

PSCI 322: Seminar on Economic Statecraft

Fall 2018

Tuesdays 08:00-09:25 and Thursdays 08:00-09.20, Holland Hall 429

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Office Hours: Mondays 1.00-3.30 & Tuesdays 9.45-11.15 or by appointment

Office Location: Holland Hall 506

Course Description

Economic statecraft refers to states' use of economic means to pursue foreign policy goals and political ends. This seminar provides students with advanced study of economic statecraft tools, which often combine economic rewards and punishments. Specifically, students will explore when and how governments choose from their economic statecraft repertoire, and assess the effectiveness of the available tools, including but not limited to foreign aid, bilateral trade and investment, and economic sanctions.

You will engage with these topics through:

- Reading peer-reviewed political science articles;
- Engaging with the assigned readings through written "Reading Reflections";
- Engaging in discussions led by your peers and me;
- An individual research paper on a topic of your choosing
- Participating in discussions about your classmates' research papers.

Please note that you earn **WRI** credit for this course, so we will focus seriously on improving your writing skills.

Learning Environment

All classes will be based on discussion in various forms. To participate fully in these discussions, you must keep up with all the readings and attend class regularly. We all have a great deal to learn from the texts, but also from each other. I ask all of you to help the class be one in which others feel free to contribute their ideas. I understand that not everyone is willing or feels comfortable sharing their thoughts and opinions with others in a classroom setting. However, I hope that in the first few weeks we can foster a community where everyone feels that their opinions are valid and valued. It is of utmost importance that every student feels comfortable speaking in class and that we are always respectful of one another. Students with concerns, challenges, or special circumstances of any sort are encouraged to let me know as soon as possible.

Expectations

Academic Honesty

I expect you to be diligent about avoiding plagiarism or cheating in any form. I am committed to treating Honor System violations seriously and urge all students to become familiar with its terms set out at <https://wp.stolaf.edu/thebook/academic/integrity/>.

Communication

While I am always happy to communicate via e-mail for quick clarification questions, e-mails are not the best way to discuss substantive questions concerning course material. I encourage you to come to office hours or schedule meetings with me if you would like me to clarify concepts or discuss issues in depth.

Technology

The use of laptops/tablets/phones are not allowed during lectures. Besides being distracting, existing research proves that taking notes by hand improves learning outcomes. I will let you know when a specific group discussion/class activity requires you to use your laptops. If you want to have the articles, reading notes, or any other materials in front of you during class, please print them beforehand.

Disability and Access Accommodations

I am committed to supporting the learning of all students in my class. Students seeking accommodations, please contact Disability and Access staff at 507-786-3288 or by visiting wp.stolaf.edu/asc/dac.

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Course Requirements

Discussion Leading: (15%)

While you are all expected to come to class prepared to discuss each day's readings, we will have one official "discussion leader" for most days, starting from **September 13**. Discussion leaders will introduce the material and guide the class into a discussion. You may choose to start the class with a formal presentation, or you may choose an active learning exercise to lead the class through the analysis/theory/findings/arguments. Creativity is welcomed, but the ultimate goal is effectively enhancing the learning environment. Further instructions and tips about how to prepare to lead the discussion are posted on Moodle.

As a part of this assignment, you are required to consult with me in office hours prior to your assigned date.

There will be a sign-up sheet in my office (Holland Hall 506) on **September 7**. Please stop by sometime between 10am and 3pm to pick the day in which you will lead the class discussion. Please review the topics on the syllabus and your availability over the semester, and decide your preferred days for leading the class discussion prior to coming to my office.

Reading Reflections: (20%)

For every day we have assigned readings, except for the case study days, you will write a “reading reflection”, starting on **September 13**. I posted a number of guiding questions in Moodle and your reading reflections are expected answer the questions posted. I intend for this assignment to foster productive seminar discussion and to give you practice with regular, low stakes academic writing. You must complete your assignment **the day before** our class meetings at **10 pm**.

Your grade depends upon timeliness, care in writing, and the clarity of your responses. I will grade this assignment twice during the semester. I will first grade your reading reflections on **October 10** covering all your responses you submit until that point. Next, I will grade the rest of your responses on **November 13**, when all the assignments are submitted. But you are welcome to discuss your reading reflections with me at any time. I will be reading them weekly as you are writing them over the course of the semester.

Research Paper: (60%)

This assignment provides you with the opportunity to conduct independent research on a specific topic related to economic statecraft. You are required to design, research, write, and revise a research paper on a topic of your choosing. The paper must be between 4500-5500 words (approximately 15-18 pages) in length.

You have two options:

1. An analytical literature review : identify a specific research question; discuss existing academic research on that question; identify key causal theories and hypotheses, and identify areas for new research.
2. An analytical research paper: identify a specific research question; briefly discuss existing academic research on that question; present one or more testable hypotheses, and employ empirical (quantitative, qualitative or mixed) evidence to test your hypotheses.

To help guide you as you produce this paper, we will work in stages:

1. **Proposal:** a one page formal proposal is due on **October 11** at **5pm**. Your topic statement should include your research question, and a brief overview of the existing literature. You are highly encouraged to discuss your ideas with me before submitting your proposal. **[10% of your grade]**
2. **Draft:** Your draft is due on **November 15** at 5pm. Your draft paper should come as close as possible to your final product. After receiving written and oral feedback from me and your classmates (more information about peer-reviews below), you are expected to revise your paper before turning in the final paper. **[10% of your grade]**

3. **Peer Review:** You will each serve as a reviewer for another student's paper. I will assign you to papers randomly in November. You are expected to write a 700-1000 words review paper providing constructive feedback to your classmate about how they can improve their papers. Your reviews are due **November 20**. On that same day, we will have a peer review workshop. [10% of your grade]
4. **Research Presentation:** You will each present your paper (your research and findings) to the class at the end of the term. The last five seminar meetings are reserved for presentation days. I will assign you to presentation days randomly. If you know that there are presentation days that you will have to miss, let me know as soon as possible. [10% of your grade]
5. **Final Paper:** The final paper is due on **December 17**, by the end of the final exam time, **11 am**. [20% of your grade]

I will post further instructions and tips about each stage on Moodle.

Participation: (5%)

Attendance will be taken regularly, as it is a prerequisite for participation. Students who miss class sessions, as well as those who attend regularly but do not participate actively, will have their grade lowered proportionally. Your attendance is important both to your ability to master course material and to the overall quality of class discussion. You are permitted two unexcused absences throughout the semester without penalty. I do not need to know the reason or see any documentation. However, you will be penalized for any unexcused absences beyond the two.

However, perfect attendance does not mean a perfect participation grade - you must be actively engaged in class to score well in this area. Participation points are assigned based upon the quantity and quality of a student's contributions to the class.

I will also be grading your participation in research presentations. You are all expected to attend all research presentations and provide feedback or ask questions to your classmates who are presenting. I am expecting everyone to read the abstract of the presented papers, skim through the papers, and come to class with potential questions to ask and feedback to give after each presentation.

A Note on Writing Support

Writing is one of the most important skills one can learn in college. If you are struggling with writing, please come to office hours to discuss strategies to improve your writing. For additional writing resources, do not hesitate to take advantage of **the Writing Desk**. Peer tutors at the Writing Desk offer help with any paper, in any class, at any stage of the writing process. You can sign up for an appointment online or drop in to RML 354 or the outer reference room, across from the reference desk/by the IT helpdesk. Tutors are available Sundays 12-5pm, Mondays-Fridays 9am-5pm, and Sundays-Thursdays 7-10pm.

Evaluation Policies

Grading

I follow the College's official grading benchmark. You can access them in the Academic catalog section on "grades."

93 and above: A	90-92: A-	87-89: B+	83-86: B
80-82: B-	77-79: C+	73-76: C	70-72: C-
67-69: D+	64-66: D	61-63: D-	60 and below: F

Late Paper/Assignment Policy

To insure the fairness of evaluation and grading, it is essential that you complete your written work on the assigned due dates. In case of a genuine emergency, contact me as soon as you are reasonably able to do so. I may request documentation in such cases. Turning in assignments late will lead to a letter grade reduction for every 24 hours. Not being present on the days in which you are scheduled to be a discussant or present your research will automatically lead to a 0 in all non-emergency situations.

Course Schedule and Readings

This course has no assigned textbooks. All readings are shared via Moodle.

- September 6 (Thurs): Course Introduction
 - Review Syllabus
 - Rosenberg - "Reading Games: Strategies for Reading Scholarly Sources"
- September 11 (Tues): Economic Policy Goals
 - Blanchard et.al - "The Political Economy of National Security: Economic Statecraft, Interdependence, and International Conflict."
 - Hillary Clinton - "Economic Statecraft" October 14, 2011. Speech. Click here to read the script of the speech, or listen to it.

Unit 1: Economic Inducements: Foreign Aid

- September 13 (Thurs): Foreign Aid: Donor Incentives
 - Alesina and Dollar - "Who Gives Foreign Aid to Whom and Why"
 - Sarah Blodgett Bermeo - "Aid Allocation and Targeted Development in an Increasingly Connected World"
 - Tingley - "Donors and Domestic Politics: Political Influences on Foreign Aid Effort"
 - Explore U.S. Foreign Aid: <https://www.foreignassistance.gov/explore>

- September 18 (Tues): Foreign Aid and International Institutions
 - Oatley - “American Interests and Foreign Aid Lending”
 - Malik and Stone - “Corporate Influence in World Bank Lending”
- September 20 (Thurs): Foreign Aid: Effectiveness?
 - Bapat - “Transnational Terrorism, US Military Aid, and the Incentive to Misrepresent”
 - Wright - “To Invest or Insure? How Authoritarian Time Horizons Impact Foreign Aid Effectiveness”
 - Nielsen - “Rewarding Human Rights? Selective Aid Sanctions against Repressive States”

Unit 2: Economic Inducements: Trade & Foreign Direct Investment

- September 25 (Tues): Trade & Foreign Policy Goals
 - Spilker, Bernauer and Umana - “Selecting Partner Countries for Preferential Trade Agreements: Experimental Evidence from Costa Rica, Nicaragua, and Vietnam”
 - Chilton - “The Political Motivations of the United States’ Bilateral Investment Treaty Program”
- September 27 (Thurs): Trade & Peace
 - Gartzke - “The Capitalist Peace”
 - McDonald - “Peace through Trade or Free Trade”
 - Kleinberg and Fordham - “The Domestic Politics of Trade and Conflict”
- October 2 (Tues): Political Consequences of FDI
 - Bak and Moon - “Foreign Direct Investment and Authoritarian Stability”
 - Blanton and Blanton - “Labor Rights and Foreign Direct Investment: Is There a Race to the Bottom?”
- October 4 (Thurs): FDI and Economic Statecraft
 - Tingley et.al - “The Political Economy of Inward FDI: Opposition to Chinese Mergers and Acquisitions”
 - Chilton, Milner and Tingley - “Public Opposition to Foreign Acquisitions of Domestic Companies: Evidence from the United States and China”

- October 9 (Tues): Case Study: China’s Involvement in Africa and Latin America
 - Dreher et.al - “Apples and Dragon Fruits: The Determinants of Aid and Other Forms of State Financing from China to Africa”
 - Eleanor Albert - “China in Africa” *Council on Foreign Relations - Backgrounder*”
 - David Dollar - “China’s Investment in Latin America” *Brookings Institute*
- October 11 (Thurs): Individual Writing
 - ** **Research Paper Proposal is due.**
- October 16 (Tues): No Class: Fall Break
- October 18 (Thurs): What Are Sanctions and Why Are They Used?
 - Hufbauer et.al “Economic Sanctions Reconsidered” Chapter 2.
 - Kirschner - “The Microfoundations of Economic Sanctions”
 - Baldwin - “The Sanctions Debate and the Logic of Choice”
- October 23 (Tues): Threat and Imposition of Economic Sanctions
 - Whang - “Playing to the Home Crowd? Symbolic Use of Economic Sanctions in the United States.”
 - Mclean and Whang - “Designing Foreign Policy: Voters, Special Interest Groups, and Economic Sanctions.”
 - Lacy and Niou - “A Theory of Economic Sanctions and Issue Linkages: The Roles of Preferences, Information and Threats”
- October 25 (Thurs): Sanctions Effectiveness
 - Bapat et.al “Determinants of Sanctions Effectiveness: Sensitivity Analysis Using New Data.”
 - Early - “Unmasking the Black Knights: Sanctions Busters and Their Effects on the Success of Economic Sanctions”
 - Bapat and Kwon - “When are Sanctions Effective? A Bargaining and Enforcement Framework”
- October 30 (Tues): Humanitarian Consequences of Economic Sanctions
 - Wood - “A Hand upon the Throat of the Nation: Economic Sanctions and State Repression.”
 - Peksen - “Better or Worse? The Effect of Economic Sanctions on Human Rights”

- Peksen and Drury - “Coercive or Corrosive: The Negative Impact of Economic Sanctions on Democracy”
- November 1 (Thurs): Political Consequences of Economic Sanctions
 - Andreas - “Criminalizing Consequences of Sanctions: Embargo Busting and Its Legacy”
 - Escriba-Folch - “Authoritarian Responses to Foreign Pressure: Spending, Repression, and Sanctions”
 - Grauvogel, Licht, and Von Soest - “Sanctions and Signals: How International Sanction Threats Trigger Domestic Protest in Targeted Regimes”
- November 6 (Tues): Reforming Sanctions Practices
 - Drezner - “Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice”
 - Brozoska - “Review Essay: From Dumb to Smart? Recent Reforms in UN Sanctions”
- November 8 (Thurs): No Class: Peace Science Society Conference
- November 13 (Tues): Termination of Sanctions
 - Krustev and Morgan - “Ending Economic Coercion - Domestic Politics and International Bargaining”
 - McGillivray and Stam - “Political Institutions, Coercive Diplomacy, and the Duration of Economic Sanctions”
- November 15 (Thurs): Economic Sanctions - Case Studies
 - Readings - TBD
- November 20 (Tues): Writing Workshop - Peer Meetings
- November 22 (Thurs): Thanksgiving Break
- November 27 (Tues): Research Presentation Day 1
- November 29 (Thurs): Research Presentation Day 2
- December 4 (Tues): Research Presentation Day 3
- December 6 (Thurs): Research Presentation Day 4
- December 11 (Tues): Research Presentation Day 5
- December 17, Monday (11am): Final Draft of your Research Paper is due.