1. **Title of the module**

POLI6340 (PO634) Understanding US Foreign Policy: Power, Tradition and Transformation

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

Politics and International Relations

1. **The level of the module (e.g. 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)**

Spring term

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

None

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

This is an optional module that contributes to all programmes offered by the School of Politics and International Relations.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate knowledge of the different theoretical explanations of US foreign policy.
3. Display knowledge of some of the contemporary and historical dimensions of US foreign policy and world order.
4. Understand the role of the American state in the construction of the liberal international order
5. Reflect on the role that different forms of power have played in the social constitution of the international order and in forging American foreign policy
6. Be familiar with the key institutions for the making of American foreign policy.
7. Understand the role that long held traditions, identities and principles play in the formation of American foreign policy and grand strategy.
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. think critically and conceptually about political and international events, ideas and institutions;
10. relate the academic study of Politics and International Relations to questions of public concern;
11. be reflective and self-critical in their work;
12. use relevant literature and other sources such as the internet, bibliographic search engines, online resources, in order to support research-oriented scholarship;
13. engage in independent learning;
14. engage in academic and professional communication with others.
15. **A synopsis of the curriculum**

This module offers a comprehensive study of US foreign policy since 1945. Ranging from ‘containment’, ‘democratic enlargement’, and ‘the war on terror’ the module introduces students to the concept of ‘grand strategy’ and the need to understand the broader intellectual platform and foundations of the way in which the United States engages with the world. A number of case studies are used to explore this such as the work of George Kennan, the Vietnam War, and the move towards ‘smart power’ under presidents Bush and Obama. In addition to this the course also explores questions on the social construction of state identity in the American national consciousness and how both the media and political elites help to shape public opinion and attitudes that relate to America’s ‘friends’, ‘allies’, and ‘enemies’. The course also explores the concept of ‘soft power’ as a method of extending American influence and power in the world and questions the idea of American decline.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
* Michael Cox & Doug Stokes (eds.) US Foreign Policy (Oxford: Oxford University Press, 2012) 2nd Edition.
* Bruce Jentleson, *American Foreign Policy: the dynamics of choice in the 21st century* (London: W.W. Norton & Company, 2013) 5th Edition.
* Steven W. Hook & John Spanier, *American Foreign Policy Since World War II* (London: Sage, 2013) 19th Edition.
* Richard A. Melason, *American Foreign Policy Since the Vietnam War: the search for Consensus from Richard Nixon to George W. Bush* (London: M.E. Sharpe, 2005). 4th Edition.
* Inderjeet Parmar, Linda B. Miller and Mark Ledwidge (eds.) *New Directions in U.S. Foreign Policy* (London: Routledge, 2009/13).
* William Wohlforth and Stephen G. Brooks, *World Out of Balance: International Relations Theory and the Challenge of American Hegemony* (Princeton: Princeton University Press, 2008).
* Christopher Layne, *The Peace of Illusions:  American Grand Strategy from 1940 to the Present (Ithaca: Cornell University Press, 2006).*
* G. John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton: Princeton University Press, 2011).
* Andrew Bacevich, *Washington Rules* (New York: Metropolitan Books, 2010).
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 1, 3000 words, 50%*
* *Exam 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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Reading log |  |  |  |  |  |  | **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.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 24/04/17 | Major | January 2018 | 8,9,14 | No |
|  |  |  |  |  |

Revised FSO Feb 2018