

INTL-I503: Geoeconomic Statecraft

Department of International Studies, Indiana University, Summer 2024

Instructor: Prof. Sarah Bauerle Danzman
Meeting Time: M-F 8:10 – 10:20 am
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Course Description

Aims & Outcomes

You will leave the course being able to:

1. Understand and explain the concepts of geoeconomics, economic statecraft, and economic security, as well as how these concepts relate to broader IR theory and practice.
2. Analyze the use of financial sanctions, trade sanctions, and investment policy in international relations.
3. Evaluate the effectiveness and implications of economic statecraft on global politics, as well as identify the main challenges associated with assessing economic statecraft policies.
4. Develop strategies for using economic tools in a geopolitical context.

To achieve these outcomes, you will:

1. Consistently and closely read assigned writings on schedule.
2. Complete all assignments on time and in earnest.
3. Actively participate in virtual class discussion and activities.
4. Ask questions to me and your peers when concepts or expectations are unclear.

Measurement of Progress

Summer classes occur at breakneck speed. Grades in this course will be determined based on performance in the following areas:

[25%] Attendance & Participation I will take attendance in class. You can miss two class meetings without penalty. Consider these two no-fault absences your absence bank. **Please prioritize class attendance and please let me know ASAP if you have extenuating circumstances that make it challenging to attend class.**

[25%] Reading Responses/Journals Students will complete four reading responses/journals and post them to Canvas prior to the class for which they are writing.

[25%] Open Book Cumulative Final – In class, May 31

[25%] Research report – each student will complete a case study (approximately 8-12 pages single-spaced) that explores how a specific G-20 country has defined and addressed the concept of economic security.

Letter grades are converted from a 100-point scale in the following manner:

A+: ≥ 97%	B: [83, 87)	C-: [70, 73)	F: < 60
A: [93, 97)	B-: [80, 83)	D+: [67, 70)	
A-: [90, 93)	C+: [77, 80)	D: [63, 67)	
B+: [87, 90)	C: [73, 77)	D-: [60, 63)	

Students will lose a half-letter grade (5%) for every day that an assignment is late unless they have been granted an extension (after contacting me in advance or given extenuating circumstances).

Grading Policy & Philosophy: Grades are necessary but imperfect assessments of achievement. They are a representation of a student's demonstrated achievement at a particular moment of time. They are not a judgement of a student's worth, character, intellect, or potential. They also are not static; students may vary over time in their ability to achieve high grades for a host of reasons that include their interest in the subject and their ability to devote time and concentration to the course. Because grading criteria are designed to be as objective as possible, grades are simply unable to represent student effort and they also are unable to adjudicate for unearned advantages and disadvantages (both on the basis of structural biases and individual circumstances) with which students enter class. It is my responsibility as an instructor to offer clear guidelines for grading criteria, to support students in their learning, and to administer grades as objectively as I can. This means that I do not round up grades, nor do I offer extra credit. If you are concerned about your grade, or are confused about the criteria on which your achievements will be judged, please come to office hours as soon as possible. The period between the last class, the final, and submission of final grades is not an appropriate time to discuss grades (except in the case of a potential grading mistake), and I will not entertain discussions regarding grading and grades at that time.

Method of Instruction

This course meets daily online.

Student Responsibilities

My promise to you is that I will put forth my best effort to provide you quality instruction and to hold you accountable to learning standards while also providing reasonable accommodations if you face obstacles to fully participating in your course work this semester. I ask you to extend the same grace and courtesy to me and to your peers.

Course Participation: During Covid, faculty strove to be maximally flexible while students learned to expect an unsustainable level of accommodations. As we return to a "normal" status, it will be hard for some students to adjust to the expectations of a classroom run during non-pandemic times. I expect that students will adhere to course expectations and deadlines and come to class unless they really cannot attend. Learning happens best in community, so the more you participate, the more you will get out of the course.

If you are struggling to meet the basic participation requirements for this class, please let me know as soon as possible so that we can develop an alternative arrangement that will allow you to fulfill the course requirements. *Note that attendance is mandatory and I will not issue excuses for lack of attendance (coming to class is essential for learning and contributing to the group). What I will do is work with students who face obstacles to attendance to make sure that they are able to fully participate in the rest of the course so that their lack of attendance does not prevent them from earning points in the other categories of learning assessment used in this course. In a fast-paced course such as a one month summer session, it is challenging to make up for lost time. Under such circumstances, it may be advisable to withdraw.*

This course is designed to encourage thoughtful, reasoned debate. Respectful and constructive disagreement is fast becoming a lost art. Following four simple rules will help ensure all students are respected, that ideas and beliefs are constructively challenged, and that you will leave this course better prepared to engage in critical conversations:

1. Frame disagreements as debates rather than conflicts.
2. Argue as if you are right, but listen as if you are wrong.
3. Make the most respectful interpretation of the other person's perspective
4. Acknowledge where you agree with others and what you have learned from peers with whom you have a different perspective

Email Etiquette: Please use email judiciously and professionally. Reserve email for questions of clarification or to schedule an appointment; office hours are for help with substantive questions and to discuss grades. Please maintain reasonable expectations about response time; I try to respond to all emails within one business day. Finally, provide a specific and descriptive subject heading for your email and use proper spelling and grammar.

Office Hours: I will hold office hours online.

You should arrive to (online) office hours with particular questions in mind. They can be broad questions (e.g. – I am interested in taking more courses related to political economy, do you have suggestions? I am thinking about applying to grad school. Have any advice?) or narrow questions, but come with specific questions. Office hours are not social hours (though I am a pretty sociable person). Finding ways to interact with faculty in personable but still professional ways is good practice for the business world, in which you will need to interact with a boss who is overworked and likely underinvests in training their employees.

Re-grading Requests: After returning graded material, I maintain a 48-hour reflection period during which you can contemplate your performance. At that point, I will entertain questions about grades. Since I will be looking at your exam or paper with fresh eyes, I reserve the right to give you a new grade that is lower than your original grade if that is appropriate.

Honor Code: As a student at IU, you are expected to adhere to the standards and policies detailed in the [Code of Student Rights, Responsibilities, and Conduct](#). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand. All suspected violations of the Code will be handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, a failing grade in the course, among other possibilities, and must include a report to the Dean of Students, who may impose additional disciplinary sanctions.

(Just Say No to) Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

Student Resources

Psychological Services: The University is committed to continuing to support your mental health and well-being. The University's Counseling Services (CAPS) has resources to aid you in maintaining or creating new ways of navigating and coping with life stressors. If you are struggling, know that you do not have to do so alone and that there exist University services to help. The crisis line is available to students 24/7 by calling 812-855-5711 and choosing option 1. You can also schedule a 30-minute virtual visit with a counselor by calling 812-855-5711.

Disability Services: The University takes seriously its commitment to provide reasonable accommodations to promote learning among individuals with learning disabilities and physical handicaps. If any student will require assistance or academic accommodations for a disability, please contact me during my office hours, or by individual appointment. You

must have established your eligibility for disability support services through the Office of Disability Services for Students in Wells Library W302, 812-855-7578.

Sexual Assault and Title IX: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
- Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
- IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

Bias-Based Incident Reporting: Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously if desired.

Required Texts

You are required to purchase **War by Other Means**. All other readings will be provided through Canvas or directly linked in the syllabus.

Class Schedule

*** This syllabus is a living document. I try to adhere to the schedule listed below. However, the schedule and the assigned readings are subject to change.

Week 1 Introduction and Overview

- May 7: Setting the Stage
- Remarks by National Security Advisor Jake Sullivan on Renewing American Economic Leadership at the Brookings Institution April 27, 2023. (approximately 15 pages)
 - Pottinger, Matt and Mike Gallagher. 2024. "No Substitute for Victory: America's Competition With China Must be Won Not Managed ." Foreign Affairs 103(3). (14 pages)
 - Planet Money Podcast. Trade Show. Episode 725. September 23, 2016. (37 minutes)
- May 8: What is Geoeconomic Statecraft?
- Blackwill and Harris, Introduction, Chapter 1, Chapter 2 (48 pages)
- May 9: Overviewing the Tools of Economic Statecraft
- Blackwill and Harris, Chapter 3 (44 pages)
- May 10: Guest speaker – Financial Sanctions
- Sanctions Primer: How the United States Uses Restrictive Mechanisms to Advance Foreign Policy or

- National Security Objectives. Congressional Research Service. November 6, 2023 (19 pages)
- The Sanctions Age, Episode One (guest is Saleha Mosin) (36 minutes).

Week 2.

- May 13: Evaluating Financial Sanctions
- Drezner, Daniel. 2024. Global Economic Sanctions. Annual Review of Political Science.
 - The Sanctions Age, episode 3
- May 14: China's Geoeconomic Statecraft
- Blackwill and Harris, Chapters 4 and 5 (58 pages)
- May 15: The U.S.'s Geoeconomic Statecraft
- Blackwill and Harris, Chapters 6 and 7 (51 pages)
- May 16: Work Period/Office Hours
- May 17: Guest speaker – Export Controls
- Kerr, Paul K. and Christopher A. Casey. 2021. "The U.S. Export Control System and the Export Control Reform Act of 2018." Congressional Research Service. June 7. (48 pages)

Week 3.

- May 20: Export Controls in Theory and Practice
- Sutter, Karen M. and Christopher A. Casey. 2022. "U.S. Export Controls and China," Congressional Research Service. March 24. (3)
 - Goujon, Reva and Jan-Peter Kleinhans. 2023. "All In: US Places a Big Bet with October 17 Controls." Rhodium Group. Nov 6. (blog post)
- May 21: AMA – Investment Screening/in and outbound
- Bauerle Danzman, Sarah and Sophie Meunier. 2023. "Mapping the Characteristics of Foreign Investment Screening Mechanisms: The New PRISM Dataset" International Studies Quarterly 67(2) (11 pages)
- May 22: Conceptualizing and Categorizing Geoeconomic Tools
- Bauerle Danzman, Sarah and Sophie Meunier. 2024. "The EU's Geoeconomic Turn: From Policy Laggard to Institutional Innovator." Journal of Common Market Studies. (22 pages)
 - Benson, Emily and Federico Steinberg. 2024. "The European Union's Economic Security Strategy Update." CSIS blog post. Jan 24.
- May 23: Work Period/Office Hours
- May 24: Russia's Full-Scale Invasion of Ukraine & the Sanctions Coalition
- EU Overview of their sanctions package
 - Donovan, Kimberly et al. 2023. "Global Sanctions Dashboard: US and G7 Allies Target Russia's Evasion and Procurement Networks"

Week 4.

- May 27: Memorial Day, no class
- May 28: Economic Statecraft and Foreign Policy Decisionmaking

Guest speaker

- The Biden-Harris National Security Strategy. October 2022. (48 pages)
- The Treasury 2021 Sanctions Review. (7 pages)

May 29: Implications of the Geoeconomic Statecraft for U.S. Foreign Policy and Beyond

- Blackwill and Harris, Chapters 9 and 10 (38 pages)
- The G-7 Leaders' Statement on Economic Resilience and Economic Security.(4 pages)

May 30: Work Period/Office Hours

May 31: Exam and wrap up.