**Al-Farabi Kazakh National University**

**Faculty of International Relations**

**Department of International Relations and World Economy**

**SYLLABUS**

**Fall semester, 2023-2024 academic year**

Course “The US history”

**3 course**

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| **ID and name of course** | **Independent work of the student (IWS)** | **Number of credits** | | | **General number of credits** | **Independent work of the student under the guidance of a teacher (IWST)** |
| **Lectures (L)** | **Practicalclasses (PC)** | **Laboratory (LS)** |
| APMPO  93159  The US history | 6 | 30 | 15 | - | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | |
| **Learning format** | **Cycle component** | **Lecture Types** | **Types of practical classes** | | **Form and platform final control** | |
| Offline | Basic | Problematical, analytical, informational, visualization, debatable | essay, analytical problem solving,  review, research, project | | Written exam | |
| Lecturer | Saniya Nuraliyeva | | | |
| e-mail | Sania.nurali@mail.ru | | | |
| Telephone number | +77027333370 | | | |

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| **ACADEMIC COURSE PRESENTATION** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| To provide the student with basic knowledge about the formation and development of a superpower using the example of the history of the United States. | LO 1.To know facts from the US history | 1. Use the facts as an argument to make arguments |
| LO 2.To be able to use factual knowledge to explain historical events and processes | 2. Know the logic of the historical development of the capitalist state |
| LO 3. To be able to identify political, socio-economic, military and other dimensions to explain a certain segment of the historical development of the United States | 3. Use political, economic, military, social, cultural and other dimensions of the development of Western society on the example of the United States |
| LO 4. To know the patterns of the US society history development at the various stages | 4. Explain the logic of the American society development at certain points in history |
| LO 5**.** Analyze modern concepts of the US history to understand the basis of the superpower internal policy | 5.Operate with theoretical data in order to explain various aspects of the US domestic and foreign policy |
| **Prerequisites** | History of IR | |
| **Post requisites** | Theory of IR, US in the contemporary IR, US foreign policy | |
| Information resources | The Declaration of Independence, The US Constitution, An outline of American history. USA. 1997, Garraty J.A. The American Nation A history of the USA since 1865. Wash., 1998, De Tocqueville. Democracy in America. N.Y. 1993, American Foreign policy. N.Y. 1991, The Social Fabric. American Life from 1607 to 1877. Boston. 1998. Fraser Cameron. US foreign policy after the Cold War – 2nd ed. Abingdon, Oxon.; New York, N.Y. : Routledge, 2005. **A FEVER IN THE HEARTLAND: The Ku Klux Klan’s Plot to Take Over America, and the Woman Who Stopped Them,** Timothy Egan, **2023. King: A life, Jonathan Eig, 2023.** | |

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| **Academic policy of the course in the context of university moral and ethical values** | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf) [Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control" ,](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) ["Instructions for the final control of the](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) [autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail[nuraliyeva.saniya@kaznu.edu.kz](mailto:nuraliyeva.saniya@kaznu.edu.kz)  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. |

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| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | |
| **Score-rating letter system of assessment of**  **Accounting for educational achievements** | | | | **Assessment Methods** | |
| **Grade** | **Digital equivalent points** | **points,**  **% content** | **Assessment according to the traditional**  **system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results ,timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises(discussions,quizzes,debates,roundtables,laboratorywork,et.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain  period. Learning outcomes are evaluated. | |
| A | 4.0\_ | 95-100 | Great |
| A- | 3.67 | 90-94 |
| B+ | 3.33 | 85-89 | Fine |
| B | 3.0 | 80-84 |
| B- | 2.67 | 75-79 |
| C+ | 2.33 | 70-74 | **Formative and summative assessment** | **Points % content** |
| C | 2.0 | 65-69 | Satisfactorily | Activity at lectures | 0 |
| C- | 1.67 | 60-64 | Working practical classes | 20 |
| D+ | 1.33 | 55-59 | Independent work | 30 |
| D | 1.0 | 50-54 | Design and creative activity | 10 |
| FX | 0,5 | 25-49 | Unsatisfactory | Final control(exam) | 40 |
| F | 0 | 0-24 | TOTAL | 100 |

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| **CALENDAR (SCHEDULE) FOR THE IMPLEMENTATION OF THE COURSE CONTENT OF THE COURSE METHODS OF TEACHING AND LEARNING** | | | |
| **A week** | **Topic name** | **Number of hours** | **Max. ball** |
| **Module 1** | | | |
| 1 | **Lecture 1.**  Introduction, goals and objectives of the course | 2 |  |
| 1 | **Practical class 1:**  Columbus discover America, Native Americans, first colonists’ policy in the New land | 1 | 6 |
| 2 | **Lecture 2.**  Formation of American nation (economy, policy, social issues) | 2 |  |
| 2 | **Practical class 2:**  The economic situation of thirteen English colonies, the political situation of the thirteen English colonies, formation of the American nation | 1 | 6 |
| 3 | **Lecture 3.**  The American revolution or the War for Independence | 2 |  |
| 3 | **Practical class 3:**  War for independence (articles of Confederation),  1 and 2 Continental Congresses, Declaration of Independence (the main ideas) | 1 | 6 |
|  | **IWST 1 Consultation on the implementation of IWS 1** |  |  |
|  | **IWS 1**  Presentation Formation of the American nation |  | 19 |
| 4 | **Lecture 4.**  Formation of the US statehood. The early republic. | 2 |  |
| 4 | **Practical class 4:**  The Louisiana purchase. Manifest destiny. Sectionalism and reform. | 1 | 6 |
|  | **IWST 2 Consultation on the implementation of crossword** |  |  |
| 5 | **Lecture 5.**  Civil War (reasons and results) | 2 |  |
| 5 | **Practical class 5:**  Reconstruction,  Emancipation proclamation | 1 | 6 |
|  | **IWST 3 Consultation on the implementation of IWS 2** |  |  |
|  | **IWS 2**  Industrial revolution in the US: reasons and results for the American state |  | 19 |
| **Module 2** | | | |
| 6 | **Lecture 6.**  The industrial age and its impact on the American society | 2 |  |
| 6 | **Practical class 6:** Agriculture to IndustryCorporations and CapitalTrade and economy | 1 | 6 |
| 7 | **Lecture 7.**  The US New Era (1921-1939) | 2 |  |
| 7 | **Practical class 7:**  Harding and Coolidge Administrations  Hoover Administration  American prosperity  The Great Depression and the New Deal | 1 | 6 |
|  | **IWST 4** Consultation on the implementation of IWS 3 |  |  |
|  | **IWS 3** Make analyses of the scientific article about the US history |  | 20 |
| **Midterm control 1** | |  | **100** |
| 8 | **Lecture 8.**  A long look at the conflicts and events of the Cold War at home and abroad. Post-War America (1945-1960) | 2 |  |
| 8 | **Practical class 8:**  The postwar economy: 1945-1960  Truman internal policy.  Kennedy internal policy  Make a table of the main issues “Era of new frontier and the New Era” | 1 | 6 |
| 9 | **Lecture 9.**  Civil rights movement and American society | 2 |  |
| 9 | **Practical class 9:**  Decades of change (African-American, Minorities, Women)  Civil Rights Act 1964 | 1 | 6 |
| 10 | **Lecture 10.**  A society in transition: Ford and Carter administration | 2 |  |
| 10 | **Practical class 10:**  Relations with Congress  Budget policy  National energy act and 1979 energy crises | 1 | 6 |
|  | **IWST 5** Consultation on the implementation of IWS 4 |  |  |
|  | **IWS 4**  Scientific analysis of the American author’s article about internal policy of Ford and Carter administrations |  | 17 |
| **Module 3** | | | |
| 11 | **Lecture 11.**  Conservatism and the rise of Ronald Reagan. | 2 |  |
| 11 | **Practical class 11:**  Reigonomics in the economy  Social and political life  Oil and environment policy | 1 | 6 |
| 12 | **Lecture 12**  The presidencies of George Bush and Bill Clinton | 2 |  |
| 12 | **Practical class 12:**  Economic policy  Social and political policy  Military policy | 1 | 6 |
|  | **IWST 6** Consultation on the implementation of IWS 5 |  |  |
|  | **IWS 5** Make a table The US domestic policy according presidents (1945-2001) |  | 17 |
| 13 | **Lecture 13.**  The presidency of George Bush administration | 2 |  |
| 13 | **Practical class 13:**  Conservatism in the US domestic policy  Global anti-terror war and internal policy | 1 | 6 |
| 14 | **Lecture 14.**  Obama administration internal policy. | 2 |  |
| 14 | **Practical class 14:**  Economic policy  Social and political policy  Military policy | 1 | 6 |
| 15 | **Lecture 15:**  Trump’s internal policy | 2 |  |
| 15 | **Practical class 15:**  Economic policy  Social and political policy  Military policy | 1 | 6 |
|  | **IWST 7** Consultation on the implementation of IWS 6 |  |  |
|  | **IWS 6**  Scientific analyses about the US domestic policy in the period of Trump administration. |  | 18 |
| **Midterm control 2** | |  | **100** |
| **Final control (exam)** | |  | **100** |
| **Total for course** | |  | **100** |

Dean\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Zhekenov D.K.

Head of Department\_\_\_\_\_\_\_\_\_\_\_\_\_Chukubayev Y.S.

Lecturer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Nuraliyeva. S.A.