INTL 8223: International Interventions and Human Security

Wednesdays, 6:30-9:50 pm

Jackson Street Building Room 125 & Over Zoom (Meeting ID: 992 3141 3779, Passcode: 958671)

Fall 2020

Dr. Amanda Murdie
Email: murdie@uga.edu
Office Hours: 2:00 - 4:00 pm, Tuesdays, and by appointment.

- Office Hours Over Zoom: https://zoom.us/j/98165376447?pwd=Zk1qUE5JYWt2MzVjMjRQS3FJNXluZz09
  - Meeting ID: 981 6537 6447, Passcode: 413830, One tap mobile +13017158592,98165376447# US (Germantown) +13126266799,98165376447# US (Chicago), Dial by your location +1 301 715 8392 US (Germantown) +1 312 626 6799 US (Chicago) +1 929 205 6099 US (New York) +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston) +1 669 900 6833 US (San Jose)

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 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 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 on the topic. They will also have expertise which will be essential in policy or practitioner employment in this area. Students will produce first drafts of empirical papers that could be submitted to academic journals or be incorporated into their dissertations/theses.
HyFlex Classroom & Education During a Pandemic

You are enrolled in this course in the middle of a global pandemic. Due to this unfortunate situation, some of the course delivery will be different this year than in past years. Nonetheless, by working together with patience and understanding, I believe we can all have a better-than-normal class experience, even given the less-than-ideal pandemic environment! The following guidelines briefly lay out our class structure. We will go over these details more during the first few classes:

1. You will not be required to be on campus for the class meetings: **you can fully succeed in the course without ever stepping foot in our on-campus classroom.**

2. Because this is a graduate seminar, we will typically have synchronous class meetings at our regular class times. All synchronous class meetings (done over Zoom, with face-to-face options) will be recorded in case there are bandwidth or connection problems. I’ll likely have a few asynchronous videos as well.

3. We will have most classes where you can attend on campus for face-to-face instruction and discussion. You could also Zoom in to class from your preferred location. Some classes (marked on the schedule below) will only be held over Zoom. If there is an on-campus option, we’ll have to follow social distancing and mask guidelines. Our classroom is large enough to accommodate all of us within the current social distancing requirements.

4. Our first class will be completely over Zoom in order to set ground rules and expectations.

5. Discussion/participation can be done either during class time or, if necessary, in an online discussion board environment and through recordings.

If you will be Zoom-ing into class, please use the following Zoom meeting details:

- Meeting ID: 992 3141 3779 Passcode: 958671, One tap mobile +19292056099,99231413779# US (New York) +13017158592,99231413779# US (Germantown) Dial by your location +1 929 205 6099 US (New York) +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston)

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at [https://drc.uga.edu/](https://drc.uga.edu/)

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: [https://dawgcheck.uga.edu/](https://dawgcheck.uga.edu/)
What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see [https://www.uhs.uga.edu/info/emergencies](https://www.uhs.uga.edu/info/emergencies).

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email (murdie@uga.edu), with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Grading

Your course grade is calculated from the following components:

- **45%** - Practice Take-Home Comps - 7 (double-spaced) page maximum, 4 opportunities, you will choose 2
- **25%** - Research Paper - Opportunity for coauthored work
- **10%** - Active Participation **(on-campus attendance not required)**
- **20%** - Outside Presentations - at least one of each - 10 minute outside reading presentation and 10 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 and/or situations where you will have to briefly summarize and analyze research for a policy audience. 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. Your answers should be uploaded to an assignment drop in eLC by our next class meeting. For each opportunity, you will be given a choice of two questions for which you will craft one
5-7 page (double-spaced) response. A rubric is provided below. Your response to the question prompt 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) research-related jobs. 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 3,500 to 8,000 word (~15 pages - ~25 pages double-spaced) empirical paper draft this semester. These papers can be similar to the requirements of a “Research Note” at [IO] or at [ISQ]. This final project will be due December 14th at 11:59 pm (uploaded to assignment drop in eLC).

The project can be on any topic related to our class 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 one 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.

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 23:** A general topic (1 to 2 sentences is fine) - *Review of International Organizations, International Organization,* or *International Studies Quarterly* are great journals to look in for topics
- **October 7:** A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- **November 4:** A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis)
- **November 18:** 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 14:** Final Project Due by 11:59 pm

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 (Online or On-Campus)**

I have also allotted 10% of your grade to participation. To receive full credit for the participation component of this grade: (a) either over Zoom or in person during our class meetings, please make it clear that you have read and reflected on the readings, AND/OR (b) please participate in the online discussion board for
our class topics. These two options will allow full participation without ever having to be on campus and without having to participate synchronously (in case there were ever bandwidth or connection issues, illness, family obligations, etc). Offering tangential or off-topic comments will harm your grade.

Outside Presentations (Online or On-Campus)

There is simply too much great research to become an expert on this topic reading just five or six articles a week for a semester. In order to help all of us grasp more material each week in an 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 (to be uploaded to eLC before the class meeting), and (3) offer discussion questions and reflections for the class that connect the reading to what we have all read for that week’s class. Your presentation cannot be more than ten 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 and/or policy positions.

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 (to be uploaded to eLC before the class meeting), and (3) provide your general overview of the strengths and weaknesses of the dataset and how it connects to what we have read for the class. 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. If you have had a class with me already where we have had dataset presentations, please choose a different dataset this time!

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

Please note: you are welcome to give your presentation over Zoom or on campus during our normal class time. You are also welcome to prerecord your presentation using your phone, computer, tablet, etc. Your prerecorded presentation would then be shared with the course over eLC.

Grading Scale:

Your final grade will be calculated on the following scale:

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

Useful Information and University Policies

University Honor Code and Academic Honesty Policy

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

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

I expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please feel free to send me any questions you have.

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/content_page/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.”

I want to help all students succeed in this course!

Mental Health and Wellness Resources

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

“If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies). If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.”

Some material in this course contains references to violence. I urge you to take your mental 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. Readings can be found on the eLC page for this course. I expect you to have completed the readings before 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 26th: Introduction to Course and Course Set Up (Zoom Only)

Required Readings:


September 2nd: Theoretical Building Blocks for Various Human Security Outcomes (Zoom and On-Campus)

Required Readings:


Recommended Readings:

Related Datasets:

- UCDP/PRIO Armed Conflict Datasets (pick one):
  - https://ucdp.uu.se/downloads/
  - *If needed, multiple students will present on different datasets from this collection in later weeks

- Correlates of War Project (pick one):
  - http://www.correlatesofwar.org/
  - *If needed, multiple students will present on different datasets from this collection in later weeks

- Quality of Governance (A Good Starting Point for Any Research Project):
  - https://qog.pol.gu.se/data/datadownloads/qogstandarddata

September 9th: Military Interventions (Zoom and On-Campus)

Required Readings:


Recommended Readings:


Related Datasets:

- International Military Intervention Dataset:
  
  - [https://www.k-state.edu/polsci/intervention/](https://www.k-state.edu/polsci/intervention/)
- Humanitarian Military Intervention Dataset:
  
  - [https://reliefweb.int/report/world/humanitarian-military-interventions-dataset](https://reliefweb.int/report/world/humanitarian-military-interventions-dataset)
- Military Interventions by Powerful States Dataset:
  
  - [http://plsullivan.web.unc.edu/data/](http://plsullivan.web.unc.edu/data/)

September 16th: Mediation (Zoom and On-Campus)

Required Readings:


Recommended Readings:

Related Datasets:

- Bercovitcch International Conflict Management (ICM) Dataset:  
  - https://www.canterbury.ac.nz/arts/research/bercovitch-data-centre/
- Civil Wars Mediation (CWM) Dataset (DeRouen and Bercovitcch):  
  - https://www.canterbury.ac.nz/arts/research/bercovitch-data-centre/

September 23rd: Peacekeeping *(Zoom Only)*

*Handout Practice Take-Home Comp 1*

**Required Readings:**


**Recommended Readings:**

Related Datasets:

- International Peacekeeping Institute Database:
  - http://www.providingforpeacekeeping.org/contributions/
- Third-Party Peacekeeping Missions Dataset, 1946-2014 (version 3.1):

September 30th: Diplomacy (Zoom and On-Campus)

Practice Take-Home Comp 1 Due

Required Readings:


Recommended Readings:


Related Datasets:

- Diplomatic Representation Dataset:
  - https://pardee.du.edu/diplomatic-representation-data-set
- Rising Powers Diplomatic Network:
  - https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/5FISNQ
- China Public Diplomacy:
October 7th: Foreign Aid (Zoom and On-Campus)

Required Readings:


Recommended Readings:


Related Datasets:

- OECD aid data by sectors:  
  - https://donortracker.org/sectors
- World Bank Project Specific disbursements:  
  - https://www.aiddata.org/data/world-bank-project-specific-disbursements
- Geoquery Aid data:  
  - https://www.aiddata.org/geoquery

October 14th: Sanctions (Zoom and On-Campus)

Required Readings:


**Recommended Readings:**


**Related Datasets:**

- TIES Dataset:
  - [http://www.unc.edu/~bapat/TIES.html](http://www.unc.edu/~bapat/TIES.html)

- GIGA Sanctions Dataset:

**October 21st: Structural Adjustment Programs (Zoom Only)**

*Handout Practice Take-Home Comp 2*

**Required Readings:**


**Recommended Readings:**


**Related Datasets:**

- IMF Datasets:

- Dreher data on WB and IMF:
  - [https://rdrr.io/cran/psData/man/IMF_WBGet.html](https://rdrr.io/cran/psData/man/IMF_WBGet.html)

**October 28th: Transitional Justice (Zoom and On-Campus)**

*Practice Take-Home Comp 2 Due*

**Required Readings:**


**Recommended Readings:**


**Related Datasets:**

• Bates, Cinar, and Nalepa (2020): A New Transitional Justice Dataset:
  - [https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/1HCPSG](https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/1HCPSG)

• Transitional Justice Research Collaborative:
  - [https://transitionaljusticedata.com/download](https://transitionaljusticedata.com/download)

• Post-Conflict Justice Dataset:

**November 4th: ICC (Zoom and On-Campus)**

*Handout Practice Take-Home Comp 3*

**Required Readings:**


  


**Recommended Readings:**


**Related Datasets:**

• International Crime Database:  

• Coalition for ICC:  
  [coalitionfortheicc.org/explore/icc-situations-and-cases/](http://www.internationalcrimesdatabase.org/)

**November 11th: INGOs - Human Rights/Conflict Related Outcomes (Zoom and On-Campus)**

*Practice Take-Home Comp 3 Due*

**Required Readings:**


• Haines, Alexandra, Michele Leity, Matthew Krain, and Amanda Murdie. 2020. "Two sides of the same coin: can campaigns generate support for both human rights and retributive violence?." *International Interactions* Forthcoming.
Recommended Readings:


Related Datasets:

- Transnational Social Movement Organization Dataset, 1953-2003 (ICPSR 33863):
  - [http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/33863](http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/33863)

- Yearbook of International Organizations:
  - [http://www.uia.org/](http://www.uia.org/)

November 18th: INGOs - Development Related Outcomes *(Zoom Only)*

Required Readings:


Recommended Readings:


Related Datasets:

- NGO Aid Map:
  - https://www.ngoaidmap.org/
- Global Humanitarian Assistance Datasets:
  - devinit.org/data/datasets/global-humanitarian-assistance-report-2020/
- Private Participation in Infrastructure Database:
  - https://ppi.worldbank.org/

November 25th: No Class - Thanksgiving Break

December 2nd: INGOs: Closing Civil Society Space Problem (Zoom Only)

Handout Practice Take-Home Comp 4

Required Readings:


Recommended Readings:

December 9th: Public-Private Partnerships (Zoom Only)

Practice Take-Home Comp 4 Due

Required Readings:


Recommended Readings:


Related Datasets:

- USAID Public-Private Partnerships Database:
  - catalog.data.gov/dataset/usaid-public-private-partnerships-database-a4a6f

- World Bank's Private Participation in Infrastructure Database:
  - ppi.worldbank.org/en/ppi
- Transnational Public-Private Governance Initiatives in World Politics (TGIWP) Dataset:
## Research Paper - Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Performance Description</th>
<th>Performance Level</th>
<th>Comments on Component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation/Intro</strong></td>
<td>5 = paper’s opening presents a “puzzle” or story that helps with the identification of the research question and states the importance of the project&lt;br&gt;4 = a full introduction is provided are there but underdeveloped&lt;br&gt;3 = introduction is missing key parts necessary for published work&lt;br&gt;2 = the paper’s topic is unclear or muddled&lt;br&gt;1 = complete failure at a social science introduction</td>
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<tr>
<td><strong>Statement of the Research Question</strong></td>
<td>5 = clearly identifies a research question that is consistent with the identified topic, research question is concise and insightful&lt;br&gt;4 = acceptably identifies a research question consistent with topic&lt;br&gt;3 = somewhat difficult to identify what the research question is and/or how it relates to the identified topic&lt;br&gt;2 = significant failure to state a research question&lt;br&gt;1 = complete failure to state a research question</td>
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<tr>
<td><strong>Literature Review (can be combined with theoretical argument section)</strong></td>
<td>5 = outlines the existing social scientific literature on the topic, using at least 10 different academic sources, shows how question has or has not been addressed in the existing literature, discusses the literature in a coherent, integrated, and connected manner&lt;br&gt;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)&lt;br&gt;3 = does not use the required number of academic sources but does attempt to connect the literature&lt;br&gt;2 = uses the required source materials but complete lack of connection and integration&lt;br&gt;1 = complete failure to provide a coherent literature review with the required number of sources</td>
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<tr>
<td><strong>Theoretical Argument</strong></td>
<td>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&lt;br&gt;4 = theoretical argument presented but underdeveloped&lt;br&gt;3 = theoretical argument is provided but justifications are weak and unclear&lt;br&gt;2 = significant failure to justify the hypothesis provided&lt;br&gt;1 = complete failure to justify the hypothesis provided</td>
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<tr>
<td><strong>Hypotheses</strong></td>
<td>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</td>
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</tbody>
</table>
4 = adequately provides statements of empirical expectation(s) consistent with theoretical argument  
3 = provides empirical expectation(s) but not clear how expectations are consistent with theoretical argument  
2 = significant failure to provide empirical expectation(s)  
1 = complete lack of empirical expectation(s)

| Empirical Research Design | 5 = clearly and completely outlines a quantitative or qualitative way to evaluate each hypothesis  
|                          | 4 = adequately outlines a quantitative or qualitative way to evaluate hypotheses  
|                          | 3 = a research design is attempted but incomplete  
|                          | 2 = serious weaknesses in an incomplete research design  
|                          | 1 = complete failure in providing a research design |

| Empirical Research Presentation | 5 = empirics conducted in a reasonable way and presented in line with discipline standards  
|                                | 4 = empirics show some serious flaws  
|                                | 1 = complete failure in providing empirics |

| Mechanics | 5 = writing style adds to the overall quality of the paper, citation style is consistent, correct length  
|           | 4 = minor problems with citation, spelling, grammar, or sentence structure, correct length  
|           | 3 = writing mechanics detract from the quality of the paper, correct length  
|           | 2 = serious writing and citation errors  
|           | 1 = writing and citation errors too numerous for college work |

| Followed all steps for feedback during semester | 5 = Yes  
|                                               | 1 = No |

| Additional Comments: |

<p>| Final Grade: | 22 |</p>
<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers Questions Posed for the Essay (5 points)</td>
<td>fails to provide an answer to all questions 0 POINTS</td>
<td>attempts to answer the majority of the questions, but missing at least one answer 2 POINTS</td>
<td>answers all questions but little attention to at least one question 4 POINTS</td>
<td>answers all questions posed in the essay prompt 5 POINTS</td>
</tr>
<tr>
<td>Argument (5 points)</td>
<td>presentation of opinion 0 POINTS</td>
<td>argument with weak sources 2 POINTS</td>
<td>argument with sources provided, not all logical links provided 4 POINTS</td>
<td>clear thesis statement, logical and well support argument 5 POINTS</td>
</tr>
<tr>
<td>Conceptualization (4 points)</td>
<td>does not demonstrate course knowledge 0 POINTS</td>
<td>concepts presented only in basic literature review format 1.5 POINTS</td>
<td>integrated concepts 2.5 POINTS</td>
<td>concepts presented with innovative consent/discussion 4 POINTS</td>
</tr>
<tr>
<td>Content &amp; Vocabulary (3 point)</td>
<td>vocabulary for course missing 0 POINTS</td>
<td>vocabulary for course only “name-dropped” 1 POINT</td>
<td>vocabulary presented but not discussed sufficiently 2 POINTS</td>
<td>vocabulary presented in a coherent manner 3 POINTS</td>
</tr>
<tr>
<td>Organization (2 points)</td>
<td>disorganized presentation 0 POINTS</td>
<td>a general flow can be seen but is not consistent or coherent 1 POINT</td>
<td>relatively coherent organization, some paragraphs out of place 1.5 POINTS</td>
<td>paper’s organization helps in the presentation of the argument 2 POINTS</td>
</tr>
<tr>
<td>Mechanics (1 point)</td>
<td>distracting errors and/or completely too long or too short 0 POINTS</td>
<td>a few overlooked errors 0.33 POINTS</td>
<td>writing style could improve and/or slightly too long or too short 0.66 POINTS</td>
<td>well-written and correct length 1 POINT</td>
</tr>
</tbody>
</table>
## Recommended Reading Presentation - Rubric

<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent Full Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary and Connection to Class Readings</strong></td>
<td>Significant failure to explain reading and connect to required course readings 0 POINTS</td>
<td>Attempts to summarize the reading and connect to class readings but shows little comprehension of required readings and/or recommended readings 4 POINTS</td>
<td>Summarizes the reading; some minor issues with understanding the recommended reading and relating it to class required readings still exist 8 POINTS</td>
<td>Student shows mastery of the recommended reading and that he/she can relate the recommended reading to class required readings 10 POINTS</td>
</tr>
<tr>
<td><strong>Questions and Answers from Professor and Class</strong></td>
<td>Unable to answer basic questions from professor and/or class as to the reading 0 POINTS</td>
<td>Answers to questions from professor and/or class show some serious issues with understanding the reading 1 POINT</td>
<td>Answers to questions from professor and/or class show some minor issues with the reading 2 POINTS</td>
<td>Clear, logical answers to questions asked 3 POINTS</td>
</tr>
<tr>
<td><strong>Presentation Skills</strong></td>
<td>Presentation seriously distracts from content 0 POINTS</td>
<td>Presenter has major presentation issues to work on 1 POINT</td>
<td>Professional presentation is attempted but minor issues remain 1.5 POINTS</td>
<td>Professional presentation 2 POINTS</td>
</tr>
<tr>
<td>(2 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


# Dataset Presentation - Rubric

<table>
<thead>
<tr>
<th>Components</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent Full Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly identifies dataset, unit of analysis, available information, source of information, and potential limitations of dataset (10 points)</td>
<td>Significant failure to identify dataset, unit of analysis, available information, source of information, and potential limitations of dataset 0 POINTS</td>
<td>Attempts to outline dataset but serious issues/inaccuracies identified 4 POINTS</td>
<td>Presents the dataset; some minor issues with understanding 8 POINTS</td>
<td>Student shows advanced understanding of dataset, unit of analysis, available information, source of information, and potential limitations of dataset 10 POINTS</td>
</tr>
<tr>
<td>Questions and Answers from Professor and Class (3 points)</td>
<td>Unable to answer basic questions from professor and/or class as to the reading 0 POINTS</td>
<td>Answers to questions from professor and/or class show some serious issues with understanding the reading 1 POINT</td>
<td>Answers to questions from professor and/or class show some minor issues with the reading 2 POINTS</td>
<td>Clear, logical answers to questions asked 3 POINTS</td>
</tr>
<tr>
<td>Presentation Skills (2 points)</td>
<td>Presentation seriously distracts from content 0 POINTS</td>
<td>Presenter has major presentation issues to work on 1 POINTS</td>
<td>Professional presentation is attempted but minor issues remain 1.5 POINTS</td>
<td>Professional presentation 2 POINTS</td>
</tr>
</tbody>
</table>
Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.