



## **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**

**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 begin with a brief review of the United Kingdom's role in World War II. That war and its devastation provides the backdrop against which the European Union developed. The EU's development illustrates how states seek to promote international cooperation to counter the tendency of the international system to produce international conflict and war. Britain's initial reluctance to joining the EU, its subsequent embrace of the EU (but not the Euro), and the current turmoil around its exit from the EU nicely demonstrate the deep and ongoing tension states face between the desire to resolve shared problems and a resistance to relinquishing sovereignty in that endeavor.

This course will focus on three major international issue areas: trade, human rights and migration, and environmental protection. Understanding who gains and loses under conditions of free trade (when states are members of the EU) and protectionism (if the UK leaves the EU) 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, especially in the realm of climate change, illustrates exactly the dynamics many scholars expect of international institutions.

### **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.
- 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 class sessions involving a mix of lectures and class discussion. In addition, several study visits (field trips) will occur during the course. The specifics are not confirmed but likely will include:

- a trip to Cardiff to look at political culture outside London and the impact of the devolution of power to Wales and Scotland
- a guided tour of the Houses of Parliament at Westminster and the adjoining area of Whitehall
- a guided walk around King's Cross in London, an area of rich political, architectural and social history
- other excursions, including theater, movies, etc.

### **METHOD OF EVALUATION (GRADING)**

Student workload involves 120 hours for this 4-credit course. Time and percent for components are detailed below.

	Percent	Hours
<b>Readings</b>	0%	~30
<b>Class attendance and participation:</b> Those who ask questions and make comments will receive better grades. Shy people cannot waive this requirement	20%	~22
<b>Discussion Paper:</b> due on Thursday of Week 2 – see below	30%	~8
<b>In-Class Final Exam:</b> in-class exam on last of class – see below	50%	~30
<b>Excursion attendance and participation:</b> Being engaged on the excursions and linking excursion opportunities to course materials is encouraged and will be rewarded.	20%	~30

### **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:**

- Le Carré, J. 2019. Agent Running in the Field. New York: Penquin / Random House. A fun spy novel by John Le Carré that touches on the Trump presidency and on Brexit.

❖❖❖❖ Week 1 ❖❖❖❖

**Monday: Program Orientation**

- No class session

**Tuesday: History of the UK and the EU: Friendship, Dating, and Marriage (and 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.weforum.org/agenda/2016/06/a-short-history-of-britain-and-the-european-union/>
  - <https://www.bbc.com/news/uk-politics-26515129>
  - <https://www.history.com/news/the-history-behind-brexit>
  - <https://www.fnlonon.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*

- Lankowski, C. 2003. The EU: What Is It? *The Globalist*.
- The Atlantic. 2019. How does the EU actually work? (2019 October 28).
- Fontaine, P. 2017. Europe in 12 lessons. Brussels: European Commission. – Chapters 4, 5, 6, 7, and 8 (chapter links across top of webpage)
- Kreppel, A. 2006. Understanding the European Parliament from a Federalist Perspective: The Legislatures of the USA and EU Compared. *Comparative Federalism: The European Union and the United States*, edited by M. Schain and A. Menon Oxford: Oxford University Press. Compares Congress and EU Parliament.
- Bickerton, C. J. 2012. European integration: from nation-states to member states (excerpt as PDF -- can read whole book via library.uoregon.edu). Oxford: Oxford University Press.

**Thursday: 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*

- McDonald, B. 2009. Back to Basics: Why Countries Trade. *Finance & Development* 46(4): 48-49.
- Irwin, D. A. 2016. The truth about trade: what critics get wrong about the global economy. *Foreign Affairs* 95(4): 84-95.
- Helpman, E. 2011. Understanding Global Trade (Chapter 1: Intro). Cumberland: Harvard University Press.

- Helpman, E. 2011. Understanding Global Trade (Chapter 2: Comparative Advantage). Cumberland: Harvard University Press.
- Helpman, E. 2011. Understanding Global Trade (Chapter 3: Winners & Losers). Cumberland: Harvard University Press.
- Lagarde, C. 2019. National Public Radio Interview with Christine Lagarde, Managing Director of the IMF. 8 March 2019 (accessed: 9 March 2019)

## Friday: Excursion - Westminster Walking Tour and Houses of Parliament

### ❖❖❖❖ Week 2 ❖❖❖❖

## Monday: Excursion: Curricular excursion related to International Conflict and Cooperation <https://www.myeu.uk/>

### *Goal for the day*

- **Guest lecture by British importer (local wine or cheese shop), import-competitor (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*

- Koremenos, B., et al. 2001. The rational design of international institutions. *International Organization* 55(4): 761-799. *Read whole article but focus on INdependent Variables section: 773-780.*
- Fontaine, P. 2017. Europe in 12 lessons. Brussels: European Commission. – Chapters 1, 2, 3 and Key Dates (chapter links across top of webpage)
- Parsons, C. 2010. Revisiting the Single European Act and the common wisdom on globalization. *Comparative Political Studies* 43(6): 706-734.

## 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*

- Garrett, G. 1992. International cooperation and institutional choice: the European Community's internal market. *International Organization* 46(2): 533-60.
- Troitino, D. R. 2014. The British Position towards European Integration: A Different Economic and Political Approach. *Baltic Journal of European Studies* 4(1): 119-136.

## Thursday: Brexit Basics and History

### *Let’s learn the basic facts about Brexit and where did it come from*

- Jewell, H. 2019. Brexit explained for confused Americans. (2019 October 28).
- News, B. 2019. Brexit: All you need to know about the UK leaving the EU. (2019 October 28).
- Mueller, B. 2019. What Is Brexit? A Simple Guide to Why It Matters and What Happens Next. (2019 October 28).
- Daddow, O. 2013. Margaret Thatcher, Tony Blair and the Eurosceptic Tradition in Britain. *British Journal of Politics and International Relations* 15(2): 210–227.
- 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 are 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 are the arguments for remaining in the EU?*

- Rampen, J. 2016. The 7 brilliant arguments Theresa May once made against Brexit. (2019 October 28).
- Glen, C. M. 2008. Regionalism in the European Union: The Case of Scotland. *Contemporary European Studies* 2(1): 59-70.
- **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*.
- Serhan, Y. 2019. Brexit Got a Lot More Complicated for EU Citizens. (2019 October 28).
- Diez, G. 2019. The Migration Crisis and the Future of Europe. (2019 October 28).

#### **Thurs-Fri: Excursion: Cardiff**

### ❖❖❖❖ Week 4 ❖❖❖❖

#### **Monday: Brexit and environmental protection**

##### *What affects will Brexit have in the environmental realm?*

- Tilling, S. and B. Stansfield. 2019. The impact of Brexit on environmental law in the UK. (2019 October 28).
- European Union Committee. 2017. Brexit: environment and climate change. (2019 October 28). – Brexit and climate change (long version!)

## **Tuesday: Britain after Brexit**

### ***Goal for the day***

- Readings TBD based on outcome of Brexit

## **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.
- Purchase and read, before you arrive, John le Carré. 2019. *Agent Running in the Field* (New York: Penguin) at <https://www.amazon.com/Agent-Running-Field-John-Carr%C3%A9/dp/1984878875>

**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

<http://www.nytimes.com/interactive/2016/11/08/us/politics/election-exit-polls.html>

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 [uoaec@uoregon.edu](mailto:uoaec@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](https://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](https://researchguides.uoregon.edu/citing-plagiarism).

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Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://respect.uoregon.edu) or [aaeo.uoregon.edu](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](#).

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](https://titleix.uoregon.edu).

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### **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](mailto:uoaec@uoregon.edu).