

Excellence in Teaching Award 2023/24

Formular zur Beschreibung eingereicher Lehrveranstaltungen

Das Hauptanliegen der Beschreibung Ihrer Lehrveranstaltung sollte sein, dass Sie diese so anschaulich und übersichtlich wie möglich darstellen. Die Jury hat über eine große Anzahl von Einreichungen zu entscheiden, weshalb es den Jurymitgliedern so leicht wie möglich gemacht werden sollte, die zentralen Eckpunkte zu erfassen.

Bitte gehen Sie auf alle im folgenden gelisteten Punkte ein, vermeiden Sie aber Redundanzen! Wenn ein Punkt bereits im Zusammenhang mit einer anderen Erläuterung abgehandelt wurde, ist es nicht nötig, diesen erneut zu thematisieren. Verwenden Sie nach Möglichkeit Grafiken, Tabellen etc.!

Bitte beschränken Sie die Beschreibung Ihrer Lehrveranstaltung auf max. 4 Seiten!

Eckdaten

LV-Nummer: 300.746

LV-Titel: SE "Economic Statecraft"

ECTS: 6

Name des*r Lehrenden: Dr. Hana Attia

Semester: Wintersemester 2023/24

Fachbereich: Politikwissenschaft

Allgemeine Beschreibung – Hintergrund, Studierende, intendierte Lernergebnisse, Inhalte, ...

This is a graduate seminar that deals with the topic of „Economic statecraft“. Economic statecraft is the use of economic tools, i.e. financial and regulatory, to achieve foreign policy objectives. For a long time, the primary focus in International Relations was on the threat or use of force, with tools for economic statecraft being seen as mere symbolic gestures or tools of little consequence. Today, there has been a remarkable surge in the utilization and significance of tools for economic statecraft, with instruments such as sanctions becoming the go to response to modern challenges to international peace and security. A recent example is the use of economic sanctions to respond to the Russian invasion of Ukraine or the nuclear proliferation of Iran and North Korea.

This course familiarizes students with the different tools available in the economic statecraft toolkit, including trade, foreign direct investment, and economic sanctions. We studied how and when governments select from this toolkit and the conditions under which these tools work best, while emphasizing the conceptual and methodological issues involved in measuring their effectiveness.

The **learning objectives** reached in this class are the following:

1. **Bridge theory with real world events** to understand contemporary political phenomena.

1.1 Gain a theoretical foundation: Be familiar with the different tools for economic statecraft and understand theories related to when they are used, how they work, and if they are effective.

1.2 Apply these theoretical arguments to real-world cases and critically analyze them.

2. Teach students the importance of **using appropriate empirical evidence to study contemporary political and economic phenomena.**

2.1 The class followed a mixed-method approach, where the class covered papers employing both qualitative and quantitative methods. While the required readings were more on the quantitative side, each session had students present two real-world case studies that were qualitative in nature. This way students gained experience on how to read research employing different methodologies.

2.2 The goal was to familiarize students with quantitative social science skills and to enhance their “data literacy”. This was done by introducing major large-N databases on trade, foreign

assistance, and sanctions. We compared the databases and discussed how they can be used to answer our research questions.

3. Allowed students to **gain hands-on experience in conducting empirical research** by making them come up with their own research proposal for an empirical term paper, presenting the research proposal, and then completing it as their final assignment.

4. Students learn how to **engage in group discussions, as well as provide and receive constructive criticism**

Erläutern Sie, wie die **zentralen didaktischen Prinzipien** in der LV umgesetzt wurden:

- Lernergebnis- und Kompetenzorientierung
- Abstimmung der Lehr-/Lernaktivitäten auf die intendierten Lernergebnisse
- Orientierung der Prüfungsinhalte und Beurteilungsformen an den intendierten Lernergebnissen
- aktive Einbindung der Studierenden, Förderung eines aktiven Lernens
- regelmäßige Rückmeldung zum Lernfortschritt

In teaching, I aim to trigger learning processes through **self-determination and experience**. This is why active participation is a requirement for my class. Every session has a group exercise that **requires the students to sit together in groups of four to solve a task** that I have assigned them. This task is related to the required readings of each session and builds on earlier class discussions. I also distribute A2/A1 posters that they then use to present their central findings to the rest of the class.

To bridge theory with real-world events, I use a **variety of materials in my class**: In addition to the required readings that consist of peer-reviewed journal articles or book chapter, every session additionally incorporates one of the following elements: **up-to-date data, anecdotal evidence, newspaper articles, or documentaries**. This ensures that students do not get bored and interact with a variety of material. For example, we watched a documentary on shadow fleets (ships) that help Russia evade the sanctions. Only through the documentary can students really understand how sanctioned countries can continue to trade illegally.

In this class, I give my students **hands-on experience in conducting empirical research**. I guided my students through the process of developing a research question and finding relevant literature in the field. They then had to consider the research design techniques that we covered in class to come up with a suitable design for answering their formulated question. In this way students learn the skills for working with concepts, finding the literature, developing hypotheses, and defining suitable measures. They are then required to present this proposal in class and receive objective feedback from their peers prior to working and submitting the final term paper. This ensures that the presenters receive a diverse set of feedback that can help them improve their work, while at the same time the commentators learn how to provide their peers with constructive feedback and respectful criticism.

To accommodate different learning styles and achieve different learning objectives, I draw on **different teaching methods, combining lectures with discussion, surveys, in-class group projects, and simulation games**. For example, I use in-class surveys (“Mentimeter”) to establish what students find most interesting in order to re-organize the class material accordingly. Moreover, the simulation game was very successful. For the final session we simulated a United Nations Security Council (UNSC) session. To create a stimulating environment, I assembled the classroom tables in a way that reflected a UNSC session and I printed card placeholders to create a serious atmosphere. Each student was tasked with representing a different member of the UNSC. The meeting’s goal was to decide on how to respond to human rights violations being conducted in a hypothetical country. To prepare for this UNSC meeting, each student received a policy brief that describes the relations of his/her country with this foreign violator. Based on this policy brief they had to prepare a draft UNSC resolution that reflects their country’s position and debate the

resolution in a meeting that simulates a UNSC session. To successfully push their resolution through they had to build alliances with other members. Students found this session to be particularly engaging, as it enhances their understanding of the decision-making process among key international players in relation to multilaterally responding to real-world crises.

These **different teaching modes encourage active student participation**. Given that students know that group work will be assigned they do the required readings, which also allows us to dig deeper in the required readings and apply these theories to real-world events in class.

Beschreiben Sie, wie die **didaktisch stimmige Aufbereitung und Bereitstellung von Inhalten** verbunden mit entsprechenden Lernanleitungen und/oder Aufgaben zur Selbstüberprüfung realisiert wurden.

For each session, **I distributed 3 questions in advance** (that were included on the syllabus) to help and guide the students when reading the required texts for each session. **These questions make readings easier to navigate and help them prepare for in-class discussions**.

For each session I also prepared a **PowerPoint presentation** that summarizes the main points of the readings and answers any questions that the students may have. The slides usually contain the answers to the questions of the respective session. This way students know whether they have prepared them correctly.

I also prepared a **list of further readings** that students can consult if they find the theme of a specific session particularly interesting. This list can be used as a starting point for their final paper.

Wie erfolgte der **kreative und angemessene Einsatz von eLearning-Tools** (Blackboard und die darin enthaltenen Werkzeuge, Teams, ...)

For this class, I used **Blackboard to upload all class readings and ease the submission** of the class assignments.

I also used **Blackboard to communicate** with the students and send direct **feedback** to all uploaded assignments.

In addition to Blackboard, I also used **online tools such as the platform “Mentimeter”** to conduct several in-class surveys about the readings, to test public opinion in class, and to ask about what they perceive to be the world’s most pressing international peace and security challenges (that I then tied to the use of economic statecraft).

Wie wurde eine **regelmäßige Kommunikation** mit den Studierenden sowie deren gute **Betreuung** sichergestellt?

Overall, I aim to create a **class-room environment of respect and trust** that allows for fruitful discussions. I am readily accessible both via email and in person.

I had a **fixed office hour** every week on Wednesdays. Additionally, I always **arrived to class 15** minutes early and stuck around after each session to answer any questions that they may have.

I sent reminder emails prior to deadlines and gave them the **option to send me drafts** before each deadline to ensure that they are receiving the required supervision.

I tried to establish a more direct mentorship with my students. One student from this class is writing her MA thesis with me. More have requested supervision but given that I am a PostDoc, I am limiting the number of MA theses that I supervise. Some other students from this class still reach out to me with questions related to their studies and where to apply for internship afterwards.

Wurden innovative Formen der **Prüfung und der Beurteilung** der Studierenden angewandt?

I made sure that the final grade consists of **several „Leistungen“** to give students a **fair chance** of passing this class. This is also to ensure that the final grade does not completely depend on the grade of the submitted research paper. Thus, the following was also graded:

- They were graded for their active participation in the UNSC **simulation**.
- They were graded for their group **presentation of a real-world case study** (for example, sanctions on Iraq or trade war with China).
- They were graded for their ability to provide **constructive** criticism. This was a task in two different instances: First, when writing a critical article review of a published research article. Second, when providing feedback to their peers with regard to their research proposal.

Diversitätssensible Lehre (Berücksichtigung unterschiedlicher Voraussetzungen und Lebensumstände insb. von unterrepräsentierten oder benachteiligten Studierenden)

Gehen Sie darauf ein, wie Sie dies in Ihrer LV umgesetzt haben, z.B. Hinweis auf FGDD, alternative Aufgabenformate, zeitgerechte und barrierefreie Bereitstellung von Unterlagen. Weitere Informationen finden Sie im entsprechenden Leitfaden: <https://www.plus.ac.at/wp-content/uploads/2021/12/Barrierefreie-Lehre-Eine-Handreichung-FGDD.pdf>

My **syllabus has a section on disability**, asking students to get in touch if they have any disabilities so that I can accommodate any of their needs in class. Nobody reported any disabilities.

Nevertheless, the class requirements **accommodated different learning styles** (as elaborated in the sections above). All class **materials were available in a timely manner and were easily accessed**.

Apart from disability, my course addressed **other aspects of diversity and representation**:

1. We dedicated significant time to discuss the consequences of economic statecraft on countries in the **Global South**. This meant that the readings that were assigned in class also stemmed from **scholars from the regions that we study**.

2. The **student group for this class was incredibly diverse**, with students from Nigeria, Kosovo, Serbia, USA, Pakistan, Germany, and Austria. I encouraged the students to **bring in their personal experiences** and country experiences in the discussions. For example, students from Nigeria and Kosovo shared stories about foreign aid projects in their countries. Students from the USA raised awareness on everyday public debates in the USA on sanctions against Iran and Cuba.

3. A common phenomena in university courses (especially in classes on conflict and political economy) is that **female student participation** is lower than male participation. In my class, **I actively and directly encourage female students to participate** by going around the classroom during group work and bringing them in the discussions, as well as approaching them before and after class and motivating them to participate.

Weitere Anmerkungen