1. **Title of the module**

POLI5630 (PO563) Foreign Policy Analysis

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

The module is an elective module in our single honours, joint honours and BiDiplôme programmes.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

1 . have gained a sound knowledge and critical understanding of the principal aspects of foreign policy and foreign policy analysis as a subject area integrated into International Relations.

2 . be familiar with the constituents of the foreign policy system: actors, the system (internal and external) and the complex series of motivational factors that lead to foreign policy implementation.

 have gained understanding of the relationship between foreign policy and diplomacy and of the continuing changes to diplomacy after 1945.

4 . be familiar with the theories of IR that have augmented foreign policy theory and the variations of foreign policy analysis itself.

5. explain the role of decision-making, comparing the psychological vs. rational-actor perspectives, as well as the endogenous and exogenous factors that inform the construction and direction of foreign policy.

6. explain current foreign policy issues of diverse actors such as China, Japan, the US, Britain, and the EU.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

1 engage critically with political phenomena, including the vocabulary, concepts, theories and methods of political debate

2 examine and evaluate different interpretations of political issues, events and solutions to problems

3 describe, evaluate and apply different approaches involved in collecting, analysing and presenting political information

4 develop reasoned arguments, synthesise relevant information and exercise critical judgement

5 reflect on and manage their own learning and seek to make use of constructive feedback from peers and staff to enhance their performance and personal skills

6 communicate ideas effectively and fluently in writing

7 use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation

8 work independently, demonstrating initiative, self-organisation and time-management

1. **A synopsis of the curriculum**

This module examines the complex relationship between foreign policy analysis and foreign policy practice. It does so by exploring shifting approaches to making and examining foreign policy, including the contributions of IR theory to Foreign Policy Analysis. Historical antecedents of foreign policy as a practice are examined via exploring international actors, the system they inhabit (both internal and external), and the motivations that inform their individual actions and collective interactions. FPA is not as a *single* theory, capable of generating an overarching framework that can explain or help to understand actors’ choices in all situations. The module will instead compare and contrast different FPA theories, often derived from IR theories, and critically assess their analytical advantages and weaknesses in applying them to “real world” examples. The module explores some major events or crises, such as the Iraq War and the South China Sea dispute, attempting to get an overview of the foreign policies of different states across international society, such as China, the United States, Japan, and Britain.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* S. Smith, Amelia Hadfield, and Time Dunne (eds) Foreign Policy: Theories. Actors, Cases. 3rd edition. Oxford University Press, 2016.
* C. Alden and A. Aran, Foreign Policy Analysis: New Approaches, Routledge, 2011
* D. Beach. *Analyzing Foreign Policy*. Basingstoke: Palgrave Macmillan, 2012
* C. Hill, Foreign Policy in the Twenty-First Century . 2nd edition Palgrave Macmillan, 2006.
* M. Webber and M. Smith, Foreign Policy in a Transformed World, Prentice Hall, Pearson Education, 2002.
* V. Hudson, Foreign Policy Analysis: Classic and Contemporary Theory, Rowman&Littlefield, 2nd ed. 2013
1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay, 3000 words, 50%
* Exam, 2 hours, 50%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Exam  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members and students within their cohort, from diverse range of backgrounds.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018