

INTL 8223: International Interventions and Human Security

Thursdays, 3:55 pm - 6:45 pm

Candler Hall 214

Fall 2024

Dr. Amanda Murdie

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Drop-In Office Hours: 9:00 to 11:00 am Thursdays, and by appointment, in Candler Hall 220

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. Using an atrocity prevention lens, this course looks at the causes of various types of interventions and the consequences these interventions have on human security outcomes (i.e., peace and conflict, human rights violations, development, and mass atrocities). 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.

Grading

Your course grade is calculated from the following components:

- **55%** - Extension and Application Essays - three times during semester

- **10%** - Group Discussion Leader Presentation
- **25%** - Research Paper
- **10%** - Active Participation

Extension and Application Essays

The overarching goal of this course is to give you experience with the academic research on human security and interventions so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students) or an outside academic article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source can draw on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. **Essays must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 11th. Your second essay must be completed by October 16th. Your final essay is due November 20th. You can complete all essays before these due dates.** A rubric is attached to this syllabus.

Group Discussion Leader Presentation

Each week, three to four students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. As the instructor, I might have my own presentation on key concepts each week, but your presentation will serve as our opening discussion. **We will get a schedule of presenters together during the first class. Presentation slides must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC).** A rubric is attached to this syllabus.

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 5th 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 5: 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
- September 26: A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- October 10: A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis)
- October 31: 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 5: 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

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

A note on participation:

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

Grading Scale:

Your final grade will be calculated on the following scale:

- 94 to 100 - A
- 90 to 93.9̄ - A-
- 87 to 89.9̄ - B+

- 84 to 86.9̄ - B
- 80 to 83.9̄ - B-
- 77 to 79.9̄ - C+
- 74 to 76.9̄ - C
- 70 to 73.9̄ - C-
- 60 to 69.9̄ - D
- 59 and below - F

Useful Information and University Policies

Attendance and Makeup Policy

I realize you are adults with rich and full lives outside of class. As such, I do not have an attendance policy, *per se*. You are solely responsible for getting any materials you miss. However, it's **very** hard to get the participation points if you aren't in class. Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. Extensions or makeup assignments are generally not permitted. If you think you have an exceptional circumstance, please discuss it with me outside of class.

Please refer to the UGA class attendance policy: [LINK](#).

Preferred Name and Pronouns

The following is taken verbatim from [LINK](#):

“Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.”

Prohibition on Recording Lectures

The following is taken verbatim from [LINK](#):

“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.”

University Honor Code and Academic Honesty Policy

The following is taken verbatim from LINK:

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 email me with any questions.

Changes to the Syllabus Could Occur

The following is taken verbatim from LINK:

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

The Use of AI for Coursework Policies

Artificial Intelligence (AI) tools are now widespread. At UGA, the default rule for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by the course instructor before turning it in. The International Studies Association (ISA)- the professional association most in line with this course material - has recently issued a detailed statement on the use of AI in publishing: [LINK](#). *Full disclosure: I am an author of that statement and am currently the Publications Committee Chair of the Association.*

In this class, in line with both UGA policy and ISA guidance, a detailed statement of the exact use of AI tools **must** be disclosed when you submit your assignment. Like stated in the ISA policy, “Such statements should include information on the exact AI tool and where it was used in the creation of the manuscript (for example, were AI tools used in word choice, coding, or in citation generation?). Cover letter statements should also outline rough percentages of reliance on AI tools in writing (for example, were AI tools responsible for 5% of the writing?). This information should also be in the manuscript itself; the Methods or Acknowledgements section of a manuscript will likely be the most appropriate place to include such a statement.” Of course, AI tools cannot be a coauthor of your work and are highly vulnerable to inaccuracies and bias. Use with the utmost caution.

FERPA Statement

The following is taken verbatim from LINK:

“The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at www.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.”

Disability Services

The following is taken verbatim from LINK:

“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>”

I want to help all students succeed in this course!

Mental Health and Wellness Resources

The following is taken verbatim from LINK:

UGA Well-being Resources UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu • Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

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- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Course Readings

No book purchases are necessary for this class. All of the readings come from academic journal articles and book chapters. If the readings cannot be easily downloaded from Google Scholar on campus, readings can be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** coming to each week’s class. When doing all of your readings, it works best to identify each reading’s research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I’ve actually taken the time to write out some notes; it might work for you, too.

Class Outline

Class 1 (August 15th): Introduction to Course and Course Set Up

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.

Recommended Readings:

- Hoover Green, Amelia. 2021. "READING AND WRITING IN COLLEGE Ten years of tip sheets in one handy document" <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/writing-guide.pdf>
- Powner, Leanne. 2018. "Reading and Understanding Political Science." <https://www.leannepowner.com/tchdocs/reading>

Class 2 (August 22nd): Theoretical Building Blocks for Various Human Security Outcomes and the Atrocity Prevention Lens

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.
- Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97(1): 57-73.
- Bellamy, Alex J. 2016. "Operationalizing the 'atrocity prevention lens': Making prevention a living reality." In *Reconstructing Atrocity Prevention*, edited by Seri P. Rosenberg, Tibi Galis, and Alex Zucker. Cambridge University Press. Chapter 3. p. 61-80.

Recommended Readings:

- Fearon, James D. 1995. "Rationalist explanations for war." *International Organization* 49(3): 379-414.
- Collier, Paul and Anke Hoeffler. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56: 563-595.

- Ron, James. 1997. "Varying Methods of State Violence." *International Organization*. 51(2): 275-300.
- 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.
- Balcells, Laia, and Jessica A. Stanton. 2021. "Violence against civilians during armed conflict: Moving beyond the macro-and micro-level divide." *Annual Review of Political Science* 24 (1): 45-69.

Class 3 (August 29th): Military Interventions (Usually during conflict)

Required Readings:

- Lehmann, M. Christian. 2023. "Foreign Interests and State Repression: Theory and Evidence from the Armenian Genocide." *Journal of Peace Research* 60 (2): 307-321.
- 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. 2019. "Sexual Violence and Biased Military Interventions in Civil Conflict." *Conflict Management and Peace Science* 36 (5): 469-493.
- Rogall, Thorsten. 2021. "Mobilizing the Masses for Genocide." *American Economic Review* 111 (1): 41-72.

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.

Class 4 (September 5th): Peacekeeping (Usually after conflict)

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 Amanda Murdie. 2022. "Interventions and Repression Following Civil Conflict." *Journal of Peace Research* 59(2): 213-228.
- Fjelde, Hanne, Lisa Hultman, and Desirée Nilsson. 2019. "Protection through presence: UN peacekeeping and the costs of targeting civilians." *International Organization* 73(1): 103-131.
- Blair, Robert. 2021. "UN Peacekeeping and the Rule of Law." *American Political Science Review* 115(1): 51-68.
- Walter, Barbara F., Lise Morje Howard, and V. Page Fortna. 2021. "The extraordinary relationship between peacekeeping and peace." *British Journal of Political Science* 51 (4): 1705-1722.

Recommended Readings:

- Blair, Robert A., Jessica Di Salvatore, and Hannah M. Smidt. 2023. "UN peacekeeping and Democratization in Conflict-affected Countries." *American Political Science Review* 117(4): 1308-1326.
- 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.

Class 5 (September 12th): Mediation

Required Readings:

- Rohner, Dominic. 2024. "Mediation, Military, and Money: The Promises and Pitfalls of Outside Interventions to End Armed Conflicts." *Journal of Economic Literature* 62(1): 155-195.
- 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.
- Duursma, Allard. 2020. "African solutions to African Challenges: The role of Legitimacy in mediating Civil Wars in Africa." *International Organization* 74(2): 295-330.
- 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.
- Pospieszna, Paulina, and Karl DeRouen. 2017. "Civil War Mediation and Rebel Use of Violence Against Civilians." *Armed Forces & Society* 43(3): 500-522.

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.

Class 6 (September 19th): Diplomacy

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.
- McManus, Roseanne W. 2018. "Making it personal: The role of leader-specific signals in extended deterrence." *Journal of Politics* 80(3):982-995.
- Malis, Matt, and Alastair Smith. 2021. "State visits and leader survival." *American Journal of Political Science* 65(1): 241-256.
- Choi, Han Eun, JiHwan Jeong, Amanda Murdie, Byungwon Woo, and Hyunjin Yim. 2024. "UN Secretary-General Visits and Human Rights Diplomacy." Working Paper.
- Scharpf, Adam, Christian Gläsel, and Pearce Edwards. 2023. "International Sports Events and Repression in Autocracies: Evidence from the 1978 FIFA World Cup." *American Political Science Review* 117 (3): 909-926.

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.
- 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.
- 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.

Class 7 (September 26th): Foreign Aid

Required Readings:

- Corwin, Hillary. 2023. "Coercive and catalytic strategies for human rights promotion: State violence and foreign assistance." *World Development* 167 (July): 106227.
- De Juan, Alexander. 2020. "Heterogeneous Effects of Development Aid on Violent Unrest in Postwar Countries: Village-Level Evidence from Nepal." *International Studies Quarterly* 64 (1): 168-182.
- 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.
- Berman, Eli, Jacob N. Shapiro, and Joseph H. Felter. 2011. "Can hearts and minds be bought? The economics of counterinsurgency in Iraq." *Journal of Political Economy* 119(4): 766-819.
- Sexton, Renard, and Christoph Zürcher. 2024. "Aid, Attitudes, and Insurgency: Evidence from Development Projects in Northern Afghanistan." *American Journal of Political Science*. Forthcoming.
- Wood, Reed M., and Christopher Sullivan. 2015. "Doing harm by doing good? The negative externalities of humanitarian aid provision during civil conflict." *Journal of Politics* 77(3): 736-748.

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.
- 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.

Class 8 (October 3rd): Sanctions

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. 2021. "Revisiting the Causal Links between Economic Sanctions and Human Rights Violations." *Political Research Quarterly* 74(4): 808-821.
- Krain, Matthew. 2017. "The effect of economic sanctions on the severity of genocides or politicides." *Journal of Genocide Research* 19(1): 88-111.
- Hellmeier, Sebastian. 2021. "How foreign pressure affects mass mobilization in favor of authoritarian regimes." *European Journal of International Relations* 27 (2): 450-477.
- Early, Bryan R., and Dursun Peksen. 2022. "Does misery love company? Analyzing the global suffering inflicted by US economic sanctions." *Global Studies Quarterly* 2(2): ksac013.

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.
- 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.

Class 9 (October 10th): Structural Adjustment Programs

Required Readings:

- Reinsberg, Bernhard, Daniel O. Shaw, and Louis Bujnoch. 2024. "Revisiting the security–development nexus: Human security and the effects of IMF adjustment programmes." *Conflict Management and Peace Science* 41(1): 72-95.

- Rothe, Dawn L., Christopher W. Mullins, and Kent Sandstrom. 2008. "The Rwandan genocide: International finance policies and human rights." *Social Justice* 35(3): 66-86.
- Storey, Andy. 2001. "Structural adjustment, state power & genocide: the World Bank & Rwanda." *Review of African Political Economy* 28(89): 365-385.
- 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.
- 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:

- Oberdabernig, Doris A. 2013. "Revisiting the effects of IMF programs on poverty and inequality." *World Development* 46:113-142.
- 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.
- 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.

Class 10 (October 17th): NGOs - Human Rights/Conflict Related Outcomes

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.
- Zhou, Yang-Yang, and Jason Lyall. 2024. "Prolonged contact does not reshape locals' attitudes toward migrants in wartime settings." *American Journal of Political Science* Forthcoming
- 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.
- Barney, Morgan, and Kellan Borrer. 2024. "Spiral to Surveillance: The Effect of INGOs on Levels of Peacekeeper Misconduct." *International Studies Quarterly* 68(2): sqae072.

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.
- 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* 46(3):402-430.

Class 11 (October 24th): Dr. Murdie will be in Brussels. Research Paper Workday #1. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.

Class 12 (October 31st): NGOs - Development-Related Outcomes

Required Readings:

- Cooley, Alexander, and James Ron. 2002. "The NGO scramble: Organizational insecurity and the political economy of transnational action." *International Security* 27(1): 5-39.
- Moyer, Jonathan D., Austin S. Matthews, Jen Evans, John McPhee, and Whitney Kettlun. 2024. "Do Safety Expectations Affect the Location Strategies of Large Service Delivery INGOs?." *International Interactions* 50(1): 64-93.
- Avdeenko, Alexandra, and Michael J. Gilligan. 2015. "International interventions to build social capital: evidence from a field experiment in Sudan." *American Political Science Review* 109(3): 427-449.
- 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.
- Campbell, Susanna, Matthew DiGiuseppe, and Amanda Murdie. 2019. "International Development NGOs and Bureaucratic Capacity: Facilitator or Destroyer?." *Political Research Quarterly* 72(1): 3-18.

- Herrold, Catherine E., and Khaldoun AbouAssi. 2023. "Can service providing NGOs build democracy? Five contingent features." *Public Administration and Development* 43(1): 80-91.

Recommended Readings:

- Murdie, Amanda, and Alexander Hicks. 2013. "Can international nongovernmental organizations boost government services? The case of health." *International Organization* 67(3): 541-573.
- 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.
- 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.

Class 13 (November 7th): Dr. Murdie will be at the Peace Science Society Meeting. Paper Workday #2. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.

Class 14 (November 14th): Transitional Justice

Required Readings:

- Zvobgo, Kelebogile. 2020. "Demanding Truth: The Global Transitional Justice Network and the Creation of Truth Commissions." *International Studies Quarterly* 64(3): 609-625.
- Johns, Leslie, Máximo Langer, and Margaret E. Peters. 2022. "Migration and the Demand for Transnational Justice." *American Political Science Review* 116(4): 1184-1207.
- 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.
- Dancy, Geoff, and Oskar Timo Thoms. 2022. "Do truth commissions really improve democracy?." *Comparative Political Studies* 55(4): 555-587.
- 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.
- Kitagawa, Risa, and Sam R. Bell. 2022. "The logic of transitional justice and state repression: The effects of human rights prosecutions in post-conflict states." *Journal of Conflict Resolution* 66(6): 1091-1118.

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.
- 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.

Class 15 (November 21st): ICC

Required Readings:

- Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?." *International Organization* 70(3): 443-475.
- 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.
- 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.
- 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* 64(7-8): 1443-1469.
- Chaudoin, Stephen. 2023. "How international organizations change national media coverage of human rights." *International Organization* 77(1): 238-261.

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.
- Zvobgo, Kelebogile. 2019. "Human rights versus national interests: Shifting US public attitudes on the International Criminal Court." *International Studies Quarterly* 63(4): 1065-1078.

Extension and Application Essays Instructions and Rubric

Instructions: The overarching goal of this course is to give you experience with the academic research on human security and interventions so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students) or an outside academic (peer-reviewed from within political science) article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source could draw more on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. **Essays must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 11th. Your second essay must be completed by October 16. Your final essay is due November 20th. You can complete all essays earlier than these due dates.**

Components	Unacceptable 0 Points	Acceptable	Good	Excellent Full Credit
Identify and Outline an Outside Source Related to the Week's Readings (5 points)	fails to provide an outside source related to the week's readings 0 POINTS	an outside source is provided, but not outlined or outlined incorrectly 2 POINTS	an outside source is provided and outlined, some small errors in outline 4 POINTS	an outside source is provided and outlined sufficiently 5 POINTS
Synthesis - Connections to Week's Readings (5 points)	the essay shows a limited understanding of the week's readings 0 POINTS	weak connections to the week's readings, at least one of the readings is missed 2 POINTS	the essay provides connections to each of the week's readings in a somewhat superficial or unconnected way 4 POINTS	the essay connects the news story to each of the week's readings in a way that illustrates that the readings were sufficiently understood and synthesized 5 POINTS
Application-Discussion of at Least One Way Outside Source Could Draw More on Lessons Learned from the Readings (5 points)	no application of lessons learned provided in the essay 0 POINTS	an application of lessons learned is attempted but incomplete 2 POINTS	the essay provides a concrete application of the readings to the outside source, application may be weak or underspecified 4 POINTS	the essay provides a concrete application of the readings to the outside source, application shows deep understanding and ability to apply the lessons from the scholarly literature 5 POINTS
Application-Discussion of at Least One Unanswered Question from the Outside Source for Future Research/Literature Review (5 points)	no question for future research is provided 0 POINTS	a question is attempted but incomplete 2 POINTS	the essay provides a question for future research, although the question may be underdeveloped 4 POINTS	the essay provides a thoughtful and thorough question for future research that draws on the outside source and week's readings 5 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
Mechanics (2 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

Group Discussion Leader Presentation Instructions and Rubric

Instructions: Each week, three to four students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. **Presentation slides must be turned in by 11:59 pm on the Wednesday night prior to the topic being discussed in class (in an assignment dropbox on eLC).**

Components	Unacceptable 0 Points	Acceptable	Good	Excellent Full Credit
Review of Readings and Identification of Lessons Learned (10 points)	Significant failure to identify or understand reading 0 POINTS	Attempts to outline readings, but serious issues/inaccuracies identified 4 POINTS	Presents the readings; some minor issues with understanding 8 POINTS	Students shows advanced understanding of readings for the week 10 POINTS
Discussion Questions and Answers to Any Questions from Professor and Class (3 points)	Unable to answer basic questions from professor and/or class as to the readings; discussion questions either not provided or completely off topic 0 POINTS	Discussion questions or answers to questions from professor and/or class show some serious issues with understanding the reading 1 POINT	Discussion questions provided, answers to questions from professor and/or class show some minor issues with the reading 2 POINTS	Provides thoughtful discussion questions for the class and clear, answers to any questions asked 3 POINTS
Presentation Skills (2 points)	Presentation seriously distracts from content 0 POINTS	Presenters have major presentation issues to work on 1 POINTS	Professional presentation is attempted but minor issues remain 1.5 POINTS	Professional presentation, all group members involved, does not go over 15 minutes and is not under 13 minutes 2 POINTS

Research Paper - Rubric

Instructions: 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 5th 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 5: 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
- September 26: A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- October 10: A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis)
- October 31: 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 5: 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.

Component	Performance Description	Performance Level	Comments on Component
Motivation/Intro	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 4 = a full introduction is provided are there but underdeveloped 3 = introduction is missing key parts necessary for published work 2 = the paper's topic is unclear or muddled 1 = complete failure at a social science introduction		

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> <p>4 = adequately provides statements of empirical expectation(s) consistent with theoretical argument</p> <p>3 = provides empirical expectation(s) but not clear how expectations are consistent with theoretical argument</p> <p>2 = significant failure to provide empirical expectation(s)</p> <p>1 = complete lack of empirical expectation(s)</p>
Empirical Research Design	<p>5 = clearly and completely outlines a quantitative or qualitative way to evaluate each hypothesis</p> <p>4 = adequately outlines a quantitative or qualitative way to evaluate hypotheses</p> <p>3 = a research design is attempted but incomplete</p> <p>2 = serious weaknesses in an incomplete research design</p> <p>1 = complete failure in providing a research design</p>

Empirical Research Presentation	<p>5 = empirics conducted in a reasonable way and presented in line with discipline standards</p> <p>4 = empirics show some serious flaws</p> <p>1 = complete failure in providing empirics</p>
Mechanics	<p>5 = writing style adds to the overall quality of the paper, citation style is consistent, correct length</p> <p>4 = minor problems with citation, spelling, grammar, or sentence structure, correct length</p> <p>3 = writing mechanics detract from the quality of the paper, correct length</p> <p>2 = serious writing and citation errors</p> <p>1 = writing and citation errors too numerous for college work</p>
Followed all steps for feedback during semester	5 = Yes
	1 = No
Additional Comments:	

Final Grade: