Anglo-American Relations in the 20th Century: A ‘Special Relationship’?  
ADHS1168.01  
Fall 2015

Instructor:  
Michael Paul
Class Location:  
Stokes Hall 115N
Class Time:  
Saturday 9.00-12.00 p.m.
Office Location:  
St. Mary’s Hall South (Ground Floor)
Office Hours:  
S 12.00-1.00 p.m. and by appointment
Office Phone:  
617 552 3900
E-mail:  
paulmi@bc.edu

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nations finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and the continuous development of its distinctive intellectual heritage.

Course Description
Course examines the actions of Anglo-American relations in a global context during key events of the twentieth and twenty-first centuries, including World War I, World War Two, the Cold War, and the recent wars in the Middle East, to discover whether or not the U.S. and Britain followed parallel policies on the world stage based on an idea of a ‘Special Relationship’.

Methodology
Britain and the United States have in recent years provided the main component of the military force in Iraq and Afghanistan. Why did Britain and the U.S. act together in this war? What factors have contributed to this apparent decision to act together in the Middle East? This course will examine the major events that affected Britain and the United States in the twentieth century. We shall be looking to see if the two countries enjoyed a ‘special relationship’ during this time. We will test the hypothesis that Britain and the U.S. acted in concert throughout this period as a result of the existence of a ‘special relationship’. We will also examine the other side of the coin: the theory that Britain and the U.S. did not, and have never, enjoyed a ‘special relationship’. Throughout the course, our main aim will be to discover why Britain and the United States have often followed parallel paths during the twentieth century and into the twenty-first century.
Overall Objectives of the Course
1) Students will demonstrate knowledge, skill, and competency across cultural settings, and will learn the impact of culture, gender, and age in twentieth century U.S. and British history as demonstrated by written and oral presentations.
2) Students will demonstrate ethical knowledge, skill, and competency in twentieth century U.S. and British history as demonstrated by written and oral presentations.

Specific Objectives of the Course
A) Students will acquire knowledge of the role played on the world stage by Britain and the US in the twentieth and twenty-first centuries.
B) Students will learn to think critically and independently about these developments and their implications.
C) Students will acquire a global appreciation of the impact of American and British events and themes.
D) Students will be able to apply this theoretical knowledge in practical ways; these will include written and oral presentations.

Criteria For Grading
Grading will include the assignment of plus and minus grades at the transition lines with the exception of ‘A+’, which is not assigned at Boston College. In general terms, students will be assessed according to the following criteria:
‘A’: Course requirements fulfilled. Material handled cogently and reflectively, and characterized by creative insights.
‘B’: Course requirements fulfilled. Material handled cogently and reflectively.
‘C’: Course requirements fulfilled. Adequate understanding of material demonstrated.
‘D’: Work submitted, but poorly prepared, reflecting inadequate effort and/or understanding.
‘F’: Irresponsible behavior. Work not submitted, or not seriously attempted.

Grade Reports
All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center (SLSC) in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license, or passport) to obtain your password.

Assigned Texts

Recommended Texts

Important Policies
http://www.bc.edu/content/bc/schools/adystudies/guide/academicinteg.html

Written Work
Graduate and Undergraduate students are expected to prepare professional, polished, written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using Chicago style. Develop your thought fully, clearly, logically, and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed (http://www.bc.edu/libraries/help/tutoring.html).
Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials, or interfering with another student’s work.

Request for Accommodations
If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (Learning Disabilities or AHD) or Dean Paulette Durrette (paulette.durrette@bc.edu), Associate Dean for students with disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can contact the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/special services.html

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts, and turning in any assignments due. Furthermore, points are given for participation in class. If you miss class, you cannot make up participation points for that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations etc. Additional assignments, penalties, and correctives are at the discretion of the Instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the Instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review the course syllabus as soon as it is distributed, and to consult me promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to consult WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.
In this class, penalties for late assignments will be assessed according to the following schedule: one third of a letter grade per missed class until the assignment is handed in.

Course Assignments
Anglo-American Relations in the Twentieth Century is assessed as a Four Credit course of Instructor-led time. As such, students and faculty will engage in specific, out-of-class, activities that will meet the requirements of Four Credit courses. In general, it is expected that eight hours per week of your study time
will be spent on out-of-class assignments and exercises. These are listed below. Please note that some weeks will require more time and some less time, but the average is approximately eight hours per week over the semester. In addition to the Course Requirements specified below, students will be expected to complete the following out-of-class assignments:

**Journals**

Your Journals will consist of an analysis of the reading that you have done up to the point that each Journal is due. For each Journal, you should include a short narrative pertaining to the information that you have read in the textbook(s), have written in your notes, or have taken from class lectures and discussion (this should be one–to-two paragraphs in length). You should then provide an analysis of this information in order to demonstrate your level of understanding of the topic under discussion (this should be two-to-three paragraphs in length). **In total, your Journals should be two-to-three pages in length.**

**Journal Assignment 1**
**Begin Date:** Sept 5  
**Topic:** Presidential Power in U.S.  
**Exercise:** Journal: Notes on U.S. Constitution re: Separation of Powers  
**Due Date:** Oct 3

**Journal Assignment 2**
**Begin Date:** Sept 5  
**Topic:** Prime Ministerial Power in Britain  
**Exercise:** Journal: Notes from Reynolds re: Prime Minister, Parliament, and the Crown  
**Due Date:** Oct 31

**Journal Assignment 3**
**Begin Date:** Sept 5  
**Topic:** Presidential Power versus Prime Ministerial Power  
**Exercise:** Journal: Compare and Contrast the two forms of power  
**Due Date:** Dec 12

These are intended to be informative, interesting, and fun assignments. You should be working on these assignments throughout the semester. As you complete your required readings each week, I would like you to be thinking about how the roles of the U.S. President and the British Prime Minister are similar, and yet, at the same time, are very different. Which position affords the office holder more power? Why is this so? What are the advantages/disadvantages inherent in each system of power? These are the kinds of questions I would like you think about as you keep your journals. For **Journal 3**, you should bring together all of your research to provide an analysis of the two roles in order to demonstrate your understanding of the differences and similarities present in each position.

Each Journal assignment should be two-three pages in length, typed, and double-spaced in a reasonably large font (Times New Roman 12 or equivalent).

**Semester Essay**
You will be given a prompt for the Semester Essay. You will be given further instructions as to the best approach to take in the completion of this Semester Essay as the course progresses.

**Comments: Written Work and Discussion Portfolio**
Each class meeting will consist of a combination of lectures and discussion. Class participation is a major part of this course. Therefore, you should plan on attending every class. Discussion will be based around the main themes put forward within the week’s assigned readings of the text(s), as well as on video, streaming, and other multi-media options as appropriate.

As stated above: You will be graded according to the level and quality of your oral and written contributions to class.
To help stimulate discussion, you will be asked to complete Discussion Topic Sheets, assigned by the Instructor, for each Discussion. These Discussion Topic Sheets, constituting a Discussion Portfolio, will be collected at the Final Exam. They will represent the concrete element of your class performance during the Discussion aspects of the course.

**Requirements**

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
<td>Oct 17</td>
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<tr>
<td>Semester Essay</td>
<td>20%</td>
<td>Nov 21</td>
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<tr>
<td>Journal One</td>
<td>5%</td>
<td>Oct 3</td>
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<td>Journal Two</td>
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<td>Oct 31</td>
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<td>Journal Three</td>
<td>5%</td>
<td>Dec 12</td>
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<tr>
<td>Discussion</td>
<td>5%</td>
<td>Dec 19</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>Dec 19</td>
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**Class Schedule**

Sept 5  
Introduction  
Aims of the Course  
Discussion of books to be used  
Methodology  
History of Anglo-American Relations up to C20

Sept 12  
1898: America enters the world stage  
Britain and imperialism  
Read: Jones, Ch. 1; Reynolds, Introduction and Ch. 1

Sept 19  
Goliaths of the New Century  
Read: Jones, Ch. 2; Reynolds, Ch.2

Sept 26  
America, Britain, and World War One  
Read: Jones, Ch. 3; Reynolds, Ch. 3

Oct 3  
World War One: Consequences  
Read: Jones, Ch.4; Reynolds, Ch. 4  
DUE: JOURNAL ONE

Oct 10  
Versailles Peace Treaty: Who Benefits?  
Read: Jones, Ch.4; Reynolds, Ch. 3

Oct 17  
MID-TERM EXAM (NINETY MINUTES)  
Political and Economic Rivalry in the 1920s  
Read: Jones, Ch.5; Reynolds, Ch.5

Oct 24  
New Threats: Crisis of the 1930s  
Read: Jones, Ch. 6; Reynolds, Ch.5 (Reprise)

Oct 31  
America, Britain, and World War Two: Here we go again?  
Read: Jones, Ch. 7; Reynolds, Ch. 6  
DUE: JOURNAL TWO
Nov 7  World War Two: The Grand Alliance  
   FDR and Churchill: Special Relationship?  
   Read: Jones, Ch. 8; Reynolds, Ch. 6

Nov 14  Cold War: A New Alliance  
   Read: Jones, Chs. 9 and 11; Reynolds, Ch. 7

Nov 21  New Strains in the Alliance: Suez and Vietnam  
   JFK and MacMillan: The Avuncular relationship?  
   Read: Jones, Chs. 12-13; Reynolds, Ch. 8

Nov 28  Thanksgiving Holiday: No Class

Dec 5  Divergence in the 1970s; Convergence in the 1980s  
   Reagan and Thatcher: Meeting of the Minds?  
   Read: Jones, Ch. 16; Reynolds, Chs. 9-10

Dec 12  Coming Together Again  
   Bush/Blair; Obama/Cameron: Special or Essential?  
   The New Relationship  
   Read: Jones, Chs. 17-18; Reynolds, Ch. 11 and Conclusion

Dec 19  Final Exam