

COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTFC.

Academic School/Department: Communications, Arts and Social Sciences

Programme: International Relations

FHEQ Level: 6

Module Title: Foreign Policy Analysis

Module Code: INR 6415

Module Leader: Dr Michael F. Keating

Student Engagement Hours: **120**

Lectures: 22.5

Seminar / Tutorials: 22.5

Independent / Guided Learning: 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Module/Course Description:

Foreign Policy Analysis considers the manner in which a state arrives at its foreign policy decisions. It is, therefore, characterized by a focus on the roles of individuals in the decision-making process. The course considers the important interaction between international and domestic politics and the impact that the latter has on the implementation of foreign policy. The course addresses the manner in which individuals devise and implement policy on an international stage through a variety of comparative and case study driven approaches.

Pre-requisites: INR 4100 or INR 4105 or HST 4105

Aims and Objectives:

- To understand the manner in which the foreign policy is formulated and executed
- To engage with theories of decision-making in foreign policy analysis
- To understand the practical issues and problems in foreign policy decision-making
- To critically examine the role of the individual in the implementation of foreign policy.

Programme Outcomes:

At the end of this module, the students will have achieved the following programme outcomes.

6A(ii); 6A(iii); 6B(ii); 6B(iv); 6C(i); 6C(iii); 6C(iv); 6D(ii); 6D(iii)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

At the end of this module, the students will have achieved the following learning outcomes.

- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theories of decision-making in the analysis of foreign policy
- Demonstrates a systematic understanding of concepts of power and influence as they pertain to foreign policy making and implementation
- Demonstrates a systematic insight into the cultural, economic, geographical, historical, and political dimensions of foreign policy making in different states
- Demonstrates a systematic understanding of major thematic debates in the study of foreign policy making, foreign policy makers, and foreign policy implementation
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, and critical thinking appropriate for a 6000-level course
- Demonstrates flexible writing and analytical skills that translate directly into the workplace in producing foreign policy issue analyses, including the ability to adapt work to different contexts, audiences, and levels of complexity

Indicative Content:

- What is Foreign Policy Analysis?
- Theories of Foreign Policy Formulation.
- Levels of Analysis in the study of Foreign Policy
- The implications of Groupthink.
- Case studies in Foreign Policy Analysis.

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

