



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	US Foreign Policy: From Cold War to Terror War				
Module Code	UZQNJ-30-2	Level	2	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Politics		
Contributes towards	BA (Hons) awards in Politics and International Relations				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	06 <sup>th</sup> February 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Understand the domestic factors and personalities driving US foreign policy decision-making in a variety of cases (Components A and B)</li> <li>Appreciate the effects of changes in the international structure post 1945 to the evolution and application of US foreign policy (Component A and B)</li> <li>Analyse a wide range of primary sources (Component A and B)</li> <li>Present material in a group and individual setting (Component B)</li> </ul>
Syllabus Outline	<p>Examination of a range of pivotal US foreign policies from 1945-present day.</p> <p><u>Case studies to be selected from a range including:</u></p> <ul style="list-style-type: none"> <li>NSC-68 and the early evolution of Cold War containment</li> <li>The Cuban Missile Crisis</li> <li>The Vietnam war</li> <li>Detente with the Soviet Union</li> <li>Iran and the Nixon Doctrine</li> <li>Cold war arms and oil</li> <li>The Carter Doctrine</li> <li>The Iraq war of 1991</li> <li>Clinton's Dual Containment of Iran and Iraq</li> <li>GW Bush and the National Security Strategy of 2002</li> <li>Obama and the return of multilateralism</li> </ul>

Contact Hours	A total of 72 hours, including lectures, virtual tutorials, and seminars																																			
Teaching and Learning Methods	<p>As the course is based around a range of pivotal US foreign policy decisions, weekly lectures will provide a broad overview of each of the policies under discussion – placing each into context.</p> <p>Seminars will take two forms. The first will be follow ups to lectures, which will explore each policy in depth, led by student discussion. These seminars will be based on the student participants having read the prescribed primary sources, and engaging in a discussion fuelled by their impressions of these sources. The second type of seminar will consist of student presentations, followed by group discussion and feedback.</p> <p>Virtual Tutorials will be conducted weekly to expand the discussions held in the seminars.</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="454 875 1366 1267"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="577 1671 1249 1906"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam as assessment percentage</td> <td>40%</td> </tr> <tr> <td>Coursework as assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam as assessment percentage</td> <td>0%</td> </tr> <tr> <td colspan="2" style="text-align: right;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam as assessment percentage	40%	Coursework as assessment percentage	60%	Practical exam as assessment percentage	0%	100%	
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Reading Strategy	The strategy for this module is unique in the sense that prescribed readings have at their heart a set of digitised policy papers / declassified archival papers. These will be supplied to the students on blackboard and form the major component of weekly																																			

	<p>reading.</p> <p>Whilst the purpose of the module is to expose students to policy papers/primary sources, a wide range of secondary literature (books and journal articles) will be outlined in the module handbook, and supplied weekly on blackboard to help place the policy papers into context.</p> <p>There will also be a course textbook which will be available in the library, and students will be encouraged to purchase it.</p>
Indicative Reading List	<p><u>Main textbook:</u></p> <p>Cox, M., &amp; Stokes, D. (ed.), <i>US Foreign Policy</i> (Oxford University Press, 2012)</p> <p><u>Indicative supplementary texts:</u></p> <p>McInerney, T.J., <i>Presidential Documents: Words that Shaped a Nation from Washington to Obama</i>, (Routledge, 2012)</p> <p>Gates, R. <i>From the Shadows: The Ultimate Insider's Story of Five Presidents and How They Won the Cold War</i> (Simon &amp; Schuster, 2007)</p> <p>Hastedt, G.P., <i>American Foreign Policy</i> (Pearson, 2011)</p> <p>Gaddis, J.L., <i>We Now Know: Rethinking Cold War History</i> (Clarendon, 1997)</p> <p>Gaddis, J.L., <i>Strategies of Containment: A critical appraisal of postwar American national security policy</i> (Oxford University Press, 1983)</p> <p>Holsti, O.R., <i>Making American Foreign Policy</i> (Routledge, 2006)</p> <p>Wittkopf, E.R., <i>American Foreign Policy: Pattern and Process</i> (Wadsworth, 2008)</p> <p>Dumbrell, J., <i>American Foreign Policy: Carter to Clinton</i> (Macmillan, 1997)</p> <p>Hook, S.W., <i>American Foreign Policy Since World War II</i> (CQ Press, 2007)</p> <p>Melanson, R.A., <i>American Foreign Policy since the Vietnam War</i> (Sharpe, 2005)</p>

### Part 3: Assessment

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The assessments for this module have been designed to meet the learning outcomes of the module and to test a range of skills.</p> <p>Firstly, an essay based on a topic considered in term 1 will allow the students to engage in policy analysis based on a range of primary sources/policy papers. This exercise will build on the essay writing skills learned in level one, in which secondary and textbook sources are the main currency.</p> <p>Secondly, the module includes one oral presentation from each student, each term (two in total per student). The presentations will be delivered in group format, with each individual presentation on part of an overarching topic range which the group has been assigned. This format has been chosen to embed both groupwork/organisational <i>and</i> individual skills which are essential for graduate studies or future employment. Whilst the students are working in groups, the assessment is based on their individual contribution.</p> <p>Finally, the examination will allow for the students to demonstrate their understanding of the range of the subjects covered. The examination will be designed to reflect broad themes of the course, as a compliment to the more narrow focus of the essay and presentations.</p>

Identify final assessment component and element	Component A1	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40%</b>	<b>60%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Assessed Essay of 3000 words	67%	
2. 10 minute oral presentation X 2	33%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (2 hours)	100%	
2.		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Assessed Essay of 4000 words	100%	
2.		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		