

Liverpool John Moores University

Title: US Foreign Policy: A History of Democracy Promotion
Status: Definitive
Code: **6027HIST** (120157)
Version Start Date: 01-08-2019

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: Humanities and Social Science

| Team | Leader |
|--------------|--------|
| Matthew Hill | Y |

Academic Level: FHEQ6
Credit Value: 24
Total Delivered Hours: 62

Total Learning Hours: 240
Private Study: 178

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 26 |
| Practical | 10 |
| Workshop | 26 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|----------|-------------------|---------------------------|---------------|---------------|
| Report | AS1 | 1500 word Report | 35 | |
| Essay | AS2 | 3000 word Journal Article | 65 | |

Aims

Allow you to explore, explain and critically assess the development of democracy promotion as a key strategic goal of US foreign policy.

Apply primary source material and secondary sources to expose how US administrations and key government departments and agencies included the language and practice of democracy promotion in key decision making.

Critically examine the debate on the success of democracy promotion both as a

foreign policy tool and in achieving the goal of consolidating democracy.

Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate and critique the role of democracy promotion within US foreign policy as a strategic tool to attain national interests
- 2 Understand and be able to discuss the development of democracy promotion through the different administrations, including the roles of various US government departments and agencies involved
- 3 Critically assess the success and failure of US democracy promotion as a tool for developing democracy in countries

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|---------------------------|---|---|---|
| 1500 word Report | 2 | 3 | |
| 3000 word journal article | 1 | 2 | 3 |

Outline Syllabus

US foreign policy and the importance of democracy promotion: Explain why democracy promotion is important to understand when examining US foreign policy.

It situates democracy promotion in to the history of US relations with the world – American mission/ grand strategy. Also include the two main theories that drive democracy promotion; modernisation theory and transition theory)

US democracy promotion during the Cold War

- *Carter administration and HRs*

- *Reagan administration NED est. 1983*

US democracy promotion during the post-Cold War

- *Bush administration and NOW*

- *Clinton administration Somalia, Bosnia, Rwanda (decision not to act) and Kosovo*

US democracy promotion in the post-9/11 context

- *Understanding how to critically assess US democracy promotion*

- *Examining US democracy promotion in Afghanistan*

- *Examining US democracy promotion in Iraq*

The future of US democracy promotion.

- *Discuss its future role in a world that is not amenable to the language of democracy e.g. response by US to development*

Learning Activities

2 hour workshops with mini-lectures interspersed with exercises (including primary and secondary source analysis) and discussion of reading materials

Include research skills sessions to help students prepare for assignments

Notes

This module explores how democracy promotion has become an essential tool of US foreign policy by examining its history. The module first engages students with an understanding of US foreign policy and how democracy promotion is a framework that fulfils its key ingredients of supporting American values and interests. Second, it explores democracy promotion's evolution from the Cold War period of the Carter and Reagan administrations through to the post-Cold war days of the Bush and Clinton administrations and ending up in the post-9/11 era of the Bush and Obama administrations. Once a firm understanding of democracy promotion's influences and evolution have been developed this module examines two recent cases of democracy promotion in action. It examines the US missions in Afghanistan (2001-present day) and Iraq (2003-2010) within the framing of US foreign policy and critiques whether its democratisation efforts were successful in establishing consolidated democracies.

Further details on the breakdown of the teaching format

The workshops are broken down into 2 hour sessions that include mini-lectures, class discussions, practical exercises and analysis of assigned reading.

There are also 10 hours of practical classes:

- 2 x 1 hour sessions to teach students how to develop and present conference papers
- 2 x 1 hour sessions to teach students how to write an essay in the format of a journal article
- 6 hours reserved for students to organise conference, invite attendees and present a paper at the conference at the end of the year

Further details on assignment structure

Portfolio of some of the class exercises that students undertake in the workshops throughout the year. For example, primary evidence exercise whereby students divide into groups and listen or read through a congressional testimony of a US official discussing the success and failure of the US mission in Afghanistan. They then answer a number of questions and report back to the class e.g. give a synopsis of the testimony, what influences what they are saying, are there equally plausible alternatives to this narrative etc.?

Conference format for presentations. Styled as a conference on two days where students get to present and answer questions in front of all the history and others interested students.

Journal article assignment format. Essay styled as a journal article to give them an experience of what it is like to write an academic paper – includes abstract, key words, etc. We will choose some of the articles to create a student-run online journal which we can put on the History website. It gives the students a different way to experience the subject – as an academic producing published work

Include research skills sessions to help students prepare for assignments.