



## Course and Examination Fact Sheet: Autumn Semester 2018

### 7,606: Geschichte/History: The Road to Brexit: Britain and Europe 1945-2016

ECTS credits: 3

#### Overview examination/s

(binding regulations see below)

Decentral - Presentation (individual) (20%)

Decentral - Presentation (in groups - all given the same grades) (30%)

Decentral - examination paper written at home (individual) (50%)

#### Attached courses

Timetable -- Language -- Lecturer

[7,606,1.00 Geschichte/History: The Road to Brexit: Britain and Europe 1945-2016](#) -- Englisch -- [O'Hara Glen](#)

#### Course information

##### Course prerequisites

No prerequisites, other than a good command of the English language.

##### Course content

The aim of this course is to encourage an awareness of how and why the issue of European Union has divided Britons since the Second World War - and why Britain eventually left the EU. Why has the issue been so divisive? Why are those divisions not evident along traditional ideological lines? To this end the course will utilise diplomatic papers, economic statistics, contemporary pamphlets and propaganda, as well as some secondary material (most of this will be incorporated in a Course Reader). Students should leave the course with an awareness of how Britain's increasing integration with the continental powers altered her economic, legal and social structures, and diplomatic outlook - causing enormous controversy along the way. The free movement of goods and people, the supremacy of Community law, majority voting in the European Council, and growing calls for a European foreign policy identity, will be considered in this light. It will conclude by considering the reasons for British public's eventual decision, expressed in their recent referendum, to leave the European Union - and the choices before the British government and people as they consider a future outside of the EU.

##### Course structure

The course will consist of 24 hours of contact time, with the rest reserved for independent study. There will be eight talks of one hour each, ten hours of seminar discussions and six hours of focused group work that will allow students to prepare for group presentations.

The talks and seminars will follow a broadly chronological course, culminating in a three-part in-depth study of the recent UK referendum on the country's membership of the EU.

The eight talks (and the seminar discussion following them) will cover: (1) Britain's post-war decision not to join what became the European Economic Community; (2) the UK's - failed - first and second applications to take part in the early EEC during the 1960s; (3) entry into the EEC under the Conservative Prime Minister, Edward Heath; (4) renegotiation of the UK's membership terms and the (first) 1975 referendum on whether to remain; (5) Margaret Thatcher's troubled relations with her European partners, and her signature of the Single European Act; (6) the Blair administration's renewed enthusiasm for European unity in the late 1990s and early 2000s; (7) the growth of Euro-scepticism and the rise of the United Kingdom Independence Party; (8) the final 'in or out' EU referendum of 2016, which ended in a 'leave' vote.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen.



## Course literature

(Please note: these texts are indicative only, and will be read in sections - there will be no need at all to read the whole book).

- N. Ashton, *Kennedy, Macmillan and the Cold War: The Irony of Interdependence* (2002).
- E. Dell, *The Schuman Plan and the British abdication of leadership in Europe* (1995).
- S. George, *An awkward partner: Britain in the European Community* (3<sup>rd</sup> edn., 1998).
- H.D. Clarke, M.J. Goodwin and P. Whiteley, *Brexit: why Britain voted to leave the European Union* (2017).
- U. Kitzinger, *Diplomacy and persuasion: how Britain joined the Common Market* (1973).
- Alan Milward, *The rise and fall of a national strategy: the UK and the European Community, vol. I, 1945-1963* (2002).
- T. Shipman, *All out war: the inside story of how Brexit sank Britain's political class* (2016).
- H. Young, *This blessed plot: Britain and Europe from Churchill to Blair* (1998).
- J. Young, *Britain and European unity 1945-92* (2<sup>nd</sup> rev. edn., 2000).

## Additional course information

Glen O'Hara is Professor of Modern and Contemporary History at Oxford Brookes University. He is the author of four books about Britain after the Second World War, including *The Paradoxes of Progress: Governing Post-War Britain, 1951-1973* (2012), and *The Politics of Water in Post-War Britain* (2017). He is a prolific commentator on present-day British politics in the national press, writing in amongst others *The Daily Telegraph*, *The Independent* and *The New Statesman* online.

<http://publicpolicypast.blogspot.com/>

<http://lecturecapture.brookes.ac.uk/Mediasite/Play/66c1f45d3ef14173845b0f1cd1789f911d>

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/3)

##### Examination time and form

Decentral - Presentation (individual) (20%)

##### Remark

--

##### Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

##### Supplementary aids

--

##### Examination languages

Question language: English

Answer language: English

---

#### 2. Examination sub part (2/3)



## Examination time and form

Decentral - Presentation (in groups - all given the same grades) (30%)

## Remark

Group presentations in class

## Examination-aid rule

Practical examination

No examination-aid rule is necessary for such examination types. The rules and regulations of the University of St. Gallen apply in a subsidiary fashion.

## Supplementary aids

--

## Examination languages

Question language: English

Answer language: English

---

## 3. Examination sub part (3/3)

### Examination time and form

Decentral - examination paper written at home (individual) (50%)

### Remark

Final 2,200 word take-home essay

### Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2017), Lern- und Arbeitsstrategien (12th ed., Cornelsen Schweiz).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. et SCHINDLER B. (2018, Juristisches Arbeiten: Eine Anleitung für Studierende (6. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

### Supplementary aids

--

### Examination languages

Question language: English

Answer language: English

---

## Examination content

Presentation individual: students will be asked in class to reflect in small groups, and then report individually to the seminar, on their reading of both the original documents and the secondary texts provided in the PDF Reader and available in the library. Both this oral presentation, and very short bullet point lists of the main points made, will be marked daily by the course leader (20% of the total mark).

Presentation in groups: small groups of students (2-5 in each group) will be asked to present to the group on the theme of each



seminar - listed under 'Subject Matter of the Course'. They will be marked as a group again on the oral in-class component and very short lists of their main arguments, all receiving the same grade (30% of the total mark).

Final takehome essay: this 2,200-word essay will be taken individually by each student, and you may pick either from the following list of titles, or one negotiated with the course leader (50% of the total mark):

1. 1. Have British policy-makers always realised the full extent of the changes imposed by European Community/ Union law and practice?
2. 2. Why did Britain 'stand aside' from the Schuman Plan in 1950?
3. 3. What were the attractions of a European Free Trade Association for the British Government? Why did they choose EFTA over the European Economic Community?
4. 4. Why did Britain try to enter the EEC in the early nineteen-sixties?
5. 5. Was Prime Minister Harold Wilson's attempt to enter the EEC always futile and doomed?
6. 6. Did Britain ever give its 'whole hearted approval' to EEC entry?
7. 7. Were the renegotiation and referendum of 1974-75 simply a convenient way of holding the Labour Party together?
8. 8. Why did Thatcherites come to oppose the EEC so virulently?
9. 9. Why was the British Conservative Government of the 1980s so enthusiastic about the Single European Act and the creation of the Single Market?
10. 10. 'I am a man of Europe'. To what extent was this statement borne out in British foreign policy under Tony Blair?
11. 11. Why did Prime Minister David Cameron agree to hold a referendum on European Union membership?
12. 12. Why did the British electorate vote to leave the EU in 2016?

## Examination relevant literature

Course Reader (available on StudyNet as PDF) - available from 1/9/2018.

Selected readings from 'Subject Matter of the Course'/'Literature', available both in the PDF reader and in the library.

### Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc. When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 23 August 2018
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 15 October 2018
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 05 November 2018

Please look at the fact sheet once more after these deadlines have expired.