over. Further, your response should demonstrate that you are able to apply these arguments to new situations. No outside reading is required.

## Research Paper

Peer-reviewed publications are increasingly required to get an academic (or even non-academic) job after a PhD. They are also becoming common in applications from MA/MIP/MPA students wanting think-tank work. In order to improve the likelihood of you having a publication when you finish your degree, I'm going to require you to prepare a 6,000 to 12,000 word empirical paper draft this semester. These papers can be similar to the requirements of a "Research Note" at *IO* or can be similar to the requirements of a "Research Article" at *ISQ*. This final project will be due December 10th at 5:00 pm emailed to [murdie@uga.edu](mailto:murdie@uga.edu).

The project can be on any topic related to interventions and human security and has to include: (1) a 150-200 word abstract, (2) statement of the research question, (3) a brief review of the existing literature on the topic, (3) your theoretical argument, (4) at least 1 hypothesis that flows from this argument, (5) an empirical evaluation of this hypothesis (quantitative or qualitative), (6) a conclusion that states how your project adds to what we know about the topic. I am not teaching this course as a methods course but I do expect you to consult with me as to your choice of methods and your data sources, etc. We'll have some small meetings throughout the semester during the last 30 minutes of class so you can get some feedback.

Most work in political science is coauthored. Coauthored work also typically gets placed in higher research outlets. As such, I am fine with your research paper being coauthored. The overall level of the final product must meet a slightly higher standard, reflective of the joint effort.

Please note: if you are using this paper for another class or if this paper comes from something you worked on in another class, please let me know so we can discuss options. Since the goal is to have something that could be sent out for peer review, I want to see a semester's worth of progress, BUT I am ok with you continuing on with a project that fits the class topic.

**We will be having a mini conference on the last day of class. You will present your paper like it was a paper at ISA/APSA (10 minute presentation).**

To ensure that you don't procrastinate in this process, on the following dates, you are required to **email me** with information as to your research paper. I will offer you feedback at each of these junctures. Feel free to come see me or email me your concerns prior to these dates as well.

- September 10th: A general topic (1 to 2 sentences is fine) - *Journal of Conflict Resolution*, *Human Rights Quarterly*, or *International Studies Quarterly* are great journals to look in for topics
- October 1st: A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- October 15th: A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis)

- October 29th: A brief statement on how you will empirically evaluate your hypotheses (identify the dependent and independent variables, list how you will measure these variables and the method to be used)
- December 3rd: 10 minute conference presentation in class
- December 10th: Final Project Due by 5:00 pm to [murdie@uga.edu](mailto:murdie@uga.edu)

Failure to do and email me any of these steps will harm your final grade. I will provide feedback but not grade the content at each of these steps. Your final project grade will be graded solely on your completed research proposal, in accordance with the rubric.

## Active Participation

I have also allotted 10% of your grade to *participation*. To receive full credit for the participation component of this grade, simply come to class after having completed **all** the required readings for the week and offer your insights and questions during the class. You will receive full credit for this portion of your grade if it is clear that you actually read and reflected on the readings. Offering tangential or off-topic comments will harm your grade. Feel free to come see me as to your participation grade.

### A note on participation:

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

## Outside Presentations

There is simply too much great research to become an expert on this topic reading just five articles a week for a semester. In order to help all of us grasp more material each week in a efficient manner, there will be (at least) two outside presentations each week. One of these presentations will be on a recommended reading from the recommended reading list for each week. The other presentation will be on a dataset or data-source that relates to that week's topic. You are required to do **at least** one of each of these presentation types during the semester.

For the recommended reading presentation, you will (1) present an outline of one of the RECOMMENDED readings (each student presents one reading), (2) provide the class with typed notes (1-2 pages) on the reading, and (3) offer discussion questions for the class that connect the reading to what we have all read for that week's class. Your presentation cannot be more than five minutes and doesn't require any audio-video aids. There are three goals for these presentations: (1) practice coming up with the main idea of articles and presenting that idea to others, (2) practice presenting with a **strict** time limit, (3) engage with a larger set of literature than you could have read by yourself for the week. This should help in preparing for comprehensive exams.

For the dataset presentation, you will (1) present a general overview of a dataset chosen from the related datasets section of the course reading list, (2) provide the class with typed notes (1-2 pages) that outline the source, coverage, and overview of the dataset, and (3) provide your general overview of the strengths and weaknesses of the dataset. The goal of this assignment is to increase familiarity with common datasets used in this area of research. Of course, you are welcome to use whatever methodology you want in your work. Nonetheless, a passing familiarity with extant large-N datasets is now necessary for all researchers.

We will get a calendar of presentations together during the first class.

## Grading Scale:

Your final grade will be calculated on the following scale:

- 94 to 100 - A
- 90 to 93.9̄ - A-
- 87 to 89.9̄ - B+
- 84 to 86.9̄ - B
- 80 to 83.9̄ - B-
- 77 to 79.9̄ - C+
- 74 to 76.9̄ - C
- 70 to 73.9̄ - C-
- 60 to 69.9̄ - D
- 59 and below - F

## Useful Information and University Policies

### Attendance and Missing Class

I realize you are adults with rich and full lives outside of class. As such, I do not have an attendance policy, *per se*. You are solely responsible for getting any materials you miss. However, it's **very** hard to get the participation points if you aren't in class.

### University Honor Code and Academic Honesty Policy

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

“As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.”

### Changes to the Syllabus Could Occur

The following is taken verbatim from <https://curriculumsystems.uga.edu/curriculum/courses/syllabus>:

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

## Disability Services

The following is taken verbatim from <https://drc.uga.edu/faculty/sample-access-statements>:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>”

The following is taken verbatim from <https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

“Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

## Useful Campus Resources

There are many campus resources that can help you with your academic performance and assist you during the semester. I urge you to check out the Division of Academic Enhancement and the Writing Center.

Some material in this course contains references to violence. You are always welcome to excuse yourself during class for any reason and I urge you to take your health seriously. There are campus resources to help.

## Course Readings

No book purchases are necessary for this class. All of the readings come from academic journal articles and book chapters. If the readings cannot be easily downloaded from Google Scholar on campus, readings can be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** coming to each week’s class. When doing all of your readings, it works best to identify each reading’s research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I’ve actually taken the time to write out some notes; it might work for you, too. If nothing else, it will definitely help in preparing for comprehensive exams.

## Class Outline

### August 13th: Introduction to Course and Course Set Up

#### Recommended Readings:

Paris, Roland. 2001. "Human security: Paradigm shift or hot air?." *International Security* 26(2): 87-102.

Howard-Hassmann, Rhoda E. 2012. “Human Security: Undermining Human Rights?” *Human Rights Quarterly* 34(1): 88-112.

### August 20th: Theoretical Building Blocks for Various Human Security Outcomes

#### Required Readings:

- Reiter, Dan. 2003. "Exploring the bargaining model of war." *Perspectives on Politics* 1 (1): 27-43.
- Risse, Thomas and Kathryn Sikkink. 1999. “The socialization of human rights norms into domestic practices: Introduction.” In *The Power of Human Rights: International Norms and Domestic Change*, edited by Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink. Cambridge University Press. pp. 1-38. **Available on eLC**

- Gourevitch, Peter. 2008. "The role of politics in economic development." *Annual Review of Political Science* 11: 137-159.
- Blattman, Christopher, and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57.
- Krasner, Stephen D., and Thomas Risse. 2014. "External actors, state-building, and service provision in areas of limited statehood: Introduction." *Governance* 27(4): 545-567.

### Recommended Readings:

- Fearon, James D. 1995. "Rationalist explanations for war." *International Organization* 49(3): 379-414.
- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.
- Ron, James. 1997. "Varying Methods of State Violence." *International Organization*. 51(2): 275-300.
- Acemoglu, Daron, Simon Johnson, and James A. Robinson. 2001. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review* 91(5): 1369-1401.
- Shor, Eran. 2008. "Conflict, terrorism, and the socialization of human rights norms: The spiral model revisited." *Social Problems* 55 (1): 117-138.
- Van Belle, Douglas. 1996. "Leadership and Collective Action: The Case of Revolution." *International Studies Quarterly* 40, March: 107-132.

### Related Datasets:

- UCDP/PRIO Armed Conflict Dataset
  - <https://www.prio.org/Data/Armed-Conflict/UCDP-PRIO/>
- Correlates of War Project
  - <http://www.correlatesofwar.org/>
- CIRI Human Rights Dataset
  - <http://www.correlatesofwar.org/>
- World Development Indicators
  - <http://data.worldbank.org/data-catalog/world-development-indicators>
  - <https://datahelpdesk.worldbank.org/knowledgebase/articles/889464-wbopendata-stata-module-to-access-world-bank-data>
- And, a very helpful source for everyone:
  - [http://www.qogdata.pol.gu.se/data/qog\\_std\\_jan16.pdf](http://www.qogdata.pol.gu.se/data/qog_std_jan16.pdf)

## August 27th: Military Interventions

*Handout Practice Take-Home Comp 1*

### Required Readings:

- Findley, Michael G., and Tze Kwang Teo. 2006. "Rethinking Third-Party Interventions into Civil Wars: An Actor-Centric Approach." *Journal of Politics* 68(4): 828-837.
- Kathman, Jacob and Reed Wood. 2011. "Managing Threat, Cost, and Incentive to Kill: The Short- and Long-Term Effects of Intervention in Mass Killings." *Journal of Conflict Resolution*. 55(5): 735-760.
- Peksen, Dursun. 2012. "Does Foreign Military Intervention Help Human Rights?" *Political Research Quarterly*. 65(3): 558-571.
- Bueno De Mesquita, Bruce, and George W. Downs. 2006. "Intervention and Democracy." *International Organization* 60(3): 627-649.
- Berman, E., Shapiro, J. N., & Felter, J. H. 2011. "Can hearts and minds be bought? The economics of counterinsurgency in Iraq." *Journal of Political Economy* 119(4): 766-819.
- Johansson, Karin, and Mehwish Sarwari. 2017. "Sexual violence and biased military interventions in civil conflict." *Conflict Management and Peace Science*. OnlineFirst.

### Recommended Readings:

- DeMeritt, Jacqueline HR. 2015. "Delegating Death Military Intervention and Government Killing." *Journal of Conflict Resolution* 59(3): 428-454.
- Murdie, Amanda, and Dursun Peksen. 2014. "The Impact of Human Rights INGO Shaming on Humanitarian Interventions." *Journal of Politics* 76(1): 215-228.
- Balch-Lindsay, Dylan, Andrew J. Enterline, and Kyle A. Joyce. 2008. "Third-party intervention and the civil war process." *Journal of Peace Research* 45(3): 345-363.
- Krain, Matthew. 2005. "International intervention and the severity of genocides and politicides." *International Studies Quarterly* 49(3): 363-388.
- Regan, Patrick M. 2002. "Third-Party Intervention and the Duration of Intrastate Conflicts," *Journal of Conflict Resolution* 46(1): 55-73.

### Related Datasets:

- International Military Intervention Dataset
  - <https://www.k-state.edu/polsci/intervention/>
- Regan's Third Party Intervention Dataset
  - <http://www3.nd.edu/~pregan3/replicationdata.html>

### September 3rd: Labor Day

### September 10th: Class Canceled - Amanda in South Africa

- In lieu of classtime, please try out UGA's citation management software:
  - <http://guides.libs.uga.edu/citationmanagement>
- Also, please set up a time to see me to discuss your work and research interests.

## September 17th: Mediation

*Practice Take-Home Comp 1 Due*

### Required Readings:

- Wallensteen, Peter, and Isak Svensson. 2014. "Talking peace: International mediation in armed conflicts." *Journal of Peace Research* 51(2): 315-327.
- Kydd, Andrew. 2003. "Which side are you on? Bias, credibility, and mediation." *American Journal of Political Science* 47(4): 597-611.
- Beardsley, Kyle. "Agreement without peace? International mediation and time inconsistency problems." *American Journal of Political Science* 52(4): 723-740.
- Pospieszna, Paulina, and Karl DeRouen. 2017. "Civil War Mediation and Rebel Use of Violence Against Civilians." *Armed Forces & Society* Online First.
- Beardsley, Kyle, David E. Cunningham, and Peter B. White. 2017. "Resolving civil wars before they start: The UN Security Council and conflict prevention in self-determination disputes." *British Journal of Political Science* 47(3): 675-697.

### Recommended Readings:

- Melin, Molly M., and Isak Svensson. 2009. "Incentives for talking: Accepting mediation in international and civil wars." *International Interactions* 35(3): 249-271.
- Beardsley, Kyle. 2009. "Intervention without leverage: Explaining the prevalence of weak mediators." *International Interactions* 35(3): 272-297.
- Beardsley, Kyle, and Nigel Lo. 2013. "Democratic Communities and Third-Party Conflict Management." *Conflict Management and Peace Science* 30(1): 76-93.
- Walter, Barbara F. 1997. "The critical barrier to civil war settlement." *International Organization* 51(3): 335-364.
- Clayton, Govinda, and Kristian Skrede Gleditsch. 2014. "Will we see helping hands? Predicting civil war mediation and likely success." *Conflict Management and Peace Science* 31(3): 265-284.
- Greig, J. Michael. 2005. "Stepping into the fray: when do mediators mediate?." *American Journal of Political Science* 49(2): 249-266.
- Favretto, Katja. 2009. "Should peacemakers take sides? Major power mediation, coercion, and bias." *American Political Science Review* 103(2): 248-263.

### Related Datasets:

- Regan's Diplomatic Interventions Dataset
  - <http://www3.nd.edu/~pregan3/Diplomatic%20Interventions%20User%27s%20Manual.pdf>
- Bercovitch International Conflict Management (ICM) Dataset
  - <http://www.arts.canterbury.ac.nz/bercovitch/databases.shtml>
- Civil Wars Mediation (CWM) Dataset (DeRouen and Bercovitch)
  - <http://www.arts.canterbury.ac.nz/bercovitch/databases.shtml>



## September 24th: Peacekeeping

### Required Readings:

- Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War," *International Studies Quarterly* 48 (2): 269-292.
- Beber, Bernd, Michael J. Gilligan, Jenny Guardado, and Sabrina Karim. 2017. "Peacekeeping, compliance with international norms, and transactional sex in Monrovia, Liberia." *International Organization* 71(1): 1-30.
- Murdie, Amanda. 2017. "R2P, Human Rights, and the Perils of a Bad Human Rights Intervention." *Global Responsibility to Protect* 9(3): 267-293.
- Hultman, Lisa, Jacob Kathman, and Megan Shannon. 2013. "United Nations peacekeeping and civilian protection in civil war." *American Journal of Political Science* 57(4): 875-891.
  - Kocher, Matthew Adam. 2014. "The Effect of Peacekeeping Operations on Violence Against Civilians in Africa: A Critical Re-Analysis." Available at SSRN 2522997.
  - Hultman, Lisa, Jacob D. Kathman, and Megan Shannon. 2014. "Peacekeeping and Civilian Protection in Civil Conflicts: A Response to Kocher's Re-Analysis." Available at SSRN 2579765.

### Recommended Readings:

- Greig, J. Michael, and Paul F. Diehl. 2005. "The peacekeeping–peacemaking dilemma." *International Studies Quarterly* 49(4): 621-645.
- Smith, Alastair, and Allan Stam. 2003. "Mediation and peacekeeping in a random walk model of civil and interstate war." *International Studies Review* 5(4): 115-135.
- Murdie, Amanda and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars," *Human Rights Quarterly* 32 (1): 50-73.
- Ruggeri, A., H. Dorussen, and T. I. Gizelis. 2016. "On the frontline every day? Subnational deployment of United Nations Peacekeepers." *British Journal of Political Science* Forthcoming.
- Karim, Sabrina, and Kyle Beardsley. 2013. "Female peacekeepers and gender balancing: token gestures or informed policymaking?." *International Interactions* 39(4): 461-488.
- Doyle, Michael W., and Nicholas Sambanis. 2000. "International peacebuilding: A theoretical and quantitative analysis." *American Political Science Review* 94(4): 779-801.

### Related Datasets:

- International Peacekeeping Institute Database
  - <http://www.providingforpeacekeeping.org/contributions/>
- Third-Party Peacekeeping Missions Dataset, 1946-2014 (version 3.1):
  - <http://uca.edu/politicalscience/dadm-project/dadm-data-sets/>

## October 1st: Foreign Aid

*Handout Practice Take-Home Comp 2*

### Required Readings:

- Nielsen, Richard A., Michael G. Findley, Zachary S. Davis, Tara Candland, and Daniel L. Nielson. 2011. "Foreign aid shocks as a cause of violent armed conflict." *American Journal of Political Science* 55,(2): 219-232.
- Wood, Reed M., and Christopher Sullivan. 2015. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." *Journal of Politics* 77(3): 736-748.
- Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. 2009. "Can development aid contribute to social cohesion after civil war? Evidence from a field experiment in post-conflict Liberia." *American Economic Review* 99(2): 287-291.
- Crost, Benjamin, Joseph Felter, and Patrick Johnston. 2014. "Aid under fire: development projects and civil conflict." *American Economic Review* 104(6): 1833-1856.
- Dietrich, Simone, Minhaj Mahmud, and Matthew S. Winters. 2018. "Foreign aid, foreign policy, and domestic government legitimacy: Experimental evidence from Bangladesh." *Journal of Politics* 80(1): 133-148.

### Recommended Readings:

- Savun, Burcu, and Daniel C. Tirone. 2012. "Exogenous shocks, foreign aid, and civil war." *International Organization* 66(3): 363-393.
- Gutting, Raynee, and Martin C. Steinwand. 2016. "Donor Fragmentation, Aid Shocks, and Violent Political Conflict." *Journal of Conflict Resolution* Online First.
- Scott, James M., and Carie A. Steele. 2011. "Sponsoring Democracy: The United States and Democracy Aid to the Developing World, 1988–2001." *International Studies Quarterly* 55(1): 47-69.
- Narang, Neil. 2015. "Assisting uncertainty: how humanitarian aid can inadvertently prolong civil war." *International Studies Quarterly* 59(1): 184-195.
- Goldsmith, Benjamin E., Yusaku Horiuchi, and Terence Wood. 2014. "Doing well by doing good: The impact of foreign aid on foreign public opinion." *Quarterly Journal of Political Science* 9(1): 87-114.
- Dreher, Axel, Stephan Klasen, James Raymond Vreeland, and Eric Werker. 2013. "The costs of favoritism: Is politically-driven aid less effective? Economic Development and Cultural Change" 62 (1): 157–191.
- Dietrich, Simone, and Joseph Wright. 2015. "Foreign aid allocation tactics and democratic change in Africa." *Journal of Politics* 77(1): 216-234.

### Related Datasets:

- AidData  
– <http://aiddata.org/>

### October 8th: Sanctions

*Practice Take-Home Comp 2 Due*

### Required Readings:

- Pape, Robert A. 1997. "Why economic sanctions do not work." *International Security* 22(2): 90-136.
  - Elliott, Kimberly Ann. 1998. "The Sanctions Glass: Half Full or Completely Empty?." *International Security* 23(1): 50-65.
  - Pape, Robert A. 1998. "Why economic sanctions still do not work." *International Security* 23(1): 66-77.
- Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46(1): 59-77.
- Allen, Susan Hannah, and David J. Lektzian. 2013. "Economic sanctions A blunt instrument?." *Journal of Peace Research* 50(1): 121-135.
- Hultman, Lisa and Dursun Peksen. 2017. "Successful or Counterproductive Coercion? The Effect of International Sanctions on Conflict Intensity." *Journal of Conflict Resolution* 61(6): 1315-1339.

### Recommended Readings:

- Wood, Reed M. 2008. "A Hand upon the Throat of the Nation": Economic Sanctions and State Repression, 1976–2001." *International Studies Quarterly* 52(3): 489-513.
- Gibbons, Elizabeth, and Richard Garfield. 1999. "The impact of economic sanctions on health and human rights in Haiti, 1991-1994." *American Journal of Public Health* 89(10): 1499-1504.
- Allen, Susan Hannah. 2008. "The domestic political costs of economic sanctions." *Journal of Conflict Resolution* 52.(6): 916-944.
- Peksen, Dursun. 2016. "Economic Sanctions and Official Ethnic Discrimination in Target Countries, 1950-2003." *Defence and Peace Economics* 27(4): 480-502.
- Drury, A. Cooper, and Dursun Peksen. 2014. "Women and economic statecraft: The negative impact international economic sanctions visit on women." *European Journal of International Relations* 20(2): 463-490.

### Related Datasets:

- TIES Dataset:
  - <http://www.unc.edu/~bapat/TIES.htm>

### October 15th: Class Canceled - Amanda at the SEC Academic Leadership Development Program Workshop

- In lieu of class time, please read one 2018 or online first article on the topics covered in class. Please bring this article to class next week to share. Please email a short synopsis to [murdie@uga.edu](mailto:murdie@uga.edu).

## October 22nd: Structural Adjustment Programs

### Required Readings:

- Blanton, Robert G., Bryan Early, and Dursun Peksen. 2018. "Out of the shadows or into the dark? Economic openness, IMF programs, and the growth of shadow economies." *Review of International Organizations* 13(2): 309-333.
- Abouharb, M. Rodwan, and David L. Cingranelli. 2006. "The human rights effects of World Bank structural adjustment, 1981–2000." *International Studies Quarterly* 50(2): 233-262.
- Oberdabernig, Doris A. 2013. "Revisiting the effects of IMF programs on poverty and inequality." *World Development* 46:113-142.
- Dreher, Axel, Jan-Egbert Sturm, and James Raymond Vreeland. 2015. "Politics and IMF Conditionality." *Journal of Conflict Resolution* 59(1): 120-148.
- Hartzell, Caroline A., Matthew Hoddie, and Molly Bauer. 2010. "Economic liberalization via IMF structural adjustment: Sowing the seeds of civil war?." *International Organization* 64(2): 339-356.
  - Midtgaard, Trude M., Krishna Chaitanya Vadlamannati, and Indra de Soysa. 2014. "Does the IMF cause civil war? A comment." *Review of International Organizations* 9(1): 107-124.

### Recommended Readings:

- Detraz, Nicole and Dursun Peksen. 2016. "The Effect of IMF Programs on Women's Economic and Political Rights," *International Interactions* 42(1): 81-105.
- Abouharb, M. Rodwan, and David L. Cingranelli. 2009. "IMF programs and human rights, 1981–2003." *Review of International Organizations* 4(1): 47-72.
- Coburn, Carolyn, Michael Restivo, and John M. Shandra. 2015. "The African Development Bank and women's health: A cross-national analysis of structural adjustment and maternal mortality." *Social Science Research* 51: 307-321.
- Przeworski, Adam and James Raymond Vreeland. 2000. "The Effect of IMF Programs on Economic Growth." *Journal of Development Economics* 62 (2): 385-421.
- Vadlamannati, Krishna Chaitanya, Gina Maria G. Østmoe, and Indra de Soysa. 2014. "Do IMF programs disrupt ethnic peace? An empirical analysis, 1985–2006." *Journal of Peace Research* 51(6): 711-725.
- Shandra, John M., and Eran Shor. 2015. "Debt, structural adjustment and deforestation: A cross-national study." *Journal of World-Systems Research* 14(1): 1-21.

### Related Datasets:

- IMF Datasets:
  - <http://data.imf.org/?sk=388DFA60-1D26-4ADE-B505-A05A558D9A42>

## October 29th: ICC

*Handout Practice Take-Home Comp 3*

### Required Readings:

- Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?." *International Organization* 70(3): 443-475.
- Simmons, Beth A., and Allison Danner. 2010. "Credible Commitments and the International Criminal Court." *International Organization* 64 (2): 225-256.
  - Chapman, Terrence L., and Stephen Chaudoin. 2013. "Ratification patterns and the international criminal court." *International Studies Quarterly* 57(2): 400-409.
- Appel, Benjamin J. 2018. "In the Shadow of the International Criminal Court: Does the ICC Deter Human Rights Violations?." *Journal of Conflict Resolution* 62(1): 3-28.
- Chapman, Terrence L., and Stephen Chaudoin. 2017. "Public Reactions to International Legal Institutions: The ICC in a Developing Democracy"
  - Working paper available here: [http://www.stephenchaudoin.com/CC\\_Draft\\_2017\\_07\\_03.pdf](http://www.stephenchaudoin.com/CC_Draft_2017_07_03.pdf)

### Recommended Readings:

- Chaudoin, Stephen. 2016. "How Contestation Moderates the Effects of International Institutions: The International Criminal Court and Kenya." *Journal of Politics* 78.2 (2016): 557-571.
- Dancy, Geoff, and Florencia Montal. 2015. "Unintended Positive Complementarity: Why International Criminal Court Investigations May Increase Domestic Human Rights Prosecutions." Available at SSRN 2736519.
- Berlin, Mark S. 2016. "Why (not) arrest? Third-party state compliance and noncompliance with international criminal tribunals." *Journal of Human Rights* Forthcoming
- Fehl, Caroline. 2004. "Explaining the International Criminal Court: A 'Practice Test' for rationalist and constructivist approaches." *European Journal of International Relations* 10(3): 357-394.
- Kelley, Judith. 2007. "Who keeps international commitments and why? The International Criminal Court and bilateral nonsurrender agreements." *American Political Science Review* 101(3): 573-589.
- De Silva, Nicole. 2017. "Intermediary Complexity in Regulatory Governance: The International Criminal Court's Use of NGOs in Regulating International Crimes." *The ANNALS of the American Academy of Political and Social Science* 670(1): 170-188.

### Related Datasets:

- International Crime Database:
  - <http://www.internationalcrimesdatabase.org/>
- Transitional Justice Research Collaborative:
  - <https://transitionaljusticedata.com/>

## November 5th: INGOs - Human Rights/Conflict Related Outcomes

*Practice Take-Home Comp 3 Due*

### Required Readings:

- Hafner-Burton, Emilie M. 2008. "Sticks and stones: Naming and shaming the human rights enforcement problem." *International Organization* 62(4): 689-716.
  - Murdie, Amanda M., and David R. Davis. 2012. "Shaming and blaming: Using events data to assess the impact of human rights INGOs." *International Studies Quarterly* 56(1): 1-16.
- Wilson, Maya, David R. Davis, and Amanda Murdie. 2016. "The view from the bottom: Networks of conflict resolution organizations and international peace." *Journal of Peace Research* 53(3): 442-458.
- Bracic, Ana. 2016. "Reaching the Individual: EU Accession, NGOs, and Human Rights." *American Political Science Review* [http://www.anabracic.com/uploads/1/1/3/8/11385527/bracic\\_aprsr.pdf](http://www.anabracic.com/uploads/1/1/3/8/11385527/bracic_aprsr.pdf)
- McEntire, Kyla Jo, Michele Leiby, and Matthew Krain. 2015. "Human rights organizations as agents of change: An experimental examination of framing and micromobilization." *American Political Science Review* 109(3): 407-426.

### Recommended Readings:

- DeMeritt, Jacqueline HR. 2012. "International organizations and government killing: Does naming and shaming save lives?" *International Interactions* 38(5): 597-621.
- Murdie, Amanda, and Sean Webeck. 2015. "Responding to the call: Human security INGOs and countries with a history of civil war." *International Political Science Review* 36(1): 3-19.
- Bell, Sam R., Amanda Murdie, Patricia Blocksome, and Kevin Brown. 2013. "'Force Multipliers': Conditional Effectiveness of Military and INGO Human Security Interventions." *Journal of Human Rights* 12(4): 397-422.
- Krain, Matthew. 2012. "J'accuse! Does naming and shaming perpetrators reduce the severity of genocides or politicides?" *International Studies Quarterly* 56(3): 574-589.
- Burgoon, Brian, Andrea Ruggeri, Willem Schudel, and Ram Manikkalingam. 2015. "From Media Attention to Negotiated Peace: Human Rights Reporting and Civil War Duration." *International Interactions* 41(2): 226-255.
- Bell, Sam R., Tavishi Bhasin, K. Chad Clay, and Amanda Murdie. 2014. "Taking the fight to them: neighborhood human rights organizations and domestic protest." *British Journal of Political Science* 44(4): 853-875.
- Murdie, Amanda, and Tavishi Bhasin. 2011. "Aiding and abetting: Human rights INGOs and domestic protest." *Journal of Conflict Resolution* 55(2): 163-191.

### Related Datasets:

- Transnational Social Movement Organization Dataset, 1953-2003 (ICPSR 33863)
  - <http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/33863>
- Yearbook of International Organizations
  - <http://www.uia.org/>

## November 12th: INGOs - Development Related Outcomes

### Required Readings:

- Cooley, Alexander, and James Ron. 2002. "The NGO scramble: Organizational insecurity and the political economy of transnational action." *International Security* 27(1): 5-39.
- Murdie, Amanda, and Alexander Hicks. 2013. "Can international nongovernmental organizations boost government services? The case of health." *International Organization* 67(3): 541-573.
- Bütthe, Tim, Solomon Major, and André de Mello e Souza. 2012. "The politics of private foreign aid: humanitarian principles, economic development objectives, and organizational interests in NGO private aid allocation." *International Organization* 66(4): 571-607.
- Gugerty, Mary Kay, and Michael Kremer. 2008. "Outside funding and the dynamics of participation in community associations." *American Journal of Political Science* 52(3): 585-602.
- Campbell, Susanna, Matthew DiGiuseppe, and Amanda Murdie. 2018. "International Development NGOs and Bureaucratic Capacity: Facilitator or Destroyer?." *Political Research Quarterly*. Online First.

### Recommended Readings:

- Edwards, Michael, and David Hulme. 1996. "Too close for comfort? The impact of official aid on nongovernmental organizations." *World Development* 24(6): 961-973.
- Bush, Sarah Sunn. 2016. "When and why is civil society support "made-in-America"? Delegation to non-state actors in American democracy promotion." *Review of International Organizations* 11(3): 361-385.
- Murdie, Amanda. 2014. "Scrambling for contact: The determinants of inter-NGO cooperation in non-Western countries." *Review of International Organizations* 9(3): 309-331.
- Murdie, Amanda, and David R. Davis. 2012. "Looking in the mirror: Comparing INGO networks across issue areas." *Review of International Organizations* 7(2): 177-202.

### Related Datasets:

- NGO Aid Map:
  - <https://www.ngoaidmap.org/>
- Global Humanitarian Assistance Datasets:
  - <http://www.globalhumanitarianassistance.org/data-guides/datastore/>
- Private Participation in Infrastructure Database:
  - <https://ppi.worldbank.org/>

## November 19th: No Class - Thanksgiving Break

## November 26th: INGOs: Closing Civil Society Space Problem

*Handout Practice Take-Home Comp 4*

### Required Readings:

- Dupuy, Kendra, James Ron, and Aseem Prakash. 2016. "Hands off my regime! Governments' restrictions on foreign aid to non-governmental organizations in poor and middle-income countries." *World Development* 84: 299-311.
- Gill, Timothy M. 2017. "Unpacking the world cultural toolkit in socialist Venezuela: national sovereignty, human rights and anti-NGO legislation." *Third World Quarterly* 38(3): 621-635.
- Poppe, Annika Elena, and Jonas Wolff. 2017. "The contested spaces of civil society in a plural world: norm contestation in the debate about restrictions on international civil society support." *Contemporary Politics* 23(4): 469-488.
- Grinde, Jonatan. 2017. "Closing space for civil society-How western and non-western linkages explain restrictions on foreign funding to domestic civil society organizations."
  - <http://lup.lub.lu.se/luur/download?func=downloadFile&recordOid=8911992&fileOid=8911994>
- Guarrieri, Thomas R. 2018. "Guilty as perceived: How opinions about states influence opinions about NGOs." *Review of International Organizations* Online First.

### Recommended Readings:

- Jeong-Woo Koo and Amanda Murdie. 2018. "Smear Campaigns or Counterterrorism Tools: Do NGO Restrictions Limit Terrorism?" Working Paper. Available from authors.
- Dupuy, Kendra E., James Ron, and Aseem Prakash. 2015. "Who survived? Ethiopia's regulatory crackdown on foreign-funded NGOs." *Review of International Political Economy* 22(2) 419-456.
- Carothers, Thomas, and Saskia Brechenmacher. Closing space: Democracy and human rights support under fire. Carnegie Endowment for International Peace, 2014. [https://carnegieendowment.org/files/closing\\_space.pdf](https://carnegieendowment.org/files/closing_space.pdf)
- Murdie, Amanda, and David R. Davis. 2012. "Looking in the mirror: Comparing INGO networks across issue areas." *Review of International Organizations* 7(2): 177-202.
- Gerber, Theodore P. 2017. "Public opinion on human rights in Putin-era Russia: Continuities, changes, and sources of variation." *Journal of Human Rights* 16(3): 314-331.

### Related Datasets:

- International Center for Not-for-Profit Law
  - <http://www.icnl.org/>

### December 3rd: Presentation of Research Papers and Conclusion of the Course

*Practice Take-Home Comp 4 Due*

### December 10th: Final Paper Emailed to [murdie@uga.edu](mailto:murdie@uga.edu)



Research Paper Rubric

Component	Performance Description	Performance Level	Comments on Component
<b>Motivation/Introduction</b>	<p>paper's opening presents a "puzzle" or story that helps with the identification of the research question and states the importance of the project</p> <p>4= a full introduction is provided are there but underdeveloped</p> <p>3 = introduction is missing key parts necessary for published work</p> <p>2 = the paper's topic is unclear or muddled</p> <p>1 = complete failure at a social science introduction</p>		
<b>Statement of the Research Question</b>	<p>5 = clearly identifies a research question that is consistent with the identified topic, research question is concise and insightful</p> <p>4 = acceptably identifies a research question consistent with topic</p> <p>3 = somewhat difficult to identify what the research question is and/or how it relates to the identified topic</p> <p>2 = significant failure to state a research question</p> <p>1 = complete failure to state a research question</p>		
<b>Literature Review (can be combined with theoretical argument section)</b>	<p>5 = outlines the existing social scientific literature on the topic, using at least 10 different academic sources, shows how question has or has not be addressed in the existing literature, discusses the literature in a coherent, integrated, and connected manner</p> <p>4 = uses the required source materials but treatment somewhat lacks connection and integration (ie literature review could be provided only in a chronological way, major connections are inadequately addressed)</p> <p>3 = does not use the required number of academic sources but does attempt to connect the literature</p> <p>2 = uses the required source materials but complete lack of connection and integration</p> <p>1 = complete failure to provide a coherent literature review with the required number of sources</p>		
<b>Theoretical Argument</b>	<p>5 = provides a clear and logical theoretical argument that could be used to justify an answer to the research question, connections are made to existing literature and potential counterarguments are anticipated and addressed</p> <p>4 =theoretical argument presented but underdeveloped</p> <p>3 = theoretical argument is provided but justifications are weak and unclear</p> <p>2 = significant failure to justify the hypothesis provided</p> <p>1 = complete failure to justify the hypothesis provided</p>		
<b>Hypotheses</b>	<p>5= fully provides testable and falsifiable statements of empirical expectation(s) which are consistent with the theoretical argument provided it is easy to determine a dependent variable and an independent variable from all hypotheses, NOTE: only 1 hypothesis is required</p> <p>4 = adequately provides statements of empirical expectation(s) consistent with theoretical argument</p>		

	<p>3 = provides empirical expectation(s) but not clear how expectations are consistent with theoretical argument</p> <p>2 = significant failure to provide empirical expectation(s)</p> <p>1 = complete lack of empirical expectation(s)</p>
<b>Empirical Research Design</b>	<p>5 = clearly and completely outlines a quantitative or qualitative way to evaluate each hypothesis</p> <p>4 = adequately outlines a quantitative or qualitative way to evaluate hypotheses</p> <p>3 = a research design is attempted but incomplete</p> <p>2 = serious weaknesses in an incomplete research design</p> <p>1 = complete failure in providing a research design</p>
<b>Empirical Research Presentation</b>	<p>5 = empirics conducted in a reasonable way and presented in line with discipline standards</p> <p>4 = empirics show some serious flaws</p> <p>1 = complete failure in providing empirics</p>
<b>Mechanics</b>	<p>5 = writing style adds to the overall quality of the paper, citation style is consistent, between 6000-10000 words</p> <p>4 = minor problems with citation, spelling, grammar, or sentence structure, between 6000-10000 words</p> <p>3 = writing mechanics detract from the quality of the paper, between 6000-10000 words</p> <p>2 = serious writing and citation errors</p> <p>1 = writing and citation errors too numerous for college work</p>
<b>Followed all steps for feedback during semester</b>	<p>5 = Yes</p> <p>1 = No</p>
<b>Additional Comments:</b>	

**Final Grade:**

Take Home Mini Comp Rubric

<b>Components</b>	<b>Unacceptable 0 Points</b>	<b>Acceptable</b>	<b>Good</b>	<b>Excellent Full Credit</b>
<b>Answers Questions Posed for the Essay (5 points)</b>	fails to provide an answer to all questions 0 POINTS	attempts to answer the majority of the questions, but missing at least one answer 2 POINTS	answers all questions but little attention to at least one question 4 POINTS	answers all questions posed in the essay prompt 5 POINTS
<b>Argument (5 points)</b>	presentation of opinion 0 POINTS	argument with weak sources 2 POINTS	argument with sources provided, not all logical links provided 4 POINTS	clear thesis statement, logical and well support argument 5 POINTS
<b>Conceptualization (4 points)</b>	does not demonstrate course knowledge 0 POINTS	concepts presented only in basic literature review format 1.5 POINTS	integrated concepts 2.5 POINTS	concepts presented with innovative content/discussion 4 POINTS
<b>Content &amp; Vocabulary (3 point)</b>	vocabulary for course missing 0 POINTS	vocabulary for course only "name-dropped" 1 POINT	vocabulary presented but not discussed sufficiently 2 POINTS	vocabulary presented in a coherent manner 3 POINTS
<b>Organization (2 points)</b>	disorganized presentation 0 POINTS	a general flow can be seen but is not consistent or coherent 1 POINT	relatively coherent organization, some paragraphs out of place 1.5 POINTS	paper's organization helps in the presentation of the argument 2 POINTS
<b>Mechanics (1 point)</b>	distracting errors and/or completely too long or too short 0 POINTS	a few overlooked errors 0.33 POINTS	writing style could improve and/or slightly too long or too short 0.66 POINTS	well-written and correct length 1 POINT