## KentVision Code and title of the module

POLI5630 Foreign Policy: Systems, States, and Leaders

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Politics and International Relations

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

* BA (Hons) Politics and International Relations
* BA (Hons) Politics and International Relations (Bidiplôme)
* BA (Hons) Politics and International Relations with a Placement Year
* BA (Hons) Politics and International Relations with a Foundation Year
* BA (Hons) Politics and International Relations with a Year in Continental Europe or North America
* BA (Hons) Politics and International Relations with a Language
* BA (Hons) Politics and International Relations with a Year in Asia-Pacific
* BA (Hons) Politics and International Relations with Quantitative Research
* BA (Hons) Economics and Politics
* BA (Hons) History and Politics
* BA (Hons) Philosophy and Politics
* BA (Hons) Sociology and Politics
* LLB (Hons) Law and Politics

Also available as an elective module and to short-term credit students

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

8.1 Show knowledge and critical understanding of the principal aspects of foreign policy practice and of Foreign Policy Analysis as a subject area integrated into International Relations.

8.2 Show familiarity with the constituents of the foreign policy process: the actors (including leaders and states), systems (internal and external), and complex series of motivational factors that lead to foreign policy decisions and implementation

8.3 Illustrate a deep understanding of the relationship between foreign policy and diplomacy and of the continuing changes in the contemporary world

8.4 Show familiarity with the theories of IR that have augmented foreign policy theory and the variations of foreign policy analysis itself

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

8.6 Explain current foreign policy issues of diverse actors including great powers, middle powers, and small states.

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

9.1 Develop reasoned arguments, synthesise relevant information, and exercise critical judgement

9.2 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

9.3 Communicate ideas effectively through a variety of methods

9.4 Use information and communication technology for bibliographical searches, data acquisition, data analysis and presentation

9.5 Work independently, demonstrating initiative, self-organisation and time-management.

## A synopsis of the curriculum

How do nation states decide on their foreign policy? Is there a difference in the content of foreign policy between large and small states or liberal democracies and authoritarian regimes? This module examines the foreign policies of nation states and how to study them in a rapidly changing international environment. The module examines the foreign policies of different types of states from ‘great powers’ to smaller states, explores major events and crises in international politics and the dynamics of foreign policymaking, Specific case studies will vary from year to year, but are likely to cover issues of diplomacy, war and security, economic competition, and institutional cooperation.

It provides insight into the complex relationship between the analysis and practice of foreign policy. It does so by exploring shifting approaches to making and examining foreign policy. Case studies of foreign policy practices are examined through exploring different international actors (including states but also examining the role of specific leaders), the foreign policy environment they inhabit (internal and external, structural and institutional), and the motivations that inform state and policy makers actions and their interactions with others. The module compares and contrasts different theories, critically assessing their analytical advantages and weaknesses in applying them to ‘real world’ examples.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

Essay, 3000 words 50%

Exam 50%

13.2 Reassessment methods

Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The subject matter of the module is thoroughly international/global in scope. The empirical material discussed in the module will be wide-ranging from a geographical standpoint, with examples from various countries. 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.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 14.12.22 | Major | September 2023 | 2, 7, 9, 10, 11, 13, 14 |  |
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