



Salvatorian
Sixth Form

History

2024-25

A Level History at Salvatorian College

Component 1: The British Empire 1857 -1967

Key Questions

Growth and Contraction: Why did the British Empire grow and then shrink?

Imperial Policy: What influenced decisions and actions of the British Empire?

Economic Factors: What role did economics play in the Empire's development?

British Attitudes and Culture: How did the Empire shape British society?

Indigenous Responses: How did local populations respond to British rule?

Key Individuals and Groups: What roles did key figures and groups play, and how were they impacted?

Part 1: High Water Mark of the British Empire, c1857–1914

Imperialism Development (c1857–c1890)

- Expansion in Africa: Focus on the Suez Canal and Egypt, securing trade routes and strategic locations.
- Colonial Policies: Administration of India post-1857, policies in Africa including the 'scramble for Africa', and informal empire (influence without direct control).
- Trade and Commerce: Role of chartered companies like the British South Africa Company in expanding British interests.
- Influences on Attitudes: Explorers like David Livingstone, missionaries, traders, and colonial administrators shaping views on empire.
- Attitudes in Britain: Debate over imperialism, including party conflicts between Conservatives and Liberals.
- Indigenous Relations: Impact of the Indian Mutiny (1857), interactions with Boers and Bantu peoples in Southern Africa.

Imperial Consolidation and Liberal Rule (c1890–1914)

- Expansion in Africa: Continued consolidation, key territories acquired.
- Colonial Policies: Administration techniques in India and Egypt, 'native policy', international relations.
- Trade and Commerce: Economic strategies and exploitation of resources.
- Key Figures: Joseph Chamberlain's tariff reform, Cecil Rhodes' expansionist policies, colonial administrators' roles.
- Supporters and Critics: Debates on imperialism, national efficiency, popular culture's reflection of empire.
- Indigenous Relations: Sudanese challenges, Boer War causes and consequences, resistance to British rule.

Part 2: Imperial Retreat, 1914–1967 (A-level only)

Imperialism Challenged (1914–1947)

- World Wars' Impact: How WWI and WWII affected the empire's expansion and contraction.
- Colonial Policies: Administration changes in India, Africa, and the Middle East; relations with Dominions, Statute of Westminster (1931).
- Economic Impact: War's effect on trade and economy.
- Influences: Gandhi's impact on attitudes towards the empire.
- Imperial Ideals: Changes in popular culture and representations of the empire.
- Indigenous Relations: Protests and conflicts, growth of nationalist movements.

The Winds of Change (1947–1967)

- Decolonisation: Process and impact in Africa and Asia.
- Colonial Policies: Post-war policies, Suez Crisis, formation of the Commonwealth.
- Economic Ties: Post-war reconstruction and trade relationships.
- Influences: Nationalist leaders shaping attitudes towards the empire.
- Post-colonial Ties: Political, economic, and cultural connections; migration patterns.
- Indigenous Relations: Challenges to colonial rule, rise of nationalist movements, Mau Mau uprising in Kenya, Rhodesia.

Component 2: The American Dream: Reality and Illusion, 1945–1980

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

Part 1: Prosperity, Inequality, and Superpower Status, 1945–1963

Truman and Post-war America (1945–1952)

- 1945 Context: USA's position post-WWII, presidential powers, political parties, social divisions.
- Superpower Status: Truman's foreign policies, Cold War, containment strategies in Europe and Asia.
- Reconstruction: Domestic policies, McCarthyism's rise.
- Civil Rights: Impact of WWII on African-Americans, early Civil Rights campaigns.

Eisenhower: Tranquillity and Crisis (1952–1960)

- Presidency and Policies: ** Eisenhower's 'dynamic conservatism', Nixon as Vice-President.
- Economic Growth: Consumer society and its impact.
- Cold War: Superpower conflicts, responses to USSR actions, Asian communism, Middle East crises.
- Civil Rights Movement: Growth and responses by political parties, state and federal authorities.

John F. Kennedy and the New Frontier (1960–1963)

- 1960 Election: Kennedy's victory reasons, 'New Frontier' policies.
- Cold War Challenges: Berlin crises, Cuban Missile Crisis, Vietnam involvement.
- Civil Rights: Rise of the movement, opposition within the Democratic Party, Kennedy's response.

Part 2: Challenges to the American Dream, 1963–1980 (A-level only)

The Johnson Presidency (1963–1968)

- Policies and Personality: Great Society initiatives, economic developments.
- Vietnam War: Escalation and international relations.
- Civil Rights: Legislation and urban riots.
- Social Protests: Education, feminism, African-American radicalisation, anti-war movements, media role.

The Nixon Presidency (1968–1974)

- 1968 Election: Nixon's victory, administration policies.
- Conservative Reaction: Social policies, responses to protests, economic changes.
- World Power Limits: Vietnam peace negotiations, foreign policies towards USSR, China, Latin America.
- Watergate: Scandal and its aftermath, Nixon's resignation.

USA After Nixon (1974–1980)

- Ford and Carter: Responses to social divisions, political corruption, loss of confidence.
- World Power: Final Vietnam withdrawal, relations with USSR, China, Middle East crises.
- Civil Rights Impact: Changes in the 'New South'.
- 1980 Status: Superpower position, social and economic changes, Reagan's election reasons.

A-level Assessments

Component 1: Breadth and Historical Interpretations

- Section A: Analyse historians' interpretations using three extracts. (30 marks)
- Section B: Two essays on broad historical developments. (25 marks each)
- Essays will cover topics over at least 20 years, focusing on causation, change, continuity, similarity, difference, and significance.

Component 2: Depth and Primary Sources

- Section A: Evaluate primary sources considering provenance, style, and content. (30 marks)
- Section B: Two essays on specific events and issues. (25 marks each)
- Essays will test understanding of events and their interrelationships.

Component 3: Historical Investigation

- Research Project: Independently researched question covering about 100 years.
- Extended Essay: 3500-4500 words, using primary and secondary sources.
- Approval: Topic must be approved by AQA to ensure no overlap with other components and covering a chronological range of at least 200 years.

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Sixth Form

Transition Tasks

AQA 1J The British Empire c. 1857-1967

Task 1 and 2 are mandatory work. In total, these tasks should take you between four and six hours.

This research will provide you with a vital introduction to Britain of the 19th century, this preparatory work is essential if you are to understand the rise and fall of the British Empire 1857-1967 which is the topic covered by Paper 1.

Task 1: Read the Textbook introduction. Take notes on the British Empire pre 1857 to help build your knowledge of the context.

Task 2 – your task is to produce an essay answer around 500 words answering the following question,

Question - Was industrial development the main reason for the growth of British power during the 19th Century?

History- A01 Essay Mark Scheme

This is what you will be assessed on, we are especially looking for how well you have researched this question and this will be demonstrated in your Understanding & Knowledge, we will then be expecting you to make a Judgement, do you think Industrial development was the main factor, you will be able to show us your analytical skills and understanding by linking the three factors in your answer.

	Understanding	Knowledge	Features, Issues, Concepts	Comment and Balance	Judgement
Level 5 (21-25) A* - 23	Very Good Responds to the full demands of the question Clearly answers the question	Range, specific, precise Every point/argument is supported with precise evidence, when relevant a couple of examples are provided.	Very good understanding Can demonstrate the significance of events/people; causation; consequences; make comparisons or links between factors	Fully analytical and balanced Every part of the essay is answering the question, there is no description of events, and facts are used to back up judgements. Gives different interpretations – assesses to what extent	Well substantiated Clear argument from the start of the essay. Sophisticated and accurate judgement. Is not contradicted, but supported/returned to throughout the essay. Is explained, justified and supported by evidence
Level 4 (16-20) A – 20 B - 17	Good	Range, specific, precise Majority of evidence is correct Uses relevant dates/statistics/events	Good; some conceptual awareness	Analytical/balanced Mainly analytical, some description/points not fully explained Will have a range of points – that both agree and disagree with the judgement/question	Some; may only be partially substantiated
Level 3 (11-15) C – 13	Reasonable	Range, maybe imprecise Uses relevant dates/statistics/events but some are inaccurate	Some; may be generalisation	Links to the question; some balance Answers the qu. – but points not fully explained Most points simply agree/disagree	Partial – thin States a judgement but does not explain why it is the answer (may have one or two examples to support it – but they are not explained)
Level 2 (6-10) D – 10 E - 8	Partial	Some – ltd scope Very few details, or the same facts are repeated	Some – there may be some irrelevance	Limited or descriptive	Undeveloped States a judgement but does not explain why it is the answer

Introduction – Use this website to start your research as it will give a useful starting point.

<https://www.history.org.uk/primary/resource/3871/victorian-britain-a-brief-history>

You will then need to collect detailed notes assessing each of the three themes Industrial development, military strength and political change. The best way to approach this question is to complete a table like the one below.

<u>Industrial Development - Evidence</u>	<u>Military Strength - Evidence</u>	<u>Political - Evidence</u>

As you work your way through the research material on each of the three themes fill up the columns, this will help you to form your own answer (judgement) to the question:

Was industrial development the main reason for the growth of British power during the 19th Century?

Industrial growth – research material. Use the following links to research this theme, your focus here is on British industrial growth – was the growth of British power during the 19th century totally dependent on British Industrial Development?

https://research.britishmuseum.org/research/publications/online_research_catalogues/paper_money/paper_money_of_england_wales/the_industrial_revolution.aspx

http://www.bbc.co.uk/history/british/victorians/workshop_of_the_world_01.shtml

<https://www.youtube.com/watch?v=xLhNP0ap38Q>

<https://www.youtube.com/watch?v=zjK7PWmRRyg>

<https://www.youtube.com/watch?v=x9BdVHCuNPs>

Military strength – research material.

Use the following links to research this theme, your focus here is on British military activity – was the British military victorious during the 19th century and do you think this is more important than British Industrial Growth?

<https://www.bbc.co.uk/news/magazine-14218909> - The strength of the British Army

<https://www.nam.ac.uk/explore/crimean-war> - The Crimean War 1854

<https://www.nam.ac.uk/explore/why-did-indian-mutiny-happen> - The India Mutiny 1857

<https://www.nam.ac.uk/explore/zulu-war> - The Zulu War 1879.

<https://www.nationalarchives.gov.uk/battles/egypt/> - The British invasion of Egypt 1882

<https://www.youtube.com/watch?v=nDZGL1xsqzs> – The Napoleonic Wars 1815.

<https://www.youtube.com/watch?v=jCeh1RiBjBk> – The Crimean War 1854. Part I

<https://www.youtube.com/watch?v=0cVI5OuvLiA> – The Crimean War 1855. Part II

<https://www.youtube.com/watch?v=rGoPN3WOBxU&t=66s> – The India Mutiny 1857.

<https://www.youtube.com/watch?v=-gZWrmRhpU> – The Zulu War 1879 Part I

<https://www.youtube.com/watch?v=DYE8lgmh6Tc> – The Zulu War 1879 Part II

Political change – research material.

Use the following links to research this theme, your focus here is on British political change – was political change during the 19th century more important than British Industrial Growth & Military strength in leading to the growth of British power during the 19th century?

<https://www.english-heritage.org.uk/learn/story-of-england/victorian/power-and-politics/> - Introduction to political change.

<https://www.parliament.uk/about/livingheritage/evolutionofparliament/houseofcommons/reformacts/overview/changes/> - The start of political change.

<https://www.parliament.uk/about/livingheritage/evolutionofparliament/houseofcommons/reformacts/overview/reformact1832/> - The 1832 Reform Act

<https://www.parliament.uk/about/livingheritage/evolutionofparliament/houseofcommons/reformacts/overview/furtherreformacts/> - The 1867 Reform Act

<https://www.parliament.uk/about/livingheritage/evolutionofparliament/houseofcommons/reformacts/overview/one-man-one-vote/> - The 1884 Reform Act

https://www.youtube.com/watch?v=U_9PGNHd5Zs – What was wrong with Britain's political system?

<https://www.youtube.com/watch?v=I-ln4p4mWu0> – The Peterloo Massacre - 1819

<https://www.youtube.com/watch?v=mWucd5tXlqY> – The Chartists and the anger at the political system.

https://www.youtube.com/watch?v=80Tk8_qKbjE – The dawn of democracy.

<https://www.youtube.com/watch?v=S6zW9TaQWMM> – The 1867 Reform Act.

<https://www.youtube.com/watch?v=s-vqV8vD6tc> – The 1884 Reform Act.

Use your complete research to now answer the question - Was industrial development the main reason for the growth of British power during the 19th Century?

25 mark Essay question – Structure Use this structure to complete your answer – remember it should be between 600-750 words long.

Introduction

- Make a judgement in answer to the question - is the view valid do you think industrial development was the key factor?
- Put forward your argument, this should be about 100 - 150 words what do you think and why?
- Define the criteria being used to judge, this means include facts in your argument that you will discuss in more detail in the later paragraphs.
- Outline the main factors to consider, is it possible to say one factor was more important than others?

Para 1 – this paragraph should be about 200 – 300 words.

- Point - state your judgement about the argument presented in the question, this means you should explain in detail the argument you put forward in your introduction.
- Evidence - provide detailed evidence to support / challenge
- Explain the evidence you have used to show how this supports your point
- Link your point to the next paragraph / overall argument

Para 2 – This paragraph should be about 200 words.

- Point - state your judgement about the main alternative argument, why were the other factors not as important explain in detail the argument that you put forward in your introduction.
- Evidence - provide detailed evidence to support / challenge
- Explain the evidence you have used to show how this supports your point
- Link your point to the next paragraph / overall argument

Para 3 – This paragraph should be about 200 words.

- Point - state your judgement about another alternative argument, why were the other factors not as important explain in detail the argument that you put forward in your introduction.
- Evidence - provide detailed evidence to support / challenge
- Explain the evidence you have used to show how this supports your point
- Link your point to the next paragraph / overall argument

Conclusion - this should be about 100 words.

- Re-state overall judgement
- Reinforce arguments for and against

At its peak, the British Empire encompassed 13 million square miles and ruled over almost a quarter of the world's population, with colonies spread across six continents. This book tells the story of the rise and fall of this empire in the period c1857–1967: how it expanded during the reign of Queen Victoria, reached its territorial height between the First and Second World Wars, and was rapidly dismantled between the 1940s and 1960s.



Fig. 1 The British Empire c1919

CROSS-REFERENCE

The Order of the British Empire is outlined in Chapter 23, page 228. The Commonwealth is discussed in Chapter 20, pages 200–201.

In many ways the British Empire is still with us today. Every year, Queen Elizabeth II honours praiseworthy British citizens with the **Order of the British Empire**. The Queen is also the head of state in a number of **Commonwealth** countries, including Jamaica, Australia and Canada. And, of course, the streets and public buildings of practically every town in Britain bear statues and names commemorating the soldiers, traders, missionaries and administrators who created and maintained the Empire.

The way empire is publicly memorialised in Britain and around the world today has come under unprecedented scrutiny in recent years. Between the summer of 2020 and January 2021, it is estimated that 70 memorials to imperial figures were removed from public spaces in Britain, with many people feeling that they were unwelcome reminders of colonial brutality and the Empire's legacy of inequality. One statue that continues to remain controversial is the effigy of **Cecil Rhodes** adorning Oriel College at the University of Oxford, where protests by a pressure group with the slogan 'Rhodes Must Fall' have been ongoing since 2016.

A CLOSER LOOK

Cecil Rhodes

Cecil Rhodes was a British businessman and colonial politician who grew extremely wealthy from mining in southern Africa. He was a zealous imperialist who instigated a number of bloody wars in pursuit of gold and diamonds, and his social Darwinist views on race are reflected by his statement: 'I contend that we are the finest race in the world and that the more of the world we inhabit, the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings, what an alteration there would be if they were brought under Anglo-Saxon influence'. In 2015, after student protests, his statue was removed from the campus of the University of Cape Town in South Africa. These protests soon spread to the University of Oxford, where a statue of Rhodes stands at Oriel College, the institution to which he left part of his vast fortune.



Fig. 2 The removal of the Cecil Rhodes statue, in April 2015, from the University of Cape Town

Yet, the removal of colonial memorials has prompted a fierce backlash from others in Britain, for whom the imperial past is something to be celebrated. A YouGov poll in March 2020 found that of the 1,684 respondents surveyed, a third saw the Empire as 'something to be proud of' and over a quarter of respondents wanted Britain to have the Empire back. This textbook will help you to understand why the history of the British Empire remains such a controversial part of Britain's history and memory, with wide-ranging legacies in the modern world.

British empire-building did not start in the nineteenth century. It has its roots in the Elizabethan period. Many historians understand the Protestant 'plantations' in Ireland from the 1550s, in which Irish-owned land was confiscated and colonised by British Protestants, to be the precursor to the wide-ranging and voracious colonialism that followed. Three related themes in this colonial experience were to play a part in the Empire as a whole: the concept of ruling people represented as 'savages', the intertwining of colonialism with Protestant religious zeal, and the use of violence to repress resistance.

After a faltering start – many of the first colonists died of starvation – these three themes were transplanted to North America and the Caribbean in the seventeenth century. Indigenous Americans, suffering the effects of European diseases, often tried to build alliances with the English, which broke down as the newcomers encroached further on their lands, using violence and subterfuge to take what they could. The English justified their actions by pointing to their 'superior' technology, religion and culture. The philosopher John Locke, in the 1690s, claimed that indigenous Americans were not making efficient use of their agricultural land and therefore deserved to be displaced, even though indigenous methods showed far greater understanding of how to survive sustainably in local conditions than the English did, exemplified by the starving colonists relying on indigenous knowledge to survive. Ideas such as these led to the doctrine of **terra nullius**, the concept that if land was not used by Europeans, it was legally 'empty'. Of course, the places in the Empire were anything but empty when the British arrived.

A CLOSER LOOK

Terra nullius

Terra nullius is a Latin expression meaning 'nobody's land', used by Europeans to justify the colonisation of land not inhabited by Christians. Although the term itself only entered into legal use in the late nineteenth century, the concept behind it was used from the fifteenth century.

By 1775 there were 13 British colonies in the area now known as the United States of America, with a population of around 2.5 million, including an estimated 500,000 enslaved people. Around this time, Britain was growing wealthy due to the unpaid labour of millions of enslaved workers forcibly taken from West Africa to the plantations of the Americas and their descendants. Racial ideas were hardened to justify this exploitation, with the self-imposed British definition of 'whiteness' giving them higher status. The Barbados Slave Code of 1661, copied across the North American colonies, enacted separate laws for black people and white people, and also threatened violent reprisals for any resistance. Despite this, rebellions against the harsh strictures of slavery were common across the Empire.

The 13 American colonies declared independence in 1776, prompting a period of imperial self-doubt followed by what some historians have described as a 'swing to the East', in which the British took a greater interest in Asia, Africa and Australasia (although they maintained the colonies in the Caribbean and Canada). In India, the British East India Company took over large parts of the Mughal Empire, notably at the Battle of Plassey in 1757, in which the Company commanders broke all the established rules of warfare and came away with Bengal, then one of the richest regions in the world. (The 100-year anniversary of this event was not lost on those who took part in the **Indian Rebellion of 1857**.)

After decades of anti-slavery campaigning, the British government's abolition of the slave trade in 1807 was eventually followed by the abolition of slavery in the Caribbean colonies in 1834. Despite agreeing to pay vast sums (£20 million) in compensation to the slave-owners who had 'lost their property', the British revelled in the moral rectitude of their new status as 'anti-slavers', and by the 1850s the scene was set for a new, Victorian imperialism, burnished in the minds of its adherents with the zeal and righteousness this brought.

This textbook begins with the Indian Rebellion of 1857, a transformative act of opposition to the rapacious rule of the East India Company. It covers the British participation in the partition and invasion of most of Africa in the late nineteenth century, and the different ways in which African people struggled against this attack. It includes the First and Second World Wars, and the impact they had on the push for freedom in the colonies. As well as a story of colonialism, this is a story of resistance.

While exploring this breadth study, you should aim to look beyond the simplistic 'balance sheet' good-or-bad approach to the British Empire to ask deeper questions. As the historian Maya Jasanoff wrote in November 2020, 'asking, today, whether empire was good or bad is, as a historical matter, about as useful as asking whether the Atlantic Ocean is good or bad. When, what, where, for whom?' As you will learn, the Empire was, above all, diverse. What did the Empire mean at different times to different groups of people? What did the Empire mean for people living in Britain and what did it mean for the people who lived under colonial rule?

Some of the recent historical scholarship on the British Empire should also help you guide your study. The role of the Empire in creating and perpetuating racist ways of thinking has been the focus of several historians. Have historians themselves, as well as museums, helped to perpetuate colonialist ways of viewing the world (Sudeshna Guha, *Artifacts of History: Archaeology, Historiography and Indian Pasts*, 2015; Dan Hicks, *The Brutish Museums: The Benin Bronzes, Colonial Violence and Cultural Restitution*, 2020; Priya Satia, *Time's Monster: History, Conscience and Britain's Empire*, 2020)? What were the political, economic and social contexts for colonised cultures before the imposition of imperial rule, and why were Europeans able to take over? (Prasanna Parthasarathi, *Why Europe Grew Rich and Asia Did Not: Global*

Economic Divergence, 1600–1850)? What role has anti-colonial resistance had on shaping the Empire (Antoinette Burton, *The Trouble with Empire: Challenges to Modern British Imperialism*, 2015; Priyamvada Gopal, *Insurgent Empire: Anticolonial Resistance and British Dissent*, 2019)? Has violence always been an inherent feature of the colonial system (Caroline Elkins, *Imperial Reckoning: The Untold Story of Britain's Gulag in Kenya*, 2005; Kim Wagner, *Amritsar 1919: An Empire of Fear and the Making of a Massacre*, 2019)? Above all, has there been a shift away from trying to explain the British experience of empire and towards understanding a multiplicity of perspectives.

A CLOSER LOOK

Historiography of the Empire

Historiography is the study of the historical scholarship that has been written about a particular subject. The first history books about the Empire were written while it still existed, and tended to tell a story of imperial progress. One of the most influential was J.R. Seeley's *The Expansion of England* (1883), which used the imperial past to call for a closer relationship between Britain and the colonies. The early twentieth century saw some works critical of the Empire such as J.A. Hobson's *Imperialism* (1902) and Vladimir Ilyich Lenin's Marxist analysis of colonial exploitation in *Imperialism: The Highest Stage of Capitalism* (1917). Marxism continued to inspire works into the 1970s, many written by people from colonised nations, such as the Guyanese scholar Walter Rodney's *How Europe Underdeveloped Africa* (1972). In the 1980s, the Subaltern Studies Group was formed, a group of South Asian scholars whose aim was to seek out new sources to understand the Empire from the point of view of the colonised.

This revised Second Edition textbook is constructed around six Key Questions stipulated by AQA for this A Level breadth study. These are:

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire influence British attitudes and culture?
- How did indigenous peoples respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

A CLOSER LOOK

Indigenous peoples

This breadth study, and therefore this book, uses the term 'indigenous peoples' as a blanket term to refer to the first groups of people living in the countries colonised by the British. However, this term has different meanings in different settings. Some areas have been colonised multiple times, leading to an even more specific definition of 'indigenous peoples' in certain locations. 'Indigenous' in academic terms often means communities like the Naga people of northern India and Myanmar. European notions of racial hierarchy meant that groups like the Naga were portrayed as 'savages', becoming even more marginalised than other colonised peoples, with consequences that are still felt today.

CROSS-REFERENCE

The influence of J. R. Seeley's *The Expansion of England* is outlined in Chapter 10, page 92.

CROSS-REFERENCE

The Indian Rebellion of 1857 and its impact is discussed in Chapter 6, pages 50–54.

1 The development of imperialism, c1857–c1890

1 The expansion of the British Empire in Africa

EXTRACT 1

What, alas, a majority of [...] African rulers and intellectual leaders had not realised was that by the 1880s [...] the Europe that they were about to encounter was not the same Europe that they had been dealing with since the fifteenth century. It was now a Europe which had witnessed the industrial revolution and was desperately in need of markets as well as raw materials. Nor had they realised that Europe had by that time, again partly as a result of the industrial revolution, dropped her old attitude of free trade and informal political control in favour of one of trade monopoly and direct political and financial control or colonial imperialism. They did not realise that, militarily, Europe had acquired breech-loading rifles and especially the maxim gun and no longer relied on the muzzle-loading muskets or flint guns with which the African armies were armed. Finally, the Africans were not aware that by then Europe had not only the steamship but also the railway and the telegraph, which had greatly facilitated the movement of troops, nor that Europe was medically better prepared and had even acquired an antidote against the malaria which until the 1850s had proved so deadly to Europeans.

Adapted from *African Perspectives on Colonialism* by A. Adu Boahen (1987)

There is some truth in the traditional view that the British Empire was the product of a desire to seek out new foodstuffs and resources such as valuable minerals. However, the reasons for the growth of Britain's empire are actually far more complex than this. As you read this book, try to build up your own picture of what caused the expansion of the British Empire.

ACTIVITY

Evaluating historical extracts

According to Extract 1, what were the changes that had happened in Europe since the fifteenth century that most African leaders were unaware of? Why would these changes pose a threat to the African rulers?

British expansion in Africa

British interest in Africa can be dated from the loss of Britain's American colonies at the end of the eighteenth century. The end of empire on the American continent sent the British on a 'Swing to the East', looking for influence in Asia and Africa. Since Britain underwent a massive industrial revolution in the nineteenth century, steamships and weapons' production made it possible to establish footholds in these continents.

LEARNING OBJECTIVES

In this chapter you will learn about:

- the expansion of the British Empire in Africa
- the establishment of the Suez Canal and British influence in Egypt.

KEY QUESTION

As you read this chapter, consider the following key questions:

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How important was the role of key individuals and groups?

A CLOSER LOOK

The loss of the American colonies

By the eighteenth century, the British had a number of well-established colonies along the east coast of North America. However, disputes arose, partly because of the taxes that were imposed by Parliament in London over which the colonists had no control and partly because of colonial resentment at having to buy imports (tea, for example) from British merchants and to export goods (such as tobacco) to Britain. War broke out in 1775, between Britain and the colonial 'rebels' led by George Washington. The British were defeated and in 1783 the former colonies joined to form the United States of America.



Fig. 3 A group of Naga people in traditional clothing, watching an event at the Hornbill Festival in Kohima, Nagaland, India in 2012. The festival aims to revive and protect Nagaland's rich culture and celebrate its traditions.

You may notice that five of the six Key Questions have a British perspective. However, there is nothing to stop you from asking 'when, what, where, for whom' at every opportunity – remaining critical and alert to ongoing subjectivity is an important part of being a historian. There has never been a more crucial time to gain a deeper understanding of what Britain's imperial history can tell us.

AQA 2Q American Dream: Reality and Illusion 1945-1980

This course helps you to acquire a detailed knowledge of an exciting period of historical change, enabling you to become familiar with the personalities and ideas which shaped and dominated the time.

Much of the content will be familiar to you from the Cold War unit in the GCSE course and from your broader general historical knowledge and understanding. However, understanding history also required the piecing together of many different strands or themes, and depth studies demand an awareness of the interrelationship of a variety of perspectives, such as the political, economic, social, cultural and religious – as well as the individuals and ideas within a relatively short period of time.

Above all, this course will help you to understand the USA today.

Task 1: Read the Textbook introduction. Take notes to help build your knowledge and context of what America was like pre-1945.

Task 2: Research the origins of the American Dream. When and how did this idea begin? Identify the key historical periods and events that have significantly influenced the American Dream (e.g. The Declaration of Independence, Westward Expansion, The Great Depression, Civil Rights Movement). Create a timeline (minimum of 10 entries) highlighting these periods and events. For each entry, provide a brief description (3-4 sentences) explaining its significance to the American Dream.

Task 3: Make a timeline of US Presidents from Franklin D. Roosevelt to Ronald Reagan – who were they? What party were they representing? Any key successes/failures? For each US President, you should create a mini biography.

The course is divided into two parts, you may wish to lay your research notes out in these sections:

Part one: prosperity, inequality and Superpower status, 1945-1963

- a. Truman and Post-war America, 1945-1952
- b. Eisenhower: tranquillity and crisis, 1952-1960
- c. John F Kennedy and the 'New Frontier', 1960-1963

Part two: challenges to the American Dream, 1963-1980

- d. The Johnson Presidency, 1963-1968
- e. Republican reaction: the Nixon Presidency, 1968-1974
- f. The USA after Nixon, 1974-1980

Task 4: How does the US Political System work? In order to understand the events we will study in this course you will need to have an understanding of how the US system of government works, including understanding the system of "checks and balances" established under the constitution within the three branches of the federal government.

Your task is to read the information on the sheet "How does the US Political System work?" and complete the diagram showing the three branches of government.

Task 5: American History, 1945-80 Watch the following documentary,

'The Century: America's Time, 1946-52: Best Years

<https://www.youtube.com/watch?v=4VdXTw4q6y8>

Write a 500 words review of the programme. What impression of America do you get from the film? What issues, both at home and abroad, concerned America?

Useful Links:

The Rise of the Cold War 1945-1953

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-rise-of-the-cold-war-19451953/the-cold-war-at-home>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-rise-of-the-cold-war-19451953/postwar-america>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-rise-of-the-cold-war-19451953/the-origins-of-the-cold-war>

America in the Fifties

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/america-in-the-fifties/american-foreign-policy>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/america-in-the-fifties/the-affluent-society>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/america-in-the-fifties/the-civil-rights-movement>

The New Frontier and the Great Society

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-new-frontier-and-the-great-society/the-counterculture-of-the-1960s>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-new-frontier-and-the-great-society/the-kennedy-years>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/the-new-frontier-and-the-great-society/johnson-and-the-great-society>

From Nixon to Carter

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/from-nixon-to-carter-19681980/america-in-the-1970s>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/from-nixon-to-carter-19681980/the-nixon-presidency>

<https://www.cliffsnotes.com/study-guides/history/us-history-ii/from-nixon-to-carter-19681980/the-united-states-under-ford-and-carter>

This book will take you on a journey from the end of the Second World War to the start of the eighties, introducing you to a period of history in which the concept of the 'American Dream' became widely discussed both in the USA and abroad. At its most basic, the Dream stems from the Declaration of Independence which pronounced both that 'all men are created equal' and that they have a right to 'Life, liberty and the pursuit of happiness'. But the signatories to the declaration didn't count slaves as men, or give many rights to women. The phrase itself was only popularised when the historian James Truslow Adams wrote in 1931 *The Epic of America* that the Dream meant 'a better, richer, and happier life for all our citizens of every rank'. On the face of it, that promise seems a useful pledge for any government and people to aspire to but was nothing that would make the US unique in the world.

What set the US apart in 1945 was the pluralist nature of its society. Its population was incredibly diverse in terms of race, religion, culture and tradition. Many of these people were first or second generation immigrants whose ideas about government and rights clashed with the principles of the Constitution. Others were part of an entrenched system of prejudice between whites and other races whose roots stretched back beyond the constitution itself.

The period from 1945 to 1980 was a time of economic growth, of nuclear fear and of heroic movements for civil rights. Yet it was also a time when the presidency itself came under scrutiny from a growing media, a frustrated Congress and through the actions of, perhaps, the defining figure of the era, Richard Nixon, president between 1969 and 1974. The media became the lens through which Americans experienced their government, the products they could buy and the rest of the world and the growth of the various media outlets: TV, radio, film, magazines and newspapers is entwined with the political, social and economic events and changes in these years.

KEY TERM

pluralism: a form of society in which the members of minority groups maintain their independent cultural traditions

Constitution: the 'rule book' which states how a country or organisation is to be governed

entrenched: in political terms this means very well established and difficult to change, as in, 'the First Amendment is entrenched in the US Constitution'



Fig. 1 US marines raise the American flag atop Iwo Jima, Japan, towards the end of the Second World War in 1945

This book begins in 1945 when it was clear that the US and its allies were going to triumph in the war against the Nazis and Japanese. More precisely it begins with the death of Franklin Roosevelt on 12 April 1945 and the accession of his vice president Harry Truman. Truman inherited a nation that was accepted, both at home and abroad, as one of the two greatest powers in the world. But whereas Stalin could rule the Soviet Union as a dictator, the US president's power came from the people and was defined by the Constitution, the seven articles and 22 amendments (in 1945) of which form the backbone of the events of the period.

The Constitution defined how the different parts of government are elected, removed and their powers. It also establishes the rights of US citizens including the right to free speech, freedom of religion and a free press (Article 1), the right to bear arms (Article 2), the right not to self-incriminate (Article 5, source of the phrase 'take/plead the fifth'), the abolition of slavery (Article 13), right of citizenship (Article 14) and the right to vote regardless of colour or race (Article 15). The latter three were all introduced after the North won the Civil War of 1861–65.

This seems to imply that the Constitution was relatively easy to change but nothing could be further from the truth. Of the 27 amendments ratified (approved) since the first in 1791, 11 came in the first five years. Over 11,500 have subsequently been turned down. To change the US Constitution requires a proposal approved by either two thirds of Congress or two thirds of the states. Ratification, the final approval stage, then requires three quarters of the states to approve of the amendment.

Changes are therefore hard to achieve, not least because of the regularly changing make up of Congress and the presidency. The electoral merry-go-round involves:

- The president and the vice president being elected together in a presidential election held once every four years in November with the winner taking office in January of the following year.
 - Elections to Congress taking place every two years. Congress has two chambers: the Senate and the House of Representatives.
 - o The Senate has 100 members, two from each state, elected for a six-year term with one third being renewed every two years. The group of the Senate seats that is up for election during a given year is known as a 'class'; the three classes are staggered so that only one of the three groups is renewed every two years. It has a shared role in making the law with the House of Representatives but it can also act as a check on the larger house to prevent the most populous states becoming too powerful. The Senate also has sole power of approval on foreign treaties and cabinet and judicial nominations, including appointments to the Supreme Court.
 - o The House of Representatives has 435 members, with the number of members from each state being dictated by the size of the population in that state, elected for a two-year term in single-seat constituencies. House of Representatives elections are held every two years on the first Tuesday after 1 November in even years. The House is responsible for initiating all revenue-based legislation which then goes to the Senate for review and approval. The House is also the only one of the two chambers that can begin impeachment proceedings.
- The Supreme Court consists of a chief justice and eight associate justices who are nominated by the sitting president and then confirmed or rejected by the Senate. After being appointed, justices have life tenure unless they resign or retire.
- Complicating matters further is the fact that the US is a federation meaning that the above system of Executive, Legislature and Judiciary (or president,

KEY TERM

National Guard: reserve soldiers of the US army who can be brought in by a state's governor in emergency situations or federalised by the president to act on his authority

Representatives
House of Representatives
The Will of the People
(as measured by equally sized districts)

The Senate:
The Will of the People
(as measured by diversely sized States)

LEGISLATIVE BRANCH
The Congress
House of Representatives
Senate
House and Senate can veto each other's bills

Congress approves presidential nominations and controls the budget. It can veto laws over the president's veto and can remove him or her from office.

EXECUTIVE BRANCH
The President
Executive office of the president, executive and cabinet departments, independent government agencies

Representatives
The Will of the Majority
(as measured nationally)

JUDICIAL BRANCH
The Courts
Supreme Court, Courts of Appeal, District Courts

The Court can declare laws unconstitutional.

The President can declare acts unconstitutional.

The President can veto congressional legislation.

The Senate confirms the president's nominations. Congress can impeach judges and remove them from office.

Representatives
The Will of Law

KEY TERM

Executive: this is the branch of government designed to put laws into effect. In the USA it is made up of the president and those people nominated to key political positions in his office such as the **Secretary of State** and those who run the White House, such as the Chief of Staff

KEY TERM

Secretary of State: a senior appointment in the office of the president primarily concerned with foreign affairs

KEY TERM

Manifest Destiny: a phrase first used by the journalist John O'Sullivan in 1845 which has come to mean both America's destiny to expand and spread its democratic capitalist identity and the special qualities of American people that enable it to do this

Congress and Supreme Court) is reproduced at the state level meaning each state has an Executive (the Governor), a state legislature and a state Supreme Court who are elected in a similar way. States have control over many aspects of policy including education, sales tax, use of the death penalty, jury selection in trials and more recently gay marriage and use of medical marijuana. States also have an armed force, known as the **National Guard** which is under the command of the Governor but can be federalised (brought under the president's control) in an emergency.

through well paid jobs, many groups felt they had no access to the American Dream. Some of these groups had protested prior to the Second World War. Women had gained the right to vote in 1918 through a suffrage movement led by Elizabeth Cady Stanton and Susan B. Anthony and had played a key role in the manufacturing effort that had helped win the Second World War. This provided a sense of independence and fulfilment that was lost in the aftermath of the war. African-Americans had achieved freedom from slavery in 1865 but the defeated southern states had used their constitutional right to create their own laws to introduce segregation in schooling, transport and recreational facilities. Groups such as the National Association for the Advancement of Colored People (NAACP) had campaigned for black rights but a legal decision known as *Plessy v. Ferguson* of 1896 had established that the laws could remain provided 'separate but equal' facilities existed for blacks and whites. Meanwhile terror groups like the Ku Klux Klan kept the black population living in fear through violence and intimidation.

So in 1945, America was the effective leader of the free world and its people mostly felt that they lived in the best country on earth. However this feeling of superiority was under threat. The spectre of fascism had been defeated but the post-war territorial acquisitions of the communist Soviet Union in Eastern Europe made Americans fearful of the influence of 'reds'. An accusation of being a 'communist' could be levelled at anyone, sometimes for the most innocent opinions and this fear of communism persisted throughout the period, waxing and waning through McCarthy in the early 1950s to Nixon in the 1970s to Reagan after 1980.

What perplexed Americans about communism most was how it could possibly appeal. They saw the advantages of a free market that provided comforts unparalleled in the world from cars to fridges to Coca-Cola and the evolution of the American consumer is one of the key economic themes of this period. Advertising and manufacturing manipulated the newly wealthy into desiring material possessions above social goods like schools, libraries, highways and health care and while this consumption boosted the economy, it also had harmful effects on the environment and on social cohesion. For those that could not afford the glittering array of new products, resentment grew through the 1950s and this was to explode in the decade that followed.

The 1960s saw protests emerge across America as noisy minorities sought to reclaim their share of the Dream. African-Americans sought political rights with first non-violence and later intimidation; women sought social and economic equality and young people sought to right the wrongs that the older generation were perceived to be committing in Vietnam and at home. All of these protests were covered by a media that had grown rapidly through TV, at the movie theatres and in local and national newspapers and magazines. The media's coverage of the protests and the reasons behind them forced politicians to respond and make sweeping promises about making the American Dream more accessible for the majority. But those making promises weren't immune to having their dreams shattered. First the glamorous young President John F. Kennedy was shot dead in 1963, then the firebrand black radical Malcolm X in 1965. In the space of two months in 1968, Martin Luther King and the presidential hopeful Bobby Kennedy were both killed in the culmination of five years that had seen America's cities aflame with rioting and its proud reputation as the defender of peace fatally damaged by Vietnam.

The 1970s saw the cracks in the Dream further exposed as Vietnam dragged on, economic superiority was eroded by the defeated nations of the Second World War and protest movements were hampered by a lack of government money to address their demands. The nation needed hope and Richard Nixon seemed to offer it by appealing to the 'Silent Majority': the great

Fig. 2 This diagram shows the US political system

This seemingly cumbersome system had, in fact, served the country well in providing stability and economic success. In 1945 the USA was the third largest country in the world by area (after Russia and Canada) and by population (after India and China). One hundred and forty million people lived there, a figure that grew to over 227 million by 1980. It was also blessed with huge natural resources including substantial deposits of coal, oil and natural gas which meant that the US was virtually self-sufficient in meeting its energy needs in 1945. This natural bounty had given Americans a feeling of superiority that was enhanced by victory in the Second World War, a sense of a 'Manifest Destiny' to lead the world and a belief that the USA was exceptional. In 1945 this belief was shared by much of the world with millions of people desperate to emigrate to the 'land of the free' from war shattered Europe and poverty stricken countries elsewhere. However, all was not well in the USA itself. Though its natural resources were the envy of the world and its capitalist system allowed many to benefit

KEY CHRONOLOGY

Presidents of the United States, 1933-89 (D = Democrat, R = Republican)

March 1933-April 1945 Franklin Roosevelt (D)

April 1945-Jan 1953 Harry Truman (D)

Jan 1953-Jan 1961 Dwight Eisenhower (R)

Jan 1961-Nov 1963 John F. Kennedy (D)

Nov 1963-Jan 1969 Lyndon Johnson (D)

Jan 1969-Aug 1974 Richard Nixon (R)

Aug 1974-Jan 1977 Gerald Ford (R)

Jan 1977-Jan 1981 Jimmy Carter (D)

Jan 1981-Jan 1989 Ronald Reagan (R)

A CLOSER LOOK

Presidential elections take place on the Tuesday after the first Monday in November in an election year. The 1933 20th Amendment states that the new or returning president begins their term at noon on the 20th January of the following year (unless the 20th is a Sunday, in which case it begins at noon on the 21st).

Part One Prosperity, inequality and Superpower status, 1945–1963

1 Truman and post-war America, 1945–1952

1 The United States in 1945

mass of Americans who still believed in the Dream and, more importantly, were willing to work for it. But Nixon's downfall in the Watergate Affair was a better story than any that Hollywood had produced and gave rise to a pessimism about America's future that tainted Nixon's two successors. They suffered further economic trials and succeeded only in swapping the jungles of Vietnam for the deserts of the Middle East when it came to foreign policy problems. By 1980 the Dream came full circle as Hollywood casting finally got its hands on the presidency and former B-movie actor Ronald Reagan could promise that he would make America great again.

This book will encourage you to reflect on what the 'American Dream' meant in the years 1945 to 1980 and how perceptions of the Dream changed. It will also require you to think about how the relationship between the government and the people differed for different groups at different times. In the course of your journey through these years of US history, you will come to appreciate how difficult it can be to strike a balance between personal freedom and the responsibilities of individuals to society as a whole. You will also come to understand how the role of business, the media, the Church and the wider world can affect the decisions people make both at the ballot box and in the streets – one of the many issues thrown up by this period of history that continues to be relevant today.

The thirty-five years that followed the Second World War saw changes in America that rippled out across the world. Partly this came through economic strength, partly from the size and power of the US military machine and its arsenal of nuclear weapons, but it also came from the actions of individual Americans. This may have been collectively as they campaigned for their rights, or individually as they bought fast-food, suburban homes, new cars and music that encouraged them to challenge authority. There is much to fascinate and much to think about in this book and whatever conclusions you reach on the events, ideas and developments that you will read about, remember that whatever the setbacks, the errors and the excesses, this was a time when the US you recognise today was born.

LEARNING OBJECTIVES

In this chapter you will learn about:

- the legacies of the Second World War
- powers of the US president
- the main American political parties
- the state of the US economy and American post-war prosperity
- the regional, ethnic and social divisions in the USA.

KEY PROFILE



Harry S. Truman saw the US through the end of the Second World War

Harry S. Truman (1884–1972), the 33rd president, had been vice president under Franklin Delano Roosevelt (FDR) for less than three months when FDR died. Dealing with the post-war fall out, communism at home and abroad, as well as civil rights issues and an economy in transition, Truman plumbed depths of unpopularity in opinion polls. However, his uncompromising and honest approach (he had a sign on his desk that read 'the buck stops here') saw him re-evaluated on his death in 1972.

SOURCE 1

President Truman announces the surrender of Japan in a radio address to the American people, 1 September 1945.

Liberty does not make all men perfect nor all society secure. But it has provided more solid progress and happiness and decency for more people than any other philosophy of government in history. We know that we can meet the hard problems of peace which have come upon us. America can build for itself a future of employment and security. Together with the United Nations, it can build a world of peace founded on justice, fair dealing, and tolerance. From this day we move forward. We move toward a new era of security at home. With the other United Nations we move toward a new and better world of cooperation, of peace and international good will and cooperation. God's help has brought us to this day of victory. With His help we will attain that peace and prosperity for ourselves and all the world in the years ahead.

ACTIVITY

Evaluating primary sources

1. What reasons does Truman give in Source 1 for US success in the Second World War?
2. Why might an historian find this source valuable in understanding Truman's goals?

The legacies of the Second World War

For the American people the experience of war between 1941 and 1945 had been different from all the other nations involved. Outside the USA the legacy of war included mass destruction, massive casualties, huge social disruption and serious economic hardship. Millions of people in Europe and the Far East suffered bombings, food shortages and rationing as well as occupation by foreign armies. None of this happened to the American people. No foreign soldier set foot on American soil and American pride was enhanced by the size and success of the war effort with many Americans, military or civilian, strongly believing that the Second World War was a 'good war'.

Country	Military	Civilian	Total
Soviet Union	10,000,000	10,000,000	20,000,000
Germany	3,500,000	700,000	4,200,000
Japan	2,000,000	350,000	2,350,000
France	250,000	350,000	600,000
UK	326,000	62,000	388,000
USA	400,000	6	400,000

Table 1. Estimated deaths in the Second World War.

How does the US Political System work?

The United States Constitution was drafted in 1787 and came into force in 1789, following the War of Independence. The Constitution is the supreme law of the US. In the Constitution, the framework of national government is laid out. The first articles explain the separation of powers, whereby the federal government is divided into three branches: the Executive, the Legislative and the Judiciary. Later articles outline the system of federalism, describing the rights and responsibilities of state governments. Since the Constitution was written it has been amended 27 times to meet the needs of a nation that has changed considerably since 1787.

Where the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the General Welfare, and secure the Blessings of Liberty to Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

A. S. T. C. E. L.

Art. 1, A.S.T.C.E.L. defines power which should be held in a Congress of the United States.

Outline of the United States Constitution

Preamble

The people of the United States in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article I: The Legislature (Congress)

Congress
The House of Representatives, 435 members (one from every state)

The Senate, 100 members (two from every state)

The House of Representatives

- only 40% impeachments against a President or other high government officials
- 1/3 of the total vote must begin in the House
- 2/3 of the vote are needed for proceedings
- Members (known as Congressmen) are elected every two years (minimum age 25)

The Senate

- all Congress members are representatives, but since American's Amendment in 1913 they are directly elected
- approval of treaty nominations from President by 2/3 majority of Senators
- approval of appointments and 2/3 majority of Senators
- approval of appointments with other members (Advice and Consent Powers)
- District is unlimited

The three parts of the federal government

The Executive - comprises the President and the Department of State

The Legislature - the governing branch of government - is the United States Congress, which is divided into two houses

The Senate consists of representatives of the 50 states. Each state is entitled to two senators. The House of Representatives consists of representatives who are elected from various districts with roughly equal populations. 1/3 of the Senate members and 1/3 of the House members must be re-elected every two years. 2/3 of the Senate and 2/3 of the House must agree to pass a law. Congress is also the US Congress. There are 535 Congressmen in total.

The Judiciary - the branch of government that interprets the laws passed by the Congress and state governments and acts by the President and state governments. The highest part of the judiciary is the US Supreme Court. It consists of nine judges, nominated by the President and supported by the US Senate. It also has the power to interpret the US Constitution. Under the Supreme Court are federal courts which deal with cases concerning federal or national law.

US elections: A brief guide

In the USA, people vote for the President and Vice President, the US Congress, state governments and legislatures, and city and county governments. Each election has its own rules.

The President and Vice President are elected every four years by all US citizens. The President is elected every four years by all US citizens. The Vice President is elected every four years by all US citizens.

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The separation of powers between the federal and state governments

The United States is a federal state. This means that both federal and state governments are divided between the Executive, Legislative, and Judiciary branches. The federal government is divided into three branches: the Executive, the Legislative, and the Judiciary. The state governments are also divided into three branches: the Executive, the Legislative, and the Judiciary.

Powers reserved for the federal government alone

- Regulation of foreign trade
- Making treaties
- Regulating interstate and foreign commerce
- Declaring war and peace
- Making laws
- Regulating interstate and foreign commerce
- Making treaties
- Regulating interstate and foreign commerce
- Declaring war and peace
- Making laws


Powers shared by federal and state governments

- Taxation
- Carrying on the state militia, state troops, and national guard

Powers reserved for state governments only

- Organizing the armed forces
- Governing the federal capital Washington DC
- Conducting foreign relations
- Conducting elections
- Establishing other qualifications
- Providing social government
- Regulating contracts
- Regulating trade within the state
- Providing education
- Maintaining a police force and internal state and county

The American Constitution: A system of checks and balances

Executive	Legislative	Judiciary
Name:		
Members:		
How and when are they chosen:		
Roles and responsibilities:		