1. **Title of the module**

POLI9580 (PO958) US Foreign Policy

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

School of Politics and International Relations, Brussels School of International Studies

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

Level 7

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

20 credits (10 ECTS)

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

Term I or II

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

None

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

This module will be of interest to students in a range of programs, in particular MA in International Relations (Primary Specialization) with Foreign Policy Analysis (Secondary Area of Specialization).

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

8.1 understand, independently research and critically evaluate contemporary debates on the formulation and practice of foreign policy of the United States in broader international, theoretical (such as Political Realism or Two-Level Games), spatial (geopolitical) and historical contexts

8.2: understand and critique leading policy and normative (“ideological”) frameworks used to describe and interpret the politics and practice of US foreign policy (e.g. neoconservatism, liberal internationalism, non-interventionism, isolationism, etc.)

8.3: understand and critique various historical and popular discourses of “Self” that have informed the politics and practice of US foreign policy (e.g. American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, declinism, etc.)

8.4: analyse the politics of American foreign policy in a manner informed of the formal decision-making apparatus and various governmental and non-governmental actors and structures

8.5: assess and understand the role of international institutions and regimes (e.g. the UN, NATO, IMF, World Bank, nonproliferation regime, WTO, bilateral and multilateral free trade agreements, etc.) in constraining and enabling the politics, articulation and pursuit of US foreign policy goals and strategies

8.6: identify the practical and ethical problems and political and practical limits of US foreign policy goals, strategies and instruments (e.g. support for democracy abroad, maintaining bilateral and multilateral alliances, unilateral intervention, humanitarian intervention, nation and state building abroad, or the use of ISTAR, drones and precision bombing in the War on Terror, etc.)

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

 9.1: work with theoretical knowledge and recognize theory as integral to the realities of diverse social spaces

9.2: reflect upon the ethics of the scholarly work done in their broader discipline in general as well as in their own work

9.3: analyse complex, incomplete or contradictory areas of knowledge and make carefully constructed arguments

9.4: command a level of conceptual understanding that will allow them to critically evaluate research, policies, and practices

9.5: reflect upon and critique their work

9.6: use the internet, bibliographic search engines, online resources, and effectively conduct research

9.7: engage in academic and professional debates and conversations with others

9.8: show and grow independent learning ability required for further study or professional work

1. **A synopsis of the curriculum**

This class analyzes American identities, power, and policy-making processes in encounters between multiple American “Selves” and “Others” in the world. It examines  historical and contemporary interactions with places and actors abroad through sets of ideas, strategies, and technologies commonly labeled “foreign policy”. It does so through a bifocal approach. *First*, after the module is situated at the intersection of Foreign Policy Analysis, International Relations, Security Studies, and Geopolitics, it turns to the discourses of American exceptionalism, Manifest Destiny, frontier spirit, post-nationalism, and declinism to outline how they have shaped the conduct of US foreign policy and its purported tendencies toward “isolationism”, “adventurism”, and “interventionism”. *Second*, the module focuses on case studies of American involvements with political elites, populations, economies, military apparatuses, and ideologies across Europe, Latin America, the Middle East, Central and Southeast Asia. Roughly, they are divided into Cold War and post-Cold War timeframes.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Campbell, David (1998) *Writing Security*. Minneapolis, MN: University of Minnesota Press

Smith, Steve; Hadfield, Amelia and Dunne, Tim (2012) *Foreign Policy: Theories, Actors, Cases*. 2nd edition. Oxford: Oxford University Press

Stephanson, Anders (1995) *Manifest Destiny: American Expansion and the Empire of Right*. Hill and Wang

Goldstein, Gordon M. (2008) *Lessons in Disaster: McGeorge Bundy and the Path to War in Vietnam*. New York: Henry Holt

Darnton, Christopher (2014) *Rivalry and Alliance Politics in Cold War Latin America*. Baltimore, MD: Johns Hopkins University Press

Inbar, Efraim and Rynhold, Jonathan (2016) *US Foreign Policy and Global Standing in the 21st Century: Realities and Perceptions*. New York: Routledge

1. **Learning and Teaching methods**

Contact hours: 24

Private study hours: 176

Total hours: 200

1. **Assessment methods.**

13.1 Main Assessment Methods In-class peer assessment, 1,500 words (20%)

Evaluation paper, 1,000 words (10%)

Research essay, 4,000 words (70%)

13. 2 Reassessment Methods

Like-for-like.

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 and Seminar Preparation** | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Essay (4,000-word research paper)** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Peer-assessment**  | **x** | **x** | **x** | **x** |  |  |  |  |  | **x** | **x** |  | **x** | **x** |
| **Policy evaluation paper** | **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:**

Brussels

1. **Internationalisation**

International social relations are at the heart of this module’s content. It sheds light on the contested effects and global power inequalities underwriting the making and conduct of American foreign policy from Latin America to Southeast Asia. Moreover, it invites conversations about the role of US European Allies (e.g. via NATO and the Bretton Woods system), including the United Kingdom, in the shaping and practice of American foreign policy in postcolonial spaces.

Internationalisation is reflected in this module’s assessment pattern, in particular in its emphasis on in-class peer assessment. Peer-review through discussions, debates, and joint research in seminars encourages students to exchange and compare experiences related to the module’s central themes, thereby fostering conversations about the rationality and effects of power across the world.

**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) |
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