

INTL 8223: International Interventions and Human Security

Wednesdays, 6:50-9:50 pm

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

Fall 2020

Dr. Amanda Murdie

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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 8592 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:

- <https://zoom.us/j/99231413779?pwd=dXJlQkNYNXRoY091N1U1MndrVEFBZz09>
 - 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/>.

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/>

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>.

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 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 (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. $\bar{9}$ - A-
- 87 to 89. $\bar{9}$ - B+
- 84 to 86. $\bar{9}$ - B
- 80 to 83. $\bar{9}$ - B-
- 77 to 79. $\bar{9}$ - C+
- 74 to 76. $\bar{9}$ - C

- 70 to 73.9̄ - C-
- 60 to 69.9̄ - 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:

- 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.

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

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.
- 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.
- Van Belle, Douglas. 1996. "Leadership and Collective Action: The Case of Revolution." *International Studies Quarterly* 40, March: 107-132.
- 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 Hoefler. 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.
- Shor, Eran. 2008. "Conflict, terrorism, and the socialization of human rights norms: The spiral model revisited." *Social Problems* 55 (1): 117-138.
- Gourevitch, Peter. 2008. "The role of politics in economic development." *Annual Review of Political Science* 11: 137-159.

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:

- 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.
- DeMeritt, Jacqueline HR. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59(3): 428-454.
- Bueno De Mesquita, Bruce, and George W. Downs. 2006. "Intervention and Democracy." *International Organization* 60(3): 627-649.
- Johansson, Karin, and Mehwish Sarwari. 2017. "Sexual violence and biased military interventions in civil conflict." *Conflict Management and Peace Science*. OnlineFirst.

Recommended Readings:

- 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/>
- Humanitarian Military Intervention Dataset:
 - <https://reliefweb.int/report/world/humanitarian-military-interventions-dataset>
- Military Interventions by Powerful States Dataset:
 - <http://plsullivan.web.unc.edu/data/>

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

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. 2008. "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* 43(3): 500-522.
- 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:

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

September 23rd: Peacekeeping (*Zoom Only*)

Handout Practice Take-Home Comp 1

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.
- Bsisu, Naji and Murdie, Amanda. 2020. "Interventions and Repression Following Civil Conflict." Working Paper.
- 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.
- Blair, Robert. 2020. "UN Peacekeeping and the Rule of Law." Available at SSRN 3420115.

Recommended Readings:

- Greig, J. Michael, and Paul F. Diehl. 2005. "The peacekeeping–peacemaking dilemma." *International Studies Quarterly* 49(4): 621-645.
- 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* 48(4): 1005-1025.
- 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/>

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

Practice Take-Home Comp 1 Due

Required Readings:

- Lebovic, James H., and Elizabeth N. Saunders. 2016. "The diplomatic core: The determinants of high-level US diplomatic visits, 1946–2010." *International Studies Quarterly* 60(1): 107-123.
- Holmes, Marcus, and Keren Yarhi-Milo. 2017. "The psychological logic of peace summits: How empathy shapes outcomes of diplomatic negotiations." *International Studies Quarterly* 61(1): 107-122.
- Bell, Sam R., K. Chad Clay, and Carla Martinez Machain. 2017. "The effect of US troop deployments on human rights." *Journal of Conflict Resolution* 61(10): 2020-2042.
- McManus, Roseanne W. 2018. "Making it personal: The role of leader-specific signals in extended deterrence." *Journal of Politics* 80(3):982-995.
- Newman, Edward, and Gëzim Visoka. 2018. "The foreign policy of state recognition: Kosovo's diplomatic strategy to join international society." *Foreign Policy Analysis* 14(3): 367-387.

Recommended Readings:

- Wong, Seanon S. 2020. "Mapping the Repertoire of Emotions and Their Communicative Functions in Face-to-face Diplomacy." *International Studies Review* 22(1): 77-97.
- Allen, Michael A., Michael E. Flynn, Carla Martinez Machain, and Andrew Stravers. 2020. "Outside the Wire: US Military Deployments and Public Opinion in Host States." *American Political Science Review* 114(2): 326-341.
- Pevehouse, Jon CW, and Felicity Vabulas. 2019. "Nudging the Needle: Foreign Lobbies and US Human Rights Ratings." *International Studies Quarterly* 63(1): 85-98.
- Nitsch, Volker. 2007. "State visits and international trade." *World Economy* 30(12):1797-1816.
- Malis, Matt, and Alastair Smith. 2020. "State visits and leader survival." *American Journal of Political Science* Forthcoming.

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:
 - <https://www.aiddata.org/data/chinas-public-diplomacy-dashboard-dataset-version-1-0>

October 7th: Foreign Aid (*Zoom and On-Campus*)

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.
- 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.
- 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.

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. 2017. "Donor Fragmentation, Aid Shocks, and Violent Political Conflict." *Journal of Conflict Resolution* 61(3): 643-670.
- 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.

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:

- 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.
- Liou, Ryan Yu-Lin, Amanda Murdie, and Dursun Peksen. 2020. "Revisiting the Causal Links between Economic Sanctions and Human Rights Violations." *Political Research Quarterly* Forthcoming.
- 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>
- GIGA Sanctions Dataset:
 - giga-hamburg.de/en/data/giga-sanctions-dataset

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

Handout Practice Take-Home Comp 2

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.
- 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., Eran Shor, Gary Maynard, and Bruce London. 2008. "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>
- Dreher data on WB and IMF:
 - 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:

- Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly*. Forthcoming.
- David, Roman. 2017. "What we know about transitional justice: Survey and experimental evidence." *Advances in Political Psychology* 38:151-177.
- Dudai, Ron. 2018. "Transitional justice as social control: political transitions, human rights norms and the reclassification of the past." *British Journal of Sociology* 69(3): 691-711.

- Dancy, Geoff, Bridget E. Marchesi, Tricia D. Olsen, Leigh A. Payne, Andrew G. Reiter, and Kathryn Sikkink. 2019. "Behind Bars and Bargains: New Findings on Transitional Justice in Emerging Democracies." *International Studies Quarterly* 63(1): 99-110.
- Loyle, Cyanne E., and Benjamin J. Appel. 2017. "Conflict recurrence and postconflict justice: Addressing motivations and opportunities for sustainable peace." *International Studies Quarterly* 61(3): 690-703.

Recommended Readings:

- Andrieu, Kora. 2016. "Confronting the dictatorial past in Tunisia: Human rights and the politics of victimhood in transitional justice discourses since 2011." *Human Rights Quarterly* 38: 261.
- Lambourne, Wendy, and Vivianna Rodriguez Carreon. 2016. "Engendering transitional justice: A transformative approach to building peace and attaining human rights for women." *Human Rights Review* 17(1): 71-93.
- Koinova, M. and Karabegović, D., 2019. Causal mechanisms in diaspora mobilizations for transitional justice. *Ethnic and Racial Studies* 42(11):1809-1829.
- Álvarez Berastegi, Amaia. 2017. "Transitional justice in settled democracies: Northern Ireland and the Basque Country in comparative perspective." *Critical Studies on Terrorism* 10(3): 542-561.
- Dancy, Geoff. 2018. "Deals with the devil? conflict amnesties, civil war, and sustainable peace." *International Organization* 72(2): 387-421.

Related Datasets:

- Bates, Cinar, and Nalepa (2020): A New Transitional Justice Dataset:
 - <https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/1HCPSG>
- Transitional Justice Research Collaborative:
 - <https://transitionaljusticedata.com/download>
- Post-Conflict Justice Dataset:
 - <http://www.justice-data.com/pcj-dataset>

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

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.

- Zvobgo, Kelebogile. 2019. "Human rights versus national interests: Shifting US public attitudes on the international criminal court." *International Studies Quarterly* 63(4): 1065-1078.
- Dancy, Geoff, Yvonne Marie Dutton, Tessa Alleblas, and Eamon Aloyo. 2020. "What Determines Perceptions of Bias toward the International Criminal Court? Evidence from Kenya." *Journal of Conflict Resolution* Forthcoming.

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.
- 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/>
- Coalition for ICC:
 - coalitionfortheicc.org/explore/icc-situations-and-cases/

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

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* 110(3): 530-546.
- 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.
- Haines, Alexandra, Michele Leiby, 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:

- 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.
- Krain, Matthew. 2012. "J'accuse! Does naming and shaming perpetrators reduce the severity of genocides or politicides?" *International Studies Quarterly* 56(3): 574-589.
- 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 18th: INGOs - Development Related Outcomes (*Zoom Only*)

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. 2019. "International Development NGOs and Bureaucratic Capacity: Facilitator or Destroyer?." *Political Research Quarterly* 72(1): 3-18.

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:
 - 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:

- Bakke, Kristin M., Neil J. Mitchell, and Hannah M. Smidt. 2020. "When States Crack Down on Human Rights Defenders." *International Studies Quarterly* 64(1): 85-96.
- Snyder, Jack. 2020. "Backlash against human rights shaming: emotions in groups." *International Theory* 12(1): 109-132.
- Guarrieri, Thomas R. 2018. "Guilty as perceived: How opinions about states influence opinions about NGOs." *Review of International Organizations* 13(4): 573-593.
- Kiyani, Ghashia, and Amanda Murdie. 2020. "Unintended Restrictions: Women's Rights INGOs and Women's Civil Society Restrictions." *Human Rights Review* Forthcoming.
- Glasius, Marlies, Jelmer Schalk, and Meta De Lange. 2020. "Illiberal Norm Diffusion: How Do Governments Learn to Restrict Nongovernmental Organizations?." *International Studies Quarterly* 64(2): 453-468.

Recommended 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.
- Jeong-Woo Koo and Amanda Murdie. 2020. "Smear Campaigns or Counterterrorism Tools: Do NGO Restrictions Limit Terrorism?" Working Paper.
- 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
- 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/>
- V-Dem's Civil Society Indicators:
 - v-dem.net/en/data/data-version-10/

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

Practice Take-Home Comp 4 Due

Required Readings:

- Börzel, Tanja A., and Thomas Risse. 2005. "Public-private partnerships: Effective and legitimate tools of international governance." In: *Complex sovereignty: Reconstructing political authority in the twenty first century* 195-216.
- Andonova, Liliana B. 2014. "Boomerangs to partnerships? Explaining state participation in transnational partnerships for sustainability." *Comparative Political Studies* 47(3): 481-515.
- Dingwerth, Klaus. 2008. "Private transnational governance and the developing world: A comparative perspective." *International Studies Quarterly* 52(3): 607-634.
- Beisheim, Marianne, Andrea Liese, Hannah Janetschek, and Johanna Sarre. 2014. "Transnational partnerships: Conditions for successful service provision in areas of limited statehood." *Governance* 27(4): 655-673.
- Prügl, Elisabeth, and Jacqui True. 2014. "Equality means business? Governing gender through transnational public-private partnerships." *Review of International Political Economy* 21(6): 1137-1169.

Recommended Readings:

- Schäferhoff, Marco, Sabine Campe, and Christopher Kaan. 2009. "Transnational public-private partnerships in international relations: Making sense of concepts, research frameworks, and results." *International Studies Review* 11(3): 451-474.
- Bernhagen, Patrick, and Neil J. Mitchell. 2010. "The private provision of public goods: Corporate commitments and the United Nations Global Compact." *International Studies Quarterly* 54 (4): 1175-1187.
- Kolk, Ans, and François Lenfant. "Business-NGO collaboration in a conflict setting: Partnership activities in the Democratic Republic of Congo." *Business & Society* 51, no. 3 (2012): 478-511.

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:
 - <https://link.springer.com/article/10.1007/s11558-019-09366-w#notes>

Research Paper - Rubric

Component	Performance Description	Performance Level	Comments on Component
Motivation/Intro	<p>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</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>		
Statement of the Research Question	<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>		
Literature Review (can be combined with theoretical argument section)	<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>		
Theoretical Argument	<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>		
Hypotheses	<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>		

- 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 5 = Yes 1 = No

Additional Comments:

Final Grade:

Take Home Mini Comp - Rubric

Components	Unacceptable 0 Points	Acceptable	Good	Excellent Full Credit
Answers Questions Posed for the Essay (5 points)	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
Argument (5 points)	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
Conceptualization (4 points)	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
Content & Vocabulary (3 point)	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
Organization (2 points)	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
Mechanics (1 point)	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

Recommended Reading Presentation - Rubric

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

Dataset Presentation - Rubric

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

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.