

ГОУ ВПО РОССИЙСКО-АРМЯНСКИЙ (СЛАВЯНСКИЙ)
УНИВЕРСИТЕТ

Составлен в соответствии с
государственными требованиями к
минимуму содержания и уровню
подготовки выпускников по направлению
«Международные отношения» и
Положением «Об УМКД РАУ».

УТВЕРЖДАЮ:

Директор Института
Калашян М.А.

“23 ” июня 2023 г.

И.о. заведующего кафедрой
Галачян Г.К.

Институт: Права и политики

Кафедра: Мировой политики и международных отношений

Автор: преподаватель Меликян Г.Г.

УЧЕБНАЯ ПРОГРАММА

Дисциплина: Б1.В.ДВ.01.14 «Введение в политику США»

Специальность: 41.03.05 «Международные отношения»

Направление: 41.03.05 «Международные отношения»

Форма обучения: очная

ЕРЕВАН

1. Annotation

This course offers a general introduction to the history, traditions, and theories of US foreign policy. The class is divided in three parts. First, we draw on the foundational ideas in American political thought to introduce major foreign policy traditions throughout US history. Second, we examine key theoretical debates in international relations to ask if and how they affect American foreign policy making. Third, we focus on the domestic and geopolitical implications that set limitations to, and opportunities for, the US abroad. Some of the questions we ask throughout the course are: How is national interest defined and how has it evolved? How does presidential leadership shape American foreign relations? What is the role of public opinion in US foreign policy?

Since the collapse of the Soviet Union in 1991, many argued that international relations have undergone a fundamental change. This historical episode is marked, among other things, by the unquestioned leading role of the United States in global affairs, referred as “hyper power”, “sole superpower”, etc. This has been the case especially before the events of 11 September 2001, and the subsequent “war on terrorism.” So, a number of doctrines and important concepts in U.S. foreign policy will be reviewed in order to provide students with a basic understanding, before analyzing recent cases further, especially after 9/11 and Donald Trump became the leader of this superpower. In this respect the following questions are also touched in the course: What are the perspectives of US policy in the Middle East? How does the rise of China affect American power in the international arena? So, we emphasize the main international issues faced by the United States since the end of the Cold War, such as terrorism, nuclear proliferation, international cooperation, and global governance. US policy in the South Caucasus and US-Armenian bilateral relations will be discussed during the course.

2. The level of knowledge required from the students

The students have to have advanced knowledge in History of International Relations, International Relations Theory, Contemporary International Relations, and International Security.

3. Objectives

The course’s main aim is to provide students with a sound understanding of:

1. The main political debates that animate contemporary U.S. politics and foreign policy;
2. The main theoretical frameworks in social science used to explain U.S. politics and foreign policy;
3. How to test these competing explanations using evidence;
4. The policy ramifications of these different explanations;
5. The principal trends in U.S. politics and foreign policy.

4. Objectives

- **Knowledge**

the main theoretical and practical approaches of US foreign policy decision making process.

- **Application**

to analyze specific cases in US foreign policy, as well as to apply the received knowledge practically.

- **Skills**

set of theoretical and practical skills for data collection and analysis, implementation of analytical research, as well as applying those skills in simulational scenarios of the US foreign policy potential developments.

5. The intensity of the discipline and types of educational work according to the curriculum

Виды учебной работы	Всего, в акад. Часах	Распределение по семестрам					
		— сем	7 сем	— се м	— сем.	— сем	— сем
1	3	4	5	6	7	10	11
1.Общая трудоемкость изучения дисциплины по семестрам , в т. ч.:	72		72				
1.1.Аудиторные занятия, в т. ч.:	34		34				
1.1.1.Лекции	18		18				
1.1.2.Практические занятия, в т. ч.							
1.1.2.1. Обсуждение прикладных проектов							
1.1.2.2. Кейсы							
1.1.2.3. Деловые игры, тренинги							
1.1.2.4. Контрольные работы							
1.1.3.Семинары	16		16				
1.1.4.Лабораторные работы							
1.1.5.Другие виды аудиторных занятий							
1.2. Самостоятельная работа, в т. ч.:	38		38				
1.2.1. Контактные	20		20				
1.2.2. Бесконтактные	18		18				
1.2.3. Подготовка к экзаменам							
1.2.4. Другие виды самостоятельной работы, в т.ч. (можно указать)							
1.2.4.1. Письменные домашние задания							
1.2.4.2. Курсовые работы							
1.2.4.3. Эссе и рефераты							
1.3. Консультации							
1.4. Другие методы и формы занятий **							
Итоговый контроль (Экзамен, зачет, диф. зачет/указать)	Зачет		зачет				

6. Distribution of weights by control forms

	Вес формы текущего контроля в результирующей оценке текущего контроля			Вес формы промежуточного контроля и результирующей оценки текущего контроля в итоговой оценке промежуточного контроля			Вес итоговых оценок промежуточных контролей в результирующей оценке промежуточного контроля	Вес оценки результирующей оценки промежуточных контролей и оценки итогового контроля в результирующей оценке итогового контроля
	M1	M2	M3	M1	M2	M3		
Вид учебной работы/контроля								
Контрольная работа				0,4		0,4		
Тест								
Курсовая работа								
Лабораторные работы								
Письменные домашние задания								
Эссе								
<i>Устный опрос</i>	1	1	1					
<i>Другие формы (добавить)</i>								
<i>Другие формы (добавить)</i>								
Вес результирующей оценки текущего контроля в итоговых оценках промежуточных контролей				0,6	1	0,6		
Вес итоговой оценки 1-го промежуточного контроля в результирующей оценке промежуточных контролей							0,3	
Вес итоговой оценки 2-го промежуточного контроля в результирующей оценке промежуточных контролей							0,3	
Вес итоговой оценки 3-го промежуточного контроля в							0,4	

результатирующей оценке промежуточных контролей т.д.								
Вес результирующей оценки промежуточных контролей в результатирующей оценке итогового контроля								0,6
Зачет (оценка итогового контроля)								0,4
	$\sum = 1$	$\sum = 1$	$\sum = 1$	$\sum = 1$	$\sum = 1$	$\sum = 1$	$\sum = 1$	$\sum = 1$

7. Course content:

7.1. Thematic plan and intensity of auditory studies (Modules, discipline sections and types of classes) according to the curriculum

Sections and topics of the discipline	Total academic hours	Lectures, academic hours	Practical lessons, academic hours	Seminars, academic hours	Laboratory work, academic hours	Other activities (tests)
1	3=4+5+6+7+8	4	5	6	7	8
INTRODUCTION TO THE COURSE	2	2				
FOUNDATIONS OF US FOREIGN POLICY 1775-1823	6	2		2		
AMERICAN FOREIGN POLICY TRADITION	8	2		2		
BEYOND THE EUROPEAN BALANCE OF POWER: RISE TO WORLD POWER 1823-1912	8	2		2		
MONROE DOCTRINE	8	2		2		2
THE YEARS OF EXPANSION	4	2		2		
ENGAGEMENT VS. ISOLATIONISM, WILSONIANISM AND THE LEAGUE OF NATIONS	8	2		2		
WORLD WAR II: THE UNITED NATIONS, WORLD BANK AND IMF	4	2		2		
THE COLD WAR AND THE CONTAINMENT OF THE SOVIET UNION	8	2		2		
MAJOR PRESIDENTIAL						

DOCTRINES: NIXON, CARTER AND REAGAN DOCTRINES						
THE END OF THE COLD WAR AND THE UNIPOLAR WORLD						
US FOREIGN POLICY IN THE MIDDLE EAST AND ASIA						
US FOREIGN POLICY IN THE SOUTH CAUCASUS. US-ARMENIAN RELATIONS						
ИТОГО	72	18		16		2

7.2. Содержание разделов и тем дисциплины:

LECTURE ONE

INTRODUCTION TO THE COURSE.
FOUNDATIONS OF US FOREIGN POLICY 1775-1823
AMERICAN FOREIGN POLICY TRADITION

LECTURE TWO

BEYOND THE EUROPEAN BALANCE OF POWER: RISE TO WORLD POWER 1823-1912
MONROE DOCTRINE
THE YEARS OF EXPANSION

LECTURE THREE

ENGAGEMENT VS. ISOLATIONISM, WILSONIANISM AND THE LEAGUE OF NATIONS

LECTURE FOUR

WORLD WAR II: THE UNITED NATIONS, WORLD BANK AND IMF

LECTURE FIVE

THE COLD WAR AND THE CONTAINMENT OF THE SOVIET UNION

LECTURE SIX

MAJOR PRESIDENTIAL DOCTRINES: NIXON, CARTER AND REAGAN DOCTRINES

LECTURE SEVEN

THE END OF THE COLD WAR AND THE UNIPOLAR WORLD

LECTURE EIGHT

US FOREIGN POLICY IN THE MIDDLE EAST AND ASIA

LECTURE NINE

US FOREIGN POLICY IN THE SOUTH CAUCASUS. US-ARMENIAN RELATIONS

Preliminary questions for the exam

1. Can you bring parallels between the years of the US expansion during the 19th century and US foreign policy after the “Cold war” during Bill Clinton Administration?
2. Do you see any similarities between Reagan doctrine and Trump’s foreign policy? Please explain the answer.
3. Do you see any similarities in the US containment strategy during the “Cold war” and Clinton’s “Pivot to Asia” doctrine? Please explain.
4. Do you think that the UN, World Bank, and IMF are still essential for the global stability and development?
5. Do you think that ‘Pivot to Asia’ strategy is going to dominate the US foreign policy agenda in the upcoming decade?
6. Do you think that Biden’s administration might revise the US policy towards the South Caucasus? Yes/No, why?
7. Do you think that Bill Clinton’s doctrine is following the traditions of the US Founding Fathers?
8. Do you think that Bill Clinton’s doctrine is following Wilsonianism?
9. Do you think that Bill Clinton’s doctrine is helpful for the global stability?

10. Do you think that John Kennedy was successful to contain the USSR?
11. Do you think that Monroe Doctrine is still essential in the US foreign policy: Yes/No and why you think so?
12. Do you think that Nixon's triangular diplomacy is applicable to modern US foreign policy?
13. Do you think that nowadays the US is able to accommodate Wilsonianism and provide its foreign policy in that traditions?
14. Do you think that Reagan's foreign policy making was closer to Wilson's or Theodor Roosevelt's vision towards the future of the US foreign policy, or none of them?
15. Do you think that the détente which took place under Nixon administration is possible today in Russia-US relations?
16. Do you think that the European balance of power system is applicable to the US foreign policy after the "Cold war"?
17. Do you think that the European balance of power system was applicable to the US foreign policy during the "Cold war"?
18. Do you think that the UN, World Bank, and IMF are still essential for the US foreign policy?
19. Do you think that the US containment strategy during the "Cold war" continues towards Russia after the end of "Cold war"? Please explain.
20. Do you think that the US foreign policy during the years of the US expansion during the 19th century contradicts Donald Trump's foreign policy? Explain your answer.
21. Do you think that the US is following Wilsonianism traditions after the "Cold war"?
22. Do you think that the US rise to world power in 1823-1912 might be a show case for the rise of China after 2008? Please explain your answer.
23. Do you think that the US strategy to contain the USSR during the "Cold war" was effective?
24. Do you think that the US was successful in the implementation of Monroe Doctrine during Reagan administration?
25. Do you think that the US was successful in the implementation of the Monroe Doctrine during Kennedy administration and, specifically, Cuban missile crisis?
26. Do you think that the years of the US expansion during the 19th century were following the traditions of the founding Fathers?
27. Do you think that Trump's foreign policy was isolationist in the best spirit of the US foreign policy of 19th century?
28. Do you think that we still live in a unipolar world?
29. Do you think that Woodrow Wilson was right by pulling out the US from the isolationist foreign policy?
30. Do you think the World War Two enabled the US to establish the UN, World Bank, and IMF?
31. How do you see the future of the US-Armenia relations after the 3rd Artsakh war?
32. How the US 'Pivot to Asia' strategy impacted the US presence in the South Caucasus?
33. Monroe Doctrine in the US foreign policy: bring a show case of its implementation.
34. Please analyze the differences and similarities between Wilson's and Theodor Roosevelt's foreign policy strategies and foreign policy making.
35. Please describe the American foreign policy traditions and compare it with the Nixon Doctrine.
36. Please describe the American foreign policy traditions and compare it with Bill Clinton's foreign policy making.
37. Please describe the American foreign policy traditions and demonstrate its transformation through Wilsonianism, period of World War Two, Reagan period, and Obama foreign policy.
38. Please describe the main components of the US strategy to contain the USSR during Truman administration?
39. Please describe the years of the US expansion during the 19th century and explain its reasons.

40. Please discuss the American foreign policy through Hillary Clinton's "Pivot to Asia" strategy, answering the question if Obama administration was keeping up with the American foreign policy traditions founded by the Founding Fathers.
41. Please present the foundations of the US foreign policy (1775-1823) and compare them with the Wilsonianism: describe them, focusing on similarities and differences.
42. Please present the foundations of the US foreign policy (1775-1823) and describe similarities and differences with Trump's foreign policy.
43. Please present the foundations of the US foreign policy (1775-1823) and compare them with Reagan Doctrine: describe both, focusing on similarities and differences.
44. Please present the similarities and differences between the Nixon, Carter, and Reagan Doctrines.
45. What are the challenges, threats, and opportunities of the US foreign policy in Asia-Pacific after 2008?
46. What are the challenges, threats, and opportunities of the US foreign policy in the Middle East after 2008?
47. What are the differences and similarities between the 'Greater Middle East' and 'New Middle East' initiatives?
48. What are the main US interests in the South Caucasus?
49. What do you think, why the US did not become a member of the League of Nations, but agreed to become one of the leaders of the United Nations Organization?
50. What do you think, why the US needed to establish the UN, World Bank, and IMF?

Readings

Mandatory:

- Henry Kissinger, *World Order*, Penguin Books; Reprint edition, 2015.
 Henry Kissinger, *Diplomacy*, Simon & Schuster; Reprint edition, 1995.
 Paul Kennedy, *Preparing for the Twenty-First Century*, Vintage; Reprint edition, 1994.
 Zbignev Brzezinski, *Strategic Vision: America and the Crisis of Global Power*, Basic Books; Reprint edition, 2013.
 Fareed Zakaria, *Post-American World*, W. W. Norton & Company; 1st edition, 2008.
 Генри Киссинджер, *Нужна ли Америке Внешняя политика?* Издательство: АСТ, 2016.

Further:

- Ivo H. Daalder and I. M. Destler, *In the Shadow of the Oval Office: Profiles of the National Security Advisers and the Presidents They Served* (Simon and Schuster, 2009).
 Richard Haass, *War of Necessity, War of Choice* (Simon and Schuster, 2009).
 Alex Mintz and Karl DeRouen, *Understanding Foreign Policy Decision Making* (Cambridge Press, 2010), pp. 1-21, 25-37, 68-87.
 Graham Allison, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review*, September 1969, pp. 689-718.
 Morton Halperin, "The Decision to Deploy the ABM: Bureaucratic and Domestic Politics in the Johnson Administration," *World Politics*, Vol. 25, No. 1 (Oct., 1972), pp. 62-95.
 Alexander George, "The Case for Multiple Advocacy in Making Foreign Policy," *American Political Science Review*, June 1972, pp. 751-85.
 Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two Level Games," *International Organization*, Vol 42 (Summer 1988), pp. 427-60.
 Daalder and Destler, *In the Shadow of the Oval Office* (Simon and Schuster, 2009), chap. 1 (pp. 1-11).
 Alexander George and Eric Stern, "Presidential Management Styles and Models," in Alexander and Juliette George, *Presidential Personality and Performance*, (Westview Press, 1998), pp. 199-210.
 Lee H. Hamilton, "Relations between the President and Congress in Wartime," in James Thurber (ed.) *Rivals for Power* (4th ed.) (Rowman and Littlefield, 2009), pp. 285-308.

Richard Grimmett, "Foreign Policy Roles of the President and Congress," CRS Report, June 1, 1999.

Tony Smith, *Foreign Attachments: The Power of Ethnic Groups in the Making of American Foreign Policy* (Harvard University Press, 2000)

Matthew A. Baum and Philip B.K. Potter, "The Relationships Between Mass Media, Public Opinion, and Foreign Policy: Toward a Theoretical Synthesis," *Annual Review of Political Science*, 2008, pp. 39-65.

Steven Kull and I. M. Destler, *Misreading the Public* (Brookings Institution Press, 1999) pp. 229-265.

OPTIONAL - John Mearsheimer and Stephen Walt, "The Israel Lobby and U.S. Foreign Policy" (Kennedy School of Government Working Paper) pp. 1-42.

Код и наименование компетенции	Код и наименование индикатора достижения компетенции
<p>УК-5. Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах</p>	<p>УК-5.1. Демонстрирует толерантное восприятие социальных и культурных различий, уважительное и бережное отношение к историческому наследию и культурным традициям. УК-5.2. Находит и использует необходимую для саморазвития и взаимодействия с другими людьми информацию о культурных особенностях и традициях различных социальных групп. УК-5.3. Проявляет в своём поведении уважительное отношение к историческому наследию и социокультурным традициям различных социальных групп, опирающееся на знание этапов исторического развития России в контексте мировой истории и культурных традиций мира. УК-5.4. Сознательно выбирает ценностные ориентиры и гражданскую позицию; аргументированно обсуждает и решает проблемы мировоззренческого, общественного и личностного характера.</p>
<p>ОПК-2. Способен понимать принципы работы современных информационных технологий и использовать их для решения задач профессиональной деятельности</p>	<p>ОПК-2.1. Использует информационнокоммуникационные технологии и программные средства для поиска и обработки больших объемов информации по поставленной проблематике на основе стандартов и норм, принятых в профессиональной среде, и с учетом требований информационной безопасности. ОПК-2.2. Самостоятельно каталогизирует накопленный массив информации и формировать базы данных. ОПК-2.3. Использует качественный и количественный инструментарий обработки больших массивов данных с целью выведения новой информации и получения содержательных</p>

	выводов.
ОПК-3. Способен выделять, систематизировать и интерпретировать содержательно значимые эмпирические данные из потоков информации, а также смысловые конструкции в оригинальных текстах и источниках по профилю деятельности	ОПК-3.1. Выделяет смысловые конструкции в первичных источниках и оригинальных текстах с использованием основного набора прикладных методов. ОПК-3.2. Систематизирует и статистически обрабатывает потоки информации, умеет интерпретировать содержательно значимые эмпирические данные. ОПК-3.3. Оценивает корректность применения методик качественного и количественного анализа.
ПК-1. готовностью включиться в работу исполнителей младшего звена учреждений системы Министерства иностранных дел РФ, международных организаций, системы органов государственной власти и управления РФ	ПКО-1.1. Выполняет организационно-технические функции и вспомогательные задачи (сбор и систематизация необходимой информации, анализ исходных данных, оформление предварительной заявки) в ходе реализации проекта под руководством опытного специалиста по изучению отдельной международной ситуации или процесса. ПКО-1.2. Принимает участие в проектировании организационных действий, с последующей оценкой планируемого результата проекта и затрачиваемых ресурсов. ПКО-1.3. Готовит пояснительные записки по ходу и динамике реализации проекта.
ПК-21. способность понимать основные направления внешней политики ведущих зарубежных государств, особенностей их дипломатии и взаимоотношений с Российской Федерацией	
ПК-22. способностью понимать основные тенденции развития ключевых интеграционных процессов современности	

<p>ПК-26. способностью давать характеристику и оценку отдельным политическим событиям и процессам, выявляя их связь с экономическим, социальным и культурным контекстом, а также с объективными тенденциями и закономерностями развития политической системы в целом</p>	
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