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The prospects of using the experience of the U.S. professional schools of international relations on the implementation of practically oriented approach in the international relations specialists' training process in Ukrainian system of tertiary education

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Abstract. This article is centered on graduate education in the U.S. schools of international relations. The principal subject is terminal Master's degree programs designed to develop graduates capable of acting knowledgeably and effectively in occupations with international dimensions. It is stated that the diplomacy and related activities should be one of the nation's primary concerns as in a highly interdependent, multipolar world, they are essential to the sustaining of the country's global interests and responsibilities. The U.S. experience in this respect is extremely important, because although IR schools educate a small proportion of the nation's graduates, they turn out the sort of graduates needed by more and more organizations both public and private in today's world of interdependent nations and enterprises. Their alumni are the prototype employee of the future – prepared to face problems and make decisions that are cross-disciplinary and set in an international framework. A broad, multidisciplinary and cross-cultural perspective is normally an asset in dealing with international problems, but beyond that, some tasks require more familiarity with law, others with economics, others with international political relations, business methods. So students should be able to develop suitable sorts of special competence alongside a desirable measure of breadth. Again American IR schools have attained considerable success in this respect. Besides the needs and opportunities which the international arena holds out to those who would exercise in it are varied. The differentiated offerings of the IR professional schools serve the overall requirements better than could common, homogenized programs. Key methodological aspects of professional training specialists in international relations at the U.S. IR schools have been revealed in the article focusing the main attention on the use of interdisciplinary approach, establishing correlation between theoretical and practical components of the training process. Core principles of problem-oriented focus of the curricula have been investigated.

Keywords: professional education, professional school of international relations, specialist in international relations, master's program, problem-oriented focus of the curricula, mission of professional training, interdisciplinary approach.

Introduction. The new era of globalization, internationalization and the revolution in communication and transportation technologies have had profound effects on the conduct of international relations. These changes have altered the very nature of the tasks confronting government, business, industry and the other private and non-for-profit sector organizations that must perform in an international environment. Nowadays new and complex sets of concerns cross national borders and localized solutions. These include issues of economic cooperation and competition, environmental degradation, migration flows, ethnic and religious conflicts, and weapons proliferation.

While it has become a truism to say that we live in a highly interdependent world, the fact nevertheless remains. All nations need to recognize and learn to deal with it better than they commonly do. The world economy is now tied into not only the economies of Western Europe, Japan and the USA but also those of the developing nations in what amounts to a global set of interlinkages. Big power politics still makes its muscle felt, but alongside it now demanding attention and often carrying collective weight are the aspirations and rising capabilities – and too often also the weak economies and indebtedness – of 130 or more lesser power, linked together both in the United Nations and in various regional groupings.

Modern high-speed communications have shrunk the globe temporally and spatially – and so, too, have ballistic missiles. Whether Pakistan has or has not developed an atomic bomb cannot these days be of concern only to her neighbors; it has grave implications for world peace. On the other hand there is another huge and underappreciated trend – the decrease in warfare in recent decades. The world's states have not only joined the UN and agreed to work out their problems peacefully, they have actually stopped fighting. The remaining wars of the world, civil wars, are being gradually dampened, with greater effectiveness, by international peacekeeping. On a lesser scale,

the corn farmer in Iowa benefits from poor harvests in Ukraine, and the coffee grower in the Nilgiri Hills of South India prospers when frosts hit the coffee-growing areas of Brazil. In Iceland a plant near Reykjavik processes bauxite from Africa and ships aluminum all over the world. Examples proliferate. In numerous ways, large and small, the affairs of every nation now impinge on every other nation, while industrial pollution raises threats to the durability of 'spaceship earth' as a vehicle for human life.

An all too ironic fact is that the bringing of the world's peoples closer together in time and space has not in many cases generated greater amity or even tolerance among them. Instead, it has often generated friction and disagreement because of competing interests, economic disparities, inter-cultural differences and misunderstandings. In this sort of tense, shrunken, and interdependent world, every country cannot stand aloof, unaffected by what goes on.

All this calls for determined and extended educational effort to develop knowledgeable citizens who can understand such complexities without being intimidated or "turned off" by them and who also can appreciate cultures other than their own, including how they may lead to different points of view than theirs.

This is no new call. In the USA Since World War II, it has been sounded by a number of studies and national commissions – most notably in the foundation-backed Morill Report of 1961, *Education and World Affairs*, and the 1979 Report of the President's Commission on Foreign Language and International Studies, appointed by President Carter (more commonly known as the Perkins Report, for its chairman, James A. Perkins), entitled *Strength Through Wisdom: A Critique of U.S. Capability*. With the aid and encouragement of several of the major foundations in the 1960's and the Title VI grants of the Federal Government since the late 1950's, the capacity of the nation's universities and colleges in trained faculty

and library resources relating to international affairs and non-western cultures has made a quantum leap forward compared to conditions prior to World War II. However, American higher education had a long way to go before it began adequately prepare the major portion of its graduates to understand the nature of the larger, international world in which they live and work.

Striking in all the literature mentioned above, is the dearth of studies that bear directly on that small, but significant part of the American educational scene called International Relations (or Affairs) education that aims at turning out practitioners broadly prepared to operate in the arena where international and national, public and private interests interact and commingle.

The impact of abovementioned major transformations on professional training of specialists in international relations cannot be overstated, for the mission of higher education establishments is to prepare future leaders to address effectively the new and fundamentally different global challenges of the 21st Century.

Researches of current importance. The main features of the professional training process of future specialists at the U.S. universities were highlighted by the following foreign scientists: D. P. Buckley, R. B. Barr, C. Dziuban, J. W. Forrester, K. C. Green, J. Hartman, P. Moskal, D. Oblinger, R. W. Wendover, D. Tapscott, C. R. Rogers. Within a set of economic and management studies some authors examine key aspects of training international relations specialists in the USA (M. Albert, K. O'Dell, D. Grayson, F. Headwry). Still the problem of professional training specialists in international relations was not paid much attention to. Thereby **the aim of the article** is to review and analyze approaches and goals in the international relations specialists' training process in the U.S. professional schools of international relations in order to point out positive productive features with their following adoption into Ukrainian higher education system.

Presentation of the material. Kishan S. Rana, Indian diplomat, states that in most countries, those selected for the diplomatic service are elites. This does not refer to their social background – in fact in almost all countries a democratization process is evident, in terms of the economic groups and the educational institutions to which the new entrants belong. They are elites because behind each young man or woman who wins the coveted appointment, stand dozens, or in some countries, even several hundreds, of unsuccessful applicants. Despite all the diversification in job opportunities that has taken place in our globalizing world, and the opening up of career avenues that did not exist a decade or two back, representing one's country abroad remains a coveted honor, attracting the best and the brightest in virtually every country that has an open, competitive selection process [10, p. 85].

What kind of higher education is the best preparation for a career in international relations? Is there a particular kind of discipline that is best suited to produce envoys? What are the needs for professional training for such specialists, at the stage of induction, and later on, as the individual's career progresses?

Speaking about general peculiarities of international relations specialists professional training K. S. Rana states that in Europe, especially in Germany and its neighboring

states, until recently a career in law was considered to be best suited for this profession. That has slowly changed; now even in Germany the majority of the entrants are economics graduates. In contrast, in North America a good number are graduates in international affairs (in Europe this subject is less popular as a mainstream university course). Most foreign ministries do not restrict entry to graduates of a particular discipline; in the United States, Britain, India and in most other countries graduates in any discipline may apply. In contrast, China and a few others, restrict entry to those who have studied the humanities, especially international affairs and foreign languages [10, p. 93].

Does the study of international affairs at university favors a candidate for this career? Perhaps, but only up to a point. The main reason is that university education is by its nature theoretical, especially in international affairs; the future specialist needs professional training of a practical nature, essentially a set of craft skills. For this purpose professional schools of international relations exist, but this is mostly limited to the US and Britain. Speaking about Europe we should mention French Ecole Nationale d'Administration (ENA), which together with its sister Grandes Ecoles, is a unique agency for training public service cadres.

The following question which must be answered is what is the professional expertise needed by a specialist in international relations? One should not be surprised that understanding of societal affairs and economics is more important as a knowledge base than the theory of international relations. Much of the needed knowledge of international affairs comes with the job. The breadth of competencies needed by today's professional is such that the definition of the ideal IR specialist is of a generalist-pluri-specialist [10, p. 100]. This awkward phrase attempts to capture the notion that the contemporary IR professional needs both the ability of a generalist to relate to a wide range of subjects, deal with the experts, and find interlinkages between different issues, and at the same time he needs his own expert knowledge.

Particularly interesting for our investigation are American professional schools of international relations. There are more than 90 such institutions in the USA. An educator and international practitioner, Ambassador Robert F. Goheen in his in-depth examination of the category of U.S. schools that offer two-year master's degrees in international affairs, *Education in U.S. Schools of International Affairs (1987)*, stresses that these are schools having in common "a commitment to the education of men and women to be knowledgeable and effective actors in lines of service and employment with international dimensions and certain large questions of curricular content and balance that arise from that commitment" [5, p. 21]. Although there is a great deal of heterogeneity among the IR professional schools and although no two schools offer precisely the same curriculum, by and large all of them have core or distributional requirements in their programs that provide students with a broad educational foundation in international relations theory, policy analysis, oral and written communication skills, macro and microeconomics, management, and/or quantitative methods/statistics.

Beyond this general foundation of knowledge, the IR schools require students to specialize or concentrate in ei-

ther functional subjects, such as international conflict resolution, international trade and finance, and U.S. foreign policy, or in regional topics such as Africa, Asia, the Americas, Europe, the Middle East, and Russia/Central Eurasia. Every school also requires some type of capstone experience, be it a comprehensive exam, thesis, or independent study project that enables students to integrate the various components of their education into one exercise.

Education at IR professional school is, for the most part, multidisciplinary in nature, so the schools offer courses in a wide range of disciplines. Most focus on political science, economics, history, law, business, and comparative, regional and international studies. Increasingly, the schools are integrating more fully these several disciplines into single multidisciplinary courses such as international political economy, international conflict resolution, and science, technology and international affairs. Demonstrating a level of competence in a foreign language is usually a degree requirement at IR schools. However, most of the schools expect students to acquire this competence on their own, so they neither teach nor award academic credits for foreign language courses.

Since the mission of the IR schools is to prepare practitioners, teaching methods stress the application of theory to practical issues in international affairs, although the degree of this emphasis can vary widely from school to school. In addition to lectures and seminars, coursework at the schools typically includes role playing, case studies, simulations and gaming, policy workshops, and major research papers. Experiential education such as study abroad, work/study, and internships are encouraged. The latter are considered particularly important, as they are perceived as critical means for students to apply more abstract theory to applied situations and to expose prospective employers to future graduates of professional schools.

One of our key aims was to reveal recent trends in curricular programs at the IR professional schools and examine the extent to which the problem-oriented focus of the curricula has been enhanced or diminished over the last decade. Such experience can be productive for the Ukrainian system of professional training of international relations specialists, which, in its turn, needs some profound reforms and improvement. One particularly noteworthy trend that, in part, suggested the need for the comparative study is the increasing popularity of education at professional schools of international relations. According to statistics, applications to and enrollments in the IR schools have been and are continuing to rise sharply through the first decade of the 21st century. Over the last five years, applications to the IR schools have increased by nearly 60 percent, enrollments by nearly 40 percent and degrees conferred by more than 60 percent [11].

Speaking about mission of IR schools we should stress the following. Professional schools of international relations are at most partially professional. International relations in its political, economic, social, and cultural manifestations does, indeed, constitute a large, complex, and now quite highly developed body of knowledge. It is probably not much more internally fractured into discreet intellectual disciplines than are engineering or medicine, and significant interdisciplinary and cross-cultural bridges have been and are being built that help pull the field to-

gether. In terms of their subject matter, then, IR schools can probably be said to be “professional”.

In their endeavors to develop internationalists who are at once knowledgeable and effective, IR schools therefore all seek to expose their students to the methods of the several social sciences (including history and statistics) which can assist in the understanding and analysis of international relations and international policy issues.

When, however, we look at how they do it – at the sorts of instruction they provide – to term their efforts multidisciplinary rather than interdisciplinary would be more accurate. The normal pattern is to require students to take courses in at least two, usually more, social sciences so as to gain some grasp of their methods of analysis. These requirements are usually embedded in the “core” curriculum. In a number of institutions there is, as well, a required spanning of at least two disciplines in the chosen field of concentration. In this way most international relations students perform get a working grasp of a number of relevant social science disciplines [1; 4].

The task of integrating this knowledge, of effecting interrelationships among the different approaches, is, however, largely left up to the student. There are professors whose courses venture into matters beyond their particular disciplinary specialties. Some explore boldly where disciplines intersect. There are also instances of team teaching which seek to bridge and interrelate across disciplinary boundaries; but team teaching is both an expensive form of instruction and not the way in which many teachers prefer to work. Let us consider the field of Political Economy. University of Columbia and Tufts University offer field-concentrations in it. Where it approaches being a disciplinary specialty, it is usually practiced by political scientists, rather than by economists; where it is a field of concentration, it generally involves selected politics and economics courses pursued in parallel rather than an exploration of their interrelationships.

More notable exceptions, where instruction is structured to assist students to combine differing disciplinary approaches, are to be found in the two relatively new western schools. The new International Studies program at Washington University includes in its core requirements three seminars, two of which emphasize the interrelationship of politics and economics, while the third brings together concern for cultural and economic matters in studying change and stability among nations. In the course of study projected at San Diego University, “Comparative Policy Environments” is a first-year requirement for all students. It is intended to be interdisciplinary in examining “how differences in culture, political institutions, and economic systems influence policy outcomes” in various areas ranging from finance and taxation to social welfare and labor relations. A comparable exception is a yearlong, team taught, required course at Georgetown University, “Foreign Policy Decision Making and Implementation”, designed to help students pull together and apply knowledge previously gained in a multidisciplinary manner.

Students who are required to take part in policy workshops, as at Georgetown, Pittsburg, and San Diego Universities – and those who may take them as electives, as at American, Columbia, or Princeton – are often made to grapple with issues that are embedded, and have to be as-

sessed, within concrete, complex, “real-world” contexts. Depending on the demands imposed by the instructor, students are individually and collectively challenged to bring to bear what they have previously learned of statistics, economics, politics, sociology, and history.

At Princeton, interdisciplinary integration has been made part of the examination process. A two-day, role-playing policy exercise, termed the IPE (integrated policy exercise), at the end of the first semester of study forces students to apply the statistics, micro-economics, and methods of political and organizational analysis which have made up the required “core” studies of the first semester. A qualifying examination at the end of the first year (QE1) also involves a simulation exercise and the application of a battery of disciplinary methodologies. The examination is graded by an interdisciplinary team consisting of an economist, a political scientist, and a statistician [2, p. 86].

Many scientists come to the point that some balance between dispensing the methodologies and theories of the social sciences and exploring their applicability should be found. So also, between exposing students to the specialized powers of the several disciplines and cultivating in them the broader, integrated understanding desirable for those who will help make policy or otherwise deal with the complexities of international relations.

Very notable in the IR schools are the differences in the degree and manner of concern displayed toward imparting to students the methods and techniques for applying prevalent theory and accumulated knowledge to “real world” situations. While educational programs and methods are by no means uniform in any of the established professions, none of the IR schools appear to inculcate the techniques of practice as intently and thoroughly as do most schools of business, engineering, law, and medicine. This is so despite now widespread recognition that the skills entailed in quantitative analysis, micro- and macro-economic reasoning, and elements of business and organizational management are broadly serviceable for practitioners in both the public and private sectors of international affairs.

On the other hand, students and faculty in the IR schools who have also experienced traditional professional education, as in law, find a different, more spacious intellectual atmosphere in the schools of international relations. It is a difference many of them appreciate. They welcome a more flexible curriculum and the opportunity to tackle big questions pertaining to matters such as national security, world order, the causes of wars, and the grounds of peace.

In the realm of instruction there is growing recognition, that role-playing aimed at policy analysis and decision making can help to prepare those who intend to be doers as well as knowers, actors and not only analysts, in international affairs [2, p. 18].

Most of the IR schools state their purposes in terms of the kind of learning they seek to impart, the sorts of graduates they aim to turn out, and the type of employment for which the latter have proved to be well equipped. The statement of the SAIS is comprehensive and illustrative. The School of Advanced International Studies of the Johns Hopkins University in Washington, D. C. provides graduate training to men and women planning careers in

government, international public service, business, banking, journalism, teaching and research. Since its founding in 1943, SAIS has pursued three primary goals:

- To provide a professional education that adheres to the highest standards of scholarship and is at the same time relevant to contemporary problems in international affairs.

- To conduct scholarly research that addresses the concerns of the United States and its public and private institutions in their relations with the governments and institutions of other countries, and to disseminate the research findings to a broad audience concerned with foreign relations.

- To offer mid-career educational opportunities for those already working in international affairs.

SAIS is neither a vocational school nor a purely scientific or liberal arts school dedicated the pursuit of learning for learning’s sake. It seeks to relate academic learning to the expanding variety of private and public activities involved in relations among governments and national societies.

Not all of the IR schools have either the commitment to research or the involvement in mid-career education that SAIS does, but a number emphatically do. Other schools make more explicit what is implicit in the SAIS statement – namely, that a central aim is to turn out generalists, equipped with knowledge and skills that will prove applicable over a variety of careers, rather than narrow specialists [8, p. 120].

In virtually all of the IR schools, nevertheless, a certain degree of tension exists in this aspect of their mission. Decreases in the number of jobs in the public sector coupled with the rise of more lucrative job opportunities in the private sector – especially in investment banking – have heightened the tension. R. Goheen notes that both alumni in the private sector, now cultivated as openers of employment doors, and students with sharp eyes toward personal advantage are putting heightened pressures on many of the IR schools to include more instruction that will be immediately useful in the commercial marketplace [5, p. 43].

Overall, curricula show some shifts in that direction, both in terms of internal offerings and by the cultivation of relations with professional schools inside and outside the parent university. Columbia’s SIPA (School of International and Public Affairs), for example, now offers combined degree programs with six professional schools. SAIS has reached out for combined degree programs with Pennsylvania’s Wharton School of Business, Stanford’s Law School, and Hopkins’ School of Public Health and Hygiene, while Princeton offers combined degrees with the Columbia and NYU Law Schools. Roughly one-quarter of the course work of the students in Yale’s CIAS now goes on within Yale’s School of Management. Of a normal entering class of 70 students at Georgetown, 15 are enrolled in joint degree programs in either the University’s Law School or its Graduate School of Arts and Sciences. American University’s international master’s programs are somewhat distinctive with respect to the tension between generalization and specialization. There it appears to have been resolved less toward the production of generalists than elsewhere. Specifically, SIS (School of International Studies) offers four Master’s degrees of

which three are quite specialized, focusing on communications, development and development management.

A second tension within the IR schools is the extent to which the School is aimed at producing knowers rather or doers. The SAIS statement quoted above expresses well the golden mean, the ideal balance and desirable interanimation, between academic learning and practical activities – between “the highest standards of scholarship” and “relevance to contemporary problems in international affairs.” All the IR schools would claim this goal, presumably, but in fact some slant more toward producing graduates who are well versed in learning concerning international matters, while others more deliberately aim to equip their graduate to be knowledgeable doers in the international arena.

Among the leading IR schools, the duality formed by learning and application is not nearly as dichotomous, but the tension is there. To sum up, no school has chosen to renounce entirely one side of this polarity for the other – to pursue learning regardless of use, or use regardless of learning. A collective characteristic of the American IR schools is their embrace of both missions, albeit in varying measures.

Results and recommendations. As a result of comparative study of the professional education process in American IR schools we can offer some recommendations for the Ukrainian higher educational establishments preparing international relations specialists. They are the following:

- Every international relations master's graduate should have some substantial exposure to the study of a foreign region and its culture and acquire profound competence in at least one foreign language, except English.

- Where the curriculum does not already include a broad, shared base of studies treating international politics, international economics, and modern political and diplomatic history, consideration should be given to the importance of that kind of literacy both for the graduate and the country.

- More attention should be given to helping students integrate the disciplines in which they are required to study, but interdisciplinarity should not be pressed at the expense of a grasp on the analytic tools of the disciplines.

Conclusions. Having analyzed some methodological aspects that influence the process of training international relations specialists we can summarize that multidisciplinary approach and practical orientation are the most productive of them. We have made an attempt to prove the importance of applying not just an interdisciplinary approach but rather a multidisciplinary one during the process of training future specialists. It should be admitted that thorough examination and implementation in the domestic system of training internationalists the above described methodological tools will undoubtedly lead to positive changes and transformations of the educational paradigm. The realization of this experience is possible under the support not only of the Ukrainian universities authorities but with the educational reforms and public funding though it's the question of another issue.

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Тарасова О. Перспективы использования опыта профессиональных школ международных отношений США по воплощению практико ориентированного подхода в процессе профессиональной подготовки специалистов по международным отношениям в системе высшего образования Украины.

Аннотация. Эта статья сосредоточена на последипломном образовании в американских школах международных отношений. Главной темой являются магистерские программы, направленные на развитие выпускников, способных действовать со знанием дела и эффективно в профессиях связанных с международной деятельностью. В статье речь идет о том, что дипломатия и смежные виды деятельности должны быть одной из главных проблем страны, поскольку в сильно взаимозависимом, многополярном мире они имеют большое значение для поддержания глобальных интересов той или иной страны. Опыт США в этой связи чрезвычайно важен, потому что, несмотря на то, что профессиональные школы международных отношений дают образование небольшой доле выпускников страны, они готовят специалистов, в которых нуждаются все больше и больше организаций как государственного, так и частного сектора в современном мире взаимозависимых стран и предприятий. Их выпускники являются прототипом специалиста будущего – они подготовлены к рассмотрению кросс-дисциплинарных проблем и принятию решений в международном масштабе. Основательная междисциплинарная и кросс-культурная точка зрения, как правило, является основой в решении международных проблем, но кроме этого, некоторые задачи требуют более основательных знаний в области права, экономики, международных политических отношений, бизнес-методов. Поэтому студенты должны уметь развивать необходимую специальную компетентность в соответствии с контекстом своей профессиональной деятельности. Американские школы международных отношений достигли значительных

успехов в этом отношении. Кроме того, потребности и возможности, которые международная арена представляет потенциальным специалистам-международникам, очень разнообразны. Дифференцированные предложения профессиональных школ международных отношений отвечают этим требованиям лучше, чем обычные университетские программы. В статье также раскрыты основные методологические аспекты профессиональной подготовки специалистов в области международных отношений в американских школах международных отношений, особое внимание уделено использованию междисциплинарного подхода, установлению взаимосвязи теоретических и практических компонентов учебного процесса. Также исследованы принципы проблемно-ориентированной направленности учебных программ.

Ключевые слова: *профессиональное образование, профессиональная школа международных отношений, специалист в области международных отношений, магистерская программа, проблемно-ориентированная направленность учебных программ, цель профессиональной подготовки, междисциплинарный подход.*