



CIEE Global Institute – London

Course name:	Transatlantic Relations: United Kingdom, Europe and the United States
Course number:	INRE 3001 LNEN
Programs offering course:	London Open Campus (Literature and Culture Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Through periods of war and peace, tension and détente, the United Kingdom and the United States have maintained close ties to one another, often referred to as the “special relationship”. This course examines the transatlantic relationship between the British and U.S. governments within the context of European and global politics and power in the period from the end of WWI to the twenty-first century. Students also examine and analyze differing values, conceptions, and misconceptions held among British and American leaders and citizens on both sides of the Atlantic (including anti-Americanism and anti-Europeanism). Examples of cooperation, competition, military – and economic – alliances, secrecy, and transparency are examined through use of historical case studies. This course will include a visit to the Europe House in London in order to explore the creative, cultural, and historical connections between the USA, UK and Europe in London.

Learning Objectives

The learning objectives for this course will be:

- To learn how to research relevant issues of world integration policies and of the importance of the role of transatlantic / NATO powers (the US, EU, UK, among others) in the survival of our societies in prosperity and well-being for all, along with the development of discourse analysis when reading and analyzing policy documents.
- To debate in a coherent and critical manner a myriad of issues of interest in transatlantic affairs.
- To develop the ability to write critically about transatlantic relations, by both interrogating primary historical sources and exploring theoretical and descriptive texts.



- To develop communication skills through a series of in-class critical discussions and debates, with a focus on presenting cogent arguments both in prepared presentations as well as in less structured formats.

Course Prerequisites

Although there are no prerequisites for this course, a good background in international affairs / business, political sciences, and an interest and concern about the future of our world and society should allow the student to understand the main subjects of this course.

Methods of Instruction

The course will be highly interactive between the instructor and the students. Power point presentations, including short video clips, will be used by the instructor to introduce the material required. Students should take notes and prepare questions, in order to be able interact intelligently in class and raise the quality of debates. The list of online references at the end of the syllabus includes links for web sites which are to help students with class discussions as well as course assignments. These links are meant to give additional material to the book chapters to be read each week (see “Weekly Schedule” below). As the themes surrounding transatlantic cooperation and geopolitical analyses are wide and essentially unlimited, only a few references will be given. It is up to the student to be curious and go beyond the confines of this class to do their own readings and research, and be prepared to discuss in class at length the subject of each week.

Assessment and Final Grade

Class Participation	20%
Site Visit Analysis 1	10%
Site Visit Analysis 2	10%
Site Visit Analysis 3	15%
Group Presentation	20%
Final Paper	25%

Course Requirements

Site Visit Analysis

Students will visit several sites to learn more about transatlantic relations between the US, UK and Europe. They will consider how site visits extend and add to their understanding of weekly topics and relate this to class readings, lectures and seminars. After three of the site visits, students will be expected to write an analysis of 500 words



minimum. Writings will be graded on the basis of the depth of analysis, grammar and syntax.

Group Presentation

The in-class presentation will be delivered by the students in groups of no more than 4 people. Each group will choose a topic on relations between the UK, EU, and USA on the first day of class. The presentation should be in PowerPoint format; it should not last more than 15 minutes and will be followed by a Q&A session. Groups should ensure that their topic includes critical analysis and, if possible, cross-references to material discussed in class. Each member of the group must participate in preparing and in delivering a portion of the presentation. Presentations will be assessed on five key areas: structure, content, critical analysis, general delivery, communication / presentation skills.

***Note that the PowerPoint presentation should be uploaded to Canvas prior to the class when groups will present their findings. Each student should upload their group's presentation individually; however, everyone will receive the same grade for the presentation.**

Final paper

The final paper should have about 2000 words and address one of the weekly themes or topics of the course by invoking reflexive thinking of the site visits, lectures, guest speakers, and texts from the course. The paper will be assessed on structure, clarity, critical analysis / argument, style and referencing. This paper should be written for an academic audience, with appropriate sources to evidence arguments.

****Note that all written work should use appropriate citations. Students should use Chicago formatting and include footnotes and a bibliography where appropriate. In class, we will go over how to use Chicago formatting in your writing.**

Class participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.



Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule



NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

The main text for this course is D. Dimbleby and D. Reynolds, *An Ocean Apart: The Relationship Between Britain and America in the Twentieth Century* (London: Houghton, 1998). Each week, students will be expected to read the portion of the main text listed in the syllabus prior to coming to class. In class, lectures, seminars and discussions will be based on the main text and additional materials.

Students will also be presented with a list of additional reading material to help supplement their understanding of the topics discussed in class, and help with their class assignments.

Week 1

Introduction: Europe, UK, and US in the 20th Century

This week's lectures and seminars will introduce the course, whilst also delving into an overview on transatlantic relations since 1900, looking at periods such as the arms race, splendid isolation (pre-World War 1), the First World War, and the immediate aftermath.

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 3: 'To Fight or Not to Fight? 1914-17', pp. 43-56; Chapter 4: 'Victory Without Peace 1917-20', pp. 57-73

Lecture: Introduction to transatlantic relations

Critical Discussion: How did World War I shape early twentieth-century relations between the US and UK? What do you understand by the phrase "special relationship"? What does this mean in contemporary practice, in foreign policy, and in trade? Students will discuss their ideas in groups and as a whole class.

Group Presentations: Form Groups and formulate project ideas, outline of work

Week 2

Interwar / Great Depression Period

This week we will explore the changes and shifts that occurred in the US-UK relationship post-WWI, paying particular attention to political and economic negotiations between the two countries.

Critical Discussion: How did the interwar period shape early twentieth-century relations between the US and UK?

Main Text:

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 5: 'The Big Two', pp. 74-95; Chapter 6: 'Americanisation: Business and Society Between the World Wars', pp. 96-117.

Day 1

Lecture & Discussion: The Interwar Years



Today, students will learn about the complex nature of the US-UK relationship between the two wars, the pressures on the British Empire and the rise of American economic and military power.

Day 2

Lecture: The Great Depression and Pre-war Relations

This class will examine how the economic downturn impacted the relationship between the two countries and explore how the international community slid into another world war.

Day 3

Site Visit: TBA

Assignment: Site analysis 1

Week 3

World War II Relationships and Post-war relationships

World War II was a crucial period in US-UK relations. This week, we will explore how this relationship was shaped and changed during the war. Particular focus will be given to the relationship between Churchill and Roosevelt over the course of the conflict and the Marshall Plan and its impact on transatlantic relations, and the early signs of the Cold War, focusing on the British, European, and American diplomatic interactions and economic activity.

Main Text:

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 7: 'Britain Alone: 1935-41', pp. 116-137; Chapter 8: 'Mixed Up Together: 1941-45', pp. 138-161.

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 9: "United States Against Russia 1945-49", pp. 162-181

Additional Reading:

Sir David Cannadine and Roland Quinault (ed.), *Winston Churchill in the Twenty-first Century* (Cambridge: Cambridge University Press, 2004).

Day 1

Lecture & Discussion: World War II

Students will discuss the connections between the US and UK over the war fought in Europe and the Pacific. Issues examined will include the Lend-Lease program, military cooperation, the Atlantic Charter and the series of Allied meetings held throughout the war.

Critical Discussion: Why was the use of the phrase "special relationship" by Winston Churchill particularly salient? How did the relationship between the US and UK in the Second World War lay the foundation for the two countries' interactions in the mid-twentieth and twenty-first centuries?

Day 2

Discussions & Review: *The World at War*

Students will watch and discuss a portion of the British TV documentary series, *The World at War*. Students will also begin exploring post-war events that immediately followed on from the Second World War and tested and shaped the transatlantic relations.

Critical Discussion: What were the key differences between the economies in the US and Europe in the post-World War II era? How did this period of rapid change affect both economies? What were the lasting effects of US-UK cooperation in the Cold War? For example, why did the Suez Crisis strain US-UK relations?

Day 3

Site Visit: TBA

Assignment : Site Analysis 2

Week 4

NATO

The 20th century was beset with crisis after crisis, with NATO often becoming the strong-arm response to international incidents and humanitarian crises. This week explores the development, management, and impact of NATO in the 20th century.

Main Text:

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 10: "Global Cold War 1949-1954", pp. 182-202.

Additional Readings:

Duffield, J., 'The North Atlantic Treaty Organization: Alliance Theory', in Woods, N., *Explaining International Relations Since 1945* (Oxford: Oxford University Press, 1996), pp. 337-354.

Day 1

Lecture: Exploring the role of NATO and transatlantic relations

Critical discussion: What is the role of the US-UK alliance, as well as the countries individually, in nuclear proliferation? What are the key debates?

Day 2

Guest Speaker: Ted Seahy lectures on NATO's role in the twenty-first century

Day 3

Assignment: Presentation

Week 5

The United States and the EEC / EU

This week explores the economic connectivity between the EEC (and later EU) and the United States, with special emphasis on the British role in trade negotiations and diplomacy.

Main Text:

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 11: "The Empire's Last Gasp 1955-56", pp. 203-220; Chapter 12: "Dependence and Deterrence 1957-63", pp. 221-244.

Additional Readings:

Lundestad, Chapters 3, 5, 7, and 9.

Urwin, D.W., *The community of Europe: A history of European integration since 1945* (London: Longmate, 1995). Multiple chapters.

Day 1

Lecture: Losing the Empire and Gaining the EEC
Critical Discussion

Students will explore the creation of the EEC, later the EU and its impact on transatlantic relationships. With the UK more closely integrated with the EU, both politically and economically, how does this affect US-UK relations?

Day 2

Guest Speaker / Lecture at the Centre for European Reform

We will discuss the UK's role in the EU, shifts in this role, problems faced by the UK in its relationship with the EU and the current state of relations between the two.

Day 3

Site Visit: Europe House

Assignment: Site Analysis 3

Week 6

Transatlantic Relations Today

The "special relationship" between the UK, US, and Europe has been tested since the attacks on the World Trade Center in New York, with American demands for extraordinary renditions through EU states, the war in Iraq, the erection of Guantanamo Bay detention camp, and various other military issues impacting the public discourse on both sides of the Atlantic about the other. This week examines the shifts in political and diplomatic rhetoric amongst all sides as governments adapted to the public reaction to the 'War on Terror'.

Main Text:

Dimbleby & Reynolds, *An Ocean Apart*, Chapter 16: "A Relationship Renewed 1981-1987", pp. 303-329; Conclusion, pp. 330-334.

Additional Readings:

Gheciu, Chapters 2, 3, and 4

- Day 1** **Lecture:** The ‘Special Relationship’ in the late Twentieth and Twenty-first Centuries
- Day 2** **Site Visit: Imperial War Museum**
We will visit the Imperial War Museum to explore the institution’s exhibition relating to world peace and security, and international relations between the UK and its transatlantic partners.
- Day 3** **Round-up and Review**
Assignment: Final Paper

Readings

- Boucher, D. (1998) *Political Theories of International Relations: From Thucydides to the present*. Oxford: Oxford University Press.
- Brose, E.D. (2004) *A History of Europe in the Twentieth Century*. Oxford: Oxford University Press.
- Sir David Cannadine and Roland Quinault (ed.), *Winston Churchill in the Twenty-first Century* (Cambridge: Cambridge University Press, 2004).
- Corn, G.S. (2009) “What Law Applies to the War on Terror?” In Michael Lewis et al. (Eds) *The War on Terror and the Laws of War: a military perspective*. Oxford: Oxford University Press, 1-36.
- Dimbleby, D. and Reynolds, D., *An Ocean Apart: The Relationship Between Britain and America in the Twentieth Century* (London: Houghton, 1998).
- Ellison, J., *Threatening Europe: Britain and the Creation of the European Community, 1955-58* (Basingstoke: Macmillan Press, 2000).
- Fulbrook, M. (2000) *Europe Since 1945*. Oxford: Oxford University Press.
- Gheciu, A. (2008) *Securing Civilization? The EU, NATO and the OSCE in the post-9/11 World*. Oxford: Oxford University Press.
- Haftendorn, H. (1996) *NATO and the Nuclear Revolution: a crisis of credibility 1966-67*. Oxford: Oxford University Press.
- Harsch, M.F. (2015). *The Power of Dependence: NATO-UN cooperation in crisis management*. Oxford: Oxford University Press.
- Louis, W.L. and Owen, R. (1989) *Suez 1956*. Oxford: Oxford University Press.
- Lundestad, G. (1997) *“Empire” by Integration: The United States and European Integration, 1945-1997*. Oxford: Oxford University Press.



Petersmann, E. and Pollack, M.A. (2003) *Transatlantic Economic Disputes: The EU, the US, and the WTO*. Oxford: Oxford University Press.

Reynolds, D., (1981) *The Creation of the Anglo-American Alliance, 1937-41: A Study in Competitive Co-operation*. London: Europa.

Reynolds, D., (2006) *World War to Cold War: Churchill, Roosevelt, and the international history of the 1940s*. Oxford: Oxford University Press.

Urwin, D.W. (1995) *The Community of Europe : a history of European integration since 1945* (London: Longmate).

Woods, N. (1996) *Explaining International Relations Since 1945*. Oxford: Oxford University Press.



Online Resources

Bloomberg. <http://www.bloomberg.com/>

European Central Bank <https://www.ecb.europa.eu/home/html/index.en.html>

European Parliament Register of Documents
<http://www.europarl.europa.eu/RegistreWeb/search/simpleSearchHome.htm?language=EN>

European Union Agency for Network and Information Security. <http://www.ipcc.ch/>

Financial Times. <http://www.ft.com/home/uk/>

Intergovernmental Panel on Climate Change. <http://www.ipcc.ch/>

The Economist. <http://www.economist.com/>

Transparency International. <http://www.transparency.org/>

Sustainable Development Knowledge Platform. <http://sustainabledevelopment.un.org/>

United Nations Statistics Division: Demographic and Social Statistics.
<http://unstats.un.org/unsd/demographic/>

World Economic Forum. <http://www.weforum.org/>

Online and Archive Sources

The National Archives <http://www.nationalarchives.gov.uk/>

The British Library <http://www.bl.uk/>

The National Army Museum Collection <http://www.nam.ac.uk/collection>

The Imperial War Museum Collections <http://www.iwm.org.uk/>

The Transport Museum Collections <http://www.ltmuseum.co.uk/collections>

The Wellcome Collection-Medical collections and library
<http://wellcomecollection.org/>

Hansard-Parliamentary records from the Houses of Lords and Commons
<http://www.parliament.uk/business/publications/hansard/>

Churchill Archive <http://www.churchillarchive.com/>



Franklin D. Roosevelt Presidential Library and Museum <http://www.fdrlibrary.marist.edu/>

US Congress <https://www.loc.gov/> ; <https://www.congress.gov/congressional-record>

US National Archives <https://www.archives.gov/legislative/> ;
<http://www.archives.gov/research/alic/reference/congressional.html>

Wilson Centre <http://digitalarchive.wilsoncenter.org/>

Educational Resources

European Parliament (including political speeches)
<http://www.europarl.org.uk/en/education/teachingresources.html>

IWM-Learning Resources
Churchill- <http://www.iwm.org.uk/history/winston-churchill>

Cold War- <http://www.iwm.org.uk/history/cold-war>

Afghanistan- <http://www.iwm.org.uk/history/afghanistan>

Contemporary War and Art
<http://www.iwm.org.uk/learning/resources/contemporary-art-and-war>

Wilson Center-Cold War International History Project
<https://www.wilsoncenter.org/program/cold-war-international-history-project>

The Nuclear Proliferation International History Project,
<https://www.wilsoncenter.org/program/nuclear-proliferation-international-history-project>