



Course Title: Britain and Europe

Instructors: David Edye david.edye@btopenworld.com
Frank Brouwer fwbrouwer@hotmail.com

Course Objectives:

The aim of this module is to introduce students to the historical development, and to contemporary issues concerning the relationship of the United Kingdom (UK) with the European Union (EU).

Course Learning Outcomes:

On completion of this module, the student should:

- Be familiar with the main historical background to the UK's relations with its European neighbours.
- Understand the key moments in the process of the UK joining the EEC in 1973 and subsequent developments up to the present day.
- Think critically about culture and identity in general, and in relation to issues concerning British and European identity.

Required Text:

J. Rifkin The European Dream – how Europe's vision of the future is quietly eclipsing the American Dream (Polity. 2004)

Further reading will include:

G. Delanty Inventing Europe: Idea, Identity, Reality (Macmillan. 1995)
D. Dinan. Ever Closer Union (Palgrave.2005)
S. George The Europeanisation of UK Politics and Policy-making: the Effect of European Integration on the UK, Queen's Papers on Europeanisation, No. 8/2001

S. Greenwood Britain and European Cooperation since 1945 (Oxford, Blackwell 1992)

M. Guibernau Governing European Diversity (OU Sage. 2001)
D. Kalff An Unamerican Business – the rise of the new European enterprise model (Kogan Page 2005)

M. Leonard Why Europe will run the 21st century (4th Estate.2005)
M. Shelley and Aspects of European Cultural Diversity (OU Routledge .1995)
M. Winck

Due to the evolving situations, the topics, co-curricular activities and the readings used for this are subject to change. An updated outline and schedule is given to students at the start of each course.

M. Wintle (ed) Culture and Identity (Avebury 1996)

Useful websites:

European Union www.europa.eu.int

Guardian www.guardian.co.uk

Times www.timesonline.co.uk

Globe Theatre <http://www.shakespearesglobe.org.uk>

Parliament <http://www.parliament.uk/>

Greater London Authority www.london.gov.uk

No 10 Downing Street <http://www.number-10.gov.uk>

Topics covered will include:

- From Empire to Europe: The UK in the 20th century. The European Integration Project since 1945. 'Ever Closer Union of the peoples of Europe'. Culture and Identity in the UK and the EU.
- Contemporary Britain. Identity and Diversity. UK / USA / EU cultural similarities and differences.
- Introduction to the EU
- Diversity in Europe: Multiculturalism
- European Culture: Theatre Visit
- Europeans at Work: Attitudes to Work and Leisure
- European Culture: Mass Media, Film and Music
- Money in Europe: The £ and the €
- Education & Training + 'Auberge Espagnole'
- Britain, Europe and the US
- European Culture: Tate Modern

Co-curricular activities will include:

- **Parliament tour**
Tour of the building and the two Houses (Lords + Commons) when not being used for debates. Access is only permitted on certain days/times and the guides are variable in quality, being conducted by various staff who have worked there for years. The building is a Victorian fantasy with extraordinary decorative motifs linked to UK history and government so it has a visual dimension regardless of the commentary. Useful for reinforcing classes on British/UK identity and politics/government
- **Shakespeare Globe**
Interactive lecture by an actor who explains (with some student participation) the differences between putting on a production 400 years ago on Bankside compared to a West End theatre nowadays. Also a visit to the stage, frequently getting groups actually on stage itself to get the feel of being in an open-air theatre where actors see everyone in the audience. Terrific support for any course with a drama/theatre content because it looks at the mechanics of writing, rehearsing, acting and "hearing a play" as opposed to watching. Interesting for non-theatre majors too with a combination of social

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history and, surprisingly, business interest – money keeps cropping up as the explanation behind most things to do with theatre.

- **Greenwich**

The focus is on Britain's maritime heritage, emphasising the importance of sea-faring to an island which developed a commercial and military dominance in the past.

- **Imperial War Museum or Cabinet War Rooms**

A field trip to follow on from a 20 min DVD on the Blitz of London in WWII. Main purpose of the visit is **not** to bang the drum for Britain and "its finest hour" but to open eyes to war as part of the European historical legacy to the world. More specifically, industrial war in its nation state form which has now spread to other parts of the world on the back of Europe's empires. It prepares students for the session on Britain and Europe: Britain's view of itself as not really part of Europe, a place where foreigners lure us to our peril. Also raises the issue of the use of war as an instrument of foreign policy, something which the European Union considered incorporating in its founding charter. And who really won WWII – USA, USSR or Britain?

Instructional Methods:

Lectures provide accessible interpretations of the main elements of the syllabus and visual resources are sometimes introduced to reinforce learning through different approaches; seminars encourage student involvement in debates about subject matter, fostering a critical attitude. The assessment strategy follows from this. The seminar component is a minor element in the assessment but encourages involvement in debates; essays are designed to ensure students are able to analyse the subject matter effectively using academic literature and accepted methods of citing sources and presenting bibliographies; the written examination is designed to test their understanding in circumstances in which they are unable to rely on secondary sources.

Attendance Policy:

Students are expected to attend all lectures and course visits. Students who miss more than two sessions, without reasonable grounds, may be penalised on their final grade.

Assessment Plan:

Students are required to keep abreast of contemporary British and European Union issues by reading any of the daily broadsheet newspapers (Guardian, Independent, Financial Times, Times or Daily Telegraph) and watching Channel 4's evening news (7.00pm daily) or BBC2's 'Newsnight' (10.30pm daily). Furthermore students will be expected to read the *Charlemagne* column in the Economist magazine every week. Students will be asked to present the findings of the research for their essay to the whole group in a 10 - 15 minute presentation in the second part of the course.

Grade Scale:

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Attendance, Presentation and Participation: 20%
Coursework (one 3000 - word essay): 40%,
Final exam: 40%

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