



**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	

CAP Approval Date	28/03/2014
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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 (Components A and B)</li> <li>Analyse, and use, a wide range of primary sources (Component 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> <p>The evolution of Cold War containment  Kennedy and The Cuban Missile Crisis  The Vietnam war  Detente with the Soviet Union  Iran and the Nixon Doctrine  The Carter Doctrine  The Iraq war of 1991  Clinton's Dual Containment of Iran and Iraq  GW Bush and the National Security Strategy of 2002  Obama and the Asia Pivot  US policy towards the Iranian nuclear programme</p>

Contact Hours	A total of 72 hours, including lectures, virtual tutorials, and seminars																																			
Teaching and Learning Methods	<p>Weekly lectures will provide overviews of each case study – placing each one into context. Seminars will take two forms. The first will be follow ups to lectures, which will explore prescribed policy papers 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 in a flipped classroom format. Virtual Tutorials will be conducted on selected issues to expand the discussions held in the seminars.</p> <p>The methods used in this module nurture the skills needed for careers in policymaking (both public and NGO/private sector) due to the focus on policy papers and policymaking – and the real world effects of policymaking. The use of primary materials is also beneficial to research skills, especially when candidates come to design their year 3 project research plan.</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="454 873 1364 1265"> <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="text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">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="574 1668 1252 1904"> <thead> <tr> <th>Total as ses sm ent of the m odule:</th> <th></th> </tr> </thead> <tbody> <tr> <td>Written exam as ses sm ent percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Coursework as ses sm ent percentage</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Practical exam as ses sm ent percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td 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 as ses sm ent of the m odule:		Written exam as ses sm ent percentage	40%	Coursework as ses sm ent percentage	60%	Practical exam as ses sm ent percentage	0%		100%
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Reading Strategy	The reading strategy for this module revolves around a set of policy papers / declassified archival papers. These will be supplied to the students on blackboard in weekly packages for download. All materials are uploaded prior to term starting.																																			

	<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 also supplied (or linked) 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. The book provides a framework through which US Foreign policy can be seen as a whole, both historically and institutionally, providing some glue to the weekly readings.</p>
Indicative Reading List	<p><b>Textbook:</b></p> <p>Cox, M., &amp; Stokes, D. ed. (2012) <i>US Foreign Policy</i>. Oxford: Oxford University Press.</p> <p><b>Indicative secondary sources:</b></p> <p>McInerney, T.J., (2012) <i>Presidential Documents: Words that Shaped a Nation from Washington to Obama</i>. London: Routledge.</p> <p>McGlinchey, S. (2014) <i>US Arms Policies Towards the Shah's Iran</i> London: Routledge.</p> <p>Hastedt, G.P. <i>American Foreign Policy</i> (Pearson, 2011)</p> <p>Gaddis, J.L., (2011) <i>We Now Know: Rethinking Cold War History</i>. Oxford: Clarendon.</p> <p>Holsti, O.R.(2006) <i>Making American Foreign Policy</i>. London: Routledge.</p> <p>Melanson, R.A. (2005) <i>American Foreign Policy since the Vietnam War</i>. Tucson, AZ: Sharpe</p>

<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. Firstly, an essay will allow the students to engage in policy analysis based on a range of primary sources/policy papers used in term one. 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 oral presentations from each student. These will be delivered in group format, with each individual presentation on part of an overarching topic range that 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. 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.</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	<b>Component A1</b>	
% 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. Essay (2000 words)	50%	
2. 10 minute oral presentation	50%	
<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%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Assessed Essay of 2500 words	100%	
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.		