DESCRIPTION:
This new course taught simultaneously at the IES in London, UK, and the IES EU Centre in Freiburg, Germany, is designed to provide students with a thorough understanding of Great Britain’s ever-changing relations with continental Europe. The course is divided into three parts. **Part 1: Legacies** explores the political, cultural and economic history of the UK’s relations with Europe. **Part 2: Crisis UK** examines the political, economic and legal challenges Brexit poses for the UK. And **Part 3: Crisis EU** analyses the political, social, ideological, and economic factors that underpinned Brexit and European discontent with EU institutions, and the challenges they pose for the rest of Europe and the world.

This course will offer an account of the competing explanations for the result of the UK’s 23 June 2016 referendum on its membership in the European Union. It will explore the potential outcomes, and examine what possible new relationships could emerge between the UK and the EU. The course will explore what Brexit might mean for the United Kingdom’s constitutional order. Will it result in the independence of Scotland and Northern Ireland? It will also explore how Brexit will effect the United Kingdom’s relation with the Republic of Ireland, the only country with which it shares a border. How will Brexit affect the UK’s relations with the EU? The course will tackle wider political, economic, and social questions. How will Brexit affect the UK economy? How will it impact on the UK’s role in the world? And it will examine whether a post-Brexit Britain might prove to be a model for EU relations with other countries in Europe’s periphery?

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Participation in the course will require participation in a Brexit-study-trip to Brussels (during the half-term break), to meet with and speak to experts dealing with particular aspects of Brexit, and a joint session in London with IES Freiburg students at the end of term.

ADDITIONAL COST: None

METHOD OF PRESENTATION:
Lectures, seminar discussions, and student presentations.

REQUIRED WORK AND FORM OF ASSESSMENT:
- Course Participation - 10%
- Midterm Exam - 25%
- Final Exam - 20%
- Video Project - 5%
- Negotiation Essay/Presentation - 40%

Course Participation
Weekly readings are a compulsory part of this course and constitute a large component of a student’s participation grade. Students should also try to read a quality British newspaper such as *The Guardian*, *The Observer*, *The Financial Times*, *The Times*, *The Daily Telegraph*, *The Economist*, or from another European paper, such as *Der Spiegel* (Germany), or *The International New York Times* (which is very good for European news). Your instructor will be posting articles and other material on Moodle on a regular basis. Students should pay special attention to these Moodle postings. Other media, such as television and radio can also be followed. The BBC website offers wide coverage of Brexit. Students should also consult the EU’s website, the UK’s Department for Exiting the European Union and the House of Commons Select Committee for Exiting the European Union.
Students are assessed on the extent to which they demonstrate a measured awareness of the topics under study, investigate secondary sources, and offer original contributions through analysis and argument. Please refer to the IES Abroad Academic Policy contained in your handbook and the hand-out which serves as a useful guide: *Studying In Britain: Teaching you how to think, not what to think.* (Distributed during academic orientation)

**Midterm Exam**
This will take place during the mid-term examination period.

**Final Exam**
This will take place during the final examination period.

**Video Project**
As part of drafting their negotiating paper the five groups of two students will present a video interview *(due two weeks before final joint meeting).* For each group of two, one student will act as a reporter whilst the other will play the role of a chief negotiator. The video interview will consist of the reporter asking the chief negotiator detailed questions about their negotiating paper and position. Detailed feedback from the course instructor can then be used to correct any weaknesses in the negotiation paper before the joint London/EU discussion/debate.

**Negotiation Essay/Presentation**
For this essay and presentation students will be required work with another IES Abroad London student and two IES Abroad EU counterparts on presenting an ‘Action Plan for Brexit’ on one of five topic areas that reflect the EU’s fundamental principles, which are the free movement of (1) goods, (2) capital, (3) people, (4) services, and, (5) safeguarding the environment. Each of the five groups of two IES Abroad London students will draft a negotiation paper on the UK’s objectives in obtaining the best deal possible in relation to goods, capital, people, services, and the environment. The negotiating paper will serve as both an essay and an oral presentation, which will be the basis of a discussion/debate to take place at the end of term (refer to Moodle for date) with five groups of two IES Abroad EU students – one playing the role of the President of the Commission, Jean-Claude Juncker, and the other playing the role of the President of the European Council, Donald Tusk – who will draft a negotiation paper on goods, capital, people, services, and the environment on the EU’s objectives in securing its fundamental principles while achieving a new relation with the United Kingdom. The paired groups of IES Abroad London and IES Abroad EU students should liaise with each other during the drafting of their respective negotiating papers and will send drafts of their negotiating papers to their counterparts two weeks before the final joint meeting, and to the other groups. Each side will then have a week to evaluate and draft criticisms and debating points for the final joint discussion/debate.

**LEARNING OUTCOMES:**
By the end of the course, students will have developed:

- A thorough knowledge of the UK and its troubled relations with the European Union, of the potential political, economic, and social risks of Brexit, of how Brexit will affect the UK’s economic, political, and geo-strategic place in the world, and how Brexit will affect the EU and the wider world.
- Independent research skills, the ability to work effectively in a group, to undertake group research, delegate tasks, and draft detailed policy proposals. Students will also develop effective presentation and debating skills.

**ATTENDANCE POLICY:**
Regular class attendance is mandatory. Irregular attendance may result in a lower grade in the course, and/or disciplinary action. The IES Abroad London class attendance policy does not allow for unexcused absences, and grades will be docked one-half letter grade for each such absence. Rare exceptions will be made for the following reasons:

- The student is too sick to attend class. In this instance, the student must call the IES Abroad Centre before class to notify any of the IES Abroad staff. It is not sufficient either to email, send a message with a friend or call the Centre after the class has started.
- A serious illness or death in the immediate family requiring a student to travel home. This requires written approval from the Centre Director before departure.
Arriving more than 10 minutes late to class may count as an unexcused absence. Immigration laws in the UK are extremely strict, and we jeopardize our legal status in hosting students who do not regularly attend class. Students who do not attend class regularly will be reported to the appropriate officials and risk dismissal from the program and deportation from the UK. If a student incurs absences representing 25% of the total class hours, they will be contacted by the Academic Programmes Manager (APM) and Centre Director (CD). If these absences are made up exclusively of unexcused non-attendance, this will trigger a disciplinary review. If these absences are made up of excused non-attendance, a meeting will be held to discuss the underlying reasons for lack of attendance, and to discuss ways it can be maintained for the duration of the term. If the 25% threshold is reached due to a mixture of excused and unexcused absences, students will also be asked to attend a meeting to discuss.

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<td><strong>Session 1</strong></td>
<td><strong>PART 1: LEGACIES</strong>&lt;br&gt;Brexit! The Referendum, its history, its participants, its legacy. Basic facts and introduction of the themes to come&lt;br&gt;• Introduction to the course, and the major events that led to Brexit. We will examine briefly the prospects for the UK and the EU before, during and after negotiations.</td>
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<td><strong>Session 2</strong></td>
<td><strong>The UK and the EU. A Basic Introduction to British and European Union Institutions</strong>&lt;br&gt;• An Outline of the EU’s and the UK’s principal political, economic, and social institutions. Their histories and their work.</td>
<td>• John Pindar <em>The European Union: A Very Short Introduction</em>&lt;br&gt;• Desmond Dinan, <em>Ever Closer Union?: An Introduction to European Integration</em>, pp.1-11&lt;br&gt;• Dennis Kavanagh et al. <em>British Politics</em>, pp.196-246</td>
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<td><strong>Session 3</strong></td>
<td><strong>The Five Pillars of Brexit</strong>&lt;br&gt;• Introduction to the EU’s four pillars (Goods, People, Capital, and Services) + the Environment</td>
<td>• Ian Dunt, <em>Brexit: What the Hell Happens Now?</em>, pp.40-45, 59-64</td>
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<td><strong>Session 4</strong></td>
<td><strong>‘Post-War’: West European integration and British Exceptionalism’</strong>&lt;br&gt;• Europe’s post-Second World War history, and why the UK did not participate in Western Europe’s plans for integration.</td>
<td>• Larry Siedentop, <em>Democracy in Europe</em>, pp.1-46&lt;br&gt;• Tony Judt, <em>Postwar: A History of Europe Since 1945</em>, pp.13-61</td>
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| Session 5 | 'To join or not to join? That is the question.' The UK’s fraught relationship with the European Community, from 1961 to the 1980s  
- A history of UK’s attempts at European Community membership in the early 1960s and its success at becoming a member in 1973. Once membership was achieved, many in the UK complained that Britain’s membership was not to its advantage. This prompted a heated national discussion on Britain's place in the European Community, and Britain's first referendum on EC membership in 1975. | - Dominic Sandbrook, *Seasons in the Sun*, pp.315-39  
- Peter Clarke, *Hope and Glory*, pp. 248-82, 319-57  
- Desmond Dinan, *Ever Closer Union?: An Introduction to the European Community*, pp.29-72 |
| Session 6 | ‘A difficult partner.’ Britain’s resistance to European Monetary and Political Union  
- Examination of the UK’s attempts in the 1980s and 1990s to resist political union, and an examination of its reluctant participation in, and eventual withdrawal from, monetary union.  
**MIDTERM EXAM & Trip to Brussels** | - Tony Judt, *Postwar*, pp.535-558  
- Peter Clarke, *Hope and Glory*, pp.358-400  
- Desmond Dinan, *Ever Closer Union?: An Introduction to the European Community*, pp.73-102  
- Larry Siedentop, *Democracy in Europe*, pp.47-121 |
| Session 7 | **PART 2: CRISIS UK**  
‘Power to the People’: The Referendum and Brexit  
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| Session 8 | ‘Brexit means Brexit’. What does that mean?  
- An examination of the political ramifications of Brexit to UK politics. |  
- The UK in a Changing Europe & Political Studies Association of the UK, *Brexit And Beyond How The United Kingdom Might Leave The European Union*, pp.1-28  
- Supreme Court Hearings on the application of Miller and another (Respondents) vs Secretary of State for Exiting the European Union (Appellant): https://www.supremecourt.uk/cases/uksc-2016-0196.html |
| Session 9 | ‘Dis-United Kingdom’. Break up of the Union?  
- An examination of the implications of Brexit to the future of the constitutional arrangement between the United Kingdom government and the governments of Scotland, Wales, and Northern Ireland. |  
- Tony Connelly, *Brexit and Ireland*, pp.252-344  
- The Scottish Government, *Scotland’s Place in Europe*, pp.v-45  
- Northern Ireland Assembly, *EU Referendum Update*, pp.3-41  
| Session 10 | PART 3: CRISIS EU  
Joint session with IES Freiburg Students - Negotiating the Five Pillars: Speakers/Discussion/Debate |  
- Final Negotiation Papers Due  
| Session 11 | ‘The Break up of the Single Market and Single Currency?’ The Economic Challenges of Brexit to the United Kingdom and to Europe  
- Analysis of the economic and monetary risks and opportunities offered by Brexit. |  
- Aurelian Craiutu, *Faces of Moderation: The Art of Balance in an Age of Extremes*  
| Session 12 | Brexit, Europe, and the World. What is the future?’  
- An exploration of what kind of political, ideological, and social phenomenon Brexit is. |  
- Aurelian Craiutu, *Faces of Moderation: The Art of Balance in an Age of Extremes*  
| Session 13 | FINAL EXAMS |  
- Aurelian Craiutu, *Faces of Moderation: The Art of Balance in an Age of Extremes*  
REQUIRED READINGS:

- Desmond Dinan, Ever Closer Union? An Introduction to European Integration (fourth edition) (Basingstoke: Palgrave, 2010).
- Northern Ireland Assembly, EU Referendum Update (Belfast: Research and Information Service, Northern Ireland Assembly, 2016).
- The UK in a Changing Europe & Political Studies Association of the UK, Brexit And Beyond How The United Kingdom Might Leave The European Union (London: Political Studies Association, 2016).

RECOMMENDED READINGS:


RECOMMENDED WEBSITES:

- BBC: Brexit All You Need to Know: http://www.bbc.co.uk/news/uk-politics-32810887
- The Guardian: EU Referendum and Brexit: https://www.theguardian.com/politics/eu-referendum
- The UK in a Changing Europe: http://ukandeu.ac.uk
- The Constitution Unit UCL European Institute: https://www.ucl.ac.uk/constitution-unit/research/europe
- The New Economics Foundation: http://neweconomics.org
• Bruegel: http://bruegel.org/tag/brexit/
• Chatham House: Royal Institute of International Affairs: https://www.chathamhouse.org
• LSE European Institute: http://www.lse.ac.uk/europeanInstitute/home.aspx
• Robert Schuman Centre for Advanced Studies, European University Institute:
  http://www.eui.eu/DepartmentsAndCentres/RobertSchumanCentre/Index.aspx
• Carnegie Europe: http://carnegieeurope.eu
• Institute of Public Policy Research: http://www.ippr.org
• European Policy Centre: http://www.epc.eu