

## ***BREXIT: British Discourses of Exceptionalism, Insularism and Globalism***

Time: THU 10-12 // Zentrales HS- und Seminargebäude, room 1.004

My office hrs: THU 12.30-13.30 // Room 5/U/13

(Please contact Ms Kernahan to make an appointment: 0931 / 31-86587.)

**! Please read the following carefully before enrolling for the seminar.**

Students are kindly asked to 'unenroll' from the seminar (and also from its WueCampus site) if they should realize that the seminar is not suitable for them.

### **Seminar description**

This is mainly a seminar on discursive history. We will start out from ongoing debates and negotiations on the UK's planned exit from the EU. However, the emphasis will be on the long-term history of present dispositions and counter-dispositions. We will locate this history in British discourses both before and since the UK's 1973 entry into the European Economic Community. Assessing a range of cultural documents (speeches, journalism, essays, literary and filmic documents) and consistently conceptualizing these with the help of historiography as well as political/cultural theory, we will not be able to decide on the 'validity', 'legitimacy' or 'rationality' of a British exit from the European Union. Rather, the seminar will use present political problems and debates as a jumping board for re-investigating key aspects of British culture and politics since the Second World War. If anything, the objective is to critically complicate our perception of the current dramatic phase of British/European history.

### **The level of the seminar**

The seminar is for advanced students with a determined research orientation. It is catalogued as an 'Oberseminar.' While access to courses is not systematically restricted at JMU, the classification of seminars as 'Proseminare', 'Hauptseminare' and 'Oberseminare,' which has been introduced in the domain of English Literature and British Cultural Studies (Lehrstuhl für Englische Literatur- und Kulturwissenschaft), aims to provide students with a clear idea as to the level and requirements of particular courses. Here (in German) is the definition of what an 'Oberseminar' is supposed to be, to achieve, and to require:

Oberseminare richten sich an die Studierenden der Masterstudiengänge ('English-Speaking Cultures', 'Mittelalter / Frühe Neuzeit' bzw. 'Neuere Literaturen') sowie an fortgeschrittene Lehramtsstudierende mit einem ausgeprägten Interesse an Forschungsfragen. Sie behandeln forschungsnahen Themen und Fragestellungen anhand anspruchsvoller literarischer und theoretischer Texte. (See the SUV catalogue on the chair's website: [LINK](#).)

In your own interest – but also in the interest of the seminar which you are planning to attend –, please make sure that this description matches your expectations. (The concrete requirements for earning credit points within specific modules can be found below in this document.)

**Books to be obtained:**

Most of the texts to be discussed in the seminar will be accessible through the university library, the library's website or WueCampus. However, prospective participants are asked to buy/obtain copies of the following books:

- Carol Ann Duffy and Rufus Norris, *My Country – A Work in Progress* (London: Faber and Faber, 2017) [ISBN-13: 978-0571339747].
- William Shakespeare, *Henry V*, ed. T. W. Craik, The Arden Shakespeare – Third Series (London: Arden / Thomson, 1995) [ISBN-13: 978-1904271086].

It is recommended that students get exactly these editions. Please try to have the books ready for the first meeting.

**Preparing for the seminar / Assignment for the first meeting**

This seminar requires preparation before the first meeting:

**a) Please make sure to have read and prepared the following texts by 12 April:**

- Sara Mills, introduction, *Discourse*, The New Critical Idiom, 2nd ed. (London: Routledge, 2004) 1-25. [★ Accessible online through the UB WÜ portal! [LINK](#)]
- "United Kingdom European Union membership referendum, 2016," *Wikipedia* (web). ★
- Robert Ford and Matthew Goodwin, "Britain After Brexit: A Nation Divided," *Journal of Democracy*, 28.1 (2017) 17-30. [★ Accessible online through Project Muse ([LINK](#)) or the website of the Univ. of Kent ([LINK](#)).]

**b) Assignment for the first meeting:**

Do research on and briefly respond to the following questions:

(1)

Why did the citizens of the UK vote for Brexit?

What may be the long-term result of the Brexit referendum?

(2)

What is a discourse?

What is discursive history?

What might/should a discursive history of Brexit be like / be about / be good for?

In order to be admitted to the seminar, please send your responses (c.1-2 pp. in total) to [zeno.ackermann@uni-wuerzburg.de](mailto:zeno.ackermann@uni-wuerzburg.de) by 10/04/18. Please be ready to present your findings and theses during the first meeting.

**c) Further material that can be used in preparing for the seminar and its first meeting:**

- Daniel Jackson, Einar Thorsen and Dominic Wring, eds., *EU Referendum Analysis 2016: Media, Voters and the Campaign – Early Reflections from Leading UK Academics*, Centre for the Study of Journalism, Culture and Community (Bournemouth University), et al., 2016. [★ E-Book / PDF can be downloaded at <http://www.referendumanalysis.eu/>.]
- *The UK in a Changing Europe* (website): <http://ukandeu.ac.uk/>. ★

**OUTLINE**

★ Texts marked with an asterisk can be accessed online (in the www or through the UB WÜ portal).

**KD** = key document/s

**AR** = assigned reading

**FR** = further reading

12/04 **Opening the field**

(Please see above for preparatory reading and assignment.)

(*Brexit Shorts*)

19/04 **Political history:**

**The EU, the UK, & the way to the Brexit referendum**

a) A brief history of Britain's entry to the EC (presentation, 15 mins)

b) The way to the referendum (presentation, 15 mins)

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KD [= key documents]:

David Cameron, "Britain and Europe," speech at Bloomberg, 23 Jan. 2013, *GOV.UK*  
<<https://www.gov.uk/>> [\[LINK.1\]](#); a video clip (c. 40 mins) of the speech is available  
at *YouTube* [\[LINK\]](#). ★

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AR [= assigned reading]:

Jeremy Black, "European and World Questions," *A History of Britain, 1945 to Brexit*  
(Bloomington: Indiana UP, 2017) 198-227.

26/04 **The Brexit vote:**

**Interpretations & consequences**

a) Data on the vote (presentation, 15 mins)

b) Interpretations of the vote

c) How to exit & May's strategy (presentation, 15 mins)

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AR:

Robert Ford and Matthew Goodwin, "Britain After Brexit: A Nation Divided," *Journal of Democracy*, 28.1 (2017) 17-30. [★ Accessible online through Project Muse ([LINK](#))  
or the website of the Univ. of Kent ([LINK](#)).]

Menno Spiering, "The Essential Englishman: The Cultural Nature and Origins of British Euroscepticism," *The UK Challenge to Europeanization: The Persistence of British Euroscepticism*, ed. Karine Tournier-Sol and Chris Gifford (London: Palgrave Macmillan, 2015) 17-32.

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FR [= further reading]:

Kenneth A. Armstrong, *Brexit Time: Leaving the EU – Why, How and When?* (Cambridge: Cambridge UP, 2017). [& See next page!]

David Baker and Pauline Schnapper, *Britain and the Crisis of the European Union* (Basingstoke: Palgrave Macmillan, 2015), see esp.:

- Introduction (1-16);
- "Euro scepticism in Britain: Cause or Symptom of the European Crisis?" (61-90).

Daniel Jackson, Einar Thorsen and Dominic Wring, eds., *EU Referendum Analysis 2016: Media, Voters and the Campaign – Early Reflections from Leading UK Academics*, Centre for the Study of Journalism, Culture and Community (Bournemouth University), et al., 2016. [★ E-Book / PDF can be downloaded at <<http://www.referendumanalysis.eu/>>.]

03/05 **Popular sentiment & dramatic stock-taking:**

***My Country – A Work in Progress***

KD ([experts](#)):

Carol Ann Duffy and Rufus Norris, *My Country – A Work in Progress* (London: Faber and Faber, 2017).<sup>1</sup>

17/05 **Nationhood / 'Britishness' I**

KD ([experts](#)):

Danny Boyle, dir., opening ceremony of the 2012 Olympics, complete recording at *YouTube*. [\[LINK.\]](#)

AR:

Dominic Sandbrook, "Preface: The British Are Coming!", *The Great British Dream Factory: The Strange History of Our National Imagination* (London: Allen Lane, 2015) xix-xxxvi.

Michael Higgins, Clarissa Smith and John Storey, "Introduction : Modern British Culture: Tradition, Diversity and Criticism", *The Cambridge Companion to Modern British Culture*. ed. Michael Higgins, Clarissa Smith and John Storey (Cambridge: Cambridge UP, 2010) 1-11. ★

John Storey, "Becoming British", *The Cambridge Companion to Modern British Culture* 12-25. ★

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<sup>1</sup> For immediate dramatic and novelistic responses to the Brexit vote, see also:

- *Brexit Shorts: Dramas from a Divided Nation* (2017) [see the respective material on the website of the *Guardian* [\[LINK\]](#)];
- Amanda Craig, *The Lie of the Land* (2017) [novel];
- Douglas Board, *Time of Lies* (2017) [novel].

Another (earlier) 'literary' text that I would have liked to have on the seminar's reading list but, due to time constraints, could not fit in is Chris Cleave's 2005 novel *Incendiary*.

24/05 **Nationhood / 'Britishness' II**KD (experts):

Colley, Linda. "Millennium Lecture: Britishness in the 21st Century." 1999.

AR:

[From] Linda Colley, *Britons: Forging the Nation, 1707-1837*. 1992. 2nd ed. New Haven: Yale Nota Bene / Yale UP, 2005:

- "Preface" (VVV) (xi-xviii);
- "Introduction" (1-9).

07/06 **Excursus:****'Shakespeare' and the discourse/s of English exceptionalism**KD (experts):*Henry V* – the play and its film adaptations, esp. Kenneth Branagh's version (1989)

AR:

John J. Joughin, "Introduction," *Shakespeare and National Culture*, ed. Joughin (Manchester: Manchester UP, 1997) 1-15.Markéta Šonková, "Propaganda on Screen: Adapting Shakespeare's *Henry V*," *Re:Views* (2017) <<http://reviewsmagazine.net>>. [\[LINK.\]](#) ★

FR:

Ralf Hertel, "Introduction: Performing National Identity on the Early Modern Stage," *Staging England in the Elizabethan History Play: Performing National Identity* (2014; Abingdon: Routledge, 2016) 1-29.Isabel Karremann, "Distraction: Nationalist Oblivion and Contrapuntal Sequencing in *Henry V*," *The Drama of Memory in Shakespeare's History Plays* (Cambridge: Cambridge UP, 2015) 123-152.14/06 **Empire / imperialism**

AR:

Andrew Thompson, introduction, *Britain's Experience of Empire in the Twentieth Century* (Oxford: Oxford UP, 2012) 1-32.Benjamin John Grob-Fitzgibbon, *Continental Drift: Britain and Europe from the End of Empire to the Rise of Euroscepticism* (Cambridge: Cambridge UP, 2016. 1-10.21/06 **Discourses of (and on) the Second World War**KD (experts):*London / Britain Can Take It* (1940) [film] and[Selections from] J. B. Priestley, *Postscripts* (1940)

AR:

Zeno Ackermann, "Mobilisierung als Mediation", *Gedächtnis-Fiktionen* (Heidelberg: Winter, 2015) 41-71.

[24/06: Essay proposals due!]

28/06 **Decolonization, immigration & the crises of nationhood**

AR:

Tony Kushner, "Immigration and Race Relations in Postwar British Society", *Twentieth-Century Britain, Economic, Social and Cultural Change*, ed. Paul Johnson (London: Longman, 1994) 411-426.

Paul Gilroy, "Has It Come to This?", *Postcolonial Melancholia* (2005) 87-120.

FR:

James Procter, "Thatcherism and 'New Times,'" *Stuart Hall* (London: Routledge, 2004) 97-116.

Gilbert, Jeremy. "The Crisis of Cosmopolitanism." *The Stuart Hall Foundation*. Web <<http://stuarthallfoundation.org>>. 2017. [\[LINK\]](#) ★

05/07 **"Global Britain"**

KD ([experts](#)):

Theresa May, "A Global Britain," speech at Lancaster House on 17 January 2017. [\[LINK.\]](#) ★

*Global Britain*, website <<https://globalbritain.co.uk>> [\[LINK.\]](#) ★

**Types of contributions:**

Presentations

are *short (no longer than 15 minutes!)* oral and visual *introductions* to a specific topic. They need to offer a manageable amount of well-structured information, communicated from a well-considered and clearly laid out viewpoint. There can be only one presenter for each topic.

Experts

are teams of two or three participants that do special preparatory work for a specific seminar meeting.

Their task is to '*open up*' one or two specific cultural/political documents or phenomena (labelled as KD above) *for in-class discussion*.

In collaboration with me, the experts will *chair parts of a seminar meeting* (usually the first or the second 45 mins).

The experts' tasks include:

- (1) doing further reading on the topic of the meeting and especially on 'their' document or phenomenon;
- (2) defining a well-considered approach to the topic and to the document/phenomenon in relation to the overall discussion of the seminar;

- (3) giving a short kick-off statement (no longer than 5 mins!) in order to outline the position of the experts and to set the agenda for in-class discussion.
- (4) Selecting and preparing relevant text passages or film scenes for discussion.

! Setting a clear agenda for discussion and suggesting exciting positions of their own is essential for a successful 'expert performance.'

#### A reading response

is a *short* essay-like academic text that engages with an assigned/further reading text (or, alternatively, with several texts). You can also do a reading response on any kind of audiovisual material discussed in the seminar.

Participants decide what specific goals they set themselves in their reading responses, but it is important that they do in fact set themselves goals. A reading response should:

- (1) sketch the context of a text/document and describe what problem or topic it tries to confront;
- (2) outline the most important theses and the argument or the strategy of the text/document;
- (3) AND, most importantly, a reading response will actually *respond* to the text/document in terms of the seminar's major concerns – e. g. by spelling out the most important questions that the text/document raises.

Reading responses are due two days before the respective meeting. Send your reading response by e-mail, as an attachment in Word or a PDF file. Please note that I may decide to publish your reading response on WueCampus.

#### Research essay

A research essay addresses one or two major concerns of the seminar (see, e.g., topics for our meetings).

Students will suggest a topic for their essay by submitting an *essay proposal* (= a short outline of the intended topic and approach, which is due by 24/06 and should be sent as an e-mail attachment).

The essay must conform to acknowledged standards (see Stilblatt Englische Literaturwissenschaft / Amerikanistik [<LINK>](#) and *MLA Handbook*) and include a sound 'List of Works Cited.'

Further information on finding a topic, writing an essay proposal and researching the essay will be provided in the course of the semester (see my 'Guidelines for Essay Writing').

## Requirements

Besides continuous active participation, the following contributions are expected for earning credit points (see above for explanations as to the different types of contributions):

! If your planned examination module should not be listed below or should not be listed exactly, please see me in my office hrs during the first or second week of the lecture period.

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[Arranged according to examination number.]

(04-EnMA-BLC-VM1-1) (316955) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-VM2-1) (316959) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-VM3-1) (316960) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-SM1-1) (316967) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-SM2-1) (316968) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-SM3-1) (316969) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BLC-SM4-1) (316970) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
  - b) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)
- ( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM1-1) (321687) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM2-1) (321691) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM3-1) (321692) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM4-1) (323634) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM5-1) (323635) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnMA-BS-SM6-1) (323636) (10 ECTS)

- a) Presentation OR acting as an expert – AND
- b) Two reading responses – AND
- c) Research essay, min. 4000 to max. 6000 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-NL-WM-FSA-1) (324944) (5 ECTS)

In order to agree on a mode of examination, please come to my office hrs during the first or second week of the lecture period.

(04-EnGH-AM-LW-2) (325448) (5 ECTS)

- a) Presentation OR acting as an expert OR two reading responses – AND
- b) Research essay, min. 3000 to max. 4500 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnR-AM-LW-2) (325451) (V + S = 10 ECTS; Prüfung im Seminar)

- a) Presentation OR acting as an expert OR two reading responses – AND
- b) Research essay, min. 3000 to max. 4500 words (= Modulprüfung)  
( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnGy-AM-LK-2) (325469) (Ü/V + Ü/S = 5 ECTS)

Presentation OR acting as an expert OR two reading responses

(04-EnGy-AM-LW2-2) (325473) (V + S = 10 ECTS; Prüfung im Seminar)

a) Presentation OR acting as an expert OR two reading responses – AND

b) Research essay, min. 3000 to max. 4500 words (= Modulprüfung)

( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnLA-HT-Ang1-1) (327313) (5 ECTS)

a) Presentation OR acting as an expert OR two reading responses – AND

b) Research essay, min. 3000 to max. 4500 words (= Modulprüfung)

( ! The topic of your research essay needs to be in line with the focus of your specific module.)

(04-EnLA-Th-Ang1-1) (327315) (5 ECTS)

a) Presentation OR acting as an expert OR two reading responses – AND

b) Research essay, min. 3000 to max. 4500 words (= Modulprüfung)

( ! The topic of your research essay needs to be in line with the focus of your specific module.)