Syllabus

International Conflict and Cooperation: Britain, the European Union, and Brexit
Instructor: Ronald Mitchell
Language of Instruction: English
UO Credits: 4
Contact Hours*: 40
Total Hours of Student Engagement (THSE) in all course activities*: 120

Remote/London, England

Course Description

This course will introduce you to important concepts of international relations by examining Britain’s dynamic relationship with the European Union. The course will start by reviewing the United Kingdom’s role in World War II, which was the backdrop against which the European Union developed. That development illustrates how states seek to promote international cooperation to counter the tendency of the international system to lead to conflict and war. Britain’s initial reluctance to join the EU, its subsequent embrace of the EU (but not the Euro), and the turmoil around its exit from the EU demonstrate the ongoing tension states face between the desire to solve shared problems and resistance to relinquishing their sovereignty. How the states of the EU have (and have not) responded to Covid-19, the lack of a coordinated EU response, and the difference from how the UK has responded can shed light on the influence or non-influence of international institutions.

This course will focus on major international issues, including the Coronavirus pandemic as well as trade, human rights/migration, and environmental protection. Understanding how the UK and the EU responded to the Covid-19 pandemic as well as who gains and loses from free trade (as members of the EU) and protectionism (after the UK Brexited) helps explain changes in the UK-EU relationship over time. The “spillover” of the EU’s economic integration into robust cooperation and regulation with respect to human rights and environment, climate change, and Covid-19 nicely illustrate the dynamics many scholars expect of states and the international institutions they create.

Course Objectives

Student Outcomes. Students who successfully complete this course will:

- Identify the causes of international conflict (especially on trade) and the conditions that help states create international institutions to promote international cooperation when conflict is likely.
- Understand the economic forces that create pressure for, and also against, free trade, human rights protection, health protection and, environmental protection.
• Understand the structure of the European Union and how it developed over time
• Develop familiarity regarding the pressures for and against Brexit and how they reflect larger and predictable economic and political dynamics
• Demonstrate critical thinking skills and the ability to connect theories of international relations and international political economy to specifics of the European Union’s formation and the dynamics of Brexit.

INSTRUCTIONAL METHODOLOGY
The major instructional approach of the course will include regular online class sessions (via Zoom or other technology) and will involve a mix of lectures and class discussion seminars. In addition, we may try to arrange virtual tours during the course to supplement more standard learning models. The specifics on the virtual tours will be developed over time but might include:
• a virtual tour of the Houses of Parliament at Westminster and the adjoining area of Whitehall
• a virtual walk around King's Cross in London, an area of rich political, architectural and social history
• other “excursions”, including movies, documentaries, etc.

METHOD OF EVALUATION (GRADING)
Student workload involves 120 hours for this 4-credit course. Time and percent for components are detailed below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>0%</td>
<td>~30</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>20%</td>
<td>~22</td>
</tr>
<tr>
<td>Discussion Paper</td>
<td>30%</td>
<td>~8</td>
</tr>
<tr>
<td>In-Class Final Exam</td>
<td>50%</td>
<td>~30</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td>~30</td>
</tr>
</tbody>
</table>

Assignment of final grades
Students will receive grades based on the following criteria:
• A+: if given at all, given to 1 or 2 students whose performance is significantly stronger than other students
• A: all assignments demonstrate a strong and nuanced understanding of all course concepts and the ability to convincingly describe theories from the course and evaluate them with empirical evidence
• B: all assignments demonstrate solid understanding of most course concepts and the ability to adequately describe theories from the course and evaluate them with empirical evidence
• C: completed assignments demonstrate only a basic understanding of course concepts and/or one or more assignments missing
• D: missing many assignments and completed assignments demonstrate little understanding of material covered
• F: assignments completed account for less than 80% of total grade.
Expected distribution of grades: ~25% As, ~35% Bs, ~35% Cs, 5% Ds & Fs (but only if necessary).

COURSE OUTLINE

❗❗❗Complete readings BEFORE class on the corresponding date❗❗❗

❗❗❗Before You Arrive❗❗❗

Two weeks before you arrive, start reading:

  A satirical novella that riffs on Kafka’s Metamorphosis to get at the author’s perspective on Brexit. Its short and one-sided but provides an easy way to begin to understand the politics of Brexit.

❗❗❗Week 1❗❗❗

Monday: Program Orientation

- No class session

Tuesday: History of the UK and EU: Friendship, Dating, Marriage, & Divorce

Brexit is only the current phase of the UK/EU relationship, so let’s look back at the history

- Read these brief introductions to the history of the UK / EU relationship before class
  - [https://www.fnlondon.com/articles/britain-was-never-truly-part-of-the-eu-20180717](https://www.fnlondon.com/articles/britain-was-never-truly-part-of-the-eu-20180717)

Wednesday: Understanding the EU

To understand the UK/EU relationship, it helps to understand what the EU is

- Fontaine, P. 2017. Europe in 12 lessons. Brussels: European Commission – Chapters 4, 5, 6, 7, and 8 (chapter links across top of webpage)
  - Compares Congress and EU Parliament.

Thursday: Responding to the Covid-19 Pandemic: the UK and EU response

- Readings TBD.

Friday: Why states engage in free trade and protectionism

To understand why the UK joined the EU, it helps to understand the domestic & international politics of free trade
• Irwin, D. A. 2016. The truth about trade: what critics get wrong about the global economy. Foreign Affairs 95 (4): 84-95
• Lagarde, C. 2019 (March 8). National Public Radio Interview with Christine Lagarde, Managing Director of the IMF. (Accessed March 9, 2019)

❖❖❖Week 2❖❖❖

Monday: The effect of Brexit on trade (https://www.myeu.uk/)
• Guest lecture online by British importer (local wine or cheese shop), import-competor (farmer), exporter (TBD)

Tuesday: Why states engage in international cooperation

If protectionism is the “problem” and “free trade” is the solution, how does the EU help
• Fontaine, P. 2017. Europe in 12 lessons. Brussels: European Commission – Chapters 1, 2, 3 and Key Dates (chapter links across top of webpage)

Wednesday: The costs and benefits of being in the EU

Before trying to understand Brexit, let’s understand the UK experience with the EU, before Brexit kicked in

Thursday: Brexit Basics and History

Let’s learn the basic facts about Brexit and where did it come from
• News, B. 2019. Brexit: All you need to know about the UK leaving the EU. (2019 October 28)
• Korski, D. 2016. Why we lost the Brexit vote: Behind the scenes of the flawed campaign to keep the UK in the EU. Politico

Discussion Paper: due on Thursday of Week 2
Write a paper of 1,200 words or less about the impact that Brexit will have on some issue that you care about. That issue can be immigration, environmental protection, farming, business, national defense, or fashion. More details will follow but you should identify both the benefits and costs of Brexit in that issue area. You will be asked to present a summary of your paper in class.

🌟🌟🌟Week 3🌟🌟🌟

Monday morning: Brexit - the arguments to leave and to remain

What were the arguments for leaving the EU?
- Lee, T. B. 2016. Brexit: the 7 most important arguments for Britain to leave the EU. Vox (2019 October 28)
- Guest lecture by Brexiteer

Monday afternoon: Excursion related to International Conflict and Cooperation
https://www.myeu.uk/

Tuesday: Brexit - the arguments to remain

What were the arguments for remaining in the EU?
- Rampen, J. 2016. The 7 brilliant arguments Theresa May once made against Brexit. (2019 October 28)
- Guest lecture by Remainer

Wednesday: Brexit and immigration

What affects will Brexit have in the immigration realm?
- Fontaine, P. 2017. Europe in 12 lessons. Brussels: European Commission – Chapters 9, 10, and 11 (chapter links across top of webpage)
- Dugan, E. 2014. Migrants in Britain a decade on: They came, they worked, they stayed in Lincolnshire. Independent

Thurs: Return to Covid-19: Variation within the EU and between EU and UK
- Readings TBD.

🌟🌟🌟Week 4🌟🌟🌟

Monday: Brexit and environmental protection

What affects will Brexit have in the environmental realm?
Tuesday: Britain after Brexit

**Goal for the day**
- Readings TBD

Wednesday: The EU after Brexit AND Final Exam Review

**Goal for the day**
- Readings TBD based on outcome of Brexit
- The UK and EU relationship as an example of broader international cooperation

Thursday: Final Exam and Class Wrapup Discussion

**Goal for the day**
- No readings

*Final EXAM: during class, including essay (provided in advance) and multiple-choice quiz. Prompt for essay will be provided at least 1 day prior to exam and will require you to integrate concepts and ideas from the class sessions, readings, and excursions from the full course.*
COURSE READINGS

- All readings will be available through Canvas or another online class management system.
- Subscribe or read BOTH the (Daily Telegraph OR Spectator) AND the Guardian at least every other day. These newspapers provide alternative perspectives on UK politics and on Brexit. Reading alternative views allows you to gather facts and views to help you make your own, well-informed opinion.

Standard citation needs to include: APA

COURSE POLICIES

Late assignments
Turn in all assignments on time. Late assignments lose 2 points/day: assignments received before midnight of the 1st day after being due lose 2 of 100 points, before midnight of the 2nd day 4 points, etc. Turn in all assignments, even if late.

Grade complaints
I am willing to discuss any assignment with a student. I am willing to consider written grade complaints that explain how my grade failed to accurately assess your assignment against the criteria for that assignment. I will give such complaints my fairest and most careful consideration and assign a final grade, which can be either higher or lower.

Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:
By enrolling in this course, you agree to abide by the University’s Student Conduct Code. You are REQUIRED to read and understand the webpages linked on Canvas for the Plagiarism Assignment by Thursday of week 1. Everything in your assignments must be your own work. The fact that you are ignorant of these policies or did not intend to cheat or plagiarize will NOT be considered a legitimate defense. Raise questions you have with the professor before problems arise. I will flunk all students who plagiarize and will report them to University authorities. Unfortunately, I have done so two or three times in the past few years.

Creating an environment conducive to learning
Civility and tolerance: My primary goal as a faculty member is to create an inclusive learning environment in which everyone feels safe to express their views, whatever they may be, so long as they do so in ways that are respectful of others. In light of the divisions that became visible in the 2016 election, I seek to create a learning environment in which BOTH supporters and opponents of our current President can express their political opinions freely. One cannot identify a person’s political views by race, religion, attire, gender, favorite music, or skateboard type: in 2016, at least 10% (and often 30%) of every demographic group voted the opposite of others in that group.
Relatedly, if you have a preferred gender pronoun, please let me know what it is. Being the instructor for a class gives one considerable power (directly over grades and in more subtle ways). Therefore, I seek to be cautious in expressing my views and in responding to students expressing theirs. I will try to keep my political biases in check so EVERYONE in the class feels safe expressing their views. My biases will come through at points – I apologize for that and encourage you to call me out (in a respectful way) when they do. I invite each of you to express your views, whatever they may be, in a way that is respectful of all people, whether they are in our classroom or not. I encourage you to disagree with me and to challenge me to distinguish relatively-objective theories and facts from more-subjective values. For me, democracy consists of opinions being expressed with enough clarity and respect that I change my mind and, perhaps, I also change the minds of others. Please help me create a classroom in which mutual and inclusive respect extends to all people regardless of who they are or what their political views are, and in which all express their own views respectfully.

Students with disabilities:
Both I as a professor and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design create barriers to your participation. If you have a disability, I encourage you to contact Accessible Education Center in 164 Oregon Hall at 346-1155 or uoae@uoregon.edu If you have already been in contact with Accessible Education Center and have a notification letter, provide me with a statement from Accessible Education Center in week 1 so we can make appropriate arrangements. Note that University policy requires I receive an AEC notification letter before providing testing accommodations (see http://aec.uoregon.edu/students/current.html).

Prohibited Discrimination and Harassment Reporting
I strongly support the University’s policy on discrimination and harassment, as reflected in the following UO policy statement https://titleix.uoregon.edu/syllabus -- all referenced materials can be accessed from that website.
I am a Student Directed Employee. For information about my reporting obligations as an employee, please see https://titleix.uoregon.edu/employee-reporting-obligations Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on https://safe.uoregon.edu https://respect.uoregon.edu https://titleix.uoregon.edu, or https://aaeo.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at https://safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.
Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu or https://aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the
reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment. Specific details about confidentiality of information and reporting obligations of employees can be found at https://titleix.uoregon.edu.

**Mandatory Reporting of Child Abuse:** UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting at https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect

**Academic Misconduct**
The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

**Prohibited Discrimination and Harassment Reporting**
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The
instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at titleix.uoregon.edu.

**Mandatory Reporting of Child Abuse**
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.

**Students with Disabilities**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

LONDON, International Conflict and Cooperation: Britain, the European Union, and Brexit (Mitchell) – Summer 2020


Lagarde, C. 2019 (March 8). "National Public Radio Interview with Christine Lagarde, Managing Director of the IMF."


News, B. 2019. "Brexit: All you need to know about the UK leaving the EU."


Korski, D. 2016. "Why we lost the Brexit vote: Behind the scenes of the flawed campaign to keep the UK in the EU. Politico."

Lee, T. B. 2016. "Brexit: the 7 most important arguments for Britain to leave the EU."

Rampen, J. 2016. "The 7 brilliant arguments Theresa May once made against Brexit."


Dugan, E. 2014. "Migrants in Britain a decade on: They came, they worked, they stayed in Lincolnshire. Independent."
Brexit Got a Lot More Complicated for EU Citizens.

