



## EDUCATIONAL PROGRAM

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Coordinated with the Quality Assurance Office

Minutes №2, „1“ „February“, 2018 year

Head of the office /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №6, „2“ „February“, 2018 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №2, „5“ „February“, 2018 year

Rector / Prof., Dr. Ilyas Ciloglu/

Master Educational Program

**U.S. Foreign Affairs**

Tbilisi

2017 year



## EDUCATIONAL PROGRAM

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**Direction:** 11 Fields or specialties of the direction

**Field/ Specialty:** 1104 Regional Studies

**Name of the Educational Programme:** U.S. Foreign Affairs

**Faculty:** Education and Humanities

**Programme Coordinator(s):** **Affiliated** Professor Tamar Shioshvili, Doctor of Philology

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**Education Cycle:** Master's (Second Cycle of Higher Education)

**Type of the Programme:** Academic

**Awarded Qualification:** Master of American Studies

**Code of Qualification:** 110402

**Language of Education:** English

**Credit Value of the Programme:** 120 ECTS credits.



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**Structure of the Programme:** Total volume of the Master program-120 credits (3000 hrs.). Compulsory courses – 60 Credits (each 10 credits); Elective courses 30 credits (each 10 credits). All subjects in the Program are equal to 10 ECTS. This can be explained by the fact that the ration of independent work on MA level is sufficiently increased and MA students have to spend more time literary research. During the 4th semester student has to write a Master thesis (30 Credits). The student can take additional courses (besides obligatory 120 ECTS credits) which will increase their competence on labor market and will become the basis for the successful career formation.

**Programme Admission Precondition:** Student of a master program can become anyone with bachelor degree, who registers for national examination center and passes exams according to the competitive exam program volume. Besides this students have to pass internal exams of University. Those students who have graduated from the International Black Sea University or have studied abroad (on a program with instruction of language English) will have to pass only the exam for their specialty and others will also have to pass English language exam corresponding B2 level.

### **Purpose of the Programme:**

Mentioned Master program is the continuation of the Bachelor American Studies Humanitarian Interdisciplinary program opened first time in Georgia at the International Black Sea University (IBSU) in cooperation with the U.S Embassy. Specificity and uniqueness of the Studies program involving wide scope of diverse disciplines, like: American History, American Literature, American Multicultural Studies, American Culture & Society, American Geography, American Women’s History, American Media, American Politics, etc. and the students’ great interest towards American History and Foreign Policy encouraged us to create the module of the Bachelor program – Master program: U.S. Foreign Affairs, the aim of which is to deepen the student’s knowledge of Bachelor degree American History oriented disciplines, like: American History, Politics, American Culture and Society, American Multicultural Studies, as the United States was created with the help of its unique immigration historic past. The program will outline the students’ knowledge and vision on the U.S. Foreign policy and its challenges that involve two stages: the first until September 10, 2001 and the second – Post terrorist act period after September 10, 2001.

The first stage involved transnational historic period of the end of the Cold War despite the on-going Bosnia, Rwanda and many other deadly conflicts; the challenges of globalization sweeping the world, bringing their own combination of progress and problems; enhancing the scope of democracy, facing challenges of consolidation and institutionalization. And the second stage starting from 9/11, implying the transformation of U.S. foreign policy agenda by announcing war to terrorism. So, the goal to cope with the two agendas: before September 10, 2001, and after 9/11 – increased the scope of challenges before US. Therefore, the courses of the program will introduce MA students U.S. foreign policy core issues: what the U.S. national interest is and which policies serve it best; which institutions and actors within the American political system, play what roles and have how much influence; formulating foreign policy strategy, means by which goals are achieved. The program will introduce the researchers foreign policy as the “essence of choice”, the making of foreign policy through the political institutions, presidents, dynamics of history, regional characteristics, multiculturalism, security amid the societal influences of the American political system.



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**Learning Outcome:** The mentioned interdisciplinary program based on general basic education of the B.A. multidisciplinary program courses, American History, American Culture and Society, American Politics fundamentals and principles, it relies on a proven conceptual framework that will enable students to frame the examination of the different sources of American foreign policy. The courses of the program place the contemporary issues, debates, challenges and opportunities in their historical context in order to give students chance to assess the past and the changes of today's post – 9/11 world in the broader sweep of the nation's enduring principles, values, and interests: peace and prosperity, stability and security, democracy and defense.

Our conceptual framework allows students to utilize relevant theories effectively and our placement of the contemporary debates in their historical context; allows students both to see and to assess the forces underlying continuity and change in American foreign policy. Courses included in the program provide the conceptual, theoretical, and historical components appropriate for students to do theoretical research in American foreign policy.

### Learning Outcomes;

**Knowledge and understanding:** Advanced and systemic knowledge of the study course, which allows for the generation of new, original ideas, understanding solutions to certain problems.

- Comprehension and acquisition of theoretical and historic facts.
- The program encompasses knowledge of key issues of US foreign policy strategy and foreign policy politics-the making of foreign policy through the political institutions and amid the societal influences of the American
- political system throughout history;
- Main principles of American democracy;
- Controversy between equality and freedom based on democratic principles;
- U.S. History and Politics;
- Influence of regional characteristics on the diverse American culture;
- Dynamics of Georgian-American relations;
- The impact of the institute of presidency on foreign relations;
- The role of NATO on US foreign policy and security issues.
- Knowledge of political terminology in U.S. International Affairs.
- Knowledge of historic terms.



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<p><b>Applying knowledge</b></p>	<p>Ability to act in a new, unpredictable and multidisciplinary environment; ability to search for new, original methods of solution for complex problems, amongst them, using the most recent methods and approaches.</p>	<ul style="list-style-type: none"> <li>• Argumentation of one’s own opinion, practical illustration of theoretical material with examples.</li> <li>• Combining of knowledge in foreign relations, US history, democratic principles, culture, regional specificities in interdisciplinary pattern and interpreting;</li> <li>• The ability to read and profoundly analyze specific professional works;</li> <li>• Ability to use professional (in U.S. International Affairs) terminology for material presentation and analysis;</li> <li>• Writing a research paper (thesis) in the field of U.S. International Affairs.</li> <li>•</li> </ul>
<p><b>Making Judgments</b></p>	<p>Ability to make judgments on the basis of critical analysis of complex and incomplete information (including recent researches); ability to synthesize innovatively based on recent data.</p>	<ul style="list-style-type: none"> <li>• Analytical skills in interdisciplinary pattern;</li> <li>• Problem-solving skills.</li> <li>• Comparison of political theories and US history with the history and politics of other countries;</li> <li>• Making conclusions in a research paper.</li> <li>• Strategic competence (ability to plan effective learning and verbal communication process);</li> <li>•</li> </ul>
<p><b>Communication skills:</b></p>	<p>Ability to communicate own judgments, arguments and research methods to academic and professional community in the English language, with due consideration of the academic integrity standards and recent developments in the field of</p>	<ul style="list-style-type: none"> <li>• Communicative competence, listening, speaking, reading and writing, argumentation with American experts, academics and professional segment.</li> <li>• Effective participation and discussing in debates, meetings.</li> <li>• Ability to creatively use modern information and communication technologies.</li> <li>• Non-verbal communication (adequate gestures, body language and eye contact; ability to apply visual aids for communication)</li> </ul>



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	information and communication technologies.	
<b>Learning skills:</b>	Ability to independently manage the learning process, to understand the specificities of the learning process and make strategic plans a high level.	<ul style="list-style-type: none"> <li>• Ability to find information on the Internet and in libraries</li> <li>• Ability to identify further learning needs.</li> <li>• Evaluation of once own learning process in a coherent comprehensive manner.</li> <li>• Effective usage of one’s own notes, remarks.</li> </ul>
<b>Values:</b>	Ability to evaluate own and others’ attitude towards values and contribute to the establishment of new ones.	<ul style="list-style-type: none"> <li>• Tolerance, wish to understand &amp; and sensitivity towards target and other cultures</li> <li>• Seeking new knowledge</li> <li>• Interest for research</li> <li>• Taking into account the importance of historic values of different institutions in the context of the development of modern world;</li> <li>• Responsibilities to protect ethics.</li> </ul>

### Learning Outcome Map:

	<b>Criteria of Competencies</b>
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<b>Course / Module / Internship / Research Component</b>	<b>Knowledge and Understanding</b>	<b>Applying Knowledge</b>	<b>Making Judgments</b>	<b>Communication Skills</b>	<b>Learning Skills</b>	<b>Values</b>
U.S. Domestic Policy	X	X	X	X	X	X
U.S. Foreign Policy	X	X	X	X	X	X
American Democracy	X	X	X	X	X	X
International Affairs and Development	X	X	X	X	X	X
Security Studies in the U.S.	X	X	X	X	X	X
The U.S. and International Economic Order	X	X	X	X	X	X
Research and Study Skills	X	X	X	X	X	X
Georgian-American Relations	X	X	X	X	X	X
American Mass Media and Politics	X	X	X	X	X	X
American Geography and Regional Characteristics	X	X	X	X	X	X
History of American Presidency	X	X	X	X	X	X
American Studies and Globalization	X	X	X	X	X	X
Foreign Policy Analysis	X	X	X	X	X	X
International Organizations and the Future Role of NATO	X	X	X	X	X	X



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Master Thesis	X	X	X	X	X	X
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### Methods of Attainment of Learning Outcomes:

In the educational process the following main **teaching and learning methods** are applied:

- **Verbal** – material is presents orally, by telling it, with application of various methods depending on the topic under study
- **Demonstration** – presenting the information visually. It is very efficient from the viewpoint of reaching results. The method can be used either by the teacher, or by students. This method helps us to make the educational materials more visual, to connect the auditory and visual perception, to make it more concrete, what the students will have to do independently. At the same time, it presents the essence of the issue under study.
- **Discussion/debate** – one of the most effective methods of interactive study. The method increases students’ involvement in the educational process. Discussion can turn into debate. Discussion/debate is restricted by the questions posed by the professor. The method develops students’ communicative and argumentation skills.
- **Collaborative work** – involves students’ work in groups which work together to fulfill the given task. Group members may individually do their part of task and then share it with group members. Depending on the task, the functions of the students in the group may be divided. This strategy provides active involvement of all students in the educational process.
- **Brainstorming** – collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It is efficient for a large group and is used in stages.
- **Induction, deduction, analysis and synthesis** – inductive method deals with generalizations based on concrete examples, deduction – with generalizations leading to concrete examples. Analysis helps us to split the material as a whole into meaningful pieces, in this way a complex problem is simplified and each part of it studied in detail. Synthesis, vice versa, by grouping certain issues, we make up a whole. It helps to see the problem as a whole, a unity.

Lecture	• presentation
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	<ul style="list-style-type: none"> <li>• demonstration</li> <li>• induction</li> <li>• deduction</li> <li>• analysis</li> <li>• synthesis</li> <li>• case study</li> <li>• teaching through electronic sources</li> </ul>
<b>group work</b>	<ul style="list-style-type: none"> <li>• discussion/debate</li> <li>• presentation</li> <li>• working with a course-book</li> <li>• demonstration</li> <li>• brain-storming</li> <li>• case study</li> <li>• simulation</li> <li>• role plays and situational games</li> <li>• induction</li> <li>• deduction</li> <li>• analysis</li> <li>• synthesis</li> <li>• teaching through electronic sources</li> </ul>
<b>practice / lab work</b>	<ul style="list-style-type: none"> <li>• demonstration</li> <li>• task solving</li> <li>• problem solving</li> <li>• group work</li> <li>• individual work</li> <li>• working with a course-book</li> <li>• induction</li> <li>• deduction</li> <li>• analysis</li> <li>• synthesis</li> </ul>



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	<ul style="list-style-type: none"> <li>• teaching through electronic sources</li> </ul>
<b>seminar</b>	<ul style="list-style-type: none"> <li>• presentation</li> <li>• discussion/debate</li> <li>• brain-storming</li> <li>• induction</li> <li>• deduction</li> <li>• analysis</li> <li>• synthesis</li> <li>• teaching through electronic sources</li> </ul>
<b>independent work</b>	<ul style="list-style-type: none"> <li>• working with a course-book</li> <li>• project</li> <li>• induction</li> <li>• deduction</li> <li>• analysis</li> <li>• synthesis</li> <li>• problem-based teaching</li> <li>• case study</li> <li>• preparing a presentation</li> <li>• doing homework</li> <li>• learning through electronic sources</li> </ul>

### Student Knowledge Evaluation System:

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.



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Grading system allows:

- a) five types of positive grades:
  - 1) (A) Excellent – 91-100 points of assessment;
  - 2) (B) Very good – 81-90 points of maximal assessment;
  - 3) (C) Good - 71-80 points of maximal assessment;
  - 4) (D) Satisfactory - 61-70 points of maximal assessment;
  - 5) (E) Enough - 51-60 points of maximal assessment;
- b) two types of negative grades:
  - 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
  - 2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

### Assessment format:

- Test, Quiz;
- Research Article;
- Project;



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- oral assessment;
- Seminar;
- presentation (assessed with a rubric)
- Class participation;
- Homework;
- midterm and final exam, which involve open and closed-ended questions

Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

### Assessment Criteria for Master Thesis

№	Criteria	Maximum point	Given point
1	Significance	10	
2	Practical value of reasearch	10	
3	Theoretical value	10	
4	Novelty	10	
5	Depth of the research material, uniqueness of the conclusions	15	
6	Convincing research results (experiment/statistical data, arguments)	5	
7	Presenting material during defense (logical arguments, structure of the presentation, fluency, conveying main idea etc.)	15	
8	During defense- giving adequate replies to the given questions, defending one's own position, knowledge of terminology.	15	
9	Quality of audio-visual aids	10	



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<b>Total</b>	<b>100</b>	
<b>Final Evaluation</b>		

### Specificities of the Organization of the Teaching Process:

120 ECTS covered by the program (3000 hours) is distributed in two academic years, 4 semesters as following: I semester- 30, II semester – 30, III semester – 30, and IV semester – 30.

Credit counting system is based on European Credit Transfer System (ECTS): 1 credit = 25 hours, which covers class and independent work as well.

Within the program, one compulsory and two elective courses are taught in the framework of team teaching, which increases the active involvement of lecturers in designing and delivering the courses.

### Field of Employment:

Field of Employment: Field of employment: American Studies M.A. degree is the basic requirement for continuing studies in Ph.D. program. So, after successful graduation Master students can continue studies to earn the doctoral degree in American Studies and be able to deliver courses at different higher institutions. Besides, the Master student can be employed in Museums of History, Archives, Institute of manuscripts, government, Parliament, committees of foreign relations, Ministry of Foreign affairs (American Department), in offices of Public Relations, departments of culture, departments of Public Administration, as well as in NGO-s.

### Information Concerning Material Resources Necessary for the Implementation of the programme:

#### Material-Technical database of the International Black Sea University that guarantees organized educational process:

- Classrooms with different educational facilities
- University library equipped with modern Technologies, internet, and rich paper and electronic books.
- Putting lecturers' slides, corresponding to the courses relevant themes in the electronic database of the university (Smart).
- Other material resources owned by the university.



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### Information Concerning Human Resources Necessary for the Implementation of the programme:

Course /Subject	Name, Surname	Degree
<b>U.S. Domestic Policy</b>	Irina Bakhtadze Tamar Shioshvili	Dr. Affiliated Prof. in American Studies Dr. Affiliated Prof. in American Studies
<b>U.S. Foreign Policy</b>	Carl Augustsson	Invited Lecturer, Doctor of Politics and International Relations
<b>American Democracy</b>	Carl Augustsson	Invited Lecturer, Doctor of Politics and International Relations
<b>International Affairs and Development</b>	Nick Chitadze	Dr. Affiliated Professor in Geography
<b>Security Studies in the U.S.</b>	Carl Augustsson	Invited Lecturer, Doctor of Politics and International Relations
<b>International Economic Relations</b>	David Aptsiauri	Invited Lecturer, Doctor of Economics
<b>Research and Study Skills</b>	Irina Bakhtadze	Dr. Affiliated Prof. in American Studies
<b>Georgian-American Relations</b>	Tea Chumburidze	Invited Lecturer, Doctor of American Studies
<b>American Mass Media and Politics</b>	Nugzar Sikharulidze Tamar Shioshvili	Invited Lecturer, Doctor of Philology Dr. Affiliated Prof. in American Studies



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<b>American Geography and Regional Characteristics</b>	Nugzar Sikharulidze Invited Lecturer, Doctor of Philology	Invited Lecturer, Doctor of Philology Dr. Affiliated Prof. in American Studies
<b>History of American Presidency</b>	Lasha Kurdashvili	Invited Lecturer, Doctor of American Studies
<b>American Studies and Globalization</b>	Amiran Kavadze	Dr. Affiliated Professor in International Relations
<b>Foreign Policy Analysis</b>	Giorgi Mchedlishvili	Associate Professor, Doctor of Historical Sciences
<b>International Organizations and the Future Role of NATO</b>	Irina Bakhtadze	Dr. Affiliated Prof. in American Studies
<b>Master thesis</b>	All faculty full and assoc. professors	

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of credits per courses and semesters								Distribution of hours						Number of contact hours per week		
				I s.y.		II s.y.		III s.y.		IV s.y.		Contact hours				Independent work	Total number of hours			
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	Lecture / Consultation	Seminar / Group Work / Laboratory Work / Practical work	Midterm exam(s)	Final exam				Total number of contact hours	
	<b>Major Specialty Courses (60 Credits)</b>		60	20	20	20							173	81	16	18	288	1212	1500	
	U.S. Domestic Policy	Compulsory		10									29	13	3	3	48	202	250	3
	Research and Study Skills	Compulsory		10									29	14	3	3	49	201	250	3
	U.S. Foreign Policy	Compulsory			10								29	14	2	3	48	202	250	3
	International Affairs and Development	Compulsory			10								29	13	3	3	48	202	250	3
	Georgian-American Relations	Compulsory				10							29	13	3	3	48	202	250	3
	History of American Presidency	Compulsory				10							28	14	2	3	47	203	250	3
	<b>Elective component of specialty</b>		30	10	10	10							87	42	7	9	145	605	750	





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The U.S. and International Economic Order	Elective				10						29	14	2	3	48	202	250	3
American Geography and Regional Characteristics	Elective				10						29	14	2	3	48	202	250	3
American Mass Media and Politics	Elective			10							29	14	3	3	49	201	250	3
American Democracy	Elective		10								29	14	2	3	48	202	250	3
Foreign Policy Analysis	Elective		10								29	14	2	3	48	202	250	3
International Organizations and the Future Role of NATO	Elective			10							29	14	3	3	49	201	250	3
American Studies and Globalization	Elective			10							29	14	2	3	48	202	250	3
Security Studies in the U.S.	Elective			10							29	14	2	3	48	202	250	3
Master Thesis	Compulsory				30						30				30	720	750	2
<b>Total number</b>			120								290	123	23	27	463	2537	3000	44



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## Study Plan



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### Remark:

1. To indicate weekly contact hours, it should be taken into consideration that the weekly hours are not equally distributed: the first week includes just the lectures.
2. From 30 credits of the specialty elective component, the student can take 10 credits within free credits.
3. Since all the elective courses do not have the same distribution of hours (lecture-seminar-practice-midterm exam) during the calculation of total hours, we have the information of first three 10credit courses.

### Additional Table of Study Plan

№	Course / Module / Internship / Research Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	U.S. Domestic Policy	USFA502	I	No Preconditions	Affil. Prof. Dr. Irina Bakhtadze Affil. Prof. Dr. Tamar Shioshvili	Walter Lafeber. American Age. US foreign Policy at Home and Abroad 1750 to the Present W.W. Norton and Company, Inc. New York  Seyom Brown. Faces of Power. United States Foreign Policy from TRUMAN to CLINTON. Columbia University Press. New York 1994 Stephen E. Ambrose and Douglas G. Brinkley. Rise to Globalism. American Foreign Policy since 1938. New Baskerville, USA. 1997



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2	American Democracy	USFA502	I	No Preconditions	Invited Lecturer, Dr. Carl Augustsson	<p>Alexander Hamilton et al., <i>The Federalist Papers</i>, edited and with an introduction and notes by Lawrence Goldman, Oxford University Press, 2008.</p> <p>Alexis de Tocqueville, <i>Democracy in America</i>, translated, edited and with an introduction by Harvey C. Mansfield and Delba Winthrop, The University of Chicago Press, 2000.</p> <p>Robert D. Putnam, <i>Bowling Alone: The Collapse and Revival of American Community</i>, Simon and Schuster, 2000.</p> <p>Theda Skocpol, "The Narrowing of Civic Life," <i>The American Prospect</i> (May 2004).</p>
3	Foreign Policy Analysis	AMS510	I	No Preconditions	Assoc. Prof. Dr. Giorgi Mchedlishvili	<p>The following two books will be studied most extensively, and large sections of them (although not entire books) will be assigned as reading material.</p> <p>Steve Smith, Amelia Hadfield, Tim Dunne (eds.), <i>Foreign Policy: Theories, Actors, Cases</i>, Oxford University Press, 2008.</p> <p>Philip D. Zelikow with Graham T. Allison, <i>Essence of Decision: Explaining the Cuban Missile Crisis</i> 2nd edition Longman, 1999.</p> <p>In addition to the mentioned books, selected chapters from the following two monographs will be included into the reader:</p>



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						Richard C. Snyder, H. W. Bruck, Burton Sapin (eds.), Foreign Policy Decision Making (Revisited), Palgrave Macmillan, 2002. Fareed Zakaria, From Wealth to Power, Princeton University Press, 1999, pp.128-180
4	American Studies and Globalization	USFA504	I	No Preconditions	Affil. Prof. Dr. Amiran Kavadze	Mark Kesselman. "The Politics of Globalization". U.S.A., New York, 2007. ISBN: 0-618-39599-7
5	International Organizations and the Future Role of NATO	USFA505	I	No Preconditions	Affil. Prof. Dr. Irina Bakhtadze	Daniel Christie, et al, Conflict and Violence, London, Prentice Hall
6	U.S. Foreign Policy	USFA103	II	No Preconditions	Invited Lecturer, Dr. Carl Augustsson	<p>1. Walter Lafeber. American Age. US foreign Policy at Home and Abroad 1750 to the Present W.W. Norton and Company, Inc. New York</p> <p>2. Seyom Brown. Faces of Power. United States Foreign Policy from TRUMAN to CLINTON. Columbia University Press. New York 1994</p> <p>3. Stephen E. Ambrose and Douglas G. Brinkley. Rise to Globalism. American Foreign Policy since 1938. New Baskerville, USA. 1997</p>



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7	History of the American Presidency	USFA506	II	No Preconditions	Invited Lecturer, Dr. Lasha Kurdashvili	<ul style="list-style-type: none"> <li>- Henry F. Graff, ed., The Presidents: A Reference History, 3/e, Thomson Gale, 2010 (required text).</li> <li>- PBS, The American Experience: Presidents series, available at <a href="http://www.pbs.org/wgbh/americanexperience/">http://www.pbs.org/wgbh/americanexperience/</a> (required video materials).</li> <li>- Robert Dallek, Lyndon B. Johnson: Portrait of a President, Oxford University Press, 2004 (supplementary text).</li> <li>- Bartelby: Inaugural Addresses of American Presidents: <a href="http://www.bartelby.com/124/">http://www.bartelby.com/124/</a> (supplementary video materials).</li> <li>- C-SPAN: The American President: <a href="http://www.americanpresidents.org">http://www.americanpresidents.org</a> (supplementary video materials).</li> <li>- The Living-Room Candidate (presidential campaign commercials): <a href="http://www.livingroomcandidate.org">http://www.livingroomcandidate.org</a> (supplementary video materials).</li> <li>- The American Presidency Project. The University of California, Santa Barbara. <a href="http://www.presidency.ucsb.edu/">http://www.presidency.ucsb.edu/</a> (supplementary Internet resources on the American Presidency).</li> </ul>
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8	International Affairs and Development	USFA512	II	No Preconditions	Affil. Prof. Dr. Nick Chitadze	Francis Fukuyama “State-Building”. 2004.
9	American Mass Media and Politics	USFA508	II	No Preconditions	Invited Lecturer, Doctor Nugzar Sikharulidze Affil. Prof. Dr. Tamar Shioshvili	Janda, Berry, Goldman. “The Challenge of Democracy”. Boston, New York, 2000.  Stan Le Roy Wilson. “Mass Media, Mass Culture”. Third Edition. Copyright 1995.
10	Security Studies in the U.S.	USFA507	III	No Preconditions	Invited Lecturer, Dr. Carl Augustsson	International Security, problems and solutions. By Patrick M. Morgan. University of California, Irvine.
11	International Economic Relations	USFA515	III	No Preconditions	Invited Lecturer, Dr. David Aptsiauri	International Economics. Third Edition. James Gerber. 2005
12	American Geography and Regional Characteristics	USFA513	III	No Preconditions	Invited Lecturer, Doctor Nugzar Sikharulidze Affil. Prof. Dr. Tamar Shioshvili	Outline of American Geography, Region and Landscapes of the United States, by Stephen S. Birdsall, John Florin, 1992
13	Georgian-American Relations	USFA509	III	No Preconditions	Invited Lecturer, Doctor Tea Chumberidze	Zbigniew Brzeziski. The Grand Chessboard: American Primacy and Its Geostrategic Imperatives, New York: Basic Books (October 1997), ISBN 0-465-02726-1  Zbigniew Brzeziski. The Choice: Global Domination or Global Leadership, Basic Books (March 2004), ISBN 0-465-00800-3  Nika Chitadze. NATO`s Role in South Caucasus Regional Security. Tbilisi, 2006



## EDUCATIONAL PROGRAM

14	Research and Study Skills	USFA510	III	No Preconditions	Affil. Prof. Dr. Irina Bakhtadze	Dibaldi, Joseph. (1999). <i>MLA Handbook for Writers of Research Reports</i> . The Modern Language Association of America. New York, 5th ed.  Lecturer course notes
15	Master Thesis	AMS512	IV		All faculty full and assoc. professors	