

## 1. BASIC DETAILS

<b>Subject</b>	United States of America Foreign Policy
<b>Qualification</b>	Bachelor's Degree in International Relations
<b>School/ Faculty</b>	Social Sciences and Communication
<b>Year</b>	Third / Fourth
<b>ECTS</b>	6
<b>Type</b>	Elective
<b>Language (s)</b>	Spanish / English
<b>Modality</b>	Campus-based
<b>Semester</b>	S5 / S7
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	PhD José Carlos Aránguez Aránguez

## 2. PRESENTATION

This subject analyzes the international political strategy of the United States, from its transformation into a world superpower to the present day.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Basic competencies:

- BC2: Students know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Students are able to gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.

### Cross-cutting competencies:

- CC3: Ability to adapt to new situations. Ability to value and understand different positions by adapting one's own approach as the situation requires.
- CC11: Planning and time management. Ability to set goals and choose the means to achieve those goals using time and resources in an effective manner.
- CC12: Critical reasoning. Ability to analyze an idea, phenomenon or situation from different perspectives and take a personal approach to it, built on rigor and argued objectivity, and not on intuition.
- CC13: Problem solving. Ability to find a solution to a confusing issue or a complicated situation without a predefined solution that is hindering the attainment of an end.

**Specific competencies:**

- SC14: Ability to carry out research and studies on the international sphere and the areas that make it up: economic, social, political and cultural.
- SC15: Ability to make use of different sources and channels of information.
- SC17: Knowledge of how to establish analogies and differences between the different actors present in the international arena.

**Learning outcomes:**

- LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
- LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
- LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
- LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC2, BC3, CC11, SC14, SC17	LO1: Students will be able to establish analogies and differences between the different actors present in the international arena.
BC2, BC3, CC11, SC14	LO2: Students will be able to identify and analyze the different geopolitical, geoeconomic and socio-cultural areas, as well as their particularities.
BC2, BC3, CC3, CC12, CC13, SC15	LO3: Students will be able to relate and discuss the problematic origins of international instabilities: conflicts, inequalities, exclusion, environment, pressure groups and public opinion, among others.
BC2, BC3, CC3, CC12, SC14	LO4: Students will be able to communicate effectively in two languages at the general level and specifically regarding the analysis and contrast of the sources and texts of the corresponding areas.

## 4. CONTENTENTS

Evolution of the United States in the process of configuration as a global superpower. Analysis of the lines of foreign affairs and the doctrines that have developed this policy. Projection of US interests in the short and medium term.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Cooperative learning.
- Problem-based learning.
- Master classes.

## 6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

### Campus-based modality:

Educational activity	Number of hours
Master classes.	30
Asynchronous master classes	12
Academic tutorials	10
Debates and discussions	25
Independent work	43
Knowledge integration test.	5
Oral presentations	25
<b>TOTAL</b>	<b>150</b>

## 7. ASSESMENT

The assessment systems, as well as their weight in the total grade of the subject, are listed below:

### Campus-based modality:

Assessment system	Weighting
Evaluation of participation in face-to-face classes, seminars, or work presentations. In this type of teaching, new technologies are also applied, and the development that allows the use of a Virtual Campus. For this reason, the student's participation in discussion forums that the professor of the subject may convene will be part of the evaluation, or the visualization of videos.	30%
Assessment of individual work and activities.	10%
Assessment of group work.	10%
Evaluation exercises through theoretical knowledge tests (with open	

questions on a topic, or objective and direct questions on a specific aspect of the subject, or objective test-type questions) or practical (with problems or cases to solve, to give an answer to the same, reflecting in a practical way, the theoretical and practical knowledge of the subject). practical knowledge of the subject).	50%
---	-----

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

Observations on the evaluation system:

- The continuous evaluation system will be applied per subject throughout the different Learning Units, weighting and assessing in an integral way the results obtained by the student through the indicated evaluation procedures.
- The evaluation concludes with a recognition of the level of learning achieved by the student and is expressed in numerical grades, in accordance with the provisions of current legislation.

### 7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

### 7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted

## 8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed assignments	Date
Assignment 1	Weeks 3-15
Assignment 2	Weeks 5-15
Assignment 3	Weeks 15-17
Assignment 4	Week 17

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

## 9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- North America's colonization:
  - Elliott, JH Empires of the Atlantic World: Britain and Spain in America 1492-1830. New Haven: Yale University Press, 2007,
- American revolution:
  - Baylin B. The Ideological origins of the American Revolution. Enlarged Ed. Belknap Press. Cambridge Mass. 1967.
- Political system of the US and historical evolution:
  - Bernstein S., Los regímenes Políticos del S.XX, Ariel, Barcelona, 2009
- Complementary bibliography:
  - Agel, JB. We The People, Great Documents of the American Nation, Barnes and Noble Books, NY 2000
  - Bailey, TA, A diplomatic History of the American People, 9th edition, Englewood Cliffs, NJ 1974
  - Benegas Lynch, A. Estados Unidos contra Estados Unidos, Unión editorial Madrid 2013
  - Bosch A, Historia General de los EEUU 1776-1945, Crítica, Barcelona 2005
  - Cullop, FG, The constitution of the United States, an introduction New American Library, NY 1999
  - Costigliola F and Michael J.H. America in the world: the historiography of American foreign relations since 1941, 2nd Edition, Cambridge University Press,Cambridge 2014
  - De la Guardia C, Historia de los Estados Unidos, Punto de Vista edit. Madrid 2013
  - Destler, M, Presidents, Bureaucrats and Foreign Policy, Princeton University Press, Princeton (Mass), 1974
  - Niño, A y Montero, JA, (eds) Guerra Fría y propaganda. Estados Unidos y su cruzada cultural en Europa y América Latina. Biblioteca Nueva, Madrid 2012
  - Palomares Lerma, G, Política y Gobierno de los EE.UU. 1945-1999. Historia y doctrina de un espíritu político. Tirant lo Blanch, CL Ciencia Política, Valencia 1999
  - Pereira Castañares, JC (coord.) Historia de las Relaciones Internacionales Contemporáneas, 2ª Ed. Actualizada, Ariel 2009
  - Toinet, MF, El sistema político de Estados Unidos. Ed. Fondo Cultura Económica, México DF 1994
  - Zelizer, J.E. Ed. The American Congress: The Building of Democracy. Hughton Mifflin Co. Boston 2004
- Other sources:
  - Avalon Project, Yale University, [Avalon Project - Major Document Collections \(yale.edu\)](#)
  - Foreign Relations of the United States (FRUS) archives [Historical Documents - Office of the Historian \(state.gov\)](#)

- National Archives and Records Administration. Educator resources [Educator Resources | National Archives](#)
- University of Virginia Miller Center. Presidential Collections [The Presidency | Miller Center](#)
- Presidential Libraries and museums (National Archives) [Presidential Libraries and Museums of the National Archives | National Archives:](#)
- Herbert Hoover [The Herbert Hoover Presidential Library and Museum| \(archives.gov\)](#)
- Franklin D. Roosevelt [Home - FDR Presidential Library & Museum \(fdrlibrary.org\)](#)
- Harry S Truman [Welcome to the Harry S. Truman Presidential Library and Museum | Harry S. Truman \(trumanlibrary.gov\)](#)
- Dwight D. Eisenhower [Home | Eisenhower Presidential Library \(eisenhowerlibrary.gov\)](#)
- John F. Kennedy [The John F. Kennedy Presidential Library and Museum \(archives.gov\)](#)
- Lyndon B. Johnson [Lyndon B. Johnson Presidential Library and Museum \(archives.gov\)](#)
- Richard Nixon [Richard Nixon Presidential Library and Museum |Richard Nixon Museum and Library \(nixonlibrary.gov\)](#)
- Gerald R Ford [Gerald R Ford Presidential Library & Museum \(fordlibrarymuseum.gov\)](#)
- *Jimmy Carter* [The Jimmy Carter Presidential Library and Museum \(jimmycarterlibrary.gov\)](#)
- *Ronald Reagan* [Ronald Reagan Presidential Library & Museum| Ronald Reagan \(reaganlibrary.gov\)](#)
- *George Bush* [George H.W. Bush Presidential Library and Museum \(archives.gov\)](#)
- *William J. Clinton* [Welcome to William J. Clinton Presidential Library and Museum | William J. Clinton Presidential Library and Museum \(clintonlibrary.gov\)](#)
- *George W. Bush* [Homepage | George W. Bush Library \(georgewbushlibrary.gov\)](#)
- *Barack Obama* [Barack Obama Presidential Library | \(obamalibrary.gov\)](#)

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11. SATISFACTION SURVEYS**

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.