



MODULE SPECIFICATION

Part 1: Information			
Module Title	US Foreign Policy: From Cold War to Terror War		
Module Code	UZQNJ-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Politics and International Relations
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Politics and International Relations BA (Hons) Politics and International Relations (with foundation year)		
Module type:	Standard		
Pre-requisites	none		
Excluded Combinations	none		
Co- requisites	none		
Module Entry requirements	none		

Part 2: Description				
<p>This module is based around a range of pivotal US foreign policy case studies from 1945-present. The module is designed to go inside the minds of US policymakers to understand why the US has pursued certain foreign policy packages at certain times, and in certain cases. As the world's only current 'superpower' the module seeks to chart the rationale for America's definition of its national interests as being global, and the various foreign policies that are made as a result. This is done largely through the analysis and discussion of primary sources (e.g. public policy papers, declassified archival papers and speeches) and a complementary reading of secondary sources to put the primary sources into context.</p> <p>As the content deals with real world cases each week, including some of the most pivotal wars and crises in recent memory, it is very much a practical module that goes beyond simply understanding politics towards instilling a professional appreciation of how politics is done at many levels of government. This equips students with many real-world transferrable skills such as policy analysis, report writing and presenting and understanding government and governing. In other words, to borrow a well-known political analogy, it shows 'how the sausage is made' so that students can forge their own policy making insights and skills and then take those beyond their degree.</p>				
Generic Graduate Skill	<i>Specific strand (eg presentation) - Optional</i>	Introduced	Practiced	Evidenced
1. Communication	presentation	☒	☒	☒
2. Professionalism	presentation	☒	☒	☒
3. Critical Thinking	Presentation and policy analysis	☒	☒	☒

4. Digital Fluency	Presentation and independent learning/research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Innovative and Enterprising	Presentation and policy analysis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Presentation and policy analysis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Presentation and policy analysis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged	Introduced in taught content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: Assessment




As the module deals with real world cases and the primary policy papers surrounding each case, the assessments are designed to directly test students' awareness of and ability to reflect upon these sources.

Firstly, each student will deliver a 10 minute presentation on one of the case studies from the module. These will be delivered in group format, with each individual presentation on part of an overarching topic that the group has been assigned. This format has been chosen to embed both group work/organisational and 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. The presentations are arranged as part of a flipped classroom component of the module and allows the presenting group to lead that week's class and also field questions from their classmates.

Secondly, a 2500 word policy analysis will allow students to develop a longer form analysis showing the depth of their understanding of the wider context of the cases under discussion, and the intricacies of how and why the policymakers took the decisions that they did. Students will choose their own topics allowing them to pursue an independent research strategy and build up their research gathering skills. Crucial to this assessment is the building of an analysis to argue for a perceived 'success' or 'failure' of the policies undertaken – which allows the student to show a critical awareness of how certain decisions do not always go to plan and can lead to often unforeseen outcomes.

The referral assessments mirror the first run.

Identify final timetabled piece of assessment (component and element)	B	
% weighting between components A and B (Standard modules only)	A:	B:
	40	60
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (10 minutes)	100	
Component B Description of each element	Element weighting (as % of component)	
1. Policy Analysis (2500 words)	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (10 minutes)	100	

Component B Description of each element	Element weighting (as % of component)																																										
1. Policy Analysis (2500 words)	100																																										
Part 4: Learning Outcomes & KIS Data																																											
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the factors and personalities driving US foreign policy decision-making in a variety of cases from 1945-present (Component A and B) 2. Articulate the changing role of the US in international relations (Component A and B) 3. Analyse a wide range of primary sources (Component A and B) 4. Present material in a group and individual setting (Component A) 5. Pursue an independent reading and research strategy (Component B) 6. Utilise primary source databases and archival repositories to inform analysis (Component A and B) 																																										
Key Information Sets Information (KIS)	<table border="1" data-bbox="533 875 1445 1261"> <thead> <tr> <th colspan="5" data-bbox="533 875 1002 913">Key Information Set - Module data</th> </tr> <tr> <td colspan="5" data-bbox="533 913 1002 952"></td> </tr> <tr> <td colspan="4" data-bbox="533 952 1166 990"><i>Number of credits for this module</i></td> <td data-bbox="1166 952 1445 990" style="text-align: center;">30</td> </tr> <tr> <td colspan="5" data-bbox="533 990 1445 1028"></td> </tr> <tr> <th data-bbox="533 1028 671 1189">Hours to be allocated</th> <th data-bbox="671 1028 834 1189">Scheduled learning and teaching study hours</th> <th data-bbox="834 1028 1002 1189">Independent study hours</th> <th data-bbox="1002 1028 1166 1189">Placement study hours</th> <th data-bbox="1166 1028 1305 1189">Allocated Hours</th> <td data-bbox="1305 1028 1445 1189"></td> </tr> <tr> <td data-bbox="533 1189 671 1227" style="text-align: center;">300</td> <td data-bbox="671 1189 834 1227" style="text-align: center;">72</td> <td data-bbox="834 1189 1002 1227" style="text-align: center;">228</td> <td data-bbox="1002 1189 1166 1227" style="text-align: center;">0</td> <td data-bbox="1166 1189 1305 1227" style="text-align: center;">300</td> <td data-bbox="1305 1189 1445 1227" style="text-align: center;"></td> </tr> </thead> </table> <p data-bbox="432 1261 1546 1355">The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p data-bbox="432 1355 1546 1422">Written Exam: Unseen or open book written exam</p> <p data-bbox="432 1422 1546 1489">Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p data-bbox="432 1489 1546 1556">Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="655 1570 1327 1805"> <thead> <tr> <th colspan="2" data-bbox="655 1570 1058 1608">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td data-bbox="655 1608 1190 1646">Written exam assessment percentage</td> <td data-bbox="1190 1608 1327 1646" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="655 1646 1190 1684">Coursework assessment percentage</td> <td data-bbox="1190 1646 1327 1684" style="text-align: center;">60%</td> </tr> <tr> <td data-bbox="655 1684 1190 1722">Practical exam assessment percentage</td> <td data-bbox="1190 1684 1327 1722" style="text-align: center;">40%</td> </tr> <tr> <td data-bbox="655 1722 1190 1760"></td> <td data-bbox="1190 1722 1327 1760" style="text-align: center;">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 assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading List	https://rl.talis.com/3/uwe/lists/4B179951-7F0B-B699-0F92-8AD38F83B0AF.html?lang=en-GB																																										

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Revision ASQC Approval Date Update this row each time a change goes to ASQC	29/05/2019	Version	2	RIA 12949