Syllabus

Course Information

Course Number: INTA 689
Course Title: Economic Statecraft
Section: 
Time: Wednesdays, TBD
Location: 1620 L Street, NW, Suite 700, Washington, DC 20036
Credit Hours: 3

Instructor Details

Instructor: Zongyuan Zoe Liu
Office: 
Phone: 
E-Mail: 
Office Hours: Wednesdays 10:00 am -12:00 pm or by appointment, in person or over Zoom.

Course Description

This course is designed to familiarize students with the tools of economic statecraft and how they are exercised. It investigates how states use economic and financial policies for strategic and national security purposes. We will survey classic theories and latest debates in the field. We will also examine in detail different dimensions of economic statecraft along a variety of issue areas such as trade, international finance, foreign aid, technology, natural resources, infrastructure, and development financing. More importantly, this course examines economic statecraft in a global and comparative context. We will study not only how a hegemonic power exercises economic statecraft, but also how emerging powers pursue their strategic interests using economic and financial means. Students will have the opportunity to study and debate whether the industrial world's economic and financial statecraft has been challenged by emerging markets and whether it needs to be reinvented.

This course will enable students to assess risks and opportunities associated with economic policies and national security policies, and encourage students to think out of the box regarding national security issues.

Course Prerequisites

At least one semester of undergraduate economics study with grades of B- or better, or consent of the instructor.

Course Learning Outcomes

Upon completion of this course, students are expected to be able to:

• Apply relevant theories of economic statecraft to analyze real world problems and participate in scholarly discussions and policy debates.
Analyze the practice of financial statecraft from a comparative perspective. Students can debate how hegemonic powers (such as the United States) and emerging powers (such as China) exercise economic and financial statecraft in the international system differently.

Be proficient in synthesizing empirical data and theories to evaluate the geopolitical and geoeconomics implications of national economic and financial policies and develop corresponding policy recommendations.

Textbook and/or Resource Materials

Assigned readings for each session are composed of articles and book chapters. Details are listed in the “Course Schedule” section. Below are some books that will be used often during the class because most of the chapters are included in the assigned readings.

Books that will be used during this class:

Besides the books listed above, you may also find the following books very relevant and useful. Although books listed below are not used as required readings during this course, they are nonetheless very informative.

Recommended books for supplementary readings:

Besides the assigned readings for each session, it will be to your considerable advantage if you also keep up with current affairs using credible sources, such as newspapers or magazines like the *Financial Times, The Economist, New York Times, Wall Street Journal, Guardian, Caixin, Nikkei Asian Review*, among others.

Course Works and Assignments

1) Attendance and Participation (5%)
2) 3 Policy Memos (the first is worth 10%, the second is worth 15%, and the third is worth 20%)
3) Class Presentation (10%)
4) Class debate (10%)
5) Term paper (30%)

Note: Details of each policy memo and term paper will be given during class. Grading rubrics will be sent out alongside the assignments.

Important dates for course works:
• The first policy memo is due by Week 5.
• The second policy memo is due by Week 9.
• The third policy memo is due by Week 13.
• Class debate takes place during the second half of Week 14.
• Class presentation takes place during week 15.
• Final term paper due on May 3, 2021 at 11:59 pm US Eastern Time.

Learning Resources

In this course you will practice writing policy memos and research papers, which can be used as your writing samples in your job applications. TAMU Bush School has a writing site that contains resources for helping you prepare writing assignments and career materials. For policy memo in particular, you can find useful tips here: [https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos](https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos)
You can also contact Cindy Raisor, Writing Program Director, at c-raisor@tamu.edu, or (979) 862-8835.

Grading Policy

The standard Bush School scale will apply:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%-100%</td>
<td>A</td>
<td>Extraordinary, excellent work and mastery of concept</td>
</tr>
<tr>
<td>80%-89%</td>
<td>B</td>
<td>Good work and solid command of concept</td>
</tr>
<tr>
<td>70%-79%</td>
<td>C</td>
<td>Adequate work and sufficient understanding of concept</td>
</tr>
<tr>
<td>60%-69%</td>
<td>D</td>
<td>Poor work, little understanding of concept</td>
</tr>
<tr>
<td>0%-59%</td>
<td>F</td>
<td>Lack of work, no understanding of concept</td>
</tr>
</tbody>
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Late Work Policy

• Late work will NOT be accepted, although health or family emergency may be given exceptions. *Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. (See Student Rule 7.)*

Course Schedule

• **Week 1: Economic Statecraft, Geoeconomics, and Grand Strategy**

**Recommended:**


**Week 2: International Trade and Trade Statecraft**


**Recommended:**


**Week 3: International Finance and Financial Statecraft**


**Recommended:**

**Week 4: Issue area (1) Economic Coercion**

Recommended:

**Week 5: Issue area (2) Trade, FDI, and Aid (Assignment reminder: First policy memo due)**

**Week 6: Issue area (3) Natural Resources, Infrastructure, and Development Financing**
Week 7: Issue area (4) Technology, Cyberspace and Information


Recommended:

Week 8: Issue area (5) Aerospace, Industrial Policy, and SOEs


Martin Wolf, “The dangerous war on supply chains,” *Financial Times*, June 23, 2020. Available at [https://www.ft.com/content/e27b0c0c-1893-479b-9ea3-27a81c2506c9](https://www.ft.com/content/e27b0c0c-1893-479b-9ea3-27a81c2506c9)

Recommended:


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**Week 9: The United States and Economic Statecraft (1): Examples of Instruments**

**Assignment reminder: Second policy memo due**


Recommended:


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**Week 10: The United States and Economic Statecraft (2): Examples in different parts of the world**


Recommended:


**Week 11: China and Economic Statecraft (1): Examples of Instruments**


Recommended:


• **Week 12: China and Economic Statecraft (2): Examples in different parts of the world**

**Recommended:**

• **Week 13: Economic Statecraft beyond the US and China**
  (Assignment reminder: Third policy memo due)


Recommended:

- EU Sanctions Map, available at [https://www.sanctionsmap.eu/#/main](https://www.sanctionsmap.eu/#/main)

**Week 14: Economic Statecraft in times of Crises: Global Financial Crisis and the Covid-19 Global Pandemics (class debate)**


For class debate: Has the Industrialized World’s Economic and Financial Statecraft been challenged by emerging powers and does it need to be reinvented? To help you prepare, here is some additional material for you on this exact subject, available at [http://www.international-economy.com/TIE_Su15_StatecraftSymp.pdf](http://www.international-economy.com/TIE_Su15_StatecraftSymp.pdf)

Recommended:


**Week 15: Final Presentation**
University Policies

This section outlines the university level policies that must be included in each course syllabus. The TAMU Faculty Senate established the wording of these policies.

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student’s grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” (Student Rule 7, Section 7.4.1).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20).
You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).
Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

COVID-19 Temporary Amendment to Minimum Syllabus Requirements

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty
member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**Personal Illness and Quarantine**

Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student’s medical provider is preferred, for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.

**Operational Details for Fall 2020 Courses**

For additional information, please review the FAQ on Fall 2020 courses at Texas A&M University.