



THE CATHOLIC UNIVERSITY OF AMERICA
Department of Politics

POL 441, Britain and Europe in a Global Perspective Spring 2019
Undergraduate

3 Credit Hours

Department Consent Required

Classroom

TBD

Instructor contact information: (same information for co-teachers or TAs)

Dr Jonathan Boyd

jonathan.a.boyd@gmail.com

Course Description (from Cardinal Station <http://cardinalstation.cua.edu>)

In June 2016, a referendum was held by which the UK voted to leave the European Union; the UK had been a member for decades, and the referendum result largely took pollsters and pundits by surprise. It by no means reflected a consensus amongst British voters however: the ‘leave’ vote was 51.9% compared to 48.1% for ‘remain’. Nevertheless, the result was a clear victory for ‘leave’, and the British government has honoured the electorate’s decision and is now in negotiations with the EU to determine the future relationship between the UK and the EU.

This course will examine contemporary Britain in the grips of this significant transition. Students will analyse the motivations for the referendum, the role of demographics and inequality on voters’ preferences, the key actors and proponents, domestic and international reaction to the outcome, and the latest negotiating positions of the UK and the EU.

Brexit will most certainly have a meaningful impact on British politics, society and its economy; indeed, there are few issues in contemporary Britain that will not conceivably be affected by Brexit. Students will examine the potential scenarios and their implications—not only for Britain, but also specifically for London and Scotland, as well as for the EU—on issues that the

UK and the EU have traditionally closely cooperated, including trade relations, immigration, human rights, and foreign and defence policy.

Instructional Methods

Lectures
Seminars
Site visits

Required Text

See below

Recommended Text

See below

Reading materials, web materials with full citations.

- Jackson, Ashley. The British Empire: a very short introduction. OUP Oxford, 2013.
- Wright, Tony. British politics: a very short introduction. OUP Oxford, 2013.
- Curtice, J., and G. Evans. "Britain and Europe: Are we all Eurosceptics now?." *British Social Attitudes: the 32nd report, London: NatCen Social Research* (2015).
- Pinder, John. The European Union: A very short introduction. Vol. 36. Oxford University Press, UK, 2001.
- Baylis, John, Steve Smith, and Patricia Owens, eds. The globalization of world politics: an introduction to international relations. Oxford University Press, 2017.
- McGarvey, Neil, and Fraser Stewart. "European, not British? Scottish nationalism and the EU referendum." (2016): 59-70.
- Mudde, Cas. "The far right and the European elections." *Current History* 113.761 (2014): 98-103.
- Mudde, Cas. "Three decades of populist radical right parties in Western Europe: So what?." *European Journal of Political Research* 52.1 (2013): 1-19.
- Roth, Kenneth. "The dangerous rise of populism: Global attacks on human rights values." *Human Rights Watch World Report 2017* 12 (2017).
- Djankov, Simeon. The City of London after Brexit. No. PB17-9. 2017.
- Carlos Vargas-Silva. "EU Migration to and from the UK" The Migration Observatory (2017).
- Barkin, 'The Evolution of the Constitution of Sovereignty and the Emergence of Human Rights', *Millennium*, 27/2 (1998), pp. 229-52
- Franck, Thomas M. "Are human rights universal?." *Foreign Affairs* (2001): 191-204.
- Porter, Patrick. "Last charge of the knights? Iraq, Afghanistan and the special relationship." *International Affairs* 86.2 (2010): 355-375.
- Borger, Julian, James Ball, and Glenn Greenwald. 'Revealed: How US And UK Spy Agencies Defeat Internet Privacy And Security'. The Guardian. N.p., 2013. Web. 4 Aug. 2015.
- John J. Mearsheimer, "Why the Ukraine Crisis is the West's Fault", *Foreign Affairs*, Sept/

Oct 2014.

Other materials

N/A

Libraries

The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

Course Goals

- The goal of the course is: (i) to provide students with an understanding of some of the major contemporary challenges facing the UK and Europe; (ii) to encourage students to critically assess the impact of foreign and domestic policies pursued by the UK and the EU; and (iii) to encourage students to contribute fully and articulately to seminar discussions.

Goals for Student Learning

At the conclusion of the course, the student will be able to understand some of the major contemporary challenges facing the UK and Europe, to critically assess the impact of foreign and domestic policies pursued by the UK and the EU, and to contribute fully and articulately to seminar discussions.

Professional Standards Addressed

N/A

Course Requirements

1. Class Participation

When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect on your grade.

2. Presentations

On the first day of class, students will be assigned two presentation dates. Students will, during the weeks of their assigned presentation, select an article which interests them from **Politico.eu**, and present that article to the class in a compelling manner. Students will describe the context of the article, address why the topic is important, and critically assess it. Presentations will be assessed on the basis of preparation and organisation, creativity, quality of delivery, quality of analysis, and ability to trigger discussion around the selected topic.

The presentation should be approx. **10 min long**, and questions and discussion will follow. Powerpoint must be used.

3. Essay

Students will write one essay of 1000 words. Essays must be submitted electronically to jonathan.a.boyd@gmail.com **by TBD**. Late submissions will receive a grade of zero.

Students will answer the following essay question:

- **Is ‘populism’ in Europe gaining ground, or receding? Is it something to be encouraged, or discouraged? By what means?**

The essay should demonstrate the synthetic and analytical skills of the students, their familiarity with the relevant literature, clarity of expression as well as their ability to address and evaluate various positions, to debate, and to develop argumentation.

6. Exams

The mid-term exam and final exam are designed to assess the extent to which students have met the course learning outcomes listed above. It will test students’ abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you attribute to the facts and ideas you have integrated across your study in this course.

The examination will consist of multiple choice questions, short answer, and essay questions. For instance, students will respond to questions challenging their knowledge of names, seminal publications, institutions, definitions, and more. Essay questions may require students to explain key concepts.

Expectations and policies

Academic Integrity

Academic integrity is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate

student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

At times, I may ask you to do group work for an in-class presentation or group project. For that *specific* assignment, you are allowed to share material, ideas and information; however, for any related work that is to be submitted on an individual basis, I expect your submission to be your own in its entirety.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services. Please contact Disability Support Services by email at dss.cua.edu, or call 202-319-5211 to make an appointment to discuss reasonable accommodations. DSS is located in PRYZ 127.

Other Policies or Expectations: Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Academic Support Services

The university's primary academic support resources are located on the 2nd floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

The Undergraduate Advising Center (UAC) offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall. Office hours are Monday through Friday from 9:00am to 5:00pm.

Phone: (202) 319-5545 **Email:** cua-advising@cua.edu **Web:** advising.cua.edu

The Center for Academic Success (CAS) provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.

Phone: (202) 319-5655 **Email:** cua-academicssuccess@cua.edu **Web:** success.cua.edu

The Writing Center is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at <http://english.cua.edu/wc>; we also welcome walk-in appointments at the Writing Center, which

is located in 219 Mullen Library.

Phone: (202) 319-4286 **Email:** cua-writingcenter@cua.edu **Web:** english.cua.edu/wc/

The Math Center is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library Second Floor.

Phone: (202) 319-5655 **Email:** cua-academicsuccess@cua.edu

The Office of Disability Support Services provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00am -6:30pm. **Phone:** (202) 319-5211 **Email:** cua-dss@cua.edu **Web:** dss.cua.edu

The Counseling Center provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.

Phone: (202) 319-5765. **Web:** counseling.cua.edu

Assessment

Class Participation	10%	
Presentations (two each)	20%	
Midterm examination	20%	
Essay	20%	
Final Examination	30%	

University grades:

The University grading system is available at

<http://policies.cua.edu/academicundergrad//gradesfull.cfm#II> for undergraduates and <http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>.

Course Schedule

	Date	Topic	Assignment
1	Feb 7 Dr Boyd	Introduction	<ul style="list-style-type: none"> • Discussion • Self-guided walking tour of Westminster
2	Feb 14 Dr Boyd	Brexit & the British media	<ul style="list-style-type: none"> • Moore and Ramsay, 'UK media coverage of the 2016 EU Referendum Campaign' https://www.kcl.ac.uk/sspp/policy-institute/CMCP/UK-media-coverage-of-the-2016-EU-Referendum-campaign.pdf • 'The Tragic Downfall of the British Media', Foreign Policy
3	Feb 21 Prof Matthew Goodwin	Understanding the Brexit vote	<ul style="list-style-type: none"> • Goodwin, Brexit Vote Explained (2016)
4	Feb 28 Dr Zweigman	Brief meeting and field trip	The British Museum: Parthenon Marbles Readings TBD
5	Mar 7 Dr Boyd	Brexit negotiations	<ul style="list-style-type: none"> • UK Government – "Plan for Britain" website • Europa (EU official website) – UK – Brexit – overview • European Commission – Brexit negotiations website
6	Mar 14 Dr Zweigman	Inequality and elitism	'An anatomy of economic inequality in the UK: Report of the National Equality Panel' https://eprints.lse.ac.uk/28344/1/CASEREport60.pdf

7	Mar 21 Dr Boyd	Immigration & Human rights	<ul style="list-style-type: none"> • Migration Observatory briefing – EU migration to and from the UK • Migration Observatory briefing – Long-Term International Migration Flows to and from the UK • Migration Observatory Election 2015 Briefing – Why do International Migrants Come to the UK? • Adrian Low, http://blogs.lse.ac.uk/brexit/2017/01/31/the-brexit-referendum-was-a-violation-of-human-rights/ • Katie Boyle, http://ukandeu.ac.uk/explainers/brexit-and-a-british-bill-of-rights-four-scenarios-for-human-rights/
	Mar 28 & April 4	Break	
8	April 11 Dr Boyd	The City: Trade and Finance	Simeon Djankov, The City of London after Brexit, http://www.lse.ac.uk/fmg/dp/discussionPapers/fmgdps/DP762.pdf
9	April 18 Dr Zweigman	Essay preparation	Students will develop their own essay questions, and this session will enable them to receive feedback on their proposals in a peer-review setting.
10	April 25 Dr Zweigman	Scottish nationalism	Carol Glen, 'Nationalism, Identity and Scotland's Referendum', Contemporary European Studies, 2015.
11	May 2 Dr Boyd	British foreign policy, defence and terrorism	Malcolm Chalmers, UK Foreign and Security Policy after Brexit, RUSI Briefing Paper, 2017.
12	May 9 Dr Zweigman	Wrap-up	

Final Exam

Date: TBD

The final exam must be given on the day and time assigned by the Registrar. Final examinations, if required, must be administered in the final examination period. Please plan accordingly for travel, work or appointments.

A student having an exam scheduling conflict such as:

1. two or more exams scheduled for the same time period or
2. three or more exams scheduled for one day

must report to her/his school's Academic Dean's Office no later than fourteen calendar days before the end of classes. The dean will assist the student in rescheduling the exam(s) for the courses having the lowest enrollment(s). All make-up exams must be completed at the earliest possible time during the final examination period.

Bibliography

See above section: 'Reading materials, web materials with full citations.'