

INTL 7000: Data Analytics and Presentation for International Policy Professionals

Mondays, 12:40-3:40 pm

MLC 207 & **Over Zoom**

Spring 2021

Dr. Amanda Murdie

Email: murdie@uga.edu

Office Hours: OVER ZOOM, 2-4 PM on Thursdays and by appointment

Course Description and Objectives

As an international policy professional, you will have to be up-to-date on data projects that could influence international policy and know how to present data within the policy community. This course provides you with tools that will help you find, critically examine, analyze, and present international policy data to a broad community. Although the focus will be on data analytics, **no background in statistics is expected or required**. We will be using multiple data software tools to help you work with existing datasets and/or create your own data for the policy community. Each week will focus on different datasets and data structures that you could be using as a policy professional. Whenever possible, I will organize Q-&-A Zoom sessions with policy professionals where we will ask them questions about how they use data in their current careers.

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. We will typically have synchronous class meetings at our regular class times. Some classes (marked on the schedule below) will only be held over Zoom. All synchronous class meetings will be done over Zoom, with face-to-face options. All classes will be recorded in case there are bandwidth or connection problems. I'll likely have a few asynchronous videos as well.
3. Due to social distancing, not all of us will be able to be in the classroom at the same time. We'll only be able to have 13 students in the classroom on any given day. That is roughly half of our projected class enrollment at a time. For now, we'll divide the course into two groups and alternate which days

you can attend class in person. This could change if enrollment changes. Remember again, you are not required to attend class in person. You are welcome to Zoom in to class at any time.

4. Given the nature of the course, I often provide a lot of one-on-one help with Stata and statistics computing as you are working on class assignments. Due to social distancing, all of this help will likely work best over Zoom, where you can see my computer or you can share your screen and I can help off of your computer.
5. Our first class will be completely over Zoom in order to set ground rules and expectations.
6. Discussion/participation can be done either during class time or, if necessary, in an online discussion board environment and through recordings.

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:

- **55%** - Practice Sets
- **10%** - Critical Review of Existing Dataset
- **25%** - Final Policy Memo
- **10%** - Active Participation (**on-campus attendance not required**)

Practice Problem Sets

Throughout the semester, you will be required to “get your hands dirty” with existing data and examine an existing dataset and provide some answers to policy questions using the data. Some of these assignments will be completed during class time; other assignments will require work between classes.

Critical Review of Existing Dataset

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 gone over for the class. The goal of this assignment is to increase familiarity with common datasets used in international policy. *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.

Final Policy Memo

Using the tools we have discussed in class, you will prepare a 5-10 page (double-spaced) policy memo on a topic of your choice that makes extensive use of the tools discussed in class. At our last class meeting, you will share a graph or table related to your paper with the whole class.

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.

Grading Scale:

Your final grade will be calculated on the following scale:

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

Useful Information and University Policies

Attendance Policy and Make Up Policy

Due to the pandemic, attendance is not required this semester. As stated above, however, 10% of your grade is based on participation. Please participate online if and when you are not able to attend class. All class sessions will be recorded; please watch any class sessions you miss. To note, due to the nature of the course, it is always preferred to attend class (virtually or in person) and ask questions during class or during office hours.

Due to the pandemic, I am willing to work with you to make up any work that you miss without penalty. However, please plan to turn in all assignments on time. Problem sets will generally be due a week after they are assigned throughout the semester. Your dataset presentation and final policy memo also have set due dates. Your final policy memo rubric does include a component based on timely completion of the assignment.

University Honor Code and Academic Honesty Policy

The following is taken verbatim from https://ctl.uga.edu/_resources/documents/syllabus-checklist-march-2020b.pdf:

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://ctl.uga.edu/_resources/documents/syllabus-checklist-march-2020b.pdf:

"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://ctl.uga.edu/_resources/documents/syllabus-checklist-march-2020b.pdf:

"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/be>) 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."

FERPA Notice

The following is taken verbatim from https://ctl.uga.edu/_resources/documents/syllabus-checklist-march-2020b.pdf:

“The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar’s explanation at reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.”

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Course Readings and Software

No book purchases are necessary for this class. All of the readings come from academic journal articles, online materials, and book chapters. If the readings cannot be easily downloaded from Google Scholar on campus, readings can be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** coming to each week’s class.

This course will use Stata and R software packages. For this semester, we’ve been lucky enough to get special access to Stata for you for 6 months. I’ll be posting information on this to the course page in eLC. If you are interested in buying Stata for yourself, I urge you to purchase a perpetual license (\$225 - <https://www.stata.com/order/new/edu/profplus/student-pricing/>) so that you can use these tools later on. R is free. I encourage you to use RStudio (also free). We’ll talk about how to get R later in the semester.

To note, you have access to R and Stata through the vLab: <https://eits.uga.edu/support/vlab/>. However, I strongly recommend you download Stata yourself using the instructions on eLC.

Class Outline

January 18th: No class - Martin Luther King, Jr. Day

January 25th: Class 1: Introduction to Course and Why Data in the Policy Community - ZOOM ONLY

- **Goals:** Set up course, introduction, expectations for semester

- Cukier, Kenneth, and Viktor Mayer-Schoenberger. 2013. "The rise of big data: How it's changing the way we think about the world." *Foreign Affairs* 92:28.

February 1st: Class 2: What Can We Do With Data? A Beginner's Guide to Stata

- **Goals: Begin using Stata, understand how to import data or create data in Stata, where to go to get help, how to summarize data, creating do and log files for your work with data**
- Rodriguez, German. 2019. "Stata Tutorial." <https://data.princeton.edu/stata/tutorial.pdf>
- Fuhrmann, Matthew and Benjamin Tkach. 2015. "Almost Nuclear: Introducing the Nuclear Latency Dataset." *Conflict Management and Peace Science* 32 (4): 443-461.
 - This will be the dataset we will use for most of the examples for the next two weeks.
- Fuhrmann, Matthew. 2016. "The Nuclear Latency Dataset: Codebook." http://www.matthewfuhrmann.com/uploads/2016/01/_codebook_2015-1215.pdf

February 8th: Class 3: Time-Series Cross-Sectional Data (Economic, Regimes) & Understanding Statistical Tables

- **Goals: Continue our work with Stata, review basic social science statistics, run statistical models in Stata**
- UK Government Statistical Service. "Statistics for policy professionals: things that you need to know." https://gss.civilservice.gov.uk/wp-content/uploads/2018/05/Guidance-on-Statistics-for-Policy-Professionals-v1.0_FINAL.pdf
- Gallo, Amy. 2015. "A refresher on regression analysis." *Harvard Business Review* <https://hbr.org/2015/11/a-refresher-on-regression-analysis>
- Fuhrmann, Matthew. 2012. "Splitting Atoms: Why Do Countries Build Nuclear Power Plants?" *International Interactions* 38 (1): 29-57.
- Jo, Dong-Joon, and Erik Gartzke. 2007. "Determinants of nuclear weapons proliferation." *Journal of Conflict Resolution* 51(1): 167-194.

Related Datasets:

- Qualities of Governance Time-Series Dataset
 - <https://qog.pol.gu.se/data/datadownloads/qogstandarddata>
- Varieties of Democracy
 - <https://www.v-dem.net/en/>
- CIRI Human Rights Dataset
 - <http://www.humanrightsdata.com/p/data-documentation.html>

February 15th: Class 4: Time-Series Cross-Sectional Data (Violence) & Visualization

- **Goals:** Learn how to merge data from two or more datasets into one data file, how to collapse or change lengths of time (moving from events to years), explore visual representations of data (both with and without statistical modeling)
- Early, Bryan R., Matthew Fuhrmann, and Quan Li. 2013. "Atoms for Terror? Nuclear Programs and Noncatastrophic Nuclear and Radiological Terrorism," *British Journal of Political Science* 43 (4): 915-936.
- Blake Campbell & Amanda Murdie. 2019. "Keep the Informants Talking: The Pursuit and Use of CBRN Weapons by Terrorist Organizations." *Studies in Conflict & Terrorism*. Forthcoming.
- Global Terrorism Database: <https://www.start.umd.edu/gtd/>

Related Datasets:

- International Military Intervention Dataset
 - <https://www.k-state.edu/polsci/intervention/>
- UCDP/PRIO Armed Conflict Dataset
 - <https://www.prio.org/Data/Armed-Conflict/UCDP-PRIO/>
- Correlates of War Project
 - <http://www.correlatesofwar.org/>
- Third-Party Peacekeeping Missions Dataset, 1946-2014:
 - <http://uca.edu/politicalscience/dadm-project/dadm-data-sets/>
- International Crisis Behavior Project
 - <https://sites.duke.edu/icbdata/data-collections/>

February 22nd: Class 5: Automated Events Data

Guest Speaker Austin Emery, Booz Allen

- **Goals:** Understand the potential and the problems with automated events data, how to extract necessary information from events datasets into Stata
- King, Gary, and Will Lowe. "An automated information extraction tool for international conflict data with performance as good as human coders: A rare events evaluation design." *International Organization* 57.3 (2003): 617-642.
- Schrodtt, Philip A., and David Van Brackle. "Automated coding of political event data." Handbook of computational approaches to counterterrorism. Springer New York, 2013. 23-49.
- Schrodtt, Philip A. "Automated production of high-volume, real-time political event data." (2010). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1643761
- Bell, Sam, David R. Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. "Coercion, Capacity, and Coordination: Predictors of Political Violence." *Conflict Management and Peace Science*. 30(3): 240-262.

Related Datasets:

- GDELT:
 - <https://www.gdeltproject.org/>
- ICEWS:
 - <https://dataverse.harvard.edu/dataverse.xhtml?alias=icews>
- SCAD:
 - <https://www.strausscenter.org/scad.html>

March 1st: Class 6: Twitter Data

Guest Speaker Carolin Maney Purser, PhD Evaluator, Research Associate Social Research and Evaluation Center (SREC) Louisiana State University

- **Goals:** Basic introduction to how to extract Twitter data into Stata, analysis of Twitter data, discussion of potential and problems with this data for policy professionals
- Zeitzoff, Thomas. 2011. "Using Social Media to Measure Conflict Dynamics: An Application to the 2008–2009 Gaza Conflict." *Journal of Conflict Resolution* 55(6): 938–69.
- Zeitzoff, Thomas. 2017. "How Social Media Is Changing Conflict." *Journal of Conflict Resolution* 61(9): 1970–91.
- Pablo Barberá, Thomas Zeitzoff. 2018. "The New Public Address System: Why Do World Leaders Adopt Social Media?" *International Studies Quarterly*, 62(1): 121–130.

Related Datasets:

- Trump Twitter Archive, Version 2
 - <https://www.thetrumparchive.com/>
- Any dataset in the DocNow Catalog (you'll need to use Hydrator)
 - <https://catalog.docnow.io/>
- Tweet Congress
 - <http://www.tweetcongress.org/home>

March 8th: Class 7: Maps and Geographic Data

- **Goals:** Basic introduction on making maps with Stata, understanding grids and geocoded data
- Cohen, Dara Kay, and Ragnhild Nordås. 2014. "Sexual violence in armed conflict: Introducing the SVAC dataset, 1989–2009." *Journal of Peace Research* 51(3): 418–428.
- Sundberg, Ralph, and Erik Melander. 2013. "Introducing the UCDP Georeferenced Event Dataset." *Journal of Peace Research*, 50(4): 523–532.

Related Datasets:

- Geoquery:
 - <http://geo.aiddata.org/query>
- World Bank Geocoded Research Release, Version 1.4.2
 - <https://www.aiddata.org/data/world-bank-geocoded-research-release-level-1-v1-4-2>
- Political and Societal Violence By And Against Refugees (POSVAR) dataset
 - <https://doi.org/10.1177/0022343318811440>
- UCDP Geo-referenced data
 - https://ucdp.uu.se/downloads/index.html#ged_global

March 15th: Class Canceled - Dr. Murdie participating in conference with American University in Sharjah

March 22nd: Class 8: Surveys & Experiments

Guest Speaker Shannon Green, Civilians in Conflict

- **Goals: Discuss the potential for surveys and experiments for policy professionals, outline the problems with human subject research, create basic survey and survey experiments**
- Please go through human subjects training courses: <https://research.uga.edu/compliance-training/human-subjects/>
- Establish a Qualtrics account: https://eits.uga.edu/web_and_applications/qualtrics/
- Green, Donald P., and Alan S. Gerber. "The underprovision of experiments in political science." *The Annals of the American Academy of Political and Social Science* 589.1 (2003): 94-112.
- Druckman, James N., et al. "The growth and development of experimental research in political science." *American Political Science Review* 100.4 (2006): 627-635.
- Allred, Brent B., Michael G. Findley, Daniel L. Nielson, J.C. Sharman. 2017. "*Anonymous Shell Companies: A Global Audit Study and Field Experiment in 176 Countries.*" *Journal of International Business Studies* 48(5): 596-619.

Related Datasets:

- World Values Survey:
 - <http://www.worldvaluessurvey.org/wvs.jsp>
- Latinobarómetro:
 - <http://www.latinobarometro.org/lat.jsp>
- Geocoded Afrobarometer Data
 - <https://afrobarometer.org/data/geocoded-data>

March 29th: Class 9: Network Analysis Data

Guest speaker Brian Starks, Export Control Analyst for Oak Ridge National Laboratory

- **Goals:** Discuss network data and its analysis, basic overview of how network data can be used in Stata
- Hafner-Burton, Emilie M., Miles Kahler, and Alexander H. Montgomery. "Network analysis for international relations." *International Organization* 63.3 (2009): 559-592.
- Murdie, Amanda, and David R. Davis. "Looking in the mirror: Comparing INGO networks across issue areas." *The Review of International Organizations* 7.2 (2012): 177-202.
- Asal, Victor, and R. Karl Rethemeyer. "Researching terrorist networks." *Journal of Security Education* 1.4 (2006): 65-74.

Related Datasets:

- Stanford Large Network Dataset Collection (choose any dataset listed)
 - <https://snap.stanford.edu/data/>
- Brandon Kinne's Replication Datasets (choose any dataset listed)
 - <https://dataverse.harvard.edu/dataverse.xhtml?alias=bkinne>
- Zeev Maoz's Replication Datasets (choose any dataset listed)
 - <http://maoz.ucdavis.edu/datasets.html>

April 5th: Class 10: Small N Data - Focus Groups and Interviews

- **Goals:** Discuss small N data issues, focus on case selection, discuss how to protect human subjects
- Look over this website: <http://atlasti.com/>
- And this one: <https://provalisresearch.com/qualitative-research-software/>
- And this one: <https://dialogueondart.org/>
- Carpenter, Charli, et al. "Explaining the advocacy agenda: Insights from the human security network." *International Organization* 68.2 (2014): 449-470.
- Aberbach, Joel D., and Bert A. Rockman. "Conducting and coding elite interviews." *PS: Political Science & Politics* 35.4 (2002): 673-676.

April 12th: Class 11: Small N Data - Fieldwork and Archives

- **Goals:** Discuss the role of fieldwork and archival research, ethical challenges of field research during conflict zones, course wrap up
- Parkinson, Sarah Elizabeth. 2013. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." *American Political Science Review* 107(3): 418-432.
- Wood, Elisabeth Jean. "The ethical challenges of field research in conflict zones." *Qualitative Sociology* 29.3 (2006): 373-386.

- Braun, Robert. "Religious Minorities and Resistance to Genocide: The Collective Rescue of Jews in the Netherlands during the Holocaust." *American Political Science Review* 110.1 (2016): 127-147.
- Lee, Alexander. 2015. "How (and How Not) to Use Archival Sources in Political Science." <http://www.rochester.edu/college/content/uploads/2014/07/archives.pdf>

April 19th: Class 12: A Beginner's Guide to R, Part 1

- **Goals:** Begin using R, understand how to import data or create data in R, where to go to get help, what makes R different than Stata
- Knowles, Jared. 2021. "Short R Bootcamp." <https://www.jaredknowles.com/r-bootcamp/>
- Paradis, Emmanuel. "R for Beginners." https://cran.r-project.org/doc/contrib/Paradis-rdebuts_en.pdf

Related Datasets:

- Polity (choose any dataset listed)
 - <http://www.systemicpeace.org/polityproject.html>
- AidData (choose any dataset listed)
 - <https://www.aiddata.org/datasets>

April 26th: Class 13: A Beginner's Guide to R, Part 2

- **Goals:** A brief overview of most of the data work we did for the semester in Stata, now in R
- Great overviews of differences between R and Stata and some basic commands: <https://www.princeton.edu/~otorres/RS>, http://rslblissett.com/wp-content/uploads/2016/09/RTutorial_160930.pdf

May 3: Class 14: Class Wrap-Up & Presentation of Tables/Figures for Final Papers

Final Papers Due May 11th by 11:59 pm

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	Attempt to outline dataset but serious issues/inaccuracies identified 4 POINTS	Present the dataset correctly; some minor issues with understanding 8 POINTS	Students show 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; Q&A dominated by one partner 2 POINTS	Clear, logical answers to questions asked, both partners involved in Q&A 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, provides handout 2 POINTS

Policy Memo Rubric

Component	Performance Description	Performance Level	Comments on Component
Motivation & Introduction (1/2 - 1 page)	5 = Memo quickly identifies problem to be addressed with new/alterd policy, and outlines the need to solve problem 4= a full introduction is provided but underdeveloped 3 = introduction is missing key parts necessary 2 = the memo's topic is unclear or muddled 1 = complete failure at an introduction		
Examination of the Problem (1-3 pages)	5 = clearly outlines the problem and why the problem needs to be addressed, connects problem to security of country, shows urgency 4 = acceptably outlines problem 3 = somewhat difficult to understand problem 2 = significant failure to provide a problem 1 = complete failure		
Outline of Proposed Policy Recommendations (1-3 pages)	5 = provides a complete policy recommendation(s) to address problem, policy recommendations clearly linked to solving problem 4 = policy recommendations provided by unclear 3 = serious problem understanding recommendations 2 = recommendations do not related to stated problem 1 = complete failure		
Discussion of Costs, Challenges, & Counterarguments to Policy Recommendation	5 = a thorough discussion of the costs, challenges, and counterarguments to the policy recommendation(s) is provided, provides evidence that the policy recommendation is still preferred course of action 4 =costs and challenges discussed but not convincingly 3 = significant problems with understanding possible costs and challenges 2 = costs and challenges ignored 1 = complete failure		
Use of Data & Evidence	5= uses data and methods in class to aid in goal of the memo 4 = significant problems with the use of data and methods from class 1 = complete lack of data and methods from class		
Use of Visuals	5 = provides figures/tables using methods from class to aid in the goals of the memo 4 = significant problems with applying the methods from class to visuals 1 = complete failure in providing visuals		
Appendix with Stata/R Code for Data & Visuals	5 = Provides an appendix with the Stata or R code to replicate data and visuals 4 = code shows serious flaws 1 = complete failure in providing appendix		

